

Exploration on the Path of Improving the Teaching Ability of Clinical Teachers in Affiliated Hospitals

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Abstract: Clinical teachers, as professionals with first-line medical work experience, have very excellent professional and technical ability. If they can transfer these professional and technical experience to the new generation of medical students through teaching, they can fundamentally improve China's medical talent training and construction mechanism. However, in the actual teaching situation, there are still some problems, such as the lack of teachers' role cognition and relevant teaching ability, which greatly restricts the improvement of hospital clinical teachers' teaching ability. This paper will discuss these problems and explore strategies from the aspects of relevant mechanism construction and strengthening training activities, in order to improve the teaching ability of willing clinical teachers and lay a solid foundation for China's medical construction.

Keywords: Affiliated Hospital; Clinical Teachers; Teaching Ability; Promotion

1. Introduction

With the continuous expansion of the scale of higher education in China, there is a great shortage of relevant educational resources. As a practical discipline that attaches great importance to practical clinical experience, the pressure on medicine greatly restricts the further development of medical education in China. At the same time, with the continuous improvement of China's opening-up level, more foreign advanced technology and experience also put forward new requirements for China's original medical education. In order to better deal with these new situations, it is inseparable from the efforts of clinical teachers in front-line hospitals. Their teaching ability is directly related to whether they can transfer their valuable medical practice experience to the new generation of medical students, so that they can better face the challenges of the new era. These actual situations put forward higher requirements for the teaching ability of clinical teachers.

2. At present, the main problems affecting the improvement of clinical teachers' teaching ability in affiliated hospitals

2.1 The role of teachers is weak and lack of professional recognition

China's medical education has always focused on the study of professional skills, without systematic training of relevant teaching ability. After a medical student completes the study of professional medical knowledge in the school, he enters the hospital to become a clinician. The main professional identity is to think that he is a doctor, not a teacher. When facing the teaching task that suddenly falls on him, he can not adapt well to the sudden role of a teacher, so he can not carry out effective teaching work. Moreover, because the major affiliated hospitals themselves belong to the type of hospitals with relatively large scale in China, and the number of patients received is also at a relatively high level, the work pressure of hospital clinicians will be relatively large, so they rarely have enough energy and time to deal with the heavy teaching work.

2.2 Insufficient teaching literacy and lack of relevant knowledge

If you want to carry out high-quality teaching work and achieve a better teaching effect, teachers themselves are

naturally inseparable from relevant education and teaching knowledge. If there is not enough systematic and complete teaching knowledge as the backing, no matter how rich professional knowledge can be taught to students to guide them to complete the corresponding homework and research. For medical majors that always emphasize clinical treatment experience, Even more so. However, from enrollment to becoming a qualified doctor, clinicians in China have always received professional knowledge training without teaching skills training, which leads to that although clinicians have very rich professional knowledge, they do not have enough ability to impart it to students and lack the blessing of teaching ability. The knowledge that can be easily learned should be taught by more complicated means, It greatly reduces the teaching efficiency.

2.3 Lack of reward mechanism and insufficient teaching feedback

If you want to improve the teaching enthusiasm of clinicians from the mechanism, it is inseparable from the blessing of perfect reward and assessment. Only doctors can get certain rewards and benefits from excellent teaching results, and can have sufficient motivation to carry out teaching in the future work. However, the reality is that the performance appraisal mechanism of most hospitals mostly focuses on the scientific research achievements of doctors, because these factors can more affect the ranking of the whole hospital and the inclination of the government's economic policies. Therefore, for practical benefits, many clinicians also choose to put more energy on the issuance of papers, research and scientific research, and just go through the motions for teaching work.

3. Effective strategies for improving the teaching ability of clinical teachers in affiliated hospitals

3.1 Attaching importance to young doctors and strengthening teaching and training

As a new force within the hospital, compared with experienced old doctors, young doctors are slightly insufficient in professional skills, but they have very abundant vitality, active thinking, strong learning ability, and are willing to accept new things. These characteristics are not possessed by highly qualified doctors. At this stage, it is also the best period for teachers' teaching training. Relevant affiliated hospitals should pay attention to this feature in time, establish relevant policies and methods, and carry out the training of teachers' professional skills for young doctors, in order to establish teachers' professional identity in their hearts, strengthen the sense of teaching responsibility on the basis of mastering teaching skills, and lay a solid foundation for future teaching work. In addition to the training after entry, the assessment before entry is also important. The investigation on teaching skills should be added to the entry assessment.

3.2 Enriching the training forms and activating the classroom atmosphere

Since most clinical teachers are not full-time college teachers, it is unrealistic to require them to carry out very professional teaching work. Based on this situation, clinical teachers can be guided to carry out various forms of teaching activities and carry out classroom teaching according to their professional characteristics and their own work arrangements, rather than the traditional teaching classroom mode. For example, the hospital can organize doctors to hold relevant lectures and invite well-known experts at home and abroad to interpret the development status and future trend of the specialty. In the choice of teaching methods, for professional theoretical knowledge, we can teach by means of papers or reading tasks; With practical medical knowledge, students can be organized to observe and study closely with clinicians; For the cultivation of humanistic quality, that is, medical ethics, the hospital can organize students to chat, salon or dinner party. This relaxed and pleasant way is more conducive to the communication and acceptance between students and teachers.

3.3 Tutors guide teaching and improve teaching efficiency

The growth of any mature doctor is inseparable from the guidance and education of the older generation of doctors. The valuable experience accumulated by each doctor in the process of clinical treatment is a rare and valuable asset. The teaching of these medical knowledge is different from traditional knowledge. The learning of medical knowledge ultimately has a direct impact on patients and will directly affect people's own disease treatment. Therefore, the requirements for medical education are more stringent than those of general disciplines. It is necessary to be more efficient and accurate in the teaching process and be responsible for the actual health of each patient in the future. In order to achieve this goal, the targeted tutor teaching system is particularly suitable. Each medical student can choose a professional clinician who matches himself according to his own actual situation. The advantage of this system is that, according to the actual situation of different students, it can carry out targeted learning and avoid the waste of resources caused by blind distribution. Moreover, the distribution of guiding teaching can also make the statistics of teaching results more convenient, which provides a sufficient basis for reward feedback in the future. For example, students with relatively weak knowledge of related drugs can choose doctors who have deep research on drugs to study; Students who lack the ability of practical medical operation can also choose experts in this field to study, so as to achieve the targeted solution of the problem.

3.4 Improving the feedback mechanism and giving full rewards

Constructing and perfecting the teaching evaluation mechanism is the most fundamental way to ensure the teaching quality of clinicians, which needs the joint efforts of schools and hospitals. Under the premise of establishing the teaching results of the whole year, doctors should give appropriate guidance to clinicians. In the investigation of teaching results, we should not only focus on the single element of class hours, but also comprehensively consider many factors, such as practical operation guidance, test paper analysis and medical operation training. In terms of feedback mechanism, we should also increase the proportion of teaching results. For the results obtained by students under our guidance, relevant teachers can also get certain rewards, and doctors who can not perform teaching tasks well and even lead to teaching accidents due to lack of attention should also be dealt with accordingly. In this way, it can better drive doctors to invest in teaching, not just focus on scientific research and the publication of papers.

4. Conclusion

In short, clinical medicine is a very complex and serious subject, which needs more excellent talents to contribute to it. This requires clinicians with more experience to strengthen their teaching ability to help the new generation of medical talents improve their professional skills and contribute to the progress of China's overall medical cause. At the same time, in order to promote this process, the affiliated hospital itself and relevant schools also need to give full play to their ability to formulate certain policies to promote the realization of this goal.

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