

# Exploration on the Path of Cultivating Medical Students' Professional Spirit by Ideological and Political Courses

Lin Zhang, Jing Li, Dongyan Li, Jiwei Wu

College of Medicine and Nursing, Dezhou University, Shandong 253023, China

## Abstract

At present, the ideological and political education is in the process of transforming from the traditional social philosophy paradigm to the humanistic paradigm. Based on the importance and necessity of curriculum ideological and political education for the cultivation of medical students' professionalism, it is hoped that through reshaping the discipline rules of ideological and political education and changing the way of thinking, medical students can develop professionalism. The cultivation of medical students' professionalism needs realistic challenges such as value remodeling, vivid expression, cultivation and bearing. Through the optimization of precise practice education, internalization of sequential system construction, and ideological and political optimization of immersion recessive infiltration curriculum, the medical professional curriculum can really shoulder the function of Ideological and political education. The cultivation of professional spirit of medical students needs both classroom education and practical operation. Therefore, it is necessary to explore how to strengthen education in clinical practice in the aspect of curriculum thinking and politics. At the same time, medical students need their own self - discipline and self - consciousness, analyze the spatial coordinates of medical curriculum thinking and politics, namely the logic of historical horizon change and the logic of post epidemic era development, and abstract summarize the new theoretical field of value orientation embedded in curriculum thinking and politics.

## Keywords

Medical Students; Professionalism; Ideological and Political Courses; Craftsman Spirit.

## 1. Introduction

The influence of ideological and political courses on the professional quality of medical students has attracted more and more attention from the academic community. In the current situation of COVID-21 prevention and control, it is more necessary to incorporate ideological and political elements into medical professional courses to help develop the professional spirit of medical students.

## 2. The Realistic Challenge of Cultivating Medical Students' Professional Spirit

As a kind of deep value guidance, professional spirit is closely related to people's professional activities[1]. With the spirit, integrity, ability and consciousness of professional characteristics, it endures individuals with professional concepts and career pursuit, which is the cornerstone for the formation of Self-disciplined behavior norms. The professional spirit of medical students is the inner guide of practice behavior, but there are many difficulties and challenges in cultivating the professional spirit of medical students in China.

## **2.1. The Cultivation of Medical Students' Professional Spirit Requires Value Reconstruction**

Professional spirit is the reflection and embodiment of cognition, the conscious expression of ability, the unity of realistic necessity and rationality, and the synthesis of theoretical basis and specific categories. Therefore, the professional spirit of medical students is essentially an idea value system, is the incisiveness summary and high concentration of the medical students' values, is the medical students' professional understanding, professional emotion, professional will and value guidance of practice guidelines.

In the current situation of social utilitarianism and fairness, medical students' professional spirit needs to be self-regulated and value remolding. The professional spirit of medical students is a kind of non-compulsory norm, which is accepted voluntarily, because it mainly depends on its own value system, thinking concept and professional emotion, rather than the external right compulsion. The professional spirit of medical students is formed to control their own activities, which is called self-control or internal control, and internalize various requirements and norms into their own value system. In addition, as a value yardstick, professionalism can judge whether professional activities are reasonable or not.

## **2.2. The Cultivation of Medical Students' Professional Spirit Needs Fresh Expression**

At present, there is a lack of theoretical foundation and connotation construction in the training process of medical students' professionalism, and a lack of unified standards for curriculum construction. For example, how did medical professionalism develop, how did the traditional Chinese craftsman spirit come into being, where is the typical manifestation of the public welfare medical professionalism with Chinese characteristics, and how to explore the specific path, method carrier and process law of its realization? How to deal with the relationship between fairness and public welfare, overt and recessive, heteronomy and self-discipline? These essential connotations, there is no place to dispel doubts, no way to answer. Based on the components of medical professionalism, it is necessary to expound the performance of medical professionalism in medical curriculum, but at present this kind of silent form is rare [2]. Immersive and experiential interpretations of medical professionalism have yet to be found.

