

Construction of interactive teaching mode in medical biochemistry teaching

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ABSTRACT. *This paper mainly explores the teaching effectiveness of constructing an interactive teaching model in medical biochemistry teaching. Summarize my experience in developing an interactive teaching model, and believe that this model can truly realize the teacher-student interaction in the teaching process, and fully mobilize the students' initiative and innovation ability. This method is also better for improving students' learning enthusiasm. Great effectiveness and actively promote the quality of teaching in medical biochemistry.*

KEYWORDS: *medical biochemistry; interactive teaching; role transformation*

1. Brief introduction of interactive teaching mode

1.1 The necessity of interactive teaching mode

Medical biochemistry is an important basic course and a compulsory course for medical students, and it is also one of the required subjects for the qualification examination for practicing doctors. Using Biochemistry and Molecular Biology as a classroom textbook, there are four chapters and twenty chapters in the book^[1]. For students, many of the contents are ABSTRACT, not easy to understand, and even some students will conflict. And fear of difficulty. At the same time, the traditional teaching is mainly based on the mode of teaching. The teachers are instilling, and the students are not subjectively active, and they are completely passively accepted. This “cramming“ teaching model alienates the intrinsic link between knowledge and ability. In this learning process, students lack initiative, and teachers and students lack communication, which affects the efficiency of teaching and the cultivation of students' abilities. Therefore, in order to give full play to students' initiative and stimulate students' enthusiasm for learning, they can introduce the "interactive

teaching" method in the teaching mode of medical biochemistry.^[2]

1.2 interactive teaching

"Interactive teaching" is a very effective teaching method. Its advantage is that it can fully mobilize the subjective initiative of teachers and students, build a bridge between teachers and students, students and students, through this bridge. It is possible to discuss and communicate with each other and ultimately achieve mutual promotion. In the process of "interactive teaching"^[3], students become the main body of the class, and the teacher has added a role to become a member of the students and to study with the students. Students engage in dialogue with the objective world under the guidance of their teachers according to their own interests and needs, and harvest the experience. From a psychological point of view, students are not only satisfied with the teacher's explanation during the learning process, they will try according to their own needs, even if they are wrong or even fail. "Interactive teaching" encourages students to exert subjective initiative, encourage students to explore knowledge, study problems and ultimately solve problems through their own efforts, and encourage students to discover and even create in the process of learning. Some scholars have compared the interactive teaching method to the key to open the bird cage, which can open the door of the students' thinking and let the students' thoughts fly freely in the ocean of knowledge. Similarly, teachers need to adopt some effective and active interaction strategies in the classroom teaching process, so that the interactive teaching mode can really improve students' learning enthusiasm.

2. Interactive teaching mode strategy

2.1 Passive acceptance of change and active thinking

Questioning is one of the important ways for teachers and students to exchange ideas and interact in the teaching process.^[4] "Q" is a magic weapon. It is a deep human ladder, a bridge for growth, a trigger for triggering, and an opportunity for enlightenment. Only when a question is raised can positive thinking be triggered. In the teaching process of biochemistry, if you indulge in the blind, and the students do

not actively think, the ABSTRACT knowledge points are difficult to master, even if they are mastered, they are only mechanical memories and will not be applied flexibly. Therefore, in order to change this passive acceptance mode, in the implementation of the interactive teaching mode, the teacher can ask the students some questions, let the students actively think, this is the process of digestion and absorption of knowledge points. With each question, the content is echoed together, and the problem is constantly stimulated by the students, so that students can acquire knowledge and form skills in the process of learning, thinking, exploring and communicating.

(1) Continuously improve the ability to solve problems in the process of divergent thinking and finding answers to questions^[5]. However, when teachers ask questions, they must be carefully prepared. First, students must master some theory or background related to the problem. In addition to the study in class, students should be encouraged to obtain some and mention through the Internet, libraries and other media. Information and information related to the problem.

