

Research on the Importance of Cultural Teaching in Medical English Teaching from the Perspective of Narrative Medicine

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Abstract: with more and more frequent medical exchanges between countries, English is becoming more and more important to medical students. An important factor in improving English listening and speaking ability and daily communication ability lies in strengthening the cross-cultural communication awareness of medical students. Language is the carrier of culture, and culture is the base of language. Language learning cannot be separated from cultural understanding. In the process of teaching, we have found many problems that culture and language teaching are mutually beneficial. Karen has put forward the concept of narrative medicine for more than ten years. During this period, narrative medicine has developed to a certain extent in other countries and achieved some achievements, but it is still in the initial stage. Especially in our country, its discussion is still in the conceptual stage and its potential power has not been fully explored. This paper expounds the relationship between language and culture from the perspective of narrative medicine, and explains the importance of cultural education in medical English teaching, as well as the contents and methods of cultural education.

1. Introduction

Language and culture have a genetic relationship, that is, language is an inseparable part of culture, language is the carrier of culture, and any content of culture can be reflected by language [1]. After years of teaching practice, the author has deep experience in learning English for college students and believes that it is very necessary for students to learn English and cultivate their language communication ability. Language is the carrier of culture, and culture is enriched through language. The purpose of college English teaching is to cultivate students' intercultural communicative competence [2]. If college students want to truly learn authentic and useful English, they must start with cultural introduction and put it back into the culture that gave birth to it. There are many ways to learn English language and culture. One of the most effective ways is to learn English idioms. If medical students' knowledge of English vocabulary and grammar, lack of understanding of the economic culture, history, customs and cultural differences of various countries in the world, lack of basic knowledge of English communication rules and English communication modes, and lack of actual communication with people from different cultural backgrounds, they cannot communicate correctly in English [3].

In recent years, with the continuous improvement of the scale and level of medical colleges and universities, the medical humanities education for medical students has been promoted to a new level in a series of standardized systems issued by our country, and the training requirements for the humanistic quality of medical college students are also more standardized and specific. The introduction of narratology into medical humanities education classes is conducive to improving medical students' empathy, professionalism and doctor-patient communication level, and to the real integration of medical humanities education into medical professional education [4]. Through the practice of narrative medicine and the unique methods of narrative medicine, practitioners are guided to enter the patient's situation, and diseases and treatments are viewed and understood from the patient's perspective, so as to guide medical practice. Therefore, cultural teaching should be a kind of teaching concept, thinking mode and value concept that has been adhered to for a long time, and a harmonious teaching environment that should be constructed in the process of teaching

reform.

2. Characteristics of Narrative Medicine

Narrative medicine, as a cross discipline, has the dual characteristics of medicine and literariness. Its medical nature is that the emergence of narrative medicine provides a new clinical framework [5]. Narrative medicine transforms doctors' diagnosis and treatment process from biological mode to humanistic mode. Patients reflect their diseases and pains through narration. Doctors perceive and understand patients' experiences. Exploring the relationship between literature and medicine in medical practice is a thinking mode different from logical science, but closely related to medical practice and therapeutic effect. In the process of teaching medical terms, it is necessary to introduce the corresponding sources, because the multiple features of medical terms are closely related to the English language and the development history of western medicine. Narrative medicine transforms clinical practice into narrative behavior, advocates “one person” (i.e. Medical workers) to pay attention to “another person” (i.e. Patients), and deeply realizes that through such attention [6]. The proposal of narrative medicine is to try to find a good way to save the world. Its proposal has made some progress after more than ten years of development. However, how to develop narrative ability and give full play to the effectiveness of narrative medicine in practical diagnosis and treatment practice is not smooth. There are also many contradictions and difficulties, which are questioned and rejected by some clinicians. When medical patients are in “narrative therapy”, what they face is not “tools” or “technologies” that can stay out, but the life attitude and choices of patients, which can better reflect the medical humanistic care of medical personnel for patients.

3. The Necessity of Cultural Education in Medical English Teaching

3.1 The Relationship between Language and Culture Determines That Nursing English Teaching Cannot Be Separated from Cultural Education

Language is the carrier of culture and the main form of expression of culture. Language develops with the development of nations. Different nations have different cultures, histories, customs and customs. The cultures and social customs of various nations are all expressed in the languages of the nations. Culture is continuous, permanent and ubiquitous. It includes all the habitual behaviors that we accept in our life. The existence of language cannot be divorced from culture or from various practices and beliefs inherited from society [7]. Let cultural knowledge play an auxiliary role in English education. However, teaching is carried out on the basis of the classroom. Both cultural education and a specific language education need to realize their respective functions through the medium of classroom. Foreign language teaching is a bilingual teaching, learning another language, national culture and national culture in the context, the mother tongue inevitably involves the comparison of the target language and cross-culture, so foreign language learners need to understand the language and cultural traditions, customs, religious beliefs and lifestyles while learning the language. Thus, language and culture are inseparable. Language is not only a set of symbolic systems, but also the forms of speech expression of people are restricted and influenced by the customs, lifestyles, behaviors, values, ways of thinking, religious beliefs, national psychology and character of the society or community on which language depends. Therefore, in order to cultivate students' communication ability, it is necessary to carry out cultural introduction of the target language while carrying out language teaching so as to cultivate students' social and cultural ability.

