

Multi-Media Technology Applied in the Hematology Test Teaching and Discussion

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Abstract. Objective: Discusses the application of multi-media technology in the hematology test teaching. Methods: Based on characteristics of hematology test subject, this article analyzes advantages and existing problems in the multi-media technology in teaching. Results: Multi-media teaching as a modern teaching means, compared with the clinical hematology test of traditional teaching mode has more obvious advantages. Conclusion: Multi-media technology applied in hematology test teaching, giving people the traditional teaching mode of new energy, optimized the teaching content, improve teaching efficiency and quality.

Introduction

Hematology tests are one of the main courses medical laboratory professional, is a practical and applied strong discipline, the course content complicated, cell morphology teaching a large proportion of students marrow cell morphology and clinical skills test comprehensive analysis of blood diseases is relatively high. In the form of more traditional teaching mode feature recognition under the teaching, wall charts and microscope-based, limited to subject characteristics, it is difficult to improve teaching efficiency and teaching quality. In recent years, multi-media teaching as a modern teaching methods, and traditional teaching mode hematology tests, compared with the more obvious advantages, [1-3] increasingly favored by the majority of teachers, it has been widely used in hematology tests teaching. Here multimedia teaching applications in hematology tests in the relevant discussion.

Multimedia Application Advantages in the Teaching of Hematology Tests.

Classroom Teaching Intuitive, Vivid, Stimulate Student Interest in Learning

Hematology tests mainly in bone marrow cell morphology-based content, content abstract boring, resulting in inactive atmosphere in the classroom, students are not keen interest, enthusiasm is not high, and the teaching process and the model is relatively immobilized, ignoring the clinical practice Ability that most students marrow morphology handled badly, leading to a comprehensive analysis of the ability to diagnose clinical blood disease is not strong. The multimedia teaching hematology tests can be content with graphics, video, animation, tables and other forms manifested that in the past a single, static, flat, abstract knowledge, into a modern, diverse, dynamic, three-dimensional image of teaching can effectively stimulate student interest in independent learning, teaching effectiveness significantly increased.[4]

Strengthen Ties with Each Other Disciplines, Increase the Amount of Information the Classroom

Hematology tests of learning and embryology, cell biology, physiology, biochemistry, and other related disciplines within the scientific basis, since the task of teaching arrangements, subject not

taught in the same semester, there is a forgotten subject knowledge, it is difficult for students to form an effective Contact disciplines. Multimedia content related disciplines can be integrated with upstream and downstream to facilitate effective knowledge elaborate demonstrated around the key knowledge, so informative and effective classroom teaching, teaching capacity doubled, more hierarchical teaching ideas, continuity and logic, so that students understand and master the easier.

Deepen the Students' Memory, Develop Students' Creative Thinking Ability

Visual and auditory dominant position in the process of receiving knowledge and information, according to research results in terms of the extent of the human senses to receive information, to absorb knowledge indicates that: Vision 50%, hearing 11%, taste and smell 4%. [5-6] Hematology tests more content to cell morphology-based, multimedia courseware so many forms of teaching content and more with images, video, audio and other audio-visual expression-based, can be teaching important and difficult content of organic integrate visual image and easy to contrast, to create conditions for students to understand abstract theory. Meanwhile, multimedia teaching is also beneficial to students' creative thinking ability, hematology tests each chapter content and relevant knowledge very close contact, but some basic science knowledge is relatively abstract, complex, difficult to understand and grasp the students. Therefore, we in the production and presentation of multimedia courseware, through intuitive, vivid images with simulated animation shows a typical case of the pathogenic mechanisms and to explain, to mobilize the enthusiasm of students, and export typical symptoms and clinical teachers inspiration and guidance pushdown performance, and identification of key points classified summary, training students to analyze problems, problem-solving skills.

Expand New Learning, Build a Network Learning Platform

Internet is a sign of the emergence of modern social progress, scientific and technological development, but also to promote education reform and innovation, a great opportunity for a new leap in the development of education. With the national strategy to promote information technology, digital campus construction fruitful, a large number of high-quality courses uploaded to the network, greatly enriched the students to acquire knowledge channels. With integrated multimedia technology, collaboration, real-time, interactive, interactive and other characteristics, can contribute to teaching activities applied to the network, wider dissemination curriculum, so that students learn from time and place, to achieve anytime, anywhere learning.

