

# Research and exploration of clinical flexible teaching mode of traditional Chinese medicine in special period

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**Abstract:** the advent of the digital information age is promoting the reform of educational ideas and forms. Traditional Chinese medicine clinical practice education mode is difficult to flexibly adapt to the teaching requirements of medical students in time and space. Therefore, it is important to explore a new education mode. Flexible teaching mode has flexible teaching concept, diversified teaching methods, and is not confined to time and space, which provides an opportunity for the exploration of clinical teaching mode of traditional Chinese medicine in special period. The application of this teaching mode in the clinical teaching of traditional Chinese medicine can not only ensure the teaching quality, but also fully improve the students' interest in autonomous learning and stimulate the students' clinical thinking ability. The exploration of the teaching mode provides a new idea for clinical teaching of traditional Chinese medicine, and plays a promoting role in the reform of clinical practice teaching of traditional Chinese medicine.

**Key words:** flexible teaching mode; Clinical teaching of traditional Chinese medicine; Educational reform

In February, 2020, the Ministry of education of China clearly put forward the call of “no suspension of classes and no suspension of schools” in special periods, requiring schools everywhere to make full use of the network platform to carry out online teaching, so as to ensure that teaching is not restricted by time and space. In this context, the active reform and exploration of clinical practice teaching of traditional Chinese medicine, making full use of the network platform to carry out flexible teaching, can not only solve the problems in the traditional teaching mode, but also implement it at a very low cost, which has a certain application prospect in clinical teaching of medicine and shows great potential.

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## 1 Difficulties and challenges faced by clinical teaching of traditional Chinese medicine in special period

Clinical medicine of traditional Chinese medicine is the main content of teaching in Colleges and universities of traditional Chinese medicine. It is a discipline with strong professionalism, theory and practice. For a long time, clinical education of traditional Chinese medicine has advocated the teaching mode of combining professional theoretical knowledge with clinical practice. Students learn theoretical knowledge and cultivate professional quality through traditional teaching methods. After a period of learning, thinking and accumulation, through production practice, graduation practice and clinical standardized training, clinical teachers teach clinical knowledge and carry out teaching rounds to complete the transformation from medical theoretical knowledge to professional clinical practice. Such a traditional clinical teaching mode of traditional Chinese medicine needs to rely on the clinical teaching base of the hospital, the participation of doctors and patients, teachers and students. However, in a special period, the clinical practice education relying on the hospital clinical teaching base is limited by time and space, and the education form is lack of mobility and flexibility.

With the advent of the digital information age, the education governance system and methods have changed. The promotion of online teaching mode has made the ways of acquiring knowledge diversified. The teaching system has also become “young” because of the new teaching mode. Learning does not need a fixed time and place, and becomes flexible and autonomous. Therefore, clinical teaching urgently needs to update the teaching mode and teaching concept, and adopt a new teaching mode that is flexible, diverse and young and suitable for the special environment. Flexible teaching creates conditions for learners to change from passive learning to active learning, helps students develop independent learning ability, and realizes real learning with the goal of completing complex real tasks. The combination of flexible teaching mode with medical clinical teaching is a new exploration made by the clinical teaching of traditional Chinese medicine to adapt to the changes of time and space in a special period, and it is also a self challenge for the clinical teaching of traditional Chinese medicine to adapt to the teaching in the digital information age.

