Study on Teaching Development Strategies for Wildlife Diseases—Takes African Swine Fever as an Example

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Abstract

For human beings, the existence of wild animals lets us live in a colorful world, the world gives us life, and we use life as a wonderful world, wild animals have their way of life, and their existence makes our world richer, we should try to protect the wild animals, to create a more suitable living environment for them. However, for wild animals, the existence of diseases seriously threaten their lives, so must be effective research for wildlife diseases, through teaching to discover and analyze wildlife diseases, can find out the teaching development strategy of wildlife diseases, such this African swine fever as an example, illustrates the as ASF teaching development strategy, through the research and analysis, can clearly understand the teaching development of ASF teaching to a better future.

Keywords

Wildlife, disease, teaching, strategy, African swine fever

Foreword

Research on teaching and development strategies for wildlife diseases—For example, ASF is very important, It has a very important significance and value, because studies on the teaching and development strategies of wildlife diseases using ASF could help more veterinary students to understand the specific situation of ASF diseases, being able to understand the characteristics of the disease in learning, learn how to use effective strategies to prevent and treat ASF, helping students raise awareness of wildlife conservation [1]. To fight against the disease, deep research into wildlife diseases, creates a more suitable living environment for wildlife, bring the development of wildlife disease teaching with a strong impetus.

1. Strategies of Wildlife Diseases—the significance of ASF

It is of great research significance, first, the study presented in this paper enabled more students to recognize the ASF disease, to understand the characteristics and harmfulness of ASF diseases, let more students focus on the learning of wildlife diseases, recognizing the importance of wildlife life and health; next, The research in this paper can make more teaching teachers pay attention to their own teaching development. There is a systematic and standardized teaching procedure for ASF disease. Change the teaching efficiency of teachers [2], improve the teaching quality of teachers; Then the study in this paper can help more teachers and students understand the relationship
between human and wildlife. Feel the wonders of nature, more attracted by the safety and life of wildlife, make more people more active, To contribute to the development of wildlife diseases; last, the research and analysis of this paper can bring more veterinary teachers and students some references, promote the teaching of wildlife diseases to a better future.

2. Research on teaching development strategies for wildlife diseases

(1) The teaching status of African swine fever as an example. Teaching methods of African swine fever disease At present, from the perspective of the teaching reform of professional courses in colleges and universities, the class hours of the whole course have been reduced [3]. As a part of animal disease science, wildlife disease, as a relatively new course, has only been opened in colleges and universities in the last ten years. When arranging animal disease courses in colleges and universities, the investment fund is limited, so the course teaching of ASF is based in the form of professional elective courses. When students study ASF, they lack sufficient and complete teaching facilities, and the practical conditions of the course are very limited. Students can only simply explain the diseases of wild animals, but cannot get in-depth understanding. In the teaching of animal diseases, colleges and universities adopt the theoretical teaching method as the main teaching method of African swine fever disease. At the same time, in the teaching process, the teaching link setting, there is a single means, lack of clinical practice teaching display, in the teaching process, failed to timely combine theory with practice.

(2) Teaching content of African swine fever disease. Most of the teachers teach in animal medicine in colleges and universities, and they mainly treat and treat diseases of economic animals (such as large animals and poultry). Restricted by the development of the national animal medical industry, the awareness of raising dogs and cats is not enough, the overall development level of the industry is not high, and viral infectious diseases are relatively common. Wildlife viral infectious diseases, basic medical diseases and routine surgery are the main contents of teachers' teaching. With the increasing impact of wildlife diseases on human beings, the aging of wildlife themselves, tumor, kidney failure, dental diseases, heart failure, eye diseases and diabetes, etc., the traditional teaching content knowledge of labor doctors can not meet the needs. African swine fever disease teaching, the teacher of the disease rarely had the practice of diagnosis and treatment process, so in the process of teaching content, the theory of the basic pathology, and not in a variety of forms, vivid, deeply to African swine fever disease detailed analysis, also cannot to African swine fever knowledge more deeply. Therefore, the teaching content of ASF is affected by the teaching facilities, teachers' experience and other aspects, and the overall situation still needs to be improved and comprehensively developed.

(3) The teaching and teaching development of African swine fever disease. In the modern rapid development of science and technology, electronic information technology has fully developed, but in the teaching of African swine fever, there is widespread in the teaching process of wildlife disease, the application of modern digital technology is not comprehensive, the teaching process is not rich enough, the form is not vivid and intuitive enough. In captive wildlife diagnosis and treatment process, can also be used as teachers' clinical teaching cases, for livestock related treatment data preservation, through the media, but as an economic animal diagnosis and treatment experience of teachers, lack of related wildlife diagnosis and treatment practical experience and data, in the African swine fever disease teaching, is difficult to provide indeed teaching materials. In the teaching of wildlife diseases, we do not combine the reality, keep pace with The Times of African swine fever, and lack of comprehensive teaching content update. At the same time, in the teaching of African swine fever, it is difficult to arrange the actual diagnosis and treatment observation for students, and there is no wildlife disease diagnosis and treatment practice for students [4].