## **2.3. The Cultivation of Medical Students' Professional Spirit Needs to be Nurtured and Carried**

The cultivation of professional spirit of medical students is a comprehensive education involving professional cognition, professional emotion, professional style, professional goal belief and many other aspects, which is usually affected by social, medical, school education and other factors. In the process of cultivating medical students' professionalism, it is necessary to give full play to the role of classroom teaching as an important carrier. Although the first classroom occupies the most advantageous advantage in knowledge impart, there are still some phenomena such as outdated cases and single forms. In terms of curriculum setting, medical professional spirit education courses are often in a weak position, and the curriculum construction is not paid enough attention to [3]. In terms of teaching content, there are more mechanistic implanting of professionalism, less humanistic imperceptibly, and less teaching for the characteristics of medical students. In the form of classroom, there are not many interactive ways to teach and learn, mainly teaching by following the rules, and the initiatives to improve the enthusiasm are insufficient. In terms of evaluation methods, quantitative tests are in the majority, and open discussion is insufficient.

### **3. Reasons Influencing the Professional Spirit Formation of Medical Students**

The various needs for the cultivation of medical students' professional spirit are represented in the following aspects: the shortage of teachers, the focus of teachers' level, the pattern of medical education, the integration of medical school system, the selection of curriculum and the singleness of teaching methods. The reasons that affect the professional spirit of medical students are mainly related to the internalization of the professional spirit of medical teachers, the separation of overt appearance and recessive embedding in curriculum design, and the layout of the integration of medical education.

#### **3.1. Teachers Lack Endogenous Motivation**

The endogenous driving force of medical students' professionalism needs to accurately grasp the relationship among knowledge education, skill education and ideological education, and internalize the medical historical view, political identity and the large pattern of citizen health into the cultural consciousness of medical vocational education and the social morality that medical posts bear for human health. Teachers lack teaching objectives, teaching motivation and pertinence when shaping medical students' professional spirit [4]. When teachers engaged in basic research participate in professional teaching, they lay more emphasis on knowledge building and construction; When doctors engaged in clinical work participate in professional teaching, they seldom talk about the concept of professionalism. In general, there are disadvantages of precision teaching for teachers.

#### **3.2. The Separation between Overt Expression and Recessive Embedding of Curriculum**

At present, in the cultivation of professional spirit in medical curriculum, the viewpoints used and the goals proposed are vague and vague, and the lack of uniformity and standardization makes the cultivation of professional spirit in post competence superficial. The separation between medical professional courses and ideological and political education makes professional spirit education subordinate to professional courses. In the specific setting, the participation of students is often ignored, and the lack of empathy in the emotional experience will not be able to truly touch people with emotion [5]. Medical elective courses generally do not offer medical philosophy, narrative medicine, medical anthropology and other courses, the core of which is the mechanization of combining medicine and professionalism.

#### **3.3. Lack of Effective Connection between Professional Education and General Education**

The cultivation mode of medical professional spirit is not the "teaching-practice" mode of technical education, nor the "teaching-learning" mode of knowledge education, but the "teaching-education" mode of personality cultivation, whose value cultivation is not only a physical process, but a biological process (the initiation/development of professional sanctity and belief). The segmentation of medical school system, the difference of undergraduate, long school, graduate and regular training students, and the talent training system of college education, post-graduation education and continuing education have resulted in the lack of standardization and uniformity in the cultivation of professional spirit in the whole process. Medical colleges and universities lack dimensional linkage in the work pattern of "big education", lack multiple measures in the management of "big ideological and political", and lack organic linkage in the construction of "integration".

## 4. Optimization of the Path to Develop the Professional Spirit of Medical Students

Adhering to the concept of "comprehensive, three-dimensional and innovative" medical education, emphasis should be placed on examining from the consciousness of "others", and medical feelings should be cultivated [6]. Empathic experience and practical experience often have a more profound impact than simple theoretical teaching.

### 4.1. Optimize the Cultivation Path of Medical Students' Professionalism through Precise Practical Education

The medical professional spirit education has its own characteristics, such as the priority consciousness: the cultivation of professional spirit precedes the education of knowledge and skills; Diving consciousness: ethics and humanity are not isolated moral preaching, but silently accompany and integrate in the process of professional education and growth; It's easier to know than to do: it's easier to sow than to grow, easier to wake up than to wake up, easier to propagate knowledge, harder to stick to behavior.

