

Research on the Teaching Mode of Traditional Chinese Medicine Culture in Chinese International Education

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Abstract: TCM (Traditional Chinese Medicine) was born out of China's traditional culture, and they are closely related, which is a major feature of TCM and unique in the world cultural history. The target of Chinese international education is mainly foreigners whose mother tongue is not Chinese, and the cultural communication of Chinese teaching belongs to cross-cultural communication. Under the background of Chinese international education, how to analyze and spread TCM culture through Chinese vocabulary teaching is a problem worthy of our consideration. At present, there are many problems in the construction of traditional culture in TCM education, which are mainly manifested in the deviation of teaching mode and the lack of profound knowledge of students' traditional culture. We should make up for the lack of traditional culture education in TCM education and cultivate qualified TCM talents by introducing culture in teaching content, implementing the "adjustment" strategy of TCM culture teaching and constructing a three-dimensional TCM culture teaching mode.

1. Introduction

The target of Chinese international education is mainly foreigners whose mother tongue is not Chinese, and the cultural communication of Chinese teaching belongs to cross-cultural communication [1]. TCM (Traditional Chinese Medicine) culture is an important part of China traditional culture, and it is the soul and foundation of TCM. Setting up general education courses based on TCM culture in medical colleges aims at improving the comprehensive quality of medical students, and at the same time establishing strong professional beliefs and noble professional ideals on them.

TCM culture is extensive and profound, covering the past and the present, with rich and profound thoughts. Learning and mastering the ideological essence can help students to establish a correct world outlook, outlook on life and values [2]. Under the background of Chinese international education, how to analyze and spread TCM culture through Chinese vocabulary teaching is a problem worthy of our consideration.

2. TCM Culture and China Traditional Culture

TCM was born out of the traditional culture of China, and they are closely related, which is a

major feature of TCM and unique in the world cultural history. In Confucianism, the idea of harmony between man and nature, people-oriented, harmony-oriented, and the doctrine of the mean. Fear of heaven and earth, conforming to nature, emphasizing ethics and order, paying attention to personnel, paying attention to the whole and advocating harmony are the consistent complex of China people [3]. Although TCM has gone through thousands of years, its inner spirit has never changed greatly, which is also the reason. China's traditional philosophy, astronomy, geography, calendar, mathematics, chemistry, as well as poetry, painting, sculpture, music, etc., together with TCM, have built a long and splendid traditional culture of China [4].

Although it has basically the same spiritual core as other forms of Chinese traditional culture, and with the help of other cultural forms in its development process, TCM itself is always independent, powerful and systematic. TCM's concept of life, disease, diagnosis and treatment will realize its value in maintaining the prosperity of the Chinese nation and will certainly have an impact on the future medical model [5].

It can be considered that TCM is rooted in the soil of traditional culture in China, contains the spiritual core of traditional culture in China, bears the spiritual imprint of the Chinese nation, is connected with other forms of traditional culture in China, and enriches the spiritual core and actual content of traditional culture in China.

3. Problems Existing in TCM Culture Construction

3.1 There Are Deviations in the Teaching Mode

At present, TCM education is mostly undertaken by TCM colleges and universities, and college education has trained most TCM practitioners. Therefore, it is particularly important to carry out traditional culture education in higher TCM education, but the actual situation is not satisfactory. At present, “TCM culture” has not been paid enough attention to in the preparatory and undergraduate education of TCM major international students in China. Its performance is that most TCM colleges and universities in China only offer the course of “ancient medical literature”, but not the TCM culture course. Secondly, there is no TCM culture textbook specially written for international students in China [6].

In addition, because the total amount of education time is limited, the increase of western medicine courses will inevitably reduce the time of TCM courses, which will lead to the changes in school curriculum, quality standards and target positioning, and the neglect of TCM cultural courses, which will lead to the lack of TCM cultural education.

3.2 The Knowledge of Students' Traditional Culture is Not Profound Enough

With the development of TCM cultural general education course, medical students can not only learn China's medical knowledge, but also dabble in literature, philosophy, history, psychology, health preservation and other subjects, enriching their literacy and broadening their horizons.

The graduate students in TCM colleges are mainly science students, with insufficient knowledge of traditional culture and thin background of humanistic knowledge. At the undergraduate stage, most TCM colleges have not really set up TCM culture, an introduction to traditional culture in China. Even if some colleges set up it in the form of elective courses or lectures, it is only more than 15 hours or even less, which makes it difficult for students to deeply and systematically appreciate the whole picture of excellent traditional culture [7].

4. Construction of TCM Culture Teaching Mode in Chinese International Education

4.1 Cultural Introduction in Teaching Content

Hospitals should adhere to people-oriented principles, actively absorb and draw on the excellent achievements of modern management and hospital culture both domestically and internationally, while promoting and inheriting excellent traditional Chinese medicine culture. They should combine institutional innovation with conceptual renewal, with the goal of promoting development, people-oriented management as the core, and learning and innovation as the driving force. They should strive to create a Chinese medicine hospital culture with distinct characteristics of the times, rich management connotations, and regional characteristics, continuously deepening the patient-centered service concept. In the process of cultural construction, it is necessary to maintain the inclusiveness and openness of hospital culture, and insist on top-down and bottom-up two-way development, which not only provides guidance for the construction of subculture, but also absorbs excellent elements in subculture [4].

