

## Thoughts on Ideological and Political Teaching of Medical Students based on PBL

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### Abstract

**Due to the particularity of medical specialty and the transformation of medical model, the ideological and political education of medical students has attracted much attention. The application of PBL teaching method to the ideological and political education of medical students is conducive to better integrate the ideological and political education and professional education, integrate and cooperate in education, and cultivate a group of high-quality medical talents with generous knowledge, excellent ability, excellent quality and sound personality.**

### Keywords

**Medical Students; PBL Teaching Method; Ideological and Political Education; Professional Education.**

### 1. Introduction

The education and teaching reform in the new era puts forward new requirements of "moral education + talent education" for higher medical education. While improving the post competence of medical students, it deeply excavates the ideological and political elements contained in the contents of various courses of medical specialty, and combines professional knowledge, humanistic feelings and quality education to achieve the goal of educating people in the whole course, It is an important topic in the reform of medical education. During the construction of Application-oriented Undergraduate Colleges and universities, Weifang Medical College has implemented professional quality training guided by professional ability, focused on the post competence of medical students, improved the quality of talent training, and established a teaching team of "organ system centered" integrated basic medicine courses. We try to integrate classroom ideological and political elements into PBL teaching in the "organ system centered" integrated curriculum of basic medicine.

### 2. PBL Teaching Mode Overview and Feasibility Analysis of Popularization

PBL (problem - based learning) is a teaching method to design relevant situations to stimulate students' problem awareness and cultivate their autonomous learning ability. It is a student-centered education method based on the real world. It originated from medical education in the 1950s, was popularized and applied in the 1960s, and has achieved initial results in major medical colleges and universities in China. The effectiveness of PBL teaching is mainly reflected in four aspects: management, learning process, ability training and knowledge consolidation. PBL teaching emphasizes setting questions to arouse students' thinking and explore driving problems in imitation of real problem situations, so as to stimulate students' Autonomous Learning [1-2]. PBL teaching idea is that teachers guide students to enter the problem situation before class. Students prepare for the beginning of the course through data search, and explore the solutions to the problem through group discussion in class. Finally, teachers summarize according to the classroom discussion and report, and trigger students to think further, and

then transfer to the learning preparation for the next course, and so on, Until the end of the course. As an open teaching, PBL teaching has higher requirements for teachers and students. Teachers should have good organization and management ability, solid professional basic ability, familiar with and flexible use of teaching objectives, and the ability to mobilize students' positive thinking. As the classroom center, students need to invest a lot of energy and preparation at the beginning of the course, Make active learning a habit. This reform of teaching ideas and learning methods will undoubtedly have a profound impact on the traditional teaching mode.

### **3. Current Situation of Integrating PBL Teaching into Curriculum thought and Politics in Medical Colleges**

At present, the integration effect of PBL teaching in curriculum ideological and political teaching in medical colleges is not ideal. The main reason is the lack of understanding of the application of PBL teaching. Therefore, teachers ignore the effective application of PBL teaching methods in the development of curriculum ideological and political teaching. The current situation of integrating PBL teaching into Curriculum Ideology and politics in medical colleges can be presented from the following aspects. Firstly, schools, teachers and students lack of understanding of the integration of curriculum thought and politics and this teaching method. In the course of Ideological and political education in medical colleges, teachers are still centered to guide students to master the theoretical knowledge of their major and the content of Ideological and political education. Most students regard the study of the ideological and political content of the curriculum as the knowledge content conducive to improving their own literacy. Some students value the ideological and political content of the curriculum, which is helpful for future career development, but they do not understand the in-depth connotation and cultural value of the ideological and political content of the curriculum clearly. In the course of Ideological and political teaching, teachers fail to fully consider the purpose of students' all-round learning, only one-sided infiltrate ideological and political education and discipline theoretical knowledge into students, and fail to strengthen the combination between curriculum and students' correct values and outlook on life education from the perspective of the mining of curriculum ideological and political education, resulting in the unsatisfactory effect of curriculum ideological and political education. At the same time, PBL teaching failed to reasonably penetrate into the curriculum ideological and political education, did not give full play to the dominant position of students' learning, and linked students' classroom learning with problems. There are deficiencies in introducing problem situations to guide students to conduct authentic case analysis and learning, which is not conducive to better help students enhance their learning ability through autonomous learning and close group learning.

### **4. PBL Teaching Course Ideological and Political Core**

#### **4.1. Case Selection**

Cases are set in both PBL teaching and case teaching. The difference is that the starting point of case teaching is case. The teacher first explains the case and guides the students to think, analyze and debate the case and get the answer after the students have mastered some knowledge. PBL teaching takes problems as the starting point of learning and follows the principle of problem case problem case. Case selection is particularly important for the implementation of curriculum thought and politics in PBL teaching. Excellent cases are the basis of PBL implementation and the carrier of problems. A good case should not only meet the realization of teaching objectives, but also be conducive to the implementation of curriculum thought and politics. PBL teachers should first explore the factors and resources of curriculum

thought and politics in the case, and then systematically summarize the students' assessment and curriculum evaluation.

