

On the Cultivation of Humanistic Quality of Medical Students

Ying Wang, Tingting Chen, Yu Zhang, Linlin Wang, Min Chen
 Enrollment and Employment Department
 Qiqihaer Medical University
 Qiqihaer, China
 106830971@qq.com

Abstract—with the continuous development of economy and culture, the society demands more and more on the professional quality of medical students. Medical students are the reserve force of medical and health undertakings in China. The level of comprehensive quality of medical students is directly related to the reform and development of medical and health undertakings in China. The level of humanistic quality of medical students not only restricts their academic level and medical skills, but also reflects the teaching quality of medical colleges. In view of the fact that some medical colleges in China ignore humanistic education in the process of cultivating medical students, this paper analyzed and summarized the existing problems of humanistic education and put forward relevant suggestions. It is expected that modern medical education can cultivate medical talents with high humanistic quality in addition to professional quality.

Keywords—*Medical students; humanistic quality; training method*

I. THE INTRODUCTION OF HUMANISTIC QUALITY

Humanistic quality is about how people recognize themselves. To develop humanistic quality is to learn to be a “man”, to guide people to think about the purpose, significance and value of life, to develop humanity and improve personality, and to inspire people to be a real wise person with good self-cultivation.

At present, the economic, social and cultural environments of medical humanistic education in China have undergone profound changes. These complex changes exert a subtle influence on the university teachers and education administrators and medical students’ ideas and behaviors, and have an impact on the traditional teaching idea, content and form. The humanistic education aims to integrate humanistic cultivation in the medical education and teaching, that is, improve students humanistic education while studying medical professional knowledge so as to form the good medical ethics. Students should also be guided to create a more harmonious doctor-patient relationship, and provide better humanistic care for patients[1].

Since 1970s, European and American countries have introduced humanistic social science courses into medical education [2]. Japan has strengthened the cultivation of professionalism and humanistic spirit in medical education [3]. In the 1950s, China’s colleges and universities made a great adjustment to separate medical colleges and universities from

comprehensive universities, and the campus culture became singleness. In the late 1990s, China began a new round of college merger, and most medical colleges were integrated into comprehensive universities. Humanistic education entered a new stage, but there were still some problems in the following aspects:

II. THE LACK OF HUMANISTIC QUALITY OF MEDICAL STUDENTS

First of all, a considerable number of students in medical colleges often feel confused without motivation, a sense of responsibility and even a sense of mission. These students may engage in the lofty cause of “health and life” which requires a strong sense of responsibility and mission. However, with the general decline of moral level and the decline of social responsibility, many students’ life goals are ambiguous and they cannot recognize their values.

At the same time, many medical students consider the humanistic social science course as political courses. This wrong understanding leads to their resentment for the course. Ignore the differences between them in the nature of subjects and the cultivation of knowledge and skills. A common phenomenon is that medical students pay more attention to empirical analysis and empirical training, but neglect the cultivation of abstract thinking ability and humanistic quality. In the aspect of classroom teaching, many teachers adopt the teaching mode of indoctrination or preachy, which hinders the enthusiasm and ability cultivation of medical students’ humanistic knowledge learning.

Furthermore, some medical students only pay attention to the study of practical science at the expense of the shaping of their own personality. Except professional knowledge, some students show no interest in other subjects, so they often feel depressed, stubborn and extreme. This kind of defect manifests in the process of dealing with the interpersonal relationship with others. They are prone to use extreme means to solve the contradictions in the interpersonal relationship, as they are often self-centered and lack a forgiving heart.

III. THE DILEMMA OF MEDICAL STUDENTS' MEDICAL HUMANISTIC QUALITY EDUCATION

Although many medical colleges have made a lot of explorations in constructing the cultivation system of medical students' humanistic quality and have made achievements, there are still many problems:

A. Teaching administrators pay insufficient attention

Some medical colleges and universities often focus on some hard development indicators, and do not think much or deeply about the development of university culture. The humanistic quality education of university students has not been implemented, and there are no targeted measures for cultural construction. There are also some defects in the school's humanistic environment. For example, the school library has limited books, which cannot meet students' demands for humanistic books and materials, and there is a lack of targeted education measures for humanistic quality in teaching and extracurricular lectures and some daily activities.

B. Students' understanding is biased

Medical college students pay too much attention to the acquisition of professional knowledge, while neglecting subjects like philosophy and literature, history, art, aesthetics. Medical college students generally have little idea about Chinese and western history and culture and profound Chinese traditional culture, in particular. Students are not so active to learn the humanities course, so their understanding of the humanistic spirit and the humanities in medical knowledge are still at the superficial level.

C. Shortcomings of medical humanities courses

Generally speaking, the formal curriculum included in the teaching plan with purpose and organization is the most basic element to achieve the goal of university talent cultivation, and also the main channel of medical humanities education. However, in China, medical humanistic courses are disjointed from medical disciplines in terms of content. The coordination between humanities courses and professional courses is not strong, and comprehensive courses are inadequate. Universities and colleges do not think highly of the humanities education, and medical humanities education curriculum system has not been complemented. The missing of effective training plan in humanistic education makes students not accessible high quality, targeted education. In general, with the current curriculum system, the students can only acquire segmental humanistic knowledge. Students don't get systemic humanistic education, which cannot reach the goal of the courses in the humanities education.