For foreign students who have been exposed to alphabetic writing for a long time, their first exposure to Chinese characters is like a series of pictures. It is difficult for them to understand the profound meaning contained in Chinese characters. Learning Chinese characters mechanically and dully will make Chinese characters out of the cultural background, which is not worth the loss [8]. We should change the traditional teaching mode and make full use of the Internet to implement teaching, so that teaching activities can be carried out more freely without the limitation of time and space. By building a network teaching platform for TCM culture courses and giving full play to the “cross-time” function of the network platform, information interaction activities can be carried out through the teaching platform, timely and accurate information feedback can be realized, and the spread range of TCM culture can be expanded.

In the teaching process, the cross-cultural traditional module and TCM innovation module should penetrate each other, naturally transition and connect reasonably, reflecting the combination and unity of theory and practice, “pan-culture” and “fixed culture”, macro-culture and micro-culture [9]. In the cross-cultural teaching of TCM colleges, it is suggested that the traditional modules should be mainly taught by teachers and discussed by students, which is beneficial for teachers to explain and students to accept new cultural knowledge; The module related to TCM culture is suitable for experiential teaching method, because it is closely related to students' majors, and it is easier to stimulate their interest in learning and enthusiasm for participation.

4.2 “Adjustment” Strategy of TCM Culture Teaching

Culture is the sum of material wealth and spiritual wealth created by human beings in the process of social and historical development. Including a country's or a nation's history, geography, customs, traditional customs, lifestyle, literature and art, code of conduct, way of thinking, values, etc. In order to reduce contradictions and conflicts in Chinese teaching, some cultural phenomena unique to China will not be mentioned for the time being, and some concepts or viewpoints with profound cultural connotations will also be unclear [10]. These problems can't be avoided and left behind forever, but should be solved step by step by Chinese teachers. Therefore, it is urgent for Chinese learners with multicultural background to master cultural words, but Chinese learners often make mistakes when using cultural words. On the other hand, learners are interested in cultural words and like to use them.

In the history of cultural exchange between China and foreign countries, because China has a strong local culture, the spread of foreign culture in China often adopts the strategy of cultural “adjustment”, which is helpful for Chinese teachers to properly handle the conflicts between

Chinese culture and students' mother tongue culture and better spread China culture.

Chinese teachers are the leaders of classroom teaching, and students respect and trust teachers, but teachers can't ignore students' cultural feelings, let alone create cultural inequality in the classroom, and should not show cultural chauvinism. When we talk about “adjustment” in cultural communication, we mean “making progress with harmony”, in order to achieve better “progress”. If we blindly indulge and echo the other culture, it will not be “progress” and lose the core position of Chinese and China culture. But what is certain is that it is extremely wrong to teach culture in different stages and regardless of the degree of cultural acceptance, and we should adhere to the gradual adjustment of culture.

The content of TCM cultural courses includes TCM's values, cognitive thinking mode and behavior mode. From the form of presentation, literature, history, medical classics, cultural allusions, legends and so on. The massive TCM cultural information is filtered and integrated according to the teaching objectives, and a TCM cultural course webpage is constructed on the campus network based on the advantages of internet. On the one hand, students can appreciate the profoundness of TCM culture from multiple perspectives through the webpage, on the other hand, it also provides a relatively centralized teaching interaction platform for the realization of flipping the classroom.

4.3 Construction of Three-Dimensional TCM Culture Teaching Mode

From the establishment of teaching Chinese as a foreign language as a discipline to the vigorous development of international Chinese education, Chinese has been used as a second language teaching discipline for more than 20 years. To be fair, so far, we have not been able to fully carry out the “national” teaching of Chinese as a second language, which teaches the Japanese and the British and Americans. It is an effective way to improve the teaching effect of cultural words by paying attention to the national teaching and strengthening the comparative analysis of cultural words in Chinese, Russian, Chinese-English, Chinese-French and Chinese-Korean, but we have not done enough in this respect.

The combination mode of lecture and theory provides a broad space for students' divergent thinking, reverse thinking and innovative thinking. Guide students to question boldly, learn from each other, think deeply, be sensitive to questions and answers, change the conservative thinking mode of “as long as what is in the unified textbook is correct”, cultivate their independent thinking ability and scientific research ability, and lay a solid foundation for the topic selection, writing and future scientific research work of graduation thesis. The study of China traditional culture should not be confined to the classroom, but should be applied.

Schools should encourage students to actively apply for graduate innovation and entrepreneurship projects, encourage them to actively participate in the research projects of their supervisors, from topic selection, information retrieval, applied writing to questionnaire surveys, expert interviews, cultivate students' theoretical and practical innovation abilities, conduct on-site inspections and project research, and achieve practical and effective teaching effects of traditional Chinese medicine culture. Teachers themselves constantly broaden their knowledge structure, deepen their knowledge system, strengthen their majors, become familiar with related marginal and interdisciplinary subjects, enrich their thoughts, improve their level and master the academic frontier dynamics through various channels such as further study, self-study, attending meetings, attending lectures and taking exams. In short, a high-quality and high-ability teaching staff with full-time and part-time knowledge and education structure has been gradually established.

5. Conclusions

TCM culture is an important part of China traditional culture and the soul and foundation of TCM. Although it has basically the same spiritual core as other forms of Chinese traditional culture, and with the help of other cultural forms in its development process, TCM itself is always independent, powerful and systematic. TCM culture is the soul of China traditional medicine, the core of Chinese excellent traditional culture and the indispensable spirit of medical students. The construction of TCM cultural quality education course can make medical students understand Chinese traditional culture, cultivate their thinking mode and values, and thus realize the all-round development of their own comprehensive quality. Taking care of culture by language, we should combine China traditional medicine with Chinese international education, so as to provide a new perspective and opportunity for the spread of TCM culture and promote the spread of TCM culture and the development of world civilization.

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