## **4.2. Problem Design**

### **4.2.1. Scientific**

Medicine is first of all natural science, and the research object is mainly the human body and various factors related to human health. An important goal of medicine is to explore and master the laws behind various complex factors. PBL teaching problem design should first reflect the objective laws and the latest contemporary scientific achievements, follow the principles of pedagogy and psychology, and create conditions for students to master knowledge correctly. The concept expression, demonstration and fact citation must be accurate and rigorous, and cultivate students' attitude of seeking truth from facts and respecting science. Secondly, we should guide students to use scientific methods [3].

### **4.2.2. Humanity**

Medicine or humanities, its natural science research is a means and the purpose is human. Since modern times, the West has classified medicine into the category of natural science. This classification is obviously inaccurate. It ignores the humanistic and social attributes of medicine. In this context, doctors become "operators" who only operate various high-tech means such as laboratory images. Humanistic spirit is a universal human self-care, which is manifested in the maintenance, pursuit and concern for human dignity, value and destiny, the high value of various spiritual and cultural phenomena left by human beings, and the affirmation and shaping of an ideal personality with all-round development. Doctor's practice of medicine itself contains two dimensions: first, medicine can not only treat physical diseases, but also regulate and improve people's mental diseases; Second, the process of medical implementation always involves two parties - doctors and patients. Only by maintaining smooth and good communication between them can we ensure the smooth completion of the medical process. Otherwise, the doctor-patient contradiction is bound to cause unnecessary harm to both parties. Integrating humanistic spirit into problem design can let students understand the humanistic dimensions involved in medicine, such as respect for life, social coordination, emotional morality, bioethics and so on. Integrating questions with humanistic spirit into PBL question design is a direct way to carry out curriculum ideological and political education.

## **5. Some Suggestions on the Application of PBL Teaching Method in the Ideological and Political Education of Medical Students**

### **5.1. The Goal of Ideological and Political Education Enters the PBL Teaching Program**

Correct and reasonable teaching objectives are the basic conditions for the success of PBL. At present, the existing teaching programs of professional courses generally focus on knowledge objectives, and lack the requirements of Ideological and political education such as emotional objectives and ability objectives. A similar phenomenon also exists in the teaching cases of PBL, which does not integrate ideological and political education into professional education from the source. Therefore, the goal of Ideological and political education should be clearly written into the teaching plan of professional courses, so that each course can educate people and each teacher can bear the responsibility of educating people, and truly run the ideological and political work through the whole process of education and teaching, so as to realize the whole process and all-round education.

## 5.2. Cultivate a PBL Teaching Team with "Ideological and Political Teaching" and Understanding

Under the PBL teaching mode, teachers are no longer "preachers" and "teachers" under the traditional teaching mode, but promoters of medical students' knowledge construction and educators for improving their comprehensive quality. Therefore, professional teachers and ideological and political teachers should not only have a deep understanding of their professional knowledge, At the same time, we should also have unique opinions on the professional knowledge and humanistic quality involved in relevant clinical problems. Ideological and political teachers have rich cultural knowledge and theoretical literacy, but they often lack medical background and lack of fresh PBL cases combining design and specialty when teaching theory. Therefore, it is necessary to help them better understand and master the particularity and professionalism of medical education through the guidance of professional teachers, so as to make "ideological and political understanding teaching". Professional teachers have rich medical professional knowledge, but they often do not grasp the characteristics of medical students and the entry point of Ideological and political education. They need ideological and political teachers to help them tap the ideological and political education elements rich in PBL cases, so as to make "teaching understand ideological and political education". Professional teachers and ideological and political teachers should strengthen interaction through PBL case collective lesson preparation meetings, various teacher training, regular seminars and other forms to form a joint force of Education [4].

## 5.3. Prepare a Set of PBL Cases Integrating Professional Education and Ideological Education

A complete case is a prerequisite for the success of PBL. Systematically study and design a set of PBL cases Integrating Ideological and political education and professional education, closely combine with its training objectives, comprehensive literacy required for doctors' profession, social hot issues, etc., and form an implementation system of medical students' Ideological and political education based on the integration of "first classroom" and "second classroom" based on PBL teaching mode. Based on the principle of "close to the reality of students", modularize the PBL discussion cases of Ideological and political education, form different plates such as professional ideals and beliefs, team assistance, communication and communication ability, critical thinking, medical law and ethics, and divide them into different grades, stages and links for orderly implementation, so as to achieve systematic and systematic application and truly realize the whole process and all-round education. Carry out pilot work in some grades of Medical College, evaluate the effect before and after implementation, constantly revise and improve, and gradually form a brand PBL curriculum system and a long-term mechanism of Ideological and political education for medical students.

Since the implementation of the curriculum of Ideological and political education, it has gradually gone deep into the education and teaching of various majors and courses, and achieved remarkable results, which has provided great spiritual motivation for young students in the new era to establish the lofty ideal of communism, enhance the spirit of patriotism and undertake the historical mission of the great rejuvenation of the Chinese nation. PBL teaching is widely used in medical courses and is loved by students more and more. In order to cultivate qualified medical professionals, it is necessary to integrate curriculum ideological and political resources into teaching courses.

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