Abstract—With the change of medical model from "biomedicine" to "bio-psycho-social medicine", medical education is required to adapt to this change, strengthen humanistic education and cultivate "doctor sincere" talents. Based on the analysis of the current situation of humanistic education in medical colleges and universities, this paper holds that integrating humanistic education into professional teaching is an important way to cultivate students' humanistic quality. Human anatomy is the key to medical courses. Integrating humanistic education into teaching will play a guiding role in students' career. Combining with teaching practice, this paper explores how to integrate humanistic education into the teaching of human anatomy to achieve the goal of humanistic and moral emotional education from "human's common feelings" to "medical's common feelings".

Keywords—Medical anatomy, medical humanities education, medical ethics

I. INTRODUCTION

The term "humanists" comes from the Latin word "humanists", which refers to human nature and education, as well as human spiritual human [1]. Medical humanities includes the knowledge of human medical culture, medical law, medical philosophy and other disciplines. Its core value is to safeguard the dignity and rights of human life. Traditional Chinese medicine requires this. Traditional Chinese medicine requires this. Sun Simiao discussed two questions about medical ethics in his book "Sincerity of the Great Doctor". The first one is "excellence", which requires doctors to have excellent medical skills. He believes that medical ethics is "the most subtle thing", and that medical practitioners must "have extensive medical resources and be diligent and tireless". The second is sincerity, that is, the medical practitioner is required to have a noble moral cultivation, to "see the distressed, if he has it," to feel the same heart, vow to 'save the suffering of the spirit", and then to pledge to 'practice the suffering of the spirit." And it is not allowed to "self-proclaimed, chase reputation", "selling one's own strengths, and passing through the property." Throughout the generations, Huatuo and Bian Que, the famous doctors praised for their great popularity, are not so much related to their superb medical skills as to their noble medical ethics. With the development of society, modern medicine has evolved from a "biomedical model" to a "bio-social-psycho-medical model", which requires medical workers not only to have superb scientific quality, but also to have noble humanistic quality [2]. "Doctors need a clear mind and a compassionate heart," said William Osler, father of modern clinical medicine. Therefore, as a qualified doctor, we should not only have erudite professional knowledge, but also have noble humanistic feelings. Thus, medical humanistic quality plays an irreplaceable role in the career of doctors. If there is no proper pilot in the formation of humanistic quality, medical students may not become expected doctors. Human anatomy, as the first basic course for medical students, plays a navigational role in cultivating students' correct humanistic feelings. Therefore, we will explore how to integrate humanistic education into the teaching of human anatomy so as to cultivate professional doctors who have both excellent majors and noble feelings.

II. CURRENT SITUATION OF MEDICAL HUMANITIES EDUCATION IN CHINA

Firstly, there are deviations in understanding the cultivation of humanistic quality. As the main body of training medical students, medical professional teachers are familiar with and unfamiliar with humanistic education. Familiarly, political and ideological education and moral education directly replace humanistic education. Strangely, as a professional teacher, he only has medical knowledge, lacks humanistic knowledge and has a single structure. The teaching of medical professional knowledge is based on professional knowledge and clinical application. Humanities education is abandoned by humanities teachers. However, these teachers lack corresponding medical professional knowledge and cannot be trained more vividly, deeply and professionally.

Secondly, the progress of science and technology has promoted the development of medicine, leading to the corresponding neglect of humanistic literacy and humanistic care in medical training. At present, there are more and more patients, more and more complicated causes, more and more diversified types of diseases, but the contradiction between doctors and patients is becoming increasingly fierce. Although all kinds of sophisticated instruments and equipment and new drugs can’t cure all diseases, doctors rely too much on high technology in the process of disease diagnosis and treatment, and even some doctors try to solve non-technical medical problems with technology. They believe that medical science and technology can conquer all illnesses and that human organs can be replaced arbitrarily after being damaged like machine parts. They regard people as machines, neglect their initiative, or even the inhuman application of science and technology, and neglect that the ultimate goal of medicine should be to...
prevent diseases and promote health, forming a clinical diagnosis and treatment mode that relies excessively on high-tech and laboratory examination results and excessively on drugs and operations. The excessive application of high technology leads to the corresponding neglect of humanistic literacy and humanistic care in medical training, the excessive emphasis on the study of professional theoretical knowledge and the training of professional skills, resulting in the decline of doctor-patient communication ability and weak service consciousness, which can’t meet the multi-level requirements of current medical services.

