

# Exploration and Practice on the Reform of Competence Standards for Formulas of Chinese Medicine Courses in the Background of National Standards of Teaching Quality of Traditional Chinese Medicine

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**Keywords:** Traditional Chinese Medicine, Competence Standard, Dosing Course

**Abstract:** As a compulsory course for the major of Chinese medicine, formulas of Chinese medicine mainly clarifies the theory and clinical application of commonly used prescriptions such as the principle of composition and compatibility laws. The formulas of Chinese medicine course provides basic knowledge and skills necessary for clinical practice to talents at different levels of Chinese medicine, and lays a good foundation for students to become successful. However, in recent years, the teaching effect of the formulas of Chinese medicine curriculum has not been satisfactory, and many places still need to be reformed to further improve. Based on this, this article first describes the current situation of the teaching of the formulas of Chinese medicine curriculum, and then explores the thinking of the reform of the teaching content of the formulas of Chinese medicine curriculum, in order to explore with the professionals and give full play to the due role of the course of Chinese medicine.

## 1. Introduction

“Formulas of Chinese Medicine” is a discipline that studies and clarifies the theory and clinical application of treatment methods and prescriptions. As an important course in the theoretical system of traditional Chinese medicine, it has been regarded as a professional basic course and main course in traditional Chinese medicine education. Because the prescription is an important part of “Li-Fa-Fa-Med”, it has always been used as a bridge between the basic and clinical disciplines, and has important guiding significance in the later clinical practice of students. In recent years, Chinese medicine colleges and universities have attached great importance to teaching reform in classroom teaching. By integrating case-based teaching, heuristic teaching, discussion teaching, PBL teaching, and simulated clinics into teaching, it has changed the past teachers' “speaking”. The traditional teaching model has cultivated students' ability to find, think and solve problems, and has played a better role in training students' evidence-based thinking. However, for the major of Chinese medicine, the training target of students is not clinicians, but to master the basic theories of Chinese medicine and related professional knowledge of Chinese medicine, and to be familiar with the knowledge and technology of pharmaceutical trade and management, and to be able to engage in the production of Chinese medicine preparation, Quality appraisal and quality control, new drug development, drug sales and other senior professionals in the industry. Therefore, its teaching should be designed and practiced around this goal. As one of the compulsory basic courses for students majoring in Chinese Pharmacy, “Formulas of Chinese Medicine” is how to serve their ultimate training goals. We believe that training students' ability to master and apply the professional knowledge of prescriptions is their focus. “Ci Hai” interprets “capacity” as the personality and psychological characteristics needed to master and apply knowledge and skills. Divided into general abilities and special abilities, the former refers to the abilities required by most activities, such as observation, memory, thinking, imagination, and attention; the latter refers to the abilities required to complete an activity, such as painting Ability, music ability, etc. Obviously, as the capacity building of university education, it should belong to the latter. Combining with the teaching practice of the Chinese medicine specialty for many years, through extensive student surveys, and according to the training goals of the Chinese medicine specialty, we have formulated

a training center around the ability to cultivate students' ability to use medicines, to know the methods, and to distinguish between the methods. Master's teaching program.

