

Exploration of Traditional Chinese Culture Teaching Models in Ideological and Political Course Education

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Abstract: Course-based ideological and political education uses the curriculum as a carrier to explore the moral education elements contained in professional knowledge, integrating moral education throughout the entire process of professional teaching to support the comprehensive development of students. This approach delves deeply into the ideological and political elements of courses on the cultural transmission of traditional Chinese medicine (TCM), focusing on aspects such as “patriotic sentiments,” “upholding integrity and innovation, courage to explore,” “medical dedication,” and “cultural confidence.” It aims to integrate professional teaching in TCM cultural transmission with ideological and political education. In teaching practice, emphasis is placed on introducing relevant scenarios to optimize the classroom atmosphere. Combining digital teaching methods enriches teaching forms. Blending online and offline teaching enhances classroom dynamics. Organizing and refining key content in the course helps improve the comprehensive qualities of talents, strengthens students’ confidence in TCM culture, and guides correct value orientations.

1. Introduction

For thousands of years, traditional Chinese medicine (TCM), as an integral part of China’s excellent traditional culture, has been safeguarding the health of the people and making an indelible contribution to the reproduction and prosperity of the Chinese nation. During the fight against the COVID-19 pandemic, TCM played a significant role, and its remarkable clinical efficacy attracted widespread attention from people worldwide, marking a new opportunity for the international dissemination of TCM culture. The key to the international dissemination and development of TCM lies in talent cultivation. However, in recent times, the ideological and political education of talents has mostly been undertaken by specialized ideological and political courses, with limited involvement in the professional courses of some disciplines. In ideological and political education, the integration between explicit and implicit education has been insufficient. Therefore, the concept of ideological and political education has gradually shifted from the previous one-way ideological and political courses to a curriculum-based approach in recent years. Since the 18th National Congress of the Communist Party of China, the Party Central Committee has attached great importance to ideological and political work in universities, repeatedly emphasizing the need to

“take moral education and cultivation of people as the fundamental task of education.” Exploring the ideological and political elements in professional courses and flexibly integrating them into the classroom, thus subtly infiltrating ideological and political education into the minds of university students, is particularly important for strengthening students’ cultural confidence and cultivating outstanding TCM talents.

2. Exploring Ideological and Political Elements in the Dissemination Course of Traditional Chinese Medicine Culture

2.1 Stimulating Students’ Native Land Emotion and Enhancing National Pride

Traditional Chinese medicine (TCM) culture contains abundant patriotic materials. The effective utilization of these materials can not only enhance students’ activity and participation in the classroom but also stimulate their native land emotion and strengthen their national pride. China boasts a splendid development history of TCM, and the TCM culture formed during its long development process embodies the cosmology and values of traditional Chinese culture, making it a treasure of Chinese civilization. The essence of TCM culture lies in its reflection of the core values of traditional culture and the expression of national identity and sense of belonging. In the classroom, students are introduced to the current status of international dissemination of some classic TCM works. For instance, classic texts such as “Huangdi Neijing” (Yellow Emperor’s Classic of Medicine), “Compendium of Materia Medica,” “Treatise on Febrile Diseases,” and “Synopsis of Golden Chamber” have been translated into multiple languages. In particular, “Compendium of Materia Medica” is now widely recognized and cited as an authoritative pharmacopoeia internationally. Additionally, students watch and learn from documentaries about the overseas development of TCM, such as the “TCM World” series. These documentaries provide a more intuitive and authentic showcase of the development status of overseas TCM centers in their respective localities.[1]