3. Study on Teaching Development Strategies for Wildlife Diseases—Take African swine Fever as an Example

3.1 Strengthen the teaching and understanding of ASF disease

To strengthen the teaching understanding of ASF disease, teachers must fully understand the teaching of ASF disease. Only by fully understanding and understanding the ASF disease can the teaching of ASF become more efficient and promote the teaching to achieve better teaching results. To strengthen the teaching understanding of African swine fever disease, need to let more teachers understand African swine fever, truly explore the African swine fever disease teaching content, change the teaching method, the African swine fever disease effective observation, research and thinking, can truly understand and understand the African swine fever disease, to build the close mechanism between the African swine fever and teaching, let teachers can do the African swine fever disease teaching meticulous, do.
3.2 In-depth analysis, and forming a research group to conduct professional research

In African swine fever teaching, wildlife disease development strategy research is very important, to make the teaching develop, it must be its thorough analysis, can form a research group for professional research, only further analysis of ASF disease teaching, can find more knowledge, can play to the charm of teaching, will make African swine fever disease teaching become more depth, more comprehensive, make teaching more depth, breadth and width, finally, let more students deeply fascinated by ASF disease knowledge. To form a research group to conduct professional research, teaching teachers should form a research group to conduct research and analyze the teaching of African swine fever disease through close cooperation and division of labor, and finally obtain more important research results and bring better teaching results.

3.3 Strengthen the teaching ability to teach teachers and dig into the African swine fever

To strengthen the teaching ability of teaching teachers and dig deep into the disease of ASF. As teachers, they must have good teaching abilities. Only with the ability can they fundamentally do a good job in teaching and make the teaching development more recoil. Just think, if the teacher does not have good teaching ability, then will make their teaching become loopholes, which is not conducive to the development and transformation of teaching. Moreover, as teaching teachers, we should also deeply dig into some knowledge and content of ASF disease, so that the teaching of ASF disease becomes more detailed, rich, and comprehensive. So to strengthen teachers' teaching ability, we need to make teachers fall in love with learning, read more books about ASF, and learn more on relevant websites, so that they can master more knowledge and form a sound teaching system. A continuous and thorough analysis of ASF disease [5], serious thinking, and painstaking efforts, will surely make the teaching and development of ASF disease in a more ideal direction.

3.4 Continuous reflection and summary

Take African swine fever as an example of wildlife disease teaching development strategy research want to get better development results, it must be through constant reflection and summary, because reflection can be thorough thinking and analysis of teaching problems, can find out the causes of the problems in African swine fever disease teaching, what bad effects, what negative effects, to make the teaching problem get thorough analysis. The summary will be summarized according to the actual teaching, and conclude conclusions, so that teachers have rich experience. Only by continuous reflection and summary can the practical teaching of ASF disease be done in a real sense. It is necessary to reflect and summarize regularly, and it can be recorded, formulate teaching plans for the reflection, and form teaching measures for the summary, to make the teaching of ASF disease more meaningful and connotation.

3.5 Strengthen the teaching and supervision of African swine fever disease

Strengthening the teaching supervision of ASF disease is an essential element of ASF disease teaching. Supervision plays its role and influence, can effectively supervise and supervise the teaching of ASF disease, make the teaching more standardized and effective, and produce a better scientific teaching effect. Strengthen supervision, need to set up a professional supervision team, formulating a strict supervision system, establishing a prior-matter-afterwards, prior-matter-afterward supervision mechanism, assign professional personnel to supervise, supplemented by effective rewards and punishments measures, can continuously strengthen the teaching of the African swine fever disease supervision, through the regulated African swine fever disease teaching disorder, to regularization, scientific and rationalization.

3.6 Make scientific teaching plans to make the teaching of ASF fever more standardized and efficient

African swine fever disease teaching must develop scientific teaching planning, only in this way can make African swine fever disease teaching more efficient, make it sustainable development, scientific teaching planning needs teachers to do full thinking and research, need teachers to form a certain inertia, have confidence in the African swine fever disease teaching of, power, can fully the African swine fever disease teaching is an important thing to do. Making the planning become more comprehensive, specific, scientific, and standardized, and can give the teaching planning a sense of direction, formulate the planning goals, strictly implement the planning, and actively rectify the existing disadvantages of the planning. In short, as a teaching worker, the teaching of ASF disease must become standardized and efficient, to change the teaching mode of ASF disease.
4. Conclusion

The study of the teaching and development strategies of wildlife diseases using ASF is very important, for humans, the presence of wildlife makes our world a better place, as the master of the world, we have a responsibility and obligation to create a more beneficial living environment for wildlife. And diseases in wild animals can also greatly affect their survival, take an example of African swine fever, Strategies for the development of African swine fever, the research, and analysis of this paper will improve the teaching development of ASF disease. To ensure that ASF disease is understood and recognized by more students, help more veterinary students to learn the relevant content and knowledge of wildlife diseases well, to encourage students to better understand wildlife diseases, to learn more knowledge and skills to deal with wildlife diseases.

Authors’ Contributions

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