## **2. Current Situation of Teaching of Formulas of Chinese Medicine**

For a long time, the teaching of Formulas of Chinese Medicine and other disciplines of traditional Chinese medicine are mixed. It does not rule out that there is still a phenomenon that there is no unified syllabus and special teaching materials for the Formulas of Chinese Medicine in some universities in China. Taking the teaching of the Formulas of Chinese Medicine course in our school as an example, the teaching requirements are to grasp the indications, functions, composition, addition, subtraction, and compatibility of 85 common prescriptions, to guide students to understand the principles of formulary, and to train students to use formulae The ability of the clinical team. Compared to the teaching requirements of the Chinese medicine specialty, this requirement is not substantially different and lacks pertinence and specificity. In this context, a considerable number of students are unaware of the importance of the Formulas of Chinese Medicine curriculum. Not only is the theoretical knowledge of Formulas of Chinese Medicine seriously lacking, but also the ability to select medicines and dialectical legislation is very lacking. The indications and efficacy of clinical classic prescriptions are unclear, which leads to some prescriptions being impossible, which is manifested by the lack of logic or even contradiction between prescriptions and methods. Belong to the act of stacking similar drugs. Most students also study for exams, and the quality of the entire Formulas of Chinese Medicine course is worrying. The fundamental reason for this situation is that the current curriculum syllabus of the Formulas of Chinese Medicine does not reflect professional characteristics, and there is no corresponding guidance in teaching and learning. Therefore, in order to achieve the goal of allowing students to master the compatibility of prescriptions or to adjust the prescriptions flexibly according to the patient's condition through a certain amount of prescription learning, further course content reform is needed.

## **3. The Main Ideas of Reforming the Teaching Content of the Formula**

The knowledge points of the "Formulas of Chinese Medicine", in addition to the knowledge unique to this discipline, also involve the basics of Chinese medicine, clinical Chinese medicine, and the four classics, and are related to astronomy, geography, philosophy, and the ideas of Confucianism, Buddhism, and Taoism. Larger. Therefore, at the beginning of this course, the traditional teaching methods were used to thoroughly explain the basic knowledge of Formulas of Chinese Medicine, such as the development history, composition principles, and composition changes of prescriptions. The name, history, composition, efficacy, indications, legislative purpose, compatibility meaning and characteristics, and clinical application and use attention are analyzed one by one; but the language of the explanation should be vivid, and strive to be humorous and infectious to stimulate students to learn the formula Interests, stimulate students' desire to learn, and clearly understand the importance of studying Formulas of Chinese Medicine. At this stage, we pay attention to cultivating students to know what the core content of "Formulas of Chinese Medicine" should be, and to master the learning methods of Formulas of Chinese Medicine.

After students have mastered the basic knowledge and learning methods of Formulas of Chinese Medicine, they adopt the methods of talking and discussing and inducing inspiration. According to the requirements of the syllabus, the teacher first explains the outline and context of the chapters, and points out the key points, difficulties, and doubts. Then guide students to think, self-study, discuss, and let students ask questions in a timely manner, immediately answer them, and form an interactive teaching atmosphere in the classroom where teachers talk and discuss, students use their brains, and enthusiastically speak, which not only activates the classroom teaching atmosphere, It also cultivates students' self-learning ability; it is not only conducive to students' intellectual development and thinking extension, but also strengthens the communication between teachers and students.

When students have the self-learning ability of the subject, they enter the stage of student-led teaching. That is to say, students are mainly self-learning, supplemented by teacher counseling and summarizing and answering questions. From traditional teacher-centered to student-centered methods. The law consists of a chapter as a unit. Firstly, it describes the requirements of the syllabus for this chapter, as well as the teaching plan and teaching progress of this chapter; at the same time, it provides the necessary teaching reference books according to the characteristics of this chapter; secondly, it arranges self-study content, requirements, and assignments. Students can go to the library or other places that are conducive to self-study and homework assignments within the prescribed time. They are not required to attend the classroom. Submit to the teacher for review after the assignment is completed. At the end, the teacher summarizes the problems pertinently, and clarifies the teachers' opinions. This will not only enable students to firmly grasp the knowledge of the subject, cultivate students' ability to analyze and solve problems autonomously, but also open up their innovative thinking.