2.2 Cultivating Students’ Spirit of Upholding Tradition, Innovation, and Courageous Exploration

The development of traditional Chinese medicine (TCM) and its culture hinges on the spirit of upholding tradition while fostering innovation. We have emphasized the importance of carrying out the work of upholding tradition and fostering innovation in TCM, establishing service systems, models, management styles, and talent development models that align with the characteristics of TCM to promote the inheritance and development of traditional Chinese medicine. The guidance has pointed the way for the inheritance and innovation of China’s TCM cause in the new era, providing a direction for the development of TCM culture dissemination. In the course of disseminating TCM culture, students can be nurtured in the spirit of “upholding tradition, fostering innovation, and courageous exploration.” Teachers can introduce students to the current status of TCM laboratories across the country, especially highlighting some modernization projects and key laboratories supported vigorously by the Ministry of Science and Technology, the Ministry of Education, and other entities. This allows students to sense the increased national support for the development of TCM, as well as the research of its pharmacological effects and mechanisms through modern scientific methods. Additionally, students can be introduced to some experimental research achievements.[2] By presenting real-life examples, students can appreciate the necessity of utilizing modern technology for researching and developing TCM. Teachers should encourage and organize students to actively participate in applying for and conducting undergraduate innovation and entrepreneurship projects, further cultivating students’ research ideas and methods in upholding

tradition and fostering innovation. Students should be encouraged to actively apply their knowledge and technical skills to reveal the principles and effects of TCM using modern scientific research methods. “One must sharpen one’s own tools before forging iron,” to spread TCM culture, one must first have a thorough understanding and appreciation of it. Cultivating students’ spirit of upholding tradition, fostering innovation, and courageous exploration not only benefits the development of TCM but also provides strong support for the dissemination of TCM culture worldwide.

2.3 Promoting the Spirit of Great Medical Sincerity and Strengthening Medical Ethics Education for Students

On March 6, 2021, President stated when visiting members of the medical and health sector and the education sector participating in the Fourth Session of the 13th National Committee of the Chinese People’s Political Consultative Conference, “The vast number of medical workers should abide by medical ethics, practice benevolent medical skills, cherish the heart of relieving suffering, and become great doctors for the people, striving to provide more high-quality and efficient health services to the people.” The President’s discourse not only puts forward clear requirements for the vast number of medical workers but also points out the direction for the vast number of medical students who will become medical workers. In the new era, protectors of people’s health must not only possess excellent professional quality but also uphold lofty medical ethics. The medical ethics inherited over thousands of years emphasize that students of traditional Chinese medicine should possess the medical ethics of “benefiting the masses,” the value orientation of “valuing righteousness over benefits,” and the noble character cultivation of “regarding benefiting the world as good, curing illnesses as virtuous, and saving lives as their mission.” Most medical college students are future medical workers and an important force in promoting the development of health care undertakings. It is imperative to strengthen medical students’ moral education, which is the central link in implementing the fundamental task of cultivating moral integrity.

In the classroom of traditional Chinese medicine culture dissemination, attention should be paid to both the explanation of professional knowledge and the imparting of humanistic knowledge. For example, when mentioning some ancient Chinese medical practitioners, students are guided to abide by professional ethics through their deeds or famous sayings, cultivating students’ noble and benevolent professional spirit. The spirits of Zhang Zhongjing’s “meticulous study of prescriptions” and “loving and understanding people,” as well as Sun Simiao’s “human life is extremely precious, more valuable than a thousand pieces of gold, and saving it with one prescription is a greater virtue than this,” “great medical sincerity,” and “a doctor’s benevolent heart,” should be infused into daily teaching. This aims to cultivate students’ virtues such as saving lives, treating everyone equally, and selfless dedication, serving the people wholeheartedly.

2.4 Strengthen students’ cultural confidence and focus on the dissemination of traditional Chinese medicine culture

Once said, “Culture is the soul of a country and a nation. Cultural prosperity leads to national prosperity, and cultural strength leads to national strength. Without a high degree of cultural confidence and cultural prosperity, there can be no great rejuvenation of the Chinese nation.” Traditional Chinese medicine culture embodies the wisdom and crystallization of the Chinese nation for thousands of years. It is an important foundation for the Chinese nation to maintain health, treat diseases, and thrive, and its core values include “benevolence, harmony, precision, and sincerity.” He has repeatedly emphasized the need to deeply explore the essence of the treasure trove of traditional Chinese medicine, stay true to the original aspiration and make innovations, and promote traditional Chinese medicine to the world. Currently, the development of traditional

