

# *Exploring the Path of Building Teaching Innovation Teams for Clinical Medicine Teachers in Higher Vocational Colleges*

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**Keywords:** Clinical medicine in vocational colleges; Teaching innovation; team building

**Abstract:** With the development of society and the advancement of educational reform, clinical medicine education in vocational colleges is facing new challenges. In order to adapt to the needs of the times and the market, and promote the improvement of the quality of clinical medicine talent cultivation in vocational colleges, it is necessary to carry out teaching innovation work and build teams with innovative abilities and excellent teaching skills. This article explores the path of building a teaching innovation team for clinical medicine teachers in vocational colleges, and conducts in-depth discussions on it.

## 1. Introduction

In the current social environment, the pharmaceutical industry is in a period of rapid development, and people's demand for talent in the field of clinical medicine is increasing<sup>[1]</sup>. Clinical medicine education in vocational colleges is not only an important component of achieving high-quality clinical medicine talent cultivation, but also a key link in clinical medicine talent cultivation. In order to meet the needs of the market and the times, clinical medicine majors in vocational colleges must strengthen teaching innovation and improve the quality of talent cultivation. In this process, teacher team building plays a crucial role<sup>[2]</sup>. However, there are currently some problems in the construction of teaching innovation teams for clinical medicine teachers in vocational colleges, such as a lack of innovation ability and low teaching level. Therefore, this article aims to explore the path of building innovative teaching teams for clinical medicine teachers in vocational colleges, and provide reference for the development of clinical medicine education.

## 2. Introduction of innovative teaching concepts

### 2.1. Analysis of the current situation of clinical medicine majors

With the development of China's medical industry, the position of clinical medicine in higher education is becoming increasingly important. However, there are still many problems in current clinical medical education, such as outdated educational concepts, unreasonable curriculum settings, and single teaching methods<sup>[3]</sup>. These problems have led to a decline in the quality of clinical

medicine education in vocational colleges, making students less competitive in the job market. Therefore, in the construction of teacher teams, it is necessary to introduce new teaching innovation concepts and inject new vitality into clinical medical professional education. Clinical medicine, as an important medical major, has always been favored by a large number of students. With the increasing demand for medical care in society, the employment prospects of clinical medicine majors are also becoming increasingly broad<sup>[4]</sup>. However, from another perspective, clinical medicine majors also face some challenges and problems.

Due to the large amount of professional knowledge and skills required in clinical medicine, which requires long-term systematic learning and practical training, the requirements for students are relatively high. The large number of students applying for clinical medicine majors every year leads to relatively low admission rates and intense competition. Clinical medicine aims to cultivate clinical physicians with basic medical knowledge and skills, who can independently diagnose, treat, and prevent common and frequently occurring diseases. Therefore, in the professional curriculum, it covers multiple disciplines such as human anatomy, physiology, pathology, clinical diagnostics, pharmacology, and medical psychology<sup>[5]</sup>. This requires students to invest a lot of time and energy in mastering this knowledge during their learning period.

In addition, the practical aspect of clinical medicine is very important, but it also faces certain challenges. Due to the unique nature of the medical field, students need to face various diseases, patients, and medical equipment in the practical process in order to truly master the core skills of clinical medicine<sup>[6]</sup>. However, at present, some medical colleges have relatively limited practical conditions, and students' practical opportunities and practical abilities are insufficient. With the rapid development of medical technology, new diagnostic and therapeutic methods are emerging one after another, and clinical medicine majors are also facing challenges of continuous updating and learning. Therefore, students majoring in clinical medicine need to have the ability to continuously learn and adapt to changes.

## 2.2 The Meaning of Teaching Innovation Concept

Teaching innovation refers to an important way to achieve educational goals through innovative educational ideas, content, methods, and other aspects. It not only improves the quality of education, but also promotes the development of education, playing an important role in adapting to the needs of the times<sup>[7]</sup>. Introducing innovative teaching concepts into the construction of clinical medicine teacher teams in vocational colleges can improve teaching level, increase teaching vitality, improve student performance, and quickly cultivate medical talents with innovative abilities.

The concept of teaching innovation refers to the introduction of new ways of thinking, teaching methods, and educational technologies by teachers in the process of education and teaching, in order to achieve the goal of better cultivating students' innovation ability and adapting to future social needs. It involves teachers' teaching concepts, teaching methods, and teaching design, and is very important for improving the quality of education and cultivating high-quality talents<sup>[8]</sup>. Traditional teaching models often view students as passive recipients of knowledge, while innovative teaching concepts emphasize students' initiative and participation. Teachers should focus on cultivating students' creativity, exploration spirit, and problem-solving ability, so that they can gain knowledge and experience in practical operations and truly master the content they have learned. Each student has their own unique multiple intelligences, and teachers should conduct personalized teaching based on their interests, strengths, and potential, and develop and cultivate their multiple intelligences<sup>[9]</sup>. By implementing a diverse range of instructional activities and assignments, we can ignite students' passion and eagerness to learn, empower them to tap into their full capabilities, and foster holistic personal growth.

