

## Practice of Narrative Medicine in Medical Postgraduate English Teaching in the Internet Age

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**Abstract:** General medical students are the gatekeepers of the residents' healthy future and shoulder the important responsibility of primary medical care. Improving the humanistic quality of general medical students has a positive effect on rebuilding a harmonious doctor-patient relationship. It is a wise approach to introduce the teaching concepts and teaching methods of narrative medicine into general medical education. In teaching, it is possible to improve general medical students' humanistic education and narrative medical ability by offering literature courses, writing courses, film and television works appreciation courses, and doctor-patient communication courses. This can not only cultivate the humanistic literacy of general medical students, but also improve patient compliance, which is conducive to establishing and improving the community health service system and promoting the sustainable development of our country's primary medical and health undertakings. However, the current status of medical graduate English education at the level of ordinary English can no longer meet this goal. Adopting the teaching method of narrative medicine and improving the professional level and knowledge skills of medical graduates from the perspective of professional English will become an effective way to improve the problem of professional students' non-professional English structure. Narrative medicine originates from the application of literary narrative in the field of medicine. Based on the importance of narrative medicine in clinical practice, this article discusses the origin and development of narrative medicine, analyzes and evaluates the current situation of medical student training in our country, and proposes narrative medicine integration into postgraduate English teaching in order to improve the professional quality of medical students, effectively ease the relationship between doctors and patients, and reduce doctor-patient disputes.

### 1. Introduction

Narrative medicine is a word widely mentioned by medical circles in recent years, and narrative medicine is the application of narrative ability of medical staff in medicine<sup>[1]</sup>. The emergence of narratology is the result of the double influence of structuralism and Russian formalism. In particular, Saussure's structuralist linguistics examines language from the synchronic point of view, that is, the internal structure of language, which has a great influence on the emergence of narratology<sup>[2]</sup>. The term narrative medicine was first put forward in the journal of American Medical Association, which is mainly used to discuss the relationship between literature and medicine, that is, the positive significance of literary narrative ability to medical practice<sup>[3]</sup>. Narrative medicine refers to the use of "narrative ability to recognize, absorb, explain and be moved by the stories of patients in medical practice"<sup>[4]</sup>. Narrative medicine is to refute the indifferent evidence-based medicine, aiming at adjusting the increasingly tense doctor-patient relationship and listening to patients' voices rejected by scientific discourse<sup>[5]</sup>. Narration is a thinking mode different from logical science, which is ubiquitous and closely related to medical practice<sup>[6]</sup>. In narrative medicine teaching, fine reading is used to cultivate doctors' narrative situation understanding ability, reflective writing is combined to improve doctors' narrative ability, and writing parallel cases to train reflective writing to help medical workers understand patients' personal experience and feelings of pain, empathize with patients and provide better medical

services for patients<sup>[7]</sup>.

At present, the goal of postgraduate training is determined to “train high-level and high-quality scientific research personnel who can independently engage in specialized research, write and publish academic papers that meet international standards, and participate in international academic conferences and exchanges”, covering listening, speaking, reading, writing, and translation and other English skills<sup>[8]</sup>. As a reserve force for medical professionals, medical graduates should have the ability to retrieve a large number of relevant professional English literature to obtain the most cutting-edge information, independently write English papers, participate in international conferences and speak, and communicate with professionals<sup>[9]</sup>. Besides, they also need to master basic doctor-patient communication skills and improve therapeutic effect in clinical practice. On the other hand, the vocabulary, roots, syntax, rhetoric, and discourse characteristics of the English language of medical disciplines are also not included in the common core part of the general English curriculum. Therefore, it is also necessary to conduct specialized and systematic medical English learning, otherwise there will be an embarrassment that no matter how high the level of English is, professional communication will not be possible.

## **2. Analysis on the Current Situation of the Training Mode of Traditional Chinese Medical Students in College English Teaching**

### **2.1 Problems in the Training Mode of Medical Students**

In the training mode of medical students, a large number of humanities and social sciences knowledge such as psychology, ethics and behavioral science have been introduced into medical professional teaching in developed countries. The curriculum is relatively mature and systematic, and professional literacy courses are divided into compulsory courses and elective courses. American medical colleges and universities pay attention to cultivating students' professionalism in teaching activities, emphasizing the relevance and practicability between disciplines, infiltrating respect for patients in experimental teaching and group discussion, protecting patients' privacy, and enhancing the sense of professional mission and teamwork. While the medical humanities course in our country focuses more on the discussion of theory, attaches importance to the teaching of the content of category theory system, often neglects the connection with the medical science course, and the course content mostly stops at theoretical analysis and summary, lacking the practical process that convinces students. The teaching of medical humanities courses in medical colleges and universities in China mostly takes lecture-based classroom teaching as the basic form, and only a few of them have group discussions. The heuristic and interactive teaching methods have not been effectively applied in practice. With the help of extensive social service institutions and clinical probation opportunities, students are required to strengthen medical humanistic care, humanitarianism and professionalism in practice, so as to effectively combine clinical professional knowledge learning with professional quality courses, and make students feel responsibility and know life subtly. At present, there are few links between disciplines in the university's specialty setting. English majors are only in the basic understanding stage of medical knowledge, while medical students are not proficient in English, especially in professional medical English. Therefore, colleges and universities should pay attention to the links between disciplines, especially for medical students, so as to improve their professional skills and humanistic quality. Nowadays, medical students' practical activities are mostly related to clinical operation, and they focus on the practical ability in the medical process. Narrative medicine, as a new medical concept, not only pays attention to the practicality of medicine, but also pays attention to the contents and ways of communication between patients and medical staff, and communication is mainly based on language communication. The structure of seven fields of the basic requirements of global medical education is shown in Figure 1.