Chinese medicine has ushered in a great opportunity with favorable timing, geography, and harmonious relationships. In the course of disseminating traditional Chinese medicine culture, it is necessary to give full play to the moral education resources contained in traditional Chinese medicine, enhance students' identification with and confidence in traditional Chinese medicine culture, build a solid foundation of traditional Chinese medicine thinking, and improve their ideological and political literacy.[3]

3. Strategies and methods of ideological and political implementation of English culture courses

3.1 Change of curriculum objectives

In order to carry out ideological and political development in college English courses, we must reposition the teaching objectives and make college English courses a position to train the successors of socialism who are both popular and professional. The moral education goal of medical English teaching "curriculum thinking and politics" is to cultivate students' scientific and humanistic spirit. Specifically, at the level of political literacy, while imparting knowledge to students, we should shape their correct values, enhance their patriotic feelings, and improve students' ideological and political consciousness and moral and cultural accomplishment. In the aspect of humanistic quality, through the teaching of Chinese traditional thinking mode, philosophy, medical ethics culture, national spirit and spirit of The Times, students are trained to correctly understand and transform the world, and form a style of seeking truth from facts and climbing the peak; At the level of professional quality, we should cultivate the professional ethics of honesty and public service, saving the dying and healing the wounded, respecting the personality and rights of patients, being rigorous and realistic, and striving for progress.

3.2 Strengthening the construction of the teaching staff

Teachers, as the main agents in educating students, inevitably face many challenges in the implementation of ideological and political education within the curriculum. This requires university English teachers not only to reinforce the educational concept of ideological and political education in the curriculum but also to possess the ability for teaching reflection. This ability is not only a basic skill that university English teachers should have but also a fundamental guarantee for improving the quality of ideological and political education in the curriculum. In light of the current lack of integration between Traditional Chinese Medicine English and ideological and political education, medical English teachers must shift their traditional teaching philosophies and enhance their awareness of "fostering character and civic virtue." Integrating the concept of ideological and political education in the curriculum with elements of excellent traditional Chinese culture into the teaching and reform of English helps cultivate students' socialist core values. Teaching is a profession that requires lifelong learning and growth. To effectively enable medical English teachers to consciously and effectively manage the capabilities of ideological and political education in the curriculum, schools can establish multi-level teacher training and development measures, such as organizing studies on ideological and political theories, preparation meetings for ideological and political education, showcasing excellent courses, and inviting renowned experts to provide guidance, thereby enhancing the ideological and political awareness and proficiency of university English teachers and promoting their growth. Schools can also establish a system of rewards and punishments to further enhance teachers' awareness and enthusiasm for ideological and political education in the curriculum.[4]

3.3 Diversity of teaching methods

In teaching, teachers can take students as the center, adopt problem teaching method, give full play to the role of the teaching and research section, and establish a joint discussion system of curriculum ideology and politics. Advocate cloud-based teaching and research, and carry out case studies on co-speaking lessons. For example, new teaching methods such as micro-classes, MOOCs and flipped classrooms, Internet resources and information technology, combined with social hot topics such as the Chinese-English version of the white paper on Traditional Chinese Medicine in China, are used to expose students to more English expressions related to traditional Chinese medicine and broaden their international perspective. Teachers should guide students to read the English version of the “Four Classics of Chinese Medicine” to deepen students’ understanding of the knowledge and cultural connotation of Chinese medicine and strengthen their English expression ability.

