

On the Development and Implementation of Computer Network Education in Medical Schools

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Abstract: With the continuous development of information technology, computer network education is widely used in teaching, and the use of the Internet makes disciplinary teaching not limited by space. In the teaching of medical schools, computer network education can bring rich resources and flexible interpersonal interaction, breaking through the disadvantages of traditional classroom teaching. This paper mainly analyzes the development of computer network education and studies the ways to effectively implement computer network education in medical schools.

Introduction

With the rapid development of science and technology, computer network education plays an important role in teaching. Medical schools can stimulate students' interest in medical knowledge through computer network education to give full play to the role of network assisted teaching. How to effectively use network teaching to improve teaching efficiency and promote the communication between teachers and students is an urgent problem to be solved.

1. Development status of computer network education

In recent years, with the rapid development of network construction, the use of network for teaching has become a normal. Computer network education is a student-centered teaching method, which will not be limited by time, space, progress, location and times. Its biggest advantage is that it can use the teaching resources on the Internet freely. Therefore, computer network education has become a new trend of education development, and education is also constantly integrated into the new era of computer network education. At present, most colleges and universities have begun to build computer network education, there is no exception for medical schools. Many home pages on the Internet can find the relevant content about distance education, but because the computer network education mode has not been well improved, its teaching web page still has some of the same shortcomings^[1]. To a certain extent, it shows that the construction speed and overall development level of computer network education are still in the initial state, it has not been well used and developed. It requires that medical schools should strengthen the construction of computer network education to improve a work system that can undertake network education. The common disadvantages of computer network education are as follows:

(1) In the medical education on the Internet, there are few subjects, and the contents are relatively simple. At the same time, the knowledge involved is too narrow, so that the teaching content is too rigid and not vivid, and can not arouse students' interest in learning.

(2) The course content on the Internet is not updated fast enough to meet the students' desire to acquire knowledge in time, and the content update is slow, which easily leads to students' failure to acquire the latest knowledge in time. It is extremely unfavorable for medical students.

(3) The course content on the Internet is not promoted in diversified forms, which makes the course form too monotonous, and the courseware of the online course is mostly displayed in text mode, and the vivid video courseware is lacking, so that it can not arouse students' enthusiasm for learning.

(4) The teaching courses on the network lack systematicness, and the related knowledge points in the courses cannot be connected in series, so that the content of the courseware is too scattered.

When students use computer network education, their thinking cannot be expanded well, which cannot reach the goal of computer network education.

2. Implementation method of computer network education in medical school

2.1 To maintain and guarantee campus network

At present, most of the schools have not set up the focus of audio-visual education, and the traditional management mode of audio-visual education has been unable to meet the management needs of modern campus network. Therefore, medical schools should strengthen the management of campus network, set up professional information and network management center who is fully responsible for the maintenance and guarantee of campus network^[2]. The campus management center should be managed by two or three full-time computer personnel and many computer teachers to ensure the stability and smoothness of the campus network. In addition, in the management of the campus network, it is necessary to prepare the regular configuration of network management personnel, audio-visual education equipment, network equipment and related network information, as well as the management of e-mail, network billing and network resources, to improve the system of the campus network. Only when the campus network is formed into a complete network system, can the division of labor management be better carried out to improve the maintenance and guarantee of the campus network. In the maintenance and guarantee of campus network, the choice of technical personnel and daily maintenance are the most important issues. As the functions of the campus network will be constantly updated and expanded, the maintenance work will become more and more complex, including the regular update of all the courses on the website, which can not be successfully completed one or two computer teachers. Therefore, the teacher can divide students into several groups and assign the work of column updating to them. The teacher needs to guide them from the side, so that students can understand the medical knowledge more deeply in the process of column content updating^[3].

2.2 To give full play to the role of "teaching" and "learning" in computer network education

2.2.1 The "teaching" in computer network education

In the computer network education, "teaching" mainly covers the interaction of teaching process, the openness of teaching system and the richness of teaching resources. In the traditional education and teaching of medical schools, because of the limitations of environment and teaching conditions, the teaching object is relatively limited, and its teaching state is relatively closed, and it develops in the form of ladder. The development of such a ladder requires students to develop in accordance with the order of primary, secondary and higher education. It must follow the rules and can not reverse the order^[4]. Ladder education has caused certain obstacles to the development of students for the students who are interested in learning and have strong learning ability when they want to learn knowledge that is higher than the content of classroom teaching. In this context, the teaching system of computer network education is relatively open, and students can choose the knowledge they want to learn freely through their own actual situation. In the network, there are abundant teaching resources and information resources, which are related to all fields of society, and also cover the knowledge content of all disciplines. It can effectively improve the knowledge of students, and it is helpful to broaden the vision of students. In the traditional classroom teaching, time and place are fixed. In this process, when students encounter problems that can't be solved in learning, or problems that can't be solved in time, they can search for problems with the help of computer network education. In addition, the use of computer network education can also help students to learn knowledge after class, for example, teachers and students can discuss knowledge with the use of QQ, email, and chat room to solve the difficulties students encounter in learning. In such online distance learning mode, the time of learners and guides is relatively free, and they can ask for help on the Internet at any time according to their own needs. Most problems encountered by learners in computer network system can be solved through automatic retrieval of knowledge base^[5]. At the same time, when some problems cannot be solved by the computer network system, students can

ask teachers for advice through chat tools, and teachers can provide students with solutions by e-mail or other ways to answer their doubts. Through the special form of interaction in the computer network education, the instructor and learners can not be limited by the time and space, and can solve problems in time, and can freely carry out independent learning on the network.

2.2.2 The "learning" in computer network education

In computer network education, "learning" is embodied in learning, including the diversity of learning mode and the initiative of learning. Among them, the diversity of learning mode represents that in the computer network learning, it will not be limited by time and place, so the online learning mode is relatively free. In addition, computer network education can carry out individualized learning, and group learners according to the situation of different learners to study and discuss in groups on the Internet. At the same time, the use of such method can also achieve the effect of group teaching, making the organization of teaching activities more convenient and flexible, effectively improving the effect of medical teaching^[6]. The initiative of learning is mainly presented in the process of online education. Students complete their learning through independent ways, including self-renewal of knowledge, self-thinking, self-exploration, and self-learning, that is, to complete the learning task through their own efforts. Computer network education is not a single interactive learning between human and machine, but a complex interactive learning between human and machine. The most important way of interaction is the initiative of students, which is characterized by the emphasis on learning interaction and the need for students to actively participate in teaching activities. The key to this autonomy lies in the students themselves. They need to determine their own learning objectives and learn with the help of the advantages of online teaching resources. Only when students choose their own learning contents and methods, can they fully control their own learning time, get effective learning methods to achieve their own learning objectives. At the same time, they can evaluate their learning efficiency in the process to test their learning achievements and effects in this period. In this way, students can carry out individualized learning according to their own basic knowledge and learning progress and other actual conditions, without the need for teachers to learn unified teaching knowledge and progress, improving the learning effect of students to a certain extent^[7].

3. Conclusion

In summary, in order to effectively play the biggest role of computer network education in medical schools, universities should continue to improve the computer education system based on the actual situation of medical schools to integrate the relationship between "teaching" and "learning" in network education. Only in this way can the traditional education and computer network education be better combined, so that they can complement each other to improve the efficiency and quality of medical teaching.

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