D. Medical humanistic quality education lacks effective safeguard measures

Education of medical students' humanistic quality needs excellent teachers, and medical colleges need to strengthen the cultivation of medical humanistic teachers. However, many medical colleges lack training on the concept, teaching method and content of medical humanistic teachers, which restricts the development of medical humanistic courses. Education team of medical humanities is not perfect, and the level of teachers needs to be improved. There are few professional teachers in medical humanities education in some medical colleges. They teach medical humanities courses through ideological and political theory courses, which make it difficult for students to understand the connotation of medical humanities. Due to the large number of specialized courses for medical students, teachers of specialized courses should infiltrate medical humanities content in lectures, and it is necessary for the school

to formulate measures to encourage professional teachers to deliver professional lectures in combination with medical humanities. However, most medical schools have no relevant measures at all.

IV. THE CULTIVATION OF MEDICAL STUDENTS' HUMANISTIC QUALITY EDUCATION

A. Create a strong cultural education environment

The formation and expansion of medical humanistic connotation needs the unremitting cultivation and care of generations. Medical colleges or medical institutions should regard medical humanities education as a soft power, infiltrate advanced medical humanities concepts into every humanities and social sciences course, lecture and subject research, establish correct education ideas of medical humanities, and cultivate students' humanistic emotion and humanistic caring capability. As the formation of students' consciousness is influenced by the surrounding environment, the education concept of "people-oriented" should be reflected on each faculty and staff, which will unconsciously promote the formation of medical students' medical humanistic concept. Medical colleges and universities should formulate specific measures to encourage medical students to actively participate in various campus cultural activities, and campus culture should reflect the characteristics of medical humanities. For example, excellent medical personnel can be invited to give lectures for students, in a bid to make medical students truly understand the importance of medical humanities. In addition, it is essential to cultivate medical humanistic quality in practice. Therefore, the school should organize students to carry out practical activities frequently in order to further enhance medical students' humanistic quality. The construction of positive and beneficial medical humanistic environment by practice hospitals and medical schools will make medical humanistic quality education more effective

B. Innovative teaching methods

We should actively explore the "problem oriented" teaching method, and promote the integration of theoretical knowledge, skill training and ability training. Guided by "philosophical problems", "social problems", "ethical problems", and "legal problems" analyze argumentation with the aid of mature theories and methods. Adopt evidence and empirical analysis to expound opinions and judge popular views. In this way, medical students will understand and accept new theories, views and ideas with the way of thinking they are good at. In terms of teaching methods, self-study, group discussion and teachers' guidance should be encouraged to improve students' subjective initiative in learning, cultivate logical analysis ability, ethical argumentation ability and historical insight, and promote the improvement of medical students humanistic comprehensive quality.

C. Improve the humanistic quality of medical course teachers

Due to the characteristics of vocational education, basic medical courses serve as a bridge between public basic courses and specialized courses in medical work, and the construction of the teaching group is the key to strengthen students' humanities quality education. To be a qualified teacher for the course, one must have noble teaching morality, broad mind,

profound knowledge, excellent teaching art, rigorous research attitude, and noble personality. Schools can improve teachers' humanistic quality by hiring experts to deliver lectures and organizing face-to-face peer communication, so that teachers can more accurately understand and use the teaching material with humanistic perspective, fully excavate cultural factors in the textbooks, and consciously integrate the humanistic quality education into the teaching process. These can facilitate teachers to guide students to develop healthy personality, obtain the vocational ability matching with their personality.

D. Establish the education evaluation mechanism of medical humanistic quality.

The evaluation of medical humanistic education is an important part of the education of medical students. We need to establish the evaluation mechanism with the consideration of students' characteristics, which requires us to ensure effectiveness, complement evaluation indicators and standards with no formalization, and conduct the comprehensive evaluation of the humanistic quality of medical students. Meanwhile, in the evaluation mechanism, the principle of combining self-evaluation, peer evaluation, school evaluation and practice hospital evaluation should be adhered to, so that medical students can pay attention to the improvement of medical humanistic quality. Medical humanistic practice ability is an important embodiment of medical humanistic quality of medical personnel, including doctor-patient communication ability, medical ethics decision-making ability and medical humanistic caring capability. The improvement of these abilities will make the connotation of medical humanistic ability reflect the external actions of medical personnel. The establishment and improvement of education evaluation mechanism will promote medical students to improve their medical humanistic practice ability, and enable

them to have strong medical humanistic quality in their future work. In conclusion, medical colleges should establish a education evaluation mechanism to improve medical students' humanistic quality and thus become a backup force with both good morality and ability

V. CONCLUSION

The importance of education in the humanities has been recognized, but it is a long-term task. Education in the medical humanities needs the joint efforts of medical workers. This paper proposes some specific solutions, but the specific implementation of the plan should be combined with the current knowledge of each school on human education. In short, all roads lead to Rome. Although schools adopt different methods, they all reach the same destination with the same purpose: to cultivate medical talents with higher humanistic quality in the new century.

REFERENCES

- [1] Li Kaijun, Cui Rongjun, Hu Jiangping. Problems faced by medical humanities education in the new situation and countermeasures [J].26(3) : 89-94.
- [2] Banaszek A. Medical humanities courses becoming prefer in many Medical schools [J].Can Med Assoc J, 2011,183: e441-442.
- [3] Tokuda Y, Hinohara S, Fukui T. Introducing a new medical school system into Japan [J].Ann Acad Med Singapore, 2008,37:800-802.
- [4] Li Quigang .Education exploration of college students' mental health in the network environment [J].Journal of Chengdu university of traditional Chinese medicine, 2017, (3) : 100-104.
- [5] Li Quigang, Wang Chenyan. Study on medical students' ideological politics education from the perspective of medical humanities education [J].Health professions education,2017, (10) : 22-24.