

## Research on Course-Based Thought and Politics in Basic Medicine Teaching of College Medical Students

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**Abstract:** With the development of educational reform, the ideological and political education for students should not only be realized through ideological and political courses, but also permeate into the teaching of professional courses, and imperceptibly cultivate the students' positive enterprising spirit and patriotic dedication. It is necessary to add positive ideological and political materials to the theory teaching, which can effectively advocate positive energy and combine well with the theory course. Compared with the traditional teaching process, curriculum ideological and political in the quality of teachers, teaching content, teaching methods and other aspects are very different. This paper holds that by improving teachers' ideological and political education level, choosing appropriate teaching examples and adopting appropriate teaching methods, the teaching effect of ideological and political education in curriculum can be effectively improved.

### 1. Characteristics of Traditional Basic Medical Education

Higher medical colleges will be an independent educational level for a long time in our country. The third national medical education work conference emphasizes the need to vigorously develop vocational and technical education, and medical colleges face opportunities. It is of great significance to explore the reform of teaching content and curriculum system, teaching methods and means, and the reform of teaching management system, and to establish a specialized education system suitable for the national conditions of our country. The basic specialty medical major has the following main courses: human anatomy, histology and embryology, physiology, biochemistry, microbiology, immunology, pathology, pathophysiology, pharmacology, medical chemistry (inorganic and organic), biology, human parasitology, medical genetics, etc. The traditional specialty basic medical education is basically the ballast stone of undergraduate course, which lags behind the pace of national medical education reform, and has no obvious advantage in both professional theory and skill. Therefore, it is necessary to reform it more and establish a new basic medical education system for higher medical specialty.

From the point of view of teaching content, the basic medical education based on subject can provide students with a subject system in line with international standards, which is conducive to mastering the dynamics of medical education at home and abroad, which is very important for medical education above undergraduate level. And the goal orientation of specialized education is to train the professional (production) applied talents to meet the needs of the first line work of the business (technology). The main training is practical talents. Although they need to establish the idea of discipline system in accordance with the current situation, it is more important to master the basic knowledge of practice, basic theory and basic skills [1]. The current specialized education is basically to reduce undergraduate education, because the basic medicine is only arranged by about one year will inevitably lead to poor convergence between disciplines. For example, courses in human anatomy, histoembryology, physiology, biochemistry were introduced in the first semester, which easily left anatomy behind and started courses in biochemistry. In the second semester, courses in microimmunology, pathophysiology, parasitology, and clinical subjects such as diagnostics were introduced. These subjects are intertwined and it is difficult to arrange the teaching

contents in order, which leads to the students lack of mastery of the corresponding knowledge and poor learning effect on other subjects. Also because the class time is limited, many contents in the teaching process are basically point to the end, difficult to deepen. Generally speaking, the compressed education of undergraduate course, the basic theory and basic knowledge of the students trained are not solid, and the operation skills are poor. It is difficult to adapt to the requirements of practical work at the grass-roots level, and the future development is also greatly limited.



Figure 1 Ideological and political courses

## 2. Exploration and Practice of Teaching Content Reform of Basic Medicine

In view of the drawbacks in the basic medical teaching of the above kinds of specialized schools, the author draws lessons from the practice of foreign medical colleges and universities, and puts forward that the curriculum structure should be optimized as a whole, the discipline boundary should be diluted, the link between courses should be paid attention to, and the integrity and practicality of knowledge should be strengthened. In general, the knowledge of basic medicine has its basic definition, the domain that has been formed [2]. On this basis, the teaching contents of the above 12 courses are combined into basic medicine to form basic medicine courses, namely: life and environment, human structure, human function and metabolism, human heredity and embryo, pathogenic biology and body immunity, human pathology, pharmacology and so on. attach importance to traditional, relatively fixed knowledge, which is the main part of the teaching content, especially some subjects, such as human anatomy, histoembryology, parasitology, etc., and also include new knowledge.

## 3. Training Objectives of Technical Education for Medical Students

Specialized medical education is a lower level education in higher medical education in our country at present. It is developed under the premise of reducing the scale of secondary education and suspending medical education in secondary school. The two types are different, the levels are different, and the training objectives are different. The characteristic of medical innovation talent training is that the medical theory foundation is solid, has the great development potential, is the general higher medical undergraduate education. Higher vocational education is a new mode of medical education in the process of medical education structure adjustment, which adapts to the development of higher education popularization and the change of medical talent education structure, adapts to people's medical and health service needs, and adapts to the diversified needs of higher education. Taking the technical ability of medical application as the core, we should train medical advanced technical and practical talents with comprehensive professional ability and high quality to meet the needs of medical treatment, prevention, health care and community health service for the first line of primary medical treatment. Therefore, in the whole teaching process, we should fully reflect the characteristics of vocational education, so that specialized medical students can adapt to their posts as soon as possible after graduation.