Multimedia Teaching in Hematology Tests Attention

Over-reliance on Multimedia Courseware, Ignore the Traditional Teaching Basic Skills

Courseware is an integral part of lesson plans, teacher writing on the blackboard to write it, to explain the contents, teacher-student interaction, teaching each other and other states, is the teacher teaching the language of logical thinking and organizational capacity demonstrated. [7] Some teachers believe that the use of multimedia teaching is one-sided modern teaching, teaching mode otherwise imply backward, so blindly rely on multimedia teaching, encountered unexpected situations, there is no way to deal with, and not even lecture. Multimedia teaching methods varied show, which will help to visualize abstract concepts, and for morphology teaching, give students a variety of sensory stimulation, facilitate understanding of knowledge and memory. But for some chapters, we need the traditional teaching basic skills, writing by writing on the blackboard, the teacher free to play without restrictions courseware guide students to keep up with teaching ideas, in favor of teacher-student interaction, play teaching and teaching personality characteristics, but also to encourage students thinking diversified, more conducive to knowledge level.

Multimedia Courseware Should Focus on Scientific and Practical

Multimedia courseware must make full use of multimedia technology, which blend text, images, animation, audio and video in one, able to meet the full range of interactive visual and auditory sensory information requirements. Scientific principle is mainly reflected in two aspects[8-9]: (1) Courseware content must be accurate and scientific. (2) Courseware design should be consistent with the principles of education, educational psychology and students thinking characteristic features. Meanwhile, the production of courseware must focus its value, should take into account before the design is appropriate for the status quo teaching environment and teaching equipment, accounting courseware cost effectiveness ratio, should seek practical, avoid courseware overly fancy, teachers should not put too much effort to making time-consuming, costly, teaching courseware general effect, but rather energy into improving the quality of teaching. Reality Some teachers use multimedia teaching unskilled, mixed courseware, courseware content is too simple or simply extract the content of textbooks, unfocused lack of effective organizational refining; On the contrary, some teachers courseware design is too fancy, excessive use of pictures, audio, video, students focus too much attention on the courseware itself, while ignoring the memory of classroom knowledge and mastery. Teachers should strive to learn multimedia application technology, full use of modern educational technology to continuously improve the quality of teaching, be closely linked to the curriculum, the rational organization of teaching content, focused difficulty knowledge, beautifully produced, practical courseware to facilitate better knowledge of the students.

Multimedia Teaching Should Highlight the Guidance of Teachers and the Participation in Subjectivity of Students

Multimedia technology has obvious advantages, but it is not the teaching of the determinants of the determinants of teaching teachers and students. [10] Teaching is interactive teaching and learning process, the teacher is the leader and designer of teaching, classroom to grasp the rhythm, emphasis on student expression, language and other information feedback, adjust the teaching schedule, focusing on classroom interaction, avoid copying the classroom as a student in the process of multimedia courseware, more than the increase in courseware some guidance, better mobilize the enthusiasm and initiative of student participation, students leave some space to think. Whatever the teaching mode, all to improve the quality of student learning for the purpose of the student who is the ultimate judge. The role of multimedia aided teaching is the application of modern techniques to stimulate and mobilize the enthusiasm of students to think, inspire students to develop students identify problems, thinking, problem-solving skills.

Improve the Effectiveness of Multimedia Class [10]

In teaching methods and the use of the process of teaching mode, teaching design is the key. To adhere to improve the quality of teaching and teaching principles, avoiding the pursuit of teaching methods and means to improve the metaphysical. Many forms of multimedia technology, with a large capacity, multi-information and high efficiency teaching characteristics, it can increase the capacity of the classroom, help to improve learning efficiency. Morphological hematology tests are the main content of the medical professional disciplines, both part of the focus of teaching morphology, but also the difficulty of teaching. At the same time, it involves more content, less hours, complicated abstract theoretical knowledge, professional terms, concepts and terminology are more practical and intuitive also strong. Multimedia improve the effectiveness of teaching in the classroom, help to stimulate the enthusiasm of students, students' ability to innovate, which greatly improved the efficiency and quality of teaching.

In short, multimedia technology in teaching hematology tests, to the traditional teaching model injected new vitality to optimize the teaching content, improve teaching efficiency and quality. The medium of instruction in the use of multimedia technology in the teaching process, teachers should play a leading role, to take advantage of multimedia technology assisted teaching, cultivate qualified medical personnel.

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