



# Study on the Learning Attitude Style and Teaching Plan of Nursing Major Students in Higher Vocational Education of Medicine and Health

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**Abstract:** The development of students is one of the main factors affecting the teaching quality. Therefore, through the investigation of learning psychology, we can find the characteristics of students. They help to determine the teaching plan, and carry out the research on the new teaching mode of health professional nursing, so as to teach students according to their aptitude, improve the teaching quality, and meet the requirements of students' growth and clinical employment. This study has laid a foundation for the teaching reform of nursing major in Higher Vocational Colleges according to students' characteristics and career growth planning.

**Keywords:** higher vocational education, nursing students, learning attitude, learning style, teaching plan

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## 1. Introduction

This research lays a foundation for the teaching reform of nursing programs in nursing majors in vocational colleges according to the characteristics of students and career growth planning.

## 2. Research subject

Mainly students in the first and second grades of higher vocational education. The scope covers the middle, east, west, provinces and cities of the country. Affected by the economic level, affluence and cultural development of different regions, the quality of students, learning patterns and habits Exactly the same.

## 3. Research methods

The nursing major is a nationwide shortage-oriented major. In order to train nurses who meet the current clinical needs.

In order to comprehensively and objectively reflect the learning psychology of students, random samples were taken among students in the vocational nursing classes in the first, second and third grades of different regions of the country, and a comprehensive evaluation scale of learning style evaluation and learning attitude and learning method was issued.

## 4. Analysis of survey results

### 4.1 Comprehensive evaluation of learning attitudes and learning methods

#### 4.1.1 Related content of the scale

Learning attitude and learning methods play an important role in students' learning adaptation.

This test is based on the college student learning method test and the related materials provided by the Center for learning and teaching research of the University of Michigan.

#### 4.1.2

Comprehensive evaluation of learning attitude and learning method in nursing specialty The students of grade one, grade two and Grade Three of higher vocational colleges in China were tested on their learning attitude and learning methods. Related to grade situation, the nursing profession as a whole contrast table 1.

**Table 1. Statistical results of surveys on learning attitudes and learning methods of the first, second and third grades of nursing major**

| Grade | First grade                             |           |       | Second grade                            |   |       | Third grade                             |   |       | Total                                   |   |       |      |   |
|-------|---|-----------|-------|---|---|-------|---|---|-------|---|---|-------|------|---|
|       | Learning attitude and method statistics |           |       | Learning attitude and method statistics |   |       | Learning attitude and method statistics |   |       | Learning attitude and method statistics |   |       |      |   |
|       | Total                                   | %         | Order | Total                                   | % | Order | Total                                   | % | Order | Total                                   | % | Order |      |   |
| 1     | A                                       | Excellent | 61    | 5.3                                     | 4 | 21    | 6.8                                     | 4 | 5     | 10.4                                    | 3 | 87    | 5.8  | 4 |
| 2     | B                                       | Good      | 317   | 27.6                                    | 2 | 102   | 32.9                                    | 2 | 18    | 37.5                                    | 2 | 437   | 29   | 2 |
| 3     | C                                       | Ordinary  | 626   | 54.5                                    | 1 | 160   | 51.6                                    | 1 | 24    | 50                                      | 1 | 810   | 53.8 | 1 |
| 4     | D                                       | Poor      | 107   | 9.3                                     | 3 | 24    | 7.7                                     | 3 | 1     | 2.1                                     | 4 | 132   | 8.8  | 3 |
| 5     | E                                       | Very poor | 38    | 3.3                                     | 5 | 3     | 1                                       | 5 | 0     | 0                                       | 5 | 41    | 26   | 5 |
| 6     | Total                                   |           | 1149  | 100                                     |   | 310   | 100                                     |   | 48    | 100                                     |   | 1507  | 100  |   |

#### 4.1.2.1 First-year evaluation

I evaluated the 1149 students in the first grade, There are 61 people with learning attitudes and learning methods of grade A (excellent), accounting for about 5.3% of the total number; There are 317 people in grade B (good), accounting for about 27.6% of the total number; There are 626 people in class C (ordinary), accounting for about 54.5% of the total number; There are 107 people in class D (poor), accounting for about 9.3% of the total number of people, and 38 people in class E (very poor), accounting for about 3.3% of the total number.<sup>[3,6]</sup>

#### 4.1.2.2 Second grade evaluation

The assessment was conducted against 310 students in the second grade. There were 21 people with A-level (excellent) learning attitudes and learning methods, accounting for 6.8% of the total number; 1.2 people with B-level (good), accounting for about 32.9 %; 160 people in class C (ordinary), accounting for about 51.6% of the total number; 24 people in class D (poor), accounting for about 7.7% of the total number, and 3 people in class E (very poor), about 1% of the total number.

#### 4.1.2.3 The assessment of the third grade

48 students in the third grade were evaluated, and the learning attitude and learning method were grade A (excellent), 5 people, accounting for 10.4 of the total number; grade B (good), 18 people, accounting for 37.5%; 24 people in class C (ordinary), about 50% of the total number; 1 person in class D (poor), about 2.1% of the total number; 0% of the total number of people.

#### 4.1.3 Nursing professional evaluation

The overall situation of 1, 527 students in the first, second and third grades of nursing majors was summarized and counted. The learning attitudes and learning methods evaluated the statistical results. The situation of the entire major was consistent with the results of the first, second and third grades: the five grades were arranged in descending order The order relationship is A: B: C: D: E = 4: 2: 1: 3: 5.