## 2 concept and characteristics of flexible teaching mode

### 2.1 concept of flexible teaching mode

Flexible teaching is not the product of the times. Confucius, an ancient educationist in China, said that “don’t be angry, don’t be sentimental, and don’t send out”, emphasizing that education should be inspired and teach students according to their aptitude. It can be said to be an early sprout of flexible teaching. American humanistic psychology emphasizes that teaching should respect people’s personality, with the goal of promoting learning, and subjectively learn any consciously interesting and required knowledge and skills driven by curiosity, which provides an important theoretical basis for flexible teaching. People oriented is the essence and soul of cultivating a “flexible” teaching management mode that integrates strictness and harmony. The people-oriented network teaching mode represents the development direction of a future teaching mode and learning mode, conforms to the information age and the development trend of economic society, and will become the choice of people in learning concept and practice, It is also the development direction of innovative education. Songyifang pointed out that the flexible teaching method is to try to realize the high flexibility of learning time, learning courses and learning methods in the teaching process, provide students with diversified learning options, and improve the teaching effectiveness and learning effect of adult higher education. Bie dunrong et al. concluded through investigation and analysis that the general trend of university teaching is increasing flexibility. It is necessary to reform some old practices, adjust the relevant government education policies, and create a university education and teaching mode full of flexibility and infinite development possibilities. It can be seen that flexible teaching is to respect students, take students as the main body, adopt flexible teaching concepts and diversified teaching methods, encourage students to actively participate in learning practice, fully mobilize students’ enthusiasm, and enable students to learn and develop according to their own way and rhythm.

The flexible teaching mode is adopted in the clinical practice of traditional Chinese medicine, which respects the characteristics that teachers and students’ learning time and place are not fixed in special periods. Teachers can adopt flexible teaching methods, use online tools to carry out live teaching or upload PPT, handouts and other learning materials. Students can according to their learning ability Arrange your own learning progress reasonably according to your knowledge and time selection. You can watch live videos repeatedly and download learning materials to deepen your understanding and memory of knowledge. It is very important to improve the clinical ability of medical students. In the special period when teaching time and space are limited, flexible teaching breaks the traditional concept of time and space, mobilizes students’ independent thinking, ensures the smooth development of clinical teaching, and makes use of students’ subjective initiative to make up for the deficiencies brought by the limitations of the teaching environment.

### 2.2 characteristics of TCM flexible teaching mode

The application of flexible teaching mode in clinical education of traditional Chinese medicine should not only give full play to the advantages of flexible teaching, but also combine it with clinical practice of traditional Chinese medicine, so that the teaching is flexible and rigorous at the same time. Only in this way can we ensure the quality of teaching and cultivate clinicians with excellent professional skills. Therefore, combined with the clinical characteristics of traditional Chinese medicine, its teaching mode is flexible and characteristic from four aspects: teaching objectives, teaching content, teaching methods and teaching evaluation.

(1) The flexibility of teaching objectives requires that students’ potential be fully tapped, their personality be respected, and their learning enthusiasm be mobilized. Clinical teaching formulates detailed phased objectives. For the clinical practice of traditional Chinese

medicine, the practical skills are based on professional theory, and the phased objectives of transition from professional theory to clinical practice are formulated. Students can judge their mastery level of knowledge and familiarity with skills according to the completion of different objectives, so as to find out the omissions and make up the deficiencies, and improve the dense knowledge system, Improve your practical skills.

(2) The teaching content is flexible, allowing students to determine the chapters and sequences of learning content according to their own needs, and reasonably allocate class hours. Teachers can also focus on allocating teaching content according to students' mastery of knowledge. For simple and easy to understand knowledge, students can learn independently, while for theories and operations that are difficult to master, they can repeat explanations and record videos, Correct repeatedly. For the relatively weak content of clinical practice, students are encouraged to record videos for display and correction, so as to improve students' clinical participation and active thinking ability.

(3) The flexibility of teaching methods requires that the teaching methods should be flexible and keep pace with the times. Flexible teaching should combine online and offline, and give full play to the advantages of online teaching. Teachers can use superstar learning link, nailing and other software to conduct live teaching, organize students into groups to discuss teaching content, and teachers can answer questions and solve problems online. Teachers can also call on students to go out of the classroom, assist clinicians in online consultation through online diagnosis and treatment app, exercise clinical diagnosis and treatment thinking ability, and combine the theoretical knowledge with clinical practice in the diagnosis and treatment situation.

