

Reform and Practice of Medical English Teaching from the Perspective of Narrative Medicine

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Abstract: Cultivating medical students' innovative ability is one of the important tasks in medical English teaching, but the current situation of medical English teaching is far from meeting the needs of cultivating innovative talents. The reform of medical English teaching is a systematic reform, which should be planned according to specific situations and objects. Using narrative medicine teaching method to improve the professional level and knowledge skills of postgraduates from the perspective of professional English will become an effective way to reform medical English teaching. At present, the traditional medical English teaching mode is still teacher centered, which only makes students passively accept the information from teachers. Based on the perspective of narrative medicine, this paper mainly introduces, analyzes and summarizes the contents, methods and results of the reform in order to provide new ideas for the reform of medical English teaching.

1. Introduction

With the acceleration of globalization, international medical communication is becoming more and more frequent, and language has become the main factor affecting communication. Foreign exchanges in the medical field are increasingly frequent, and more and more doctors have realized that the level of medical English has become the main bottleneck restricting its further development [1]. As a practical science or a therapeutic art, medicine has been widely debated in the current medical field. Many people believe that medicine must require doctors to establish narrative emotions in themselves and dig deeper into the patient's heart [2]. With the rapid development of china's medical cause and the increasingly extensive international exchanges, cultivating a group of compound and innovative medical talents with both professional knowledge and high English level has become an important goal of English teaching in medical colleges and universities, especially medical English teaching [3]. The reform of medical English teaching is a systematic reform, which should be planned according to specific situations and objects. While training students to have high-level professional knowledge and skills, colleges and universities must give consideration to students' foreign language ability, especially their professional communication ability [4]. At present, traditional medical English teaching is still a teacher-centered mode. This language teaching mode only allows students to passively accept the information given by teachers, and cannot reasonably guide students' enthusiasm and initiative in the classroom [5].

The current medical English teaching needs urgent reform no matter from the aspects of emphasis, teaching mode, teaching material construction and teachers, etc., it is far from being able to meet the needs of training high-quality innovative medical personnel [6]. The vocabulary, roots, syntax, rhetoric, and discourse of English language in medical disciplines. This knowledge is also absent from the language co-core part of the general English course, so it is necessary to carry out specialized and systematic learning [7]. As a graduate student in the reserve of medical professionals, they should have the ability to search a large number of relevant professional English literature to obtain cutting-edge information, independently write English papers, participate in international conferences and speak, and communicate verbally with professionals [8]. For the cognition of narrative medicine, the exploratory factor score of chinese medicine students is much higher than that of western medicine students. Due to the different cultural backgrounds of the two, tcm students are more able to benefit from the medical humanities curriculum, and tcm courses are more attractive to students who are concerned about humanities [9]. Adopting the teaching method

of narrative medicine, from the perspective of professional English, improving the professional level and knowledge skills of graduate students will become an effective way to reform the teaching of medical English.

2. Analysis of Current Situation of Medical English Teaching

2.1 Insufficient Attention to Medical English Teaching

In the learning process of traditional English courses, the focus of students' learning is to be satisfied with passing English tests. Therefore, students' main energy in class is used to record the key contents taught by teachers or possible test contents. Due to subjective and objective reasons formed for a long time, there are various unsatisfactory aspects in medical English teaching, which seriously affect students' interest in learning medical English, not to mention the cultivation of medical students' innovative ability. For a long time, the goal of English teaching in medical colleges and universities in our country is to solve the problems of English basic grammar and medical vocabulary through reading [10]. Compared with public English, medical English is really difficult for students who are new to medicine to understand because of its large vocabulary, compound words and long and complicated sentence patterns. Medical English teaching is not only an important part of college English teaching, but also an important link to achieve college English teaching objectives and cultivate medical students' innovative ability. At present, the number of doctors with high level of medical English in china is still small, and the teachers in the English teaching and research section have high level of English but do not understand medicine. Many doctors have strong teaching ability, but their English level is not high, which greatly restricts the teaching of medical English.

2.2 The Level of Teachers Needs to Be Improved

In order to cultivate high-quality innovative medical talents, we must have a team of teachers with profound professional knowledge theory and innovative consciousness. One of the main purposes of postgraduate English teaching is to cultivate students' ability to learn, research and communicate in English. The proportion of Chinese scholars, especially medical professionals, who can communicate with each other in academic English is not large, and there are frequent falsifications, which have extremely bad influence. As far as the current medical English teaching is concerned, there is a general shortage of teachers. Qualified professional English teachers are the reliable guarantee for opening medical English courses and improving teaching quality. Medical English is a kind of English for special purpose. It has higher requirements for medical English teachers, that is, they should not only understand English language knowledge but also have medical knowledge reserve. Considering that some graduate students' overall English level is not high, comprehensive English courses are offered, which makes the students' language skills more solid and better link up the undergraduate and graduate stages. In some medical colleges, medical English is taught by medical teachers after two years of Public English learning. However, there are many problems in teaching medical English, such as poor oral English, poor language knowledge and poor explanation of language points, which directly affect the teaching effect of medical English.

