

Application Experience of Guided Teaching Method in Internal Medicine Teaching of Chinese Medicine

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Abstract: With the deepening of the new curriculum reform and the continuous development of our society, the requirements for talents are becoming more and more detailed, especially for medical students, who bear the important responsibility of curing diseases and saving people, so it is very important to improve their comprehensive quality important. However, in the current traditional Chinese internal medicine teaching classroom, there is a phenomenon that teachers blindly instill medical-related theories into students, and students passively accept knowledge. Therefore, the urgent solution is to reform the teaching mode of Chinese internal medicine. The guided teaching method can effectively give play to the students' subjective initiative, reflect the main body status of the students in the classroom, and stimulate their enthusiasm for learning. This paper analyzes the advantages of the guided teaching method combined with the teaching practice system, and puts forward several practical strategies for the related design problems of this teaching method.

Keywords: Guided Teaching; Internal Medicine of Traditional Chinese Medicine; Application

1. Advantages of guided teaching method

1.1 Promote knowledge understanding

Everyone knows that internal medicine of traditional Chinese medicine is a compulsory theoretical subject for students majoring in Chinese medicine. This subject contains multiple chapters and the content is closely related to multiple subjects. Therefore, when teaching this course, help students link this course to multiple courses. Under the traditional teaching model, students can only passively accept the knowledge conveyed by the teacher, and it is difficult to realize in-depth thinking and understanding of knowledge, and it is also difficult to integrate the newly learned knowledge into their existing knowledge framework. Cause the student's learning effect to be poor. If guided teaching is used in the classroom, for example, first throw questions about the key content of the course to the students, let the students think and learn with the questions, and then the teacher will guide the students when they encounter problems in the learning process, thereby promoting the students Self-learning will deepen their understanding and memory of knowledge.

1.2 Stimulate students' initiative

In the 21st century, with the rapid development of economic level and science and technology in China, the society has more and more demand for talents, but the related requirements for talents are also getting higher and higher. Therefore, for students of the Chinese Medicine Hospital, a solid theoretical knowledge foundation is very necessary. Guided learning is a question-oriented process that guides students to answer searches independently. Students can also solve their own questions

by reading related books and literature, or searching for related knowledge on the Internet. This process can not only improve students' ability to analyze and solve problems, but also improve their independent learning ability, so as to provide a good foundation for better adaptation to social development and career planning in the future.

1.3 Cultivate problem-solving and innovative capabilities

The traditional teaching method is that teachers teach students knowledge, and teachers impart knowledge, ignoring students' open-mindedness and the ability to conduct long-term research on new knowledge. This teaching method directly leads to the inertia of students' thinking. In an era marked by innovation, students' awareness of active participation and independent innovation gradually weakened, and they gradually lose the habit and ability of independent reading, thinking, experience and problem-solving, which eventually leads to the degradation of creative thinking. Teaching methods are particularly important. Taking a cold as an example, using this teaching method in Chinese medicine internal medicine can fully understand the disease, and then learn about the disease, fully understand the understanding and treatment strategies of doctors at all stages, and mobilize the enthusiasm of students in learning. Students shift from passive knowledge acquisition to active exploration and communication, and then to knowledge acquisition from object to subject, in order to better promote students' independent thinking and innovation ability.

2. Guided instructional design strategy

2.1 Pay attention to pre-class preparation

To establish a systematic and comprehensive knowledge framework, students should learn with problems, change from passive to active, and propose diagnosis and treatment plans. While acquiring knowledge independently, they should further consolidate the concepts and knowledge points they have learned. To achieve the purpose of learning, it also provides a realistic basis for students to discover their own problems in the learning process in order to better study effective learning methods.