3.2 Cross-Cultural Communication Barriers Caused by Cultural Differences Call for Cultural Education

The process of modernization has accelerated the circulation of spiritual and material products, bringing all ethnic groups into a common “global village”, and cross-cultural communication has become an indispensable part of each ethnic group's life. Medical professionals need to communicate professionally with their foreign counterparts in English to learn the latest frontier

information of the subject. In addition to the completion of teaching tasks and the mastery of basic knowledge, cognitive ability and cultural communication ability should also be paid attention to as a practical activity carried out by both teachers and students around the classroom [8]. Cultural differences are obstacles to cross-cultural communication. Overcoming communication obstacles caused by cultural differences has become a common problem facing the whole world. Under different historical conditions, cultural backgrounds and communication situations, the same word has different connotations. Language elements such as grammar and pragmatics also embody the infiltration of culture and carry a large amount of cultural information. The purpose of college English teaching is to lay a good foundation for language and to improve the ability of using English to deal with daily and foreign business activities so as to improve students' intercultural communication ability.

3.3 Cultural Education is the Key to Communication with Language

Developing communicative competence is the ultimate goal of English teaching. Linguistic competence is the basis of communicative competence, but having linguistic competence does not mean having communicative competence. Culture is the soul of language, and the essence of language communication is cultural communication. Language and culture are often compared to an iceberg. The visible part is mainly language. It is only the tip of the iceberg. The huge subject hidden under the water is culture, such as values, social norms, traditions, customs and lifestyles. However, teachers also lack guidance on students' intercultural communicative competence in foreign language teaching, which leads to a serious phenomenon of “aphasia of Chinese culture” among college students. The introduction of cultural knowledge can enable students to understand English basic knowledge such as vocabulary and grammar more accurately, so as to avoid interference caused by different cultural backgrounds and affect normal communication. In order to achieve the goal of English teaching, we should correctly understand and use English vocabulary in communication. The ultimate goal of English teaching should be to cultivate the ability of language application. Communicative ability cannot be separated from the understanding of the culture of the language you are learning. To learn English, one must not only master pronunciation, grammar, vocabulary and idioms, but also know how the people who hold this language view things and how to observe the world. By introducing culture into college English teaching, one will more systematically apply the basic English that students learn from junior high schools and senior high schools in a comprehensive way, making English communication more comfortable.

4. The Contents and Methods of Cultural Education in Medical English Teaching from the Perspective of Narrative Medicine

4.1 Connect Vocabulary Learning with Cultural Background

Linking vocabulary learning with cultural background English vocabulary has accumulated rich cultural connotation in long-term use, so attention should be paid to the introduction of cultural meaning of English vocabulary in teaching to prevent students from making subjective evaluation from vocabulary itself. Language is acquired in culture, and culture is also acquired in language. People can learn the customs, lifestyle and thinking characteristics of the nation by learning its language. It is necessary for medical and health professionals, including doctors, nurses and managers, to understand and understand medical narrative methods, and to be willing to improve their narrative medical ability, so as to actively practice it in clinical activities and give full play to its real effectiveness. The students do not have a sufficient definition and understanding of culture, which leads to the narrowing of the concept of culture, affecting the degree of cooperation in English classroom teaching, the breadth of cultural information sources outside the classroom and the distribution of students' energy in English learning. For example, the word “red” is often associated with celebrations or festive days, whether in English-speaking countries or in China, and there is “red letter days” in English. Especially in China, red symbolizes positive significance such as revolution and socialism, but “red” in English also means dangerous state or makes people angry.

Therefore, it is said that the study of English culture will have certain influence on the future work and life. Strengthening the study of English culture can enable college students to learn more cultural knowledge and strengthen their own cultural accomplishment.