Practice teaching and internalization of practice training are obviously less, especially in the practice process of medical students, schools and practice units basically do not carry out targeted and systematic practice education. In addition to the professors of the traditional medical specialty courses in the teaching program, the wider and more diverse levels of influence from both inside and outside the school must be considered.

### 4.2. Build the Cultivation Path of Internal Chemical Students' Professional Spirit through Sequential System

In the context of "medical education collaboration", it is necessary to promote the effective integration of professional education and general education, and create a new pattern of all-round education work: The implementation of The General Office of the State Council on deepening psychiatry synergy's opinions on further promote the reform of medical education and the development of relevant measures, to carry out the ideological and political work conference spirit, pay attention to in the professional course education fully integrated into the spirit of education, constantly in the process of imparting professional knowledge and skills to strengthen the ideological and political education. Form "vertical and horizontal, up and down, left and right, front and rear" multi-dimensional synergistic effect. "Longitudinal" lies in the long medical education; "Horizontal" is to integrate resources; "On" through the top design to improve the "integrated teaching reform"; "Next" to promote the development of incentive plan through concrete implementation; "Left and right" to ensure the cooperation between relevant functional departments, medical education research and management of all aspects. Constructing platforms for ideological and political education and character cultivation, quality expansion and ability development, and growth service and affairs management. The sequential system is needed to break through the segmental mode, so that medical students' professional spirit is consistent, and the cultivation path is smooth.

### 4.3. Optimizing the Cultivation Path of Medical Students' Professionalism through Immersive Recessive Permeation Course in Ideology and Politics

The fundamental attribute of ideological and political education, in the final analysis, is in order to meet the needs of social and human development, the educates in the process of adapting and promoting social development, constantly improve the ideological, political, moral quality and promote the process of all-round development. Curriculum ideological and political courses and ideological and political courses are the same to the same position. The essential connotation of both the ideological and political course is to cultivate people by virtue, but the ideological and political course is the dominant education and the main transmission channel

of ideological and political theory. The curriculum ideological and political education is a kind of recessive education, which relies on the value connotation of the curriculum to realize the value of ideological and political education in the dissemination of professional knowledge.

In the ideological and political education of medical students, medical colleges and affiliated hospitals should form a situation of "two-way connection between ideological and political courses and courses" and "two-way connection between ideological and political practice and practical ideological and political practice", which is conducive to the development of medical education, the cultivation of the spirit of great doctors, and the definition of the value scale of medical development. The thought and politics of medical curriculum is a strong expression of "curriculum education" under the new situation, and a positive response to the urgent problems faced in current education. We should actively explore the way and art of realizing the educational function of medical professional courses, and make the ideological and political education function of medical professional courses come alive, take root and grow flowers in the process.

## **5. The Cultivation of Professional Spirit of Medical Students to be Upright and Innovative**

Medicine is formally a profession, emphasizing autonomy, self-discipline, and technical competence. At the same time, medicine is essentially a human science, training both "horizontal" generalists and "vertical" specialists. The emergence of medical students' professional spirit is not based on the emergence of the doctor profession, but on the premise of the continuous development of medicine and the final formation of the specialty. The cultivation of medical students' professional spirit is not entirely based on the specialization of medicine, but on the moral contract reached and the value steady state constructed and solidified in the process of medical production and development.

### **5.1. Attribute of Whole-person Education in Vocational Ability Improvement**

Medical development has two distinct characteristics, one is scientific and technological innovation, the other is interdisciplinary. The cultivation of medical students must acquire true knowledge, true principles, true responsibility and true mission. Sun Simiao, in his book *The Essential Prescribes for a Thousand Golden Pieties*, begins by discussing two issues concerning medical ethics: the first is refinement, that is, those who seek medical treatment should have exquisite medical skills. It is believed that medical Tao is "the most exquisite and the least subtle thing", and those who study medicine should be "full of medical resources, diligent and tireless". the second is sincerity, that is, to seek medical treatment to have a noble moral accomplishment. Lommiller summed up the six basic elements of the "whole person" : intellectual, emotional, physical, social, aesthetic, and spiritual, among which the spiritual is the dominant one.