With the development of society and the continuous growth of knowledge, the boundaries between disciplines are becoming increasingly blurred. Teachers should introduce relevant interdisciplinary content in their teaching to help students understand the connections and interactions between different disciplines. This helps to cultivate students' comprehensive qualities and problem-solving abilities, improve their learning outcomes, and adapt to future society<sup>[10]</sup>. The continuous development of modern educational technology has provided vast space and more tools for education and teaching. Teachers can use educational technology such as multimedia, networks, and virtual laboratories to design and carry out diverse teaching activities, improving the fun and effectiveness of teaching. At the same time, educational technology can also assist teachers in personalized setting of teaching content and real-time monitoring of students' learning situation, better understanding students' needs and problems, and achieving personalized education.

### **2.3 Practice of innovative teaching concepts**

(1) Educators should engage in the exploration of novel educational models. By introducing multimedia teaching, problem-oriented teaching, exploratory teaching, and other methods, they can carry out creative classroom teaching to enhance students' learning interest and participation.

(2) Educational institutions need to construct a fresh educational platform. In the age of the Internet, these institutions can utilize Internet technology to establish educational platforms for diverse educational formats such as online education, distant education, and mobile education. Doing so allows for the sharing of instructional resources and the broadening of learning domains.

(3) Teachers must implement innovative educational approaches. By combining advanced teaching technologies and introducing virtual reality technologies such as VR, AR, and MR, they aim to strengthen practical teaching and improve students' practical operation abilities.

## **3. Innovation in team building mode**

### **3.1 Analysis of the current situation of team building mode**

The team building of clinical medicine teachers in vocational colleges has always been an important guarantee for the quality of talent cultivation. However, there are currently some issues in team building that require us to consider, such as a lack of collaborative spirit among teachers and a lack of innovation awareness. Therefore, it is necessary to explore new team building models and inject new vitality into the team building of clinical medicine teachers in vocational colleges. With the continuous development of clinical medicine in vocational colleges, how to build an efficient team building model has become the focus of attention for teachers. Team building plays a crucial role in clinical medicine teaching, promoting cooperation and collaboration among teachers, improving teaching quality, and cultivating students' teamwork spirit and practical abilities.

Schools should strengthen the importance of team building for clinical medicine teachers in vocational colleges, provide corresponding training and support, and enhance the team cooperation awareness and ability of teachers. Secondly, it is possible to explore the establishment of interdisciplinary and cross grade teaching teams, encourage cooperation and interaction among teachers, and promote knowledge exchange and sharing. At the same time, a project-driven team building model can be adopted to combine the professional expertise of teachers with course needs, forming a collaborative teaching model. Teachers need to establish good communication channels, timely share teaching resources and experiences, coordinate teaching work, and ensure the achievement of teaching objectives. At the same time, colleges and teaching departments should also provide support, provide necessary teaching resources and facilities for teachers, and build a good teaching platform.

### **3.2 The Meaning of Team Building Model**

Team building refers to an important management tool that enables the entire team to complete work tasks and achieve expected goals through comprehensive collaboration, mutual support, and sufficient communication. In the construction of clinical medicine professional teacher teams in vocational colleges, it is necessary to innovate the team building model, improve the collaborative ability and innovative awareness of the teacher team, thereby improving the quality of education and promoting talent cultivation. The team building model is a way of working that achieves common goals through cooperation and collaboration. The team building model is of great significance in the teaching of clinical medicine in vocational colleges.

In a team, teachers can have a more comprehensive understanding of each student's characteristics and needs, and provide personalized guidance and support. Through communication and exchange with students, teachers can promptly identify and solve students' learning problems, and provide corresponding guidance and guidance. This helps to improve teaching effectiveness, enhance students' learning motivation and grades. The team building model can also cultivate students' teamwork and social skills, laying a solid foundation for their future medical work. Clinical medicine is a collaborative field of work, and the team building model can enable students to gradually acquire teamwork skills and attitudes during the learning stage, and improve their communication and coordination skills with others. This is very important for future work relationships with patients, medical staff, and other relevant personnel.

## **4. Path to Building an Innovative Team for Clinical Medicine Teaching in Higher Vocational Colleges**

### **4.1 Emphasizing the cultivation of teachers' professional literacy**

As a clinical medicine professional teacher in vocational colleges, we first need to attach importance to our professional literacy. Having solid clinical medical knowledge and skills, as well as a deep understanding of the latest developments in the industry, can give us more confidence and ability to conduct effective teaching. Therefore, providing opportunities for continuous learning and training is essential. In recent years, with the continuous improvement of medical standards and the growth of people's health needs, clinical medicine has gradually received social attention. As one of the important paths to cultivate clinical medical technical talents, the clinical medicine major in vocational colleges plays an important role in cultivating medical talents with practical abilities and professional qualities.