3.4 In-depth exploration of teaching resources

Teaching content is the main carrier to carry out curriculum ideology and politics. Therefore, teachers need to enrich the teaching content, to achieve the unity of language skills knowledge, cultural knowledge and ideological and political education. Famous ancient Chinese doctors such as Bian Que, Hua Tuo, Zhang Zhongjing, Sun Simiao, Li Shizhen and Ge Hong and their major achievements are introduced in professional English teaching to enhance students' national pride and cultural confidence. In the course of teaching, teachers can take Tu Youyou as an example and tell about her advanced story of creatively isolating artemisinin from Chinese herbal medicine and successfully treating malaria. In the teaching process, it is not limited to the teaching of vocabulary, grammar and other knowledge content, but also to grasp the ideological dynamics of students, pay attention to the cultivation of learning ability, cultivate their courage and spirit to climb mountains despite difficulties, expand the basic knowledge of society, culture and science, so that they can cultivate patriotism, hardship and simplicity, civilization and harmony, selfless dedication, and improve the humanistic quality of medicine. [5] Teachers can also use English speech and debate in general English courses to promote positive energy and cultivate professional feelings of people first and life first among students of traditional Chinese medicine colleges.

3.5 Curriculum evaluation

In the teaching of college English in medical colleges and universities, a diversified, multi-level and multi-dimensional evaluation system of college English courses should be constructed to implement curriculum thinking and politics. Students' performance in all aspects and the cultivation of humanistic quality are closely related to teachers' guidance and education. Therefore, the evaluation of the curriculum should be carried out from the performance of students in all aspects and teachers in all aspects of teaching. From the perspective of evaluation of students, it is necessary to combine the process evaluation and the final evaluation, so that the final evaluation can be used to examine students' academic performance, while the ideological and political accomplishment of students should be evaluated from the perspective of the whole teaching process, that is, the evaluation of the course learning process should be emphasized. Specifically, for online courses, because online teaching has the advantages of rich learning resources and no limitation of time and space, comprehensive evaluation should be carried out according to online statistical indicators, such as checking the number of students entering the course, the number of watching videos, group work, online voting, and the number and quality of handing in course work. For offline courses, teachers should have detailed records of attendance and homework completion, and

give fair evaluations. When evaluating students with group reporting tasks, the conclusions of mutual evaluation among students should be fully considered. Students who did not participate in the reporting task were evaluated based on their classroom performance, such as the number and quality of questions answered in class, and the number and quality of homework. From the perspective of teacher evaluation, we should not only pay attention to teachers' performance, but also incorporate teachers' ideological and political level and professional ethics into the evaluation system. Whether teachers improve the deficiencies in teaching in time and promote the realization of teaching objectives should also be included in curriculum evaluation.

3.6 Strengthening organizational and institutional safeguards

Curriculum ideology and politics is not only the matter of curriculum teachers, as the saying goes that the train runs fast all rely on the locomotive, the strong leadership of the school party committee is the key to the implementation of curriculum ideology and politics. The Party and government should jointly manage, do a good job of top-level design, and provide corresponding teaching services and logistics support for the ideological and political construction of the curriculum. Educational institutions should strengthen the construction of teacher development centers, set up special funds for curriculum ideological and political construction, increase support for curriculum ideological and political construction in various ways, mobilize the enthusiasm and initiative of all departments and units, and provide organizational and institutional guarantees for curriculum ideological and political construction.

4. Application and exploration of digital teaching mode

In the design of the course content, the computer virtual human body teaching is added. Students can rotate and enlarge the target organ by clicking the mouse, accompanied by English annotations, so as to form a more profound impression; Let students participate in some 3D scanning and modeling topics, get familiar with the application of some relevant English medical software, and consult some papers. In such a task-based teaching mode, students can increase their awareness of the importance of medical English and strengthen their memory. Download from the Internet and other resources or play online some foreign universities excellent English acoustic MOOCs (MOOCs), while expanding students' vision, strengthen English training, is conducive to the integration of knowledge, enrich the classroom content, and avoid the use of a single mode of fatigue. After class, the mobile application platform of the university (I Medical University) is used to increase communication between students and teachers and students, and form discussion groups to help form a good learning atmosphere. In short, the setting of the course content takes practicality as the starting point, and tries its best to meet the requirements of the cutting-edge teaching model at home and abroad -- RICH teaching model, that is, research-based learning, integrated curriculum, cooperative learning, and humanistic outcome.[6]

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