#### 4.1.4 Results analysis and teaching suggestions

##### 4.1.4.1 Analysis of the first grade evaluation results

54.5% of the students' learning attitudes and learning methods are ordinary, so the teaching methods should be based on the achievement of the teaching goals of the majority group, taking into account the good and poor groups; and the excellent and extremely poor are the minority groups, which can be used for excellent students. Increase the scope of learning difficulty and adopt guided teaching to give full play to students' learning initiative. It is recommended that students who are at a disadvantage to their learning attitudes and learning methods focus on group teaching.<sup>[1,2]</sup>

##### 4.1.4.2 Analysis of the second grade evaluation results

51.6% of students' learning attitudes and learning methods are ordinary, and 32.9% of students' learning attitudes and learning methods are good, so the teaching methods should be based on the achievement of the majority group's teaching goals, taking into account the poor and excellent groups The poor are minority groups, students who are at a disadvantage for learning attitudes and learning methods are recommended to focus on group teaching.

##### 4.1.4.3 Analysis of the evaluation results of the third grade

50.0% of the students' learning attitudes and learning methods are ordinary, and 37.5% of the students' learning attitudes and learning methods are good. Therefore, the teaching methods should be based on the achievement of the majority group teaching goals, taking into account the poor and excellent groups; The poor are the minority groups, and

students who are at a disadvantage to learning attitudes and learning methods are recommended to focus on group teaching.<sup>[7]</sup>

## 4.2 Assessment of learning style

### 4.2.1

Description of relevant contents of the scale The four answers A, B, C, and D of the 12 questions are scored and summed to obtain their respective total scores. According to the ranking, the highest score is the determined type, that is, the dominant learning style. If the difference between the two scores is within two points, it can be determined as a double type.

### 4.2.2

Evaluation results of learning style of nursing major 1453 students in grades one, two and three were evaluated for learning style. The results of the evaluation are shown in Table 2.

**Table 2. Statistics on the evaluation results of learning style of nursing major**

| Type statistics total |    |                         | First grade |      | second grade |      | Third grade |      | Nursing profession (summary) |      |
|-----------------------|----|-------------------------|-------------|------|--------------|------|-------------|------|------------------------------|------|
|                       |    |                         | Total       | %    | Total        | %    | Total       | %    | Total                        | %    |
| 1                     | A  | Decentralized           | 230         | 22.6 | 88           | 29.2 | 38          | 28.2 | 356                          | 24.5 |
| 2                     | B  | Assimilation            | 103         | 10.1 | 56           | 18.5 | 20          | 14.8 | 179                          | 12.3 |
| 3                     | C  | Polymerized             | 115         | 11.3 | 34           | 11.3 | 17          | 12.6 | 166                          | 11.4 |
| 4                     | D  | Adaptive                | 126         | 12.4 | 27           | 8.9  | 12          | 8.9  | 165                          | 11.4 |
| 5                     | AB | Dispersed + Assimilated | 67          | 6.7  | 23           | 7.6  | 10          | 7.4  | 100                          | 6.8  |
| 6                     | AC | Dispersed + Polymerized | 178         | 17.5 | 23           | 7.6  | 9           | 6.7  | 210                          | 14.5 |
|                       |    | Hybrid                  | 197         | 19.4 | 51           | 16.9 | 29          | 21.4 | 277                          | 19.1 |
| total                 |    |                         | 1016        | 100  | 302          | 100  | 135         | 100  | 1453                         | 100  |

#### 4.2.2.1

The statistical results of the first-year learning style types are distributed (A) with the highest distribution ratio; followed by mixed, assimilation (B) and aggregation (C) distribution ratios are equal.<sup>[8]</sup>

#### 4.2.2.2

The statistical results of the second-year learning style types are distributed (A) with the highest distribution ratio; mixed and assimilated (B) distribution ratios are equal.

#### 4.2.2.3

The statistical results of the third grade learning style types are distributed (A) with the highest distribution ratio; followed by mixed, assimilated (B) and aggregated (C) and adaptive (D), distributed + aggregated (AC) distribution ratios quite.

### 4.2.3

Nursing professional assessment situation The statistical results of the learning style types of the three grades are distributed (A) with the highest proportion; followed by mixed, assimilated (B) and aggregated (C).<sup>[9]</sup>

## 4.2.4 Results analysis and teaching suggestions

### 4.2.4.1

According to the statistical results of the first-year learning style types, it is recommended that: ① In terms of talent training methods, use internal tutor guidance, learning at work, open courses, lectures, multimedia courses, etc. to verify the correctness of knowledge through specific practices; In the above, the group design can be used to solve problems in the form of experiments, demonstrations, and practical exercises.

### 4.2.4.2

According to the statistical results of the second-year learning style types, it is recommended that: ① In the way of talent training, reading books, online learning or multimedia courses, learning in practice, etc.; ② In the teaching method, mainly use group discussion activities, classroom group activities, deduction Reasoning design, consulting literature and other forms to solve problems.<sup>[10]</sup>

### 4.2.4.3

According to the statistical results of the learning styles of the third grade, it is recommended that: ① In the way of

talent training, use internal tutor guidance, learning at work, open classes, lectures, multimedia courses, etc., and verify the correctness of knowledge through specific practices; In the above, the group design can be used to solve problems in the form of experiments, demonstrations and practical exercises.

This research lays a foundation for the teaching reform of nursing programs in nursing majors in vocational colleges according to the characteristics of students and career growth planning.

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