4.2 To Analyze the Cultural Differences between China and the West and to Enhance the Interest in Grammar Learning

Each language has its own unique grammatical system and is quite different from each other. We should not only explore the differences in its logical form and structure, but also explore the internal factors of its formation before we find the rich cultural factors contained in it. The difference in thinking mode is a prominent manifestation of the difference in cultural background, which directly results in the great difference in expression between English and Chinese. English emphasizes structure and uses vocabulary and grammar as cohesive devices. Chinese emphasizes meaning and relies on the logical connection between words and sentences. The cultivation of narrative ability is based on reading a large number of medical literature works. Literature will definitely bring lucidity, spirituality and pleasure to doctors' tired and boring life. Literature should be a necessary accomplishment for doctors. Literature can make up for the deficiency of life experience, art can stimulate people's imagination, harmonious mood and edification of beauty, and can define various relationships, languages and behaviors for us. Because a good teaching culture often gives educators and learners positive expectations, enthusiasm and affirmation, which can promote their continuous progress and help students to establish a positive learning attitude and self-value concept. Therefore, teaching culture is the promotion of classroom culture, which is the basis and premise for teachers to carry out classroom practice. For example: "My knife and fork is made of silver". how do you use the singular form of the predicate verb here? It turns out that the western etiquette for eating is to hold a knife in the left hand, a fork in the right hand and both hands together. In western culture, knives and forks are inseparable dining tools and are a whole. Therefore, the predicate verb in a sentence should be singular. Thus, cultural introduction plays an extremely important role in the reading process.

4.3 Help Students Understand Some Rules and Taboos of Speech

If the rules of speech and taboo in cross-cultural communication are not handled properly, misunderstanding and hostility will easily occur in language communication. For example, "death" is a taboo word, so there are many alternatives. The purpose of learning English is to carry out cross-cultural communication smoothly. If there is no cultural teaching in English teaching, students will only acquire a rigid English shell lacking cultural support. Its internal support is still Chinese expression, Chinese thinking and Chinese pragmatic rules. To solve this problem, we should start with cognition, emotion and behavior to promote the establishment of intercultural communicative competence training system in college English teaching. The goal of narrative medicine is to enable doctors to express themselves more clearly, to deal with their feelings more rationally, to cultivate excellent listening skills and the ability to find hidden information from metaphors and subtext, so as to enable doctors to put themselves more in patients' consideration [9]. In the west, doctors respect the patient's privacy and body. Before examining the patient's body, especially for women, they will explain in detail the reasons for the examination, the body parts that will be touched during the examination, and how the patient will feel. It is not difficult to see that the Chinese thinking mode is the most perplexing problem in their English writing process after the problems existing in our students and their poor literary skills are eliminated. Culture is the language environment. Language cannot exist without culture. It cannot be separated from the belief that society inherits traditions and different cultural backgrounds. The communication between language and culture is more obvious. If we want to truly master a language, we must understand the specific social background of the language, deeply understand the development of the language, and better understand and learn the language.

4.4 Situational Teaching Method in Classroom

Narrative medicine trains clinicians and medical students' listening and understanding ability

through reading literary works of different contents and genres to realize the process of “participation” [10]. There are many English medical words, many of which are “big words” that are difficult to remember. However, if you understand their cultural background, you can break down these “big words” into several parts to facilitate memory and increase the interest of learning. Use a variety of multimedia facilities to appreciate and design various communication environments on the subject. For example, let students imagine that they are one of the parties in the communication, and experience cross-cultural communication with their own personal feelings, cultural differences and cultural psychology of both parties. Teachers take their own curriculum design as the starting point, shape a teaching culture suitable for students to learn, try to reduce the burden of examination-oriented education on students, appropriately shift the focus of teaching to cultural teaching, and improve students' learning efficiency and learning mentality. In English teaching, letting students fully understand the culture of English-speaking countries can help students understand English language knowledge, deepen their understanding of their own culture, and help to cultivate students' world awareness and ability of cross-cultural communication. To experience the feeling of role attentively, so that students have an active learning process, which is beneficial to enrich students' cultural knowledge and improve their cross-cultural communication ability.

5. Conclusion

The teaching goal of college medical English is to enable medical students to have the ability of cross-cultural communication, especially in professional fields. Narrative medicine courses should be offered to senior medical students by clinicians or humanities teachers with rich experience in doctor-patient communication and narrative medicine research. Narrative medicine teaching should run through the whole stage of basic theory and clinical practice. College English teaching should further promote students' cross-cultural communication ability, take solving the phenomenon of “cultural aphasia” as the goal of English teaching, and take preaching, teaching and solving doubts as the teaching purpose, so as to strengthen the teaching of students' cultural background knowledge. To help medical students understand the differences between cultures and cultivate their cross-cultural awareness so that they can communicate in fluent English in different contexts and in the face of peers and patients in different countries. Narrative medicine combines medical humanities education and medical professional education more closely, which is conducive to improving the education and teaching level of medical humanities courses in schools and training high-quality medical talents with both ability and moral integrity.

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