Therefore, it can be seen that the cultivation of medical students has its own particularity, which shows the unity of the practice idea of medical professional ability and the whole person education thought of medical professional spirit. The purpose of holistic education is to train medical professionals to become "whole people" in the complete sense, who can see the interconnection between disciplines, and who are "perfect people" with both liberal arts and science, broad vision and professional quality. And to increase the learning interest and emotional identity, enhance professional quality.

### **5.2. Embedding of Value Orientation in the Ideological and Political Aspects of Medical Courses**

The course of medical "curriculum ideological and political" is not simply understood as a classroom teaching, but also includes experimental teaching, teaching practice activities and teaching-related ideological and political education activities undertaken by teachers outside

the classroom. Medical courses fully explore the value elements of professional courses, deeply expand the carrier of ideological and political education, and dig into the role of professional spirit of medical courses.

The ideological and political courses in class, context, peer ideological and political courses and stage ideological and political courses will be integrated into each other to polish students' initial aspiration in medicine. We should improve the teaching methods and organizational forms of ideological and political courses and enhance the appeal and affinity of cultivating professional spirit. Integrating the education of socialist core values into medical courses is a necessary part of medical education and teaching, which is conducive to reversing the "two skins" of ideological and political education and medical professional teaching and unable to effectively form the joint force of education, and getting through the "two spiritual worlds" of students' professional knowledge and ideological and political education. To achieve the unity of knowledge impart and value guidance, the unity of medical spirit and humanistic spirit, the unity of teaching and education, to form an ideological and political pattern in which every course and every teacher undertakes the responsibility of education, so as to better achieve the goal of medical personnel training.

### 5.3. Self-disciplined Practice in the Post-epidemic Era

The touching stories of COVID-19 in 2020 have inspired countless medical students to embark on the great journey of medicine. To gather social consensus, medical practice should pay more attention to the high integration of medical system and professional spirit, and cultivate the professional spirit of medical students in addition to paying attention to the training of post competence. Accelerate the process of homogenization, elitism and compound cultivation.

The cultivation of medical students' professional spirit requires both classroom education and practical operation. Therefore, it is necessary to explore how to strengthen education in clinical operation practice in the aspect of curriculum ideology and politics. At the same time, it is necessary for medical students to be Self-disciplined and self-conscious, to analyze the spatial coordinates of medical course ideology and politics, that is, the logic of change of historical horizon and the logic of development in the Post-epidemic era, and to abstract up the new domain of theoretical problems in which curriculum ideology and politics are embedded in value orientation.

## Acknowledgments

Special project on Shandong Province Undergraduate University Teaching Reform Research Project 2020 "Research on Teaching Mode of Microbiology Course Based on MOOC+SPOC Flipped Classroom Deep Learning under Innovative Education Concept" (M2020047). Special project on the school-level teaching reform project of Dezhou University in 2019: an empirical study on the integration of LBL/TBL/PBL teaching method in medical nursing education.

## References

- [1] Li Fengqing. Study on the cultivation of professional spirit of medical students from the perspective of cultural confidence [J]. Chinese Medical Ethics, 2018, 31 (5) : 647-649.
- [2] Xi Jinping delivered an important speech at the National Conference on Education. (2018-09-10) & 020-05-02.// www.gov.cn/xinwen/2018-09/10/content\_5320835.html.
- [3] Chen Wanbai, Zhang Yaocan. Principles of Ideological and Political Education M]. Beijing: Higher Education Press, 018:4.
- [4] Yang Chunyan, Yin Mei, Xu Wenxuan, et al. Curriculum Design of Medical Humanities Subjects from the Perspective of "Curriculum Ideology and Politics" [J]. Chinese Journal of Medical Ethics, 2020, 33 (3) : 381-384.

- [5] Gao Deyi, Zong Aidong. Curriculum Ideology and Politics: The inevitable choice to effectively play the role of the main channel of classroom education [J]. Guide Journal of Ideological and Theoretical Education, 2017(1) : 31-34.
- [6] The reform of "ideological and political courses" in Shanghai colleges and universities covers more than a thousand professional courses in different colleges and departments, and ideological and political elements are integrated into all subjects of liberal arts, science, medicine and technology. Jiefang Daily, 2018-01-15.