The teaching of clinical medicine in vocational colleges aims to cultivate students' basic skills and comprehensive qualities in clinical work through systematic theoretical learning and practical training. Firstly, the teaching content focuses on the study of relevant medical knowledge, including in-depth mastery of basic disciplines such as anatomy, physiology, pathology, etc. At the same time, attention should also be paid to the cultivation of clinical practice. Through practical procedures such as internships and clinical operations, students can truly experience and understand the diagnosis and treatment process of diseases, and improve their practical skills. In addition, attention should also be paid to cultivating students' communication skills and teamwork spirit, so that they can effectively communicate and cooperate with patients and medical teams.

The teaching of clinical medicine in vocational colleges should focus on practice. By offering experimental courses and clinical internships, students can operate and practice in a real medical environment, enhancing their practical skills. In the practical process, teachers should actively guide students to proficiently master relevant operating procedures, and focus on cultivating students' emergency response and problem-solving abilities. In addition, schools should establish a good

cooperative relationship with hospitals, providing students with more internship opportunities and research projects, so that they can have a deep understanding of the latest developments and technologies in the medical industry.

#### **4.2 Establishing interdisciplinary cooperation mechanisms**

In the process of teaching innovation, it is very important to establish cooperation with teachers in other subject areas. By collaborating with experts and teachers in relevant fields, we can promote knowledge exchange and sharing, and improve the level of teaching innovation. In addition, cooperation can also broaden our horizons, draw on the teaching experience of other disciplines, and better meet the needs of students. In clinical medicine majors of vocational colleges, cooperation with teachers from other disciplines can achieve complementary knowledge and innovative teaching methods. Firstly, establishing interdisciplinary cooperation mechanisms can promote information sharing among teachers. At present, clinical medicine majors involve a wide range of knowledge, such as anatomy, physiology, microbiology, etc., and each teacher often only has in-depth professional knowledge in a certain discipline field. Through interdisciplinary cooperation, teachers from various disciplines can share their professional knowledge and experience, improving the overall teaching level.

Different disciplines have different teaching characteristics and methods. By collaborating with teachers from other disciplines, clinical medicine teachers can learn from the teaching experience of other disciplines and apply it to their own teaching. For example, introducing physiological knowledge into the teaching of anatomy can better help students understand the relationship between human structure and function, and improve their learning outcomes.

By collaborating with teachers from other disciplines, excellent teaching materials, technical equipment, and other resources from various disciplines can be integrated, providing students with richer learning materials and practical opportunities. For example, collaborating with teachers in clinical technology disciplines can provide students with more practical opportunities and improve their practical abilities.

#### **4.3 Encourage teachers to actively participate in scientific research projects**

Clinical medical teachers in vocational colleges should actively participate in scientific research projects. By participating in scientific research projects, we can continuously update our professional knowledge and skills, and stay up-to-date with the latest scientific research achievements. At the same time, scientific research activities can also enhance our innovation awareness and problem-solving ability, providing better support for teaching. Teachers are an important force shaping the future, and their teaching quality is directly related to students' learning outcomes and future development. However, teacher participation in scientific research projects plays an important role in improving teaching level and innovation ability. Especially for clinical medicine teachers in vocational colleges, actively participating in scientific research projects can not only continuously update their professional knowledge, but also improve teaching effectiveness and students' practical abilities. The knowledge update in the medical field is very fast, and cutting-edge scientific research achievements and the latest technologies need to be obtained through participation in scientific research projects. Participating in scientific research projects can enable teachers to understand the latest research trends and related technological applications, continuously improve their professional literacy, and thus better teach students.

By participating in scientific research projects, teachers can apply research results to teaching, making the teaching content more practical and cutting-edge. Teachers can introduce students into practical clinical environments and cultivate their practical abilities and innovative spirit through



the experience and achievements of scientific research projects. This teaching method not only enhances students' interest and participation in learning, but also enables them to better understand and master the knowledge they have learned. Scientific research projects require teachers to possess abilities such as independent thinking, problem-solving, and teamwork, which are essential qualities for teacher growth. By participating in scientific research projects, teachers can cultivate their scientific spirit and innovative consciousness, and enhance their academic level and research ability. At the same time, teachers can also communicate and collaborate with other experts and scholars through scientific research projects, expand their academic circle, and continuously broaden their horizons.

## 5. Conclusion

This article focuses on the current situation and problems of teaching innovation team construction for clinical medicine teachers in vocational colleges, explores the introduction of teaching innovation concepts, innovation of team building models, and case analysis, and puts forward some feasible suggestions. A sound mechanism for teaching innovation and team building is conducive to improving the quality of education, cultivating excellent medical talents, and contributing to the rapid development of the pharmaceutical industry.

## Acknowledgements

Hubei College of Chinese Medicine Project "Teaching innovation team of clinical medicine professional teachers" No.: TX21021.

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