Figure 2 Specialist medical education

#### **4. Education and Teaching Reform of Medical College Students**

The basic courses are all compulsory courses for medical students, and their characteristics are: the combination of theory and practice, the combination of content and time, the combination of nouns and vocabulary, the boring teaching of teachers, and the difficulty of students' learning. Therefore, teaching reform should make great efforts in practical teaching, teaching idea, teaching method, teaching content and so on.

##### **4.1. Practical Teaching Ideology Based on Ideological and Political Change in Curriculum**

It is an important task to strengthen practical teaching and improve students' practical ability. To develop students' practical ability, we must change the traditional educational concept of "emphasizing theory and neglecting practice ". In order to adapt to the new requirements of social development for talents' innovative ability and comprehensive quality, the school, on the basis of insisting on the combination of production, education and research, based on solving the problem of "what to cultivate, what to rely on, how to cultivate ", explored and constructed" experimental teaching in school. The four-level practice teaching mode of open simulation simulation, practice outside school and innovation ability cultivation solves the problem of the four-level connection of practice teaching, and embodies the practical education idea of "thinking in learning and creating in thinking ". For many years, through holding regular teaching seminars and listening to opinions in many ways, the practical teaching system has been continuously optimized and perfected, and has been recognized to a certain extent, and has achieved obvious results.

##### **4.2. Changing the Teaching Concept in the Light of Ideological and Political Thought**

In the past, the basic medical teaching view was as follows: emphasizing the systematicness of teaching content; teachers overemphasized the systematicness and comprehensiveness of knowledge in the teaching process, and the choice of teaching material content changed little, resulting in the allocation of classroom teaching content too long, teachers filled with water, students indigestion phenomenon. According to the teaching characteristics and training objectives of medical specialty education, basic medical teachers should change their teaching concepts, compile teaching materials that accord with the training objectives of practical technical personnel, and make them conform to clinical application. The selection of teaching materials should follow the principle of applicability, and the classroom teaching should accurately grasp the appropriate, close to the clinical application, and highlight the ability training. The basic theory of medicine and clinical application are combined organically, so that the students of beginners can feel the role of basic medicine and apply it to practical use.



Figure 3 Teaching basic medicine

### 4.3. Innovative Teaching Methods

Teaching method innovation is a long-term and variable project, which needs to gather the collective wisdom of teachers' team, carry out teaching and research activities constantly, jointly study teaching contents, teaching procedures, teaching methods, teaching means, etc., formulate teaching plans, exchange teaching experience, analyze the characteristics of teaching materials and teaching objects, and choose flexible and diverse teaching methods. In classroom teaching, teachers listen to each other, learn from each other, sum up synthetically, and form the basic method of teaching. However, the teaching of "having law and no evidence" should be reformed on the basis of basic teaching methods according to different courses, different teaching contents, different teaching characteristics and different teaching objectives, so as to make their own teaching methods more flexible, innovative, practical and effective.

### 4.4. Continuous Optimization of Management Tools

In practical teaching, we should strengthen the construction of three-level teaching management system in schools, departments and classes, strengthen teaching inspection and supervision, highlight the key monitoring of clinical practice and intensive training, standardize the management of graduation skills examination and graduation thesis defense, and ensure the quality of practical teaching. To improve the evaluation mechanism, first, we should adhere to the continuous line of professional ideological education; second, we should attach importance to the education of students' behavior norms; third, we should cultivate the habit of creating a good working environment and create a warm working atmosphere; fourth, we should carry out rich and colorful extracurricular activities; and fifth, we should actively organize students to participate in various competition activities and cultivate a sense of competition. After the above measures, the students' comprehensive quality has been significantly improved. Continuous improvement of evaluation methods, the content of the assessment highlights the comprehensive ability of students and the process of examination inspectors, inspectors diversified, there are industry personnel or mainly industry personnel, conducive to the improvement of students' comprehensive quality and ability training.

## 5. Conclusions

In a word, in the course of basic medical teaching of college medical students, teachers should make clear the goal of specialty and curriculum training, grasp the syllabus accurately, change the teaching concept, deepen the reform constantly, innovate teaching methods, strengthen skill training, and cooperate closely with teachers and students to achieve good teaching effect.

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