Secondly, the curriculum is unreasonable. Many medical colleges pay little attention to the practical role of humanistic education because of the lack of courses in humanistic education and the poor purpose of humanistic education. They do not attach importance to the practical role of humanistic education. They are disjointed from theory and practice, and their teaching methods and means are single. Due to the weak strength of medical specialists in some medical colleges, the humanities education discipline exists in the form of supplementary courses. Moreover, there is no humanistic education teaching at all, and medical humanities education is completely marginalized.

Finally, medical students have a heavy burden of schoolwork. Medical students mostly study science in senior high school. As science students, the basic knowledge of humanities is relatively weak. They do not attach importance to the study of Humanities and Social Sciences ideologically and lack correct understanding. After entering medical colleges and universities, students are only busy learning heavy medical specialty and related natural science knowledge, and have no time and energy to choose related courses of humanities education because of the unique characteristics of medical specialty such as long education system, strong specialty, large amount of curriculum knowledge and heavy burden of schoolwork. Even if elective, most of the students are also in order to complete academic points.

III. THE NECESSITY OF INTEGRATING MEDICAL HUMANITIES EDUCATION INTO MEDICAL ANATOMY TEACHING

Medical anatomy is the first medical professional course that medical students come into contact with. The nouns in this course account for more than one third of medical science. It is one of the important pillar disciplines of medicine and the unshakable cornerstone for medical students to study various disciplines of medicine. Medical anatomy studies the morphological structure, location and adjacent relationship of normal human organs, laying a solid foundation for other medical courses. Only on the basis of mastering the normal shape and structure of human body, can we correctly judge whether the human body is normal or not, correctly understand the physiological function and pathological changes of human body, so as to make correct prevention, diagnosis and treatment of diseases. Medical anatomy teaching is aimed at training medical students, whose direct service object is human, and the study of human diseases. Man has both natural and social attributes, which determines that doctors should not only study diseases, but also understand patients, study people, understand effective communication, further understand and understand society, and truly realize the complex relationship between disease, man and society. In learning the basic structure, through linking with clinical practice, students can know that the basic knowledge can be used to judge whether the position of some organs is normal, whether the shape and size have changed, whether the texture has hardened or softened. They can even distinguish some symptoms from where the fracture is, and can distinguish whether the swelling of some parts is caused by fracture or dislocation, etc. to avoid excessive dependence on high-tech and laboratory results, excessive dependence on drugs and surgery clinical diagnosis and treatment model. Through systematic anatomical study, students can understand that doctors can only prescribe chemical drugs or surgery is not comprehensive, but also learn to prescribe health guidance. Health prescriptions should include health behaviors such as reasonable diet, proper exercise, psychological adjustment, smoking cessation and alcohol restriction, and adequate sleep. The ancients said "cure before disease", and the latest research shows that if risk factors can be intervened early, about 80% of heart disease, stroke, type II diabetes mellitus and 40% of tumors can be prevented. Healthy lifestyle can reduce 70% of premature deaths, while pure medical technology can only reduce 10% of premature deaths. Through the study of anatomy, students can put forward specific exercises and precautions for sports. For the discomfort of muscles and joints, they can analyze and make corresponding functional exercises, so as to truly achieve "prevention first, prevention and treatment combined", and avoid the occurrence and development of some chronic diseases. Only in this way can the students know that it is the doctor's duty to cure the disease and save the people. A really good doctor should have excellent medical technology, profound knowledge and profound humanistic accomplishment. Therefore, it is necessary to integrate humanistic quality education into medical anatomy.

IV. CONSTRUCTION OF A NEW TEACHING MODEL

A. Change the Concept of Understanding

In medical humanities education, the key is to constantly improve the overall humanistic quality of medical students and medical workers and to change their concepts and understandings. [3] As a medical educator, we should fully understand that medicine is the unity of scientific spirit and humanistic spirit. To change our understanding, we must first transcend our role as a professional teacher, transform oneself into an educator, to look at humanistic education from the standpoint of "education" rather than "specialty", change the concept of attaching importance only to science and neglecting humanities, recognize the importance of humanistic education, increase the improvement of one's own humanistic accomplishment, establish the concept of "being reasonable, taking moral education as the first", adhere to the principle of "both professional and spiritual adults", and build a unified education model of knowledge and practice.

Science, technology and humanities, both of which permeate and integrate with each other, and medical talents with both ability and morality, must possess both scientific spirit and humanistic care spirit. But without proper pilotage, it
may not have the desired effect. Only by improving teachers' humanistic accomplishment can they be able to guide students to establish kindness, cultivate students' emotional communication ability, cultivate students' cautious and independent spirit in the process of imparting knowledge, and cultivate doctors with both virtue and ability.