Introduce the teaching of medical records to activate the classroom atmosphere. Adopt teachers' clinical prescription experience and students' typical case analysis in two forms. The former allows students to share the teacher's successful experience and enhances students' confidence in the treatment of traditional Chinese medicine prescriptions; the latter allows students to analyze the medical records shown, establish a cure, and prescribe prescriptions. The teacher finally gave comments, affirmed and encouraged students to make correct diagnosis and treatment ideas, pointed out the gap between theory and clinical in learning, enabled students to enter the role of doctors in advance, deepened understanding of the relationship between treatment and prescriptions, and realized the regularity and flexibility of prescriptions. Through the analysis and discussion of typical medical records, train students' methods of observation, analysis, and problem solving, exercise students' dialectical thinking ability, expand their thinking space, make them bypass the class when they apply theory, and learn from each other, so as to increase students' interest in learning Formulas of Chinese Medicine. Strengthen his confidence in learning Formulas of Chinese Medicine. In addition, an elective course on "How to Prescribe a Traditional Chinese Medicine Prescription" is set up in the whole school to cooperate with the development of students' medical record training.

The contents of the formulas of Chinese Medicine on the compatibility methods, compatibility structure, and compatibility changes of classic prescriptions, as well as the representative and basic methods that reflect the rule of law, are all important contents. For this part of the content, we must analyze and explain in depth in the classroom teaching, so that students fully understand. However, in the past, Formulas of Chinese Medicine focused on explaining single prescriptions, and paid attention to the theories of the individuality of prescriptions, while ignoring the general perspective and summary of the rules and methods of prescriptions of different types and different methods, making it difficult for students to realize the differences between different prescriptions. Logical connection, ignoring the commonalities of prescriptions. The content of most of the existing textbook chapters is essentially a collection of prescriptions composed of different elements, resulting in a lack of logical relationships between the teaching contents, and even similarities and repetitions. The overall Formulas of Chinese Medicine curriculum system lacks regularity and logic. It is difficult for students to master what they have learned in accordance with the established thinking. Therefore, rote memorization has generated disgusting emotions in the study of this course, which has greatly affected the motivation of learning. Therefore, in the teaching practice of Formulas of Chinese Medicine, teachers should grasp the entire teaching content from a macro perspective, and then organize the teaching according to a certain logic and thinking, and make certain updates and improvements in teaching thinking.

The prescriptions selected by most of the reference textbooks of Formulas of Chinese Medicine are usually not updated for decades, but in fact, with the rapid development of modern clinical research, the treatment effects of some famous prescriptions and classic prescriptions are more advantageous than in the past, and These latest research results have not been integrated into the textbooks, which has led to the teaching content lagging behind the discipline development practice

and restricted the growth space of talents. In this regard, teachers should constantly update their teaching concepts and balance the relationship between inheritance and innovation. On the one hand, sort and summarize the classic teaching content of Formulas of Chinese Medicine in the past, strengthen the induction and summary of the class prescriptions, and grasp the compatibility laws common to the class prescriptions to ensure that the teaching content is refined, orderly, and logical. Students learn the compatibility rules and methods of class formulas and basic formulas to achieve the effect of bypassing the class and doing more with less. On the other hand, in teaching, they can obtain Formulas of Chinese Medicine by reading the latest research literature at home and abroad, and visiting professional academic websites. The latest clinical research results and clinical experience, and integrate them into the classroom teaching, expand students' horizons, and increase students' enthusiasm for the Formulas of Chinese Medicine course.

#### **4. Conclusion**

Formulas of Chinese Medicines, as an important part of “Li-Fa-Fa-Med”, have always been used as a bridge between basic and clinical disciplines, and have important guiding significance in the later clinical practice of students. The training target of students of Chinese medicine majors is not clinicians, but senior professionals who master basic theories of Chinese medicine and professional knowledge of Chinese medicine, and engage in the production of Chinese medicine preparations, quality identification and quality control, new drug development, and drug management. Therefore, the teaching of “Formulas of Chinese Medicines” should also be designed and practiced around this goal, and the focus is on cultivating students' ability to use the professional knowledge of Formulas of Chinese Medicines. The article focuses on the theoretical and practical teaching to cultivate the students' ability in Chinese medicine.

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