2.2 Introduction of clinical cases

The introduction of cases can not only attract students' attention and stimulate their enthusiasm for learning, but also leave a deep impression on students. The contents corresponding to different chapters can be introduced into clinical cases. For example, when explaining the "edema" section, adding medical records of famous doctors under the corresponding syndrome type can strengthen students' understanding of the symptoms related to this syndrome type and analyze the thinking of famous doctors. It will play a subtle guiding role in the formation of future students' clinical thinking. Another example is "tremor syndrome", which can play related animations and videos in PPT mode, so that students can deeply remember the performance of tremor syndrome. It is not a simple language description combined with medical records, a comprehensive analysis of the etiology and pathogenesis of tremor syndrome and treatments. In short, the introduction of typical clinical cases can activate the classroom atmosphere, allowing students to vividly appreciate the clinical interest from the rigid text. Teaching practice shows that this teaching method can be used as one of the important contents of teaching.

2.3 Introducing discussion-based teaching

Discussion teaching refers to organizing students to conduct interactive discussions on a topic under the guidance of teachers. These methods mobilize students' enthusiasm and initiative, exercise students' language and logical expression ability, and cultivate students' teamwork spirit. Discussion is an open teaching method that promotes the expansion of students' thinking and knowledge. At the same time, teachers must conquer students with smart, humorous, wise and interesting teaching methods. This is an important part of teaching methods.

2.4 Introducing questioning teaching

Questioning teaching means that teachers keep asking students questions. For example, when teaching chest pain, the teacher can first show the clinical case to the students, and then ask about the etiology and pathogenesis of chest pain, as well as solutions to emergencies in life, so as to improve students' ability to deal with emergencies and problems. Through questioning, students can learn more about chest obstruction and deepen their understanding and memory of chest obstruction syndrome. The teacher asks the students if they have any questions that need to be answered and raise their doubts and

questions, and answers the questions in a targeted manner based on the students' questions. Investigating students after class, students said that this teaching process helps to promote the depth and breadth of thinking.

2.5 Introduction of situational teaching

The boring text teaching is difficult for students to remember the content of learning for a long time, but the vivid and interesting scene simulation class has a certain improvement on this phenomenon. Therefore, situational teaching is one of the important methods to improve classroom quality. For example, in the case of "vertigo" disease, students can act as a patient with obvious symptoms of vertigo and demonstrate dizziness, nausea and vomiting, unstable standing and walking, drunken gait and other symptoms. Watching by other students can deepen students' memory of vertigo symptoms. To make the content in the textbook lively.

2.6 Combining theory with practice

Interest plays an important role in our learning process. Students studying Chinese internal medicine generally have a certain medical foundation, but at this stage, students are mostly limited to theoretical learning and have not yet entered the stage of clinical practice. Therefore, there is less clinical practice and it is difficult to have high learning interests. This requires teachers introduce typical clinical cases into teaching, so that students can learn and practice, and have fun. While gaining knowledge and a sense of accomplishment, they can also significantly increase students' interest and enthusiasm in learning, and stimulate their subjective initiative.

2.7 Teaching information

The good use of modern science and technology can improve the learning effect of college students and the teaching efficiency of teachers. At present, science and technology information technology in many colleges and universities has been well applied. The teacher-guided teaching method is a proactive teaching method for teachers under the normal teaching activity teaching mode. At the same time, students have mastered modern science and technology, which can lay a good foundation for the cultivation of compound talents in modern society.

3. Conclusion

The guided teaching method is a new teaching method with students as the main body and teachers instructed in time. It can be used well in the teaching of Chinese internal medicine. Compared with the traditional teaching model, guided teaching has irreplaceable advantages. It can not only give play to students' subjective initiative, promote their own thinking and solve problems encountered in the learning process, and solve problems through collaboration with others during the learning process. It can also enhance the communication and interaction between students and enhance the ability to cooperate with others. In today's innovation-led society, guided teaching can cultivate students' innovative abilities and help students develop better in the future. Therefore, it is of great significance to the use of guided teaching methods in the teaching of Chinese internal medicine to active promotion and application in clinical practice.

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