B. Change the Way of Teaching

Teaching is an organic combination of teaching and learning. Traditional teaching methods tend to teach. Teachers speak in class with great grace. Students remember passively, and swim passively with teachers in the ocean of knowledge. From experience, under the traditional teacher-centered teaching mode, students have no subjective initiative in the classroom, and humanities education can’t naturally integrate into the teaching, so the reform of teaching mode is the general trend. Teachers should first realize that professional courses contain abundant humanistic connotations. They should realize that professional courses should be regarded as the main channel of Ideological and political education, and should be guided by conscious thoughts instead of being forced to instill rigidly. Secondly, we should pay attention to cultivating our own humanistic accomplishment and integrate ideological and political education into all teaching activities and bit by bit teacher-student interaction. Finally, due to the lack of humanistic quality in textbooks, teachers can add philosophy, art and other related content to the teaching courseware.

For anatomy with a large number of nouns piled up, simple morphological structure and fixed location, we use PBL, CBL, heuristic, discussion and other teaching methods, student-centered, so that students can use multimedia, PPT, network and other means to put forward problems and solve problems on medical records. In the process of solving problems, teachers guide students to discuss relevant humanistic qualities. For example, inappropriate nursing for patients in muscle group can easily lead to joint deformity. In order to elucidate the causes of deformity, teachers should guide students to grasp the rules of muscle distribution and make students aware of the harm that medical accidents may cause to patients. In learning orthopaedics, teachers should let students understand that children's bones are easily deformed, the elderly are prone to fracture, bedsores are prone to occur when they can't move in bed, so that students can understand that while improving their own literacy, they should also care about the health of patients. Only by "immediately rushing patients and suffering from painful patients" can students communicate with patients with zero gaps, gain the trust of patients, reduce the contradiction between doctors and patients, and improve the relationship between doctors and patients.

C. Integrate Humanities Education into the Experimental Class

In traditional experimental classes, there are photographers, frighteners, people who are afraid of being dirty and tired, and people who are afraid of being timid and frightened. There are many kinds of experiments, and some students even read in the classroom with anatomy textbooks. In view of this phenomenon, we set out to let students participate as the main body of the experimental course, which is conducive to internalize the theoretical medical humanities knowledge into students' stable quality and conscious behavior, and is an important channel of medical humanities education [4]. Before the experiment class, students carry and clean up the general teachers, and collectively mourn to the general teachers, so as to gradually overcome the fear of the general teachers. Just after class, students are required to dress neatly and sanitarily, with a solemn look. In turn, they pay tribute to the general teachers to fold a thousand paper cranes or chrysanthemums. Then they observe a collective silence for 3 minutes to cultivate the students' character of loving life, respecting life and being grateful. After participating in the class, the students left moving words like "speechless teacher donate themselves for the academics, and they are the model of the people; education for all beings, for the teacher to breed peaches and plums, my generation and friend" and "once dedicated to life without regret, their dedication will live in all directions". And in the follow-up course, the students, with a heart of admiration and gratitude, strive to learn every form structure, think about the purpose of each structure, understand why the structure forms such a form in the part and try to be aware of it and know why. Through these activities, students will be able to understand their own gratitude and clarify their responsibilities. In the process of learning, teachers should pay attention to the combination of philosophical views, such as the "shape and function fit" point of view. By observing the morphological features of the articular surface, the student analyzes the form of motion that the joint can do and know that for the upper and lower limbs of the human body, the function requires flexible upper limbs and stable lower limb weight bearing. Therefore, the shape adapts to the function, and the joint surface of the upper and lower limbs also changes accordingly. In addition, there are other philosophical viewpoints such as "unification of local and overall" and "combination of theory and practice".

D. Promote Humanistic Quality in the Interaction of Extracurricular Teaching

Schools can organize students to enter hospitals, through excellent doctors to explain students' time, career, hospital, so that students can understand the doctor's profession, familiar with the hospital. By inquiring patients, students can understand the influence of medical workers' attitude on patients, the importance of hospice care and the significance of humanistic care. Students enter hospitals to improve students' understanding of cultural values, cultivate students' sense of moral responsibility, enhance students' psychological quality, strengthen interpersonal communication skills, and cultivate humanistic care spirit. By organizing academic lectures and expert seminars, we can cultivate students' ability to integrate humanistic education with scientific education. Students can appreciate the style of famous experts, stimulate interest and improve their moral accomplishment [5-6].

V. Conclusions

Through medical humanistic quality education, medical students not only have solid basic medical knowledge, but also have good psychological quality, moral responsibility and humanistic quality. Integrating humanistic medical education into human anatomy can stimulate medical students' interest in
learning, improve their thinking, will and professional ethics, and realize the simultaneous and balanced development of medical students' humanistic quality and anatomical knowledge.

REFERENCES