(2) "Knowing the new and knowing the new, can be a teacher", in the teaching to train students through the accumulation of existing knowledge, analysis, deduction and summary to acquire new knowledge, in fact, this is a kind of active thinking and acquisition Self-learning ability of knowledge. For example, when it comes to the nutritional role of protein, you can ask questions about the dietary problems that students care about: "Do you like to drink milk or like to eat eggs? Both foods contain rich protein, how do we measure protein? What about nutritional value?"

(3) In addition to questions and discussions in the classroom, teachers can also leave a small amount of after-school questions for students. For example, after learning the metabolism of bilirubin, let students think about "What is the mechanism of Blu-ray treatment of neonatal jaundice?" In the next class, the teacher can ask the students to answer, and finally the teacher will summarize. Appropriate preparation for students to make some thinking questions after class allows them to consolidate and deepen the classroom knowledge, expand their thinking and increase their own knowledge in the process of exploring the answers.

2.2 Change boring for fun

Situation setting refers to the proper setting of some familiar and understandable situations in the process of teaching, and the problems to be solved are subtly hidden in the life situations that may be displayed in various forms, so that students can carry out in the context^[6]. Thinking and exploring. Appropriate situations can make students feel that the classroom atmosphere is no longer only serious, but also easy and enjoyable; it is no longer a matter of interest, but interest. When students are engaged in learning activities with great enthusiasm, the students' status is energetic and the tempering thinking is sparking. There are many ways to set up situations, such as physical situations, story situations, problem situations, performance situations, and so on.

For example, when talking about protein biosynthesis, the synthesis process of protein can be made into an animated short film, so that every step of protein biosynthesis can be clearly and vividly expressed, thereby visualizing ABSTRACT texts, inspiring students' interest in listening and attracting students. The attention is made so that students can easily grasp the ABSTRACT and difficult process of protein biosynthesis. When explaining the triterpenic acid cycle, the Yellow River is compared with the triterpenic acid cycle, and the nine provinces of the Yellow River can be compared to the nine reactions experienced by the triterpenic acid cycle, thus deepening the students' understanding and memory of the triterpenic acid cycle. Greatly improve students' interest in learning.

2.3 Transforming teaching as a guide

The change of roles in the classroom means that the teacher transforms from the knowledge lecturer in the traditional teaching to the organizer and the leader of the student learning activity, and the student plays the role of the teacher, and needs to specifically teach a certain content. The specific implementation steps of the teacher-student conversion role interaction method can be divided into:

(1) Clarify the teaching objectives and determine the content of the lecture. Determine the content of the student's lecture two weeks in advance, and refine the learning content into several parts according to the target requirements;

(2) Give the students a week to ask the students to write a preparation outline, and the teacher will make modifications to guide the students' ideas. Students

prepare lessons according to the revised outline of the teacher;

(3) Students teach, teachers supplement, correct and summarize.

2.4 Transforming fish for fishing

"It is better to teach fish than to teach it. It is necessary to save the fish in a hurry and to teach it to solve the needs of a lifetime." This should also be the case when teaching medical biochemistry. Teachers should communicate with students in both class and class. They should talk more about learning methods and learn from students. It is more important for professors to give students access to knowledge than to simply instill ready-made knowledge into students. The teacher is no longer the indoctrinator of knowledge, but the ignitor of the flame, and the guide for student learning. Teachers should build a platform for students to help students master the methods of learning, and students should actively learn to use creativity and imagination to learn from the previous "passive" acceptance of knowledge and "active" to absorb knowledge. The relationship between teachers and students is also very important. The harmonious teacher-student relationship and cheerful classroom atmosphere can enhance students' concentration and interest.

3. Conclusion

In general, in the teaching of medical biochemistry, changing the traditional infusion teaching and changing the interactive teaching mode, although there may be some students who are not suitable for the situation, as long as the teacher patiently induces training, it will adapt to the new teaching method as soon as possible; In the process of teaching practice, we should also use a variety of teaching methods in accordance with the specific content of teaching, absorb the length of other teaching methods, continuously explore and constantly improve, and promote the effective improvement of teaching quality.

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