3. The Contents and Methods of English Teaching Reform

Professional English also includes medical English and Chinese medicine English. Medical English is offered in the first semester to enable students to master the basic word formation, common sentence patterns and structural features of medical English terms. English teachers should actively change the traditional teaching methods that restrict and hinder students' innovative thinking in the process of medical English teaching. Medical English is different from public English and needs a unique teaching mode different from public English. It is important to cultivate medical students' innovative ability and application ability. The cultivation of innovative English talents should be student-centered, but it needs the guidance of English teachers with profound

professional theoretical knowledge and innovative consciousness. Teachers' innovative consciousness and innovative ability are the key to cultivate medical students' innovative ability [11]. In actual English teaching, we can try a variety of teaching methods to play the role of multiple intelligences in English teaching in medical schools. On the whole, the relationship between the three dimensions of the teaching process and between the three dimensions and the learning effect is assumed to be consistent with the observed data. Each path coefficient of the path model has significant significance. Fig. 1 is a path analysis model of effective English classroom environment construction dimensions and learning effects in medical schools.

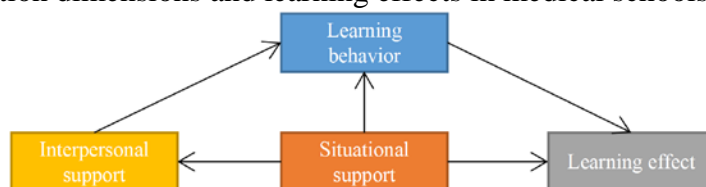


Fig.1 Path Analysis Model

Professional English teaching belongs to English language teaching in nature. Its teaching purpose is to enable graduate students to establish a medical professional vocabulary system, to basically master the language characteristics and rules of medical English, and to master the application skills of professional literature retrieval. The cultivation of innovative English talents requires a brand-new talent cultivation and education mode. The traditional English teaching mode and method unilaterally emphasize the teaching of language knowledge, ignoring the initiative of students to participate. Most of the students' subjective desire to learn English is good, but the actual action is often negative. Teachers should be aware of their own intelligence tendency and know how to develop and utilize resources in the intelligent classroom that they obviously lack. On the whole, the path analysis between the three dimensions of the teaching process and between the three dimensions and the learning effect of the scale is verified by the model fitting degree. Through confirmatory factor analysis, the fit index of the model is obtained by hypothesis model evaluation, which is not significant. It shows that the data and the model have a very high degree of adaptation, as shown in Table 1.

Table 1 Estimation of Learning Behaviors Based on Multiple Intelligence Theory and Contextual Support

Constant	Standard error	Standard coefficient
Learning behavior	3.323	0.408
Multiple intelligence theory	2.103	0.216
Scenario support	1.767	0.421
Learning effect	1.352	0.556

The real task of English teachers is not to teach students language knowledge and help them master language skills, but to cultivate students' English innovation and application ability [12]. At present, medical English teaching in most medical colleges still continues the teaching concept and teaching method of public English. Medical English teaching should constantly innovate in teaching mode, content, method, means and environment. It should focus on cultivating students' innovative ability and application ability, strengthen students' English practical activities and effectively cultivate their autonomous learning ability. In terms of teaching methods, we should take students as the center, under the organization and management of teachers, let students have more opportunities to show and give full play to their ability of independent learning. In terms of teaching content, considering that students' English foundation is relatively good, while paying attention to reading, writing and translation, we should strengthen the proportion of listening and speaking training, so that their language ability can get a more comprehensive development. Medical colleges and universities should strengthen students' innovative education, establish innovative incentive mechanism, actively create a harmonious and democratic campus atmosphere to encourage innovation, in a close and harmonious relationship between teachers and students and an equal, harmonious and loose teaching atmosphere.

4. Conclusion

Strengthening the reform of medical English teaching is not only an important part of the reform of medical college education, but also an important part of further strengthening the reform of College English teaching. At present, it is an important goal for medical English teaching to pay attention to and strengthen the cultivation of medical students' practical application ability, which can be better achieved by the appropriate reform of traditional medical English teaching mode. The reform of medical English Teaching in the university has achieved good results. It makes full use of modern multimedia technology and network resources, pays attention to the cultivation of students' professional communication ability, exercises students' language practice ability and information ability. Medical English, as a special English, not only has the common characteristics of general English courses, but also has its own unique rules. English teaching must reflect the channels and channels of its comprehensive ability. As a department and a teacher who undertake postgraduate English teaching, they should have a certain sense of mission and responsibility. The reform of medical English teaching should not only follow the common law of college English teaching reform, but also highlight its goal of cultivating innovative talents. In terms of teaching methods, students should be more student-centered, so that students have more opportunities to demonstrate and give full play to their autonomous learning ability.

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