(4) The flexibility of teaching evaluation advocates that the evaluation system is multi-type and multi-dimensional. As for students' learning achievements, they are not restricted to the examination paper scoring acceptance, and can organize students to evaluate their learning achievements by means of online ppt report, written papers, team project declaration, video presentation, etc. So as to drive students' all-round development.

Although the flexible teaching mode is student-centered and flexible in dealing with emergencies, it also has its own shortcomings, such as the lack of systematic learning; Teachers' enthusiasm for teaching is reduced; Too much learning materials will bring learning burden to students. Therefore, flexible teaching needs to build a reasonable model, which not only makes students become the main body of the classroom, but also can not completely separate students from the guidance of teachers, so as to communicate, solve doubts and adjust at any time, so as to establish a good teaching exchange environment.

### **3 Construction of clinical flexible teaching mode of traditional Chinese Medicine**

#### **3.1 preliminary research and data retrieval**

Through literature review, data collection, familiar with the concept of flexible teaching, the successful cases of flexible teaching are selected, analyzed in depth, and the successful management mode and teaching mode are summarized to form the initial discussion copy for later screening.

#### **3.2 establish and train clinical theory teaching team**

Organize clinical teaching teachers to carry out flexible teaching mode training, carry out research and Discussion on TCM clinical flexible teaching mode among teachers through teachers' collective lesson preparation, teacher Symposium and other forms, and summarize the experience and suggestions put forward by teachers with clinical teaching experience. The common and frequently occurring diseases encountered in clinical practice were selected to demonstrate the flexible teaching mode.

#### **3.3 improve online resources and build online courses**

Relying on online platforms such as Dingding and Tencent, teachers and students exchange learning groups are established to share live courses and learning handouts to improve online resources. According to the clinical teaching content of traditional Chinese medicine, we should formulate teaching phased objectives, upload online course content by levels and stages, guide students to preview clinical practice content in time, release assessment standards in time, and urge students to complete the course progress.

#### **3.4 offline independent practice**

If the environment permits, organize students to follow the teaching teacher for teaching rounds and medical record reporting. Guide students to consult literature at home, sort out and study the new progress and new technology of related diseases at home and abroad. In order to expand students' vision, increase their professional knowledge, and promote students' active access to knowledge.

#### **3.5 integrated flexibility assessment module**

Students majoring in traditional Chinese medicine can import student information and obtain learning materials through online platforms such as Dingding, Tencent and superstar learning link. Teachers sign in and test students online through the teaching platform, and issue pre class requirements, homework after class, organize group discussions, answer questions online and take in class examinations. Through the platform, teachers can supervise and urge students' learning progress, evaluate students' daily learning time, and give corresponding scores according to the frequency of participating in discussions and speeches, so as to encourage students to participate in the classroom and actively express their ideas.

### 3.6 student oriented flexible adjustment

Through the wechat program, the questionnaire star questionnaire is developed. Taking the stage assessment as the node, students' feedback on the design of flexible modules such as teaching methods, teaching content arrangements, and teaching evaluation methods is collected to understand students' course schedule and make changes at any time to adapt to students' learning life and achieve real "flexibility" in the teaching process.

### 4 Summary and reflection

The super large-scale online education practice in response to the non-stop call and development of the class suspension has promoted the reform of teaching forms. Flexible teaching is a new teaching mode to adapt to this special environment. In the clinical training of traditional Chinese medicine, the use of flexible teaching mode and multiple learning options from multiple dimensions further improve the clinical diagnosis and treatment thinking of traditional Chinese medicine students, promote the transition from "passive learning" to "active learning", help stimulate students' clinical thinking ability, expand students' vision, and promote students' active transition from students' thinking to doctors' thinking. The application of flexible teaching mode in special period provides new ideas for clinical teaching of traditional Chinese medicine, and plays a promoting role in the reform of clinical practice teaching of traditional Chinese medicine.

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