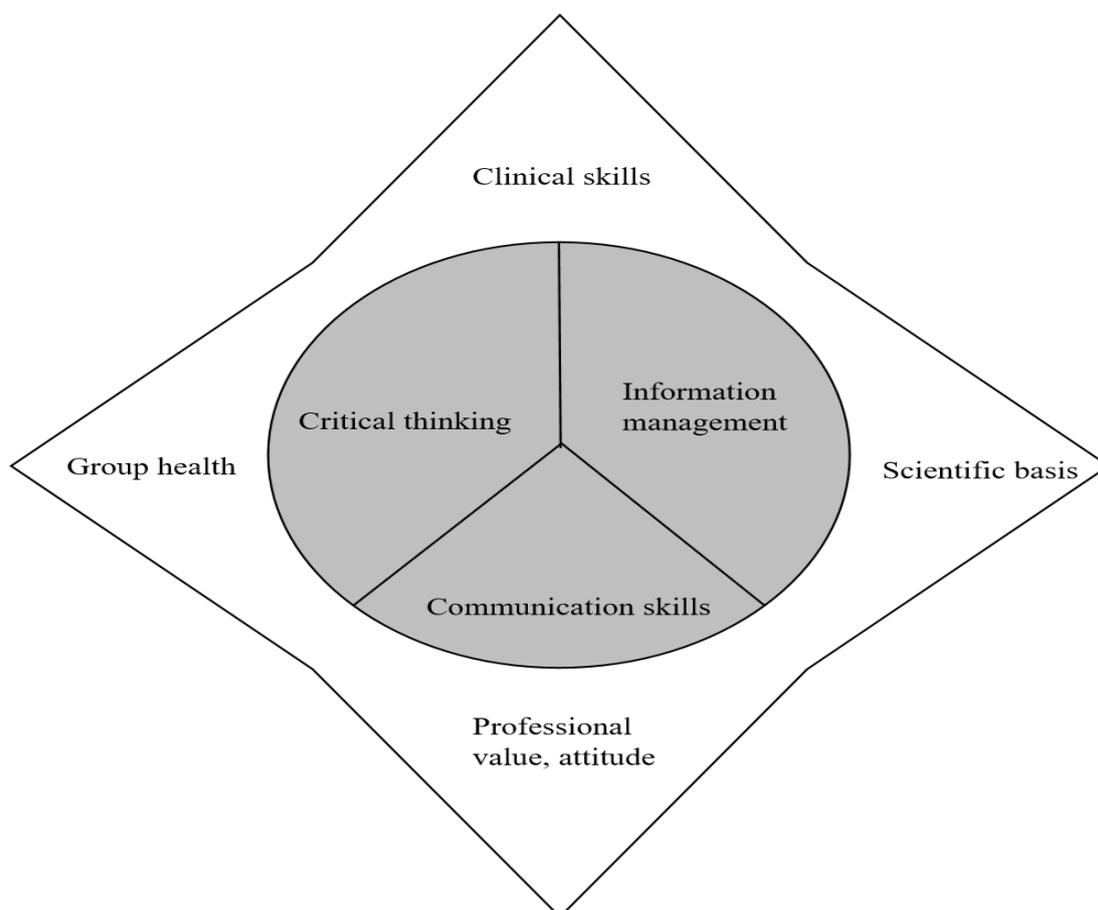


Fig.1 The Structure Diagram of the Seven Fields of the Basic Requirements of Global Medical Education

English is the second largest language after Chinese in China. In today's society, people pay great attention to the improvement of English ability. As an object-oriented industry, medical students should pay more attention to the improvement of English application ability in daily practice, so as to continuously absorb the medical ideas of western countries and serve China's medical industry. Although college English teaching has weakened the role of teachers in form, many college English teaching methods still focus on teachers' explanation, the teaching methods are relatively single, and do not create a good English learning environment and learning atmosphere for students, which affects their enthusiasm for English learning. Teachers could combine narrative medicine with English teaching and tell some practical cases in narrative medicine by telling stories in English class, which can not only increase students' interest in narrative medicine knowledge, develop their sympathy and empathy, promote students to carry out some exploration of narrative medicine outside class, but also exercise students' English listening, speaking, reading and writing ability and expand some professional terms in medicine, so as to enrich the classroom teaching content, increase students' interest in learning, stimulate students' desire for knowledge and exploration, enhance students' medical humanistic quality, and promote the improvement of their overall ability. In today's college students' learning, because the role of teachers is weakened, students' pursuit of achievement is not as enthusiastic as in high school. Therefore, there is a lack of communication between teachers and students. Teachers have more teaching and social experience than students, so medical students can communicate with teachers more about the role of English in medical practice. Only in this way can students better understand the universality of English and medical application, so as to pay attention to the extended learning of other disciplines in the study of medicine.

## 2.2 The Dilemma of Medical students' Training Mode

Doctor-patient communication means that both doctors and patients focus on the topics of injury,

diagnosis and treatment, health and related factors in the medical and health work, with the doctor as the leading factor, through a variety of characteristic and comprehensive information multi-channel communication, diagnosing and treating patients' injuries under the scientific guidance allows both doctors and patients to form a consensus and establish a relationship of trust and cooperation, so as to achieve the purpose of maintaining human health, promoting medical development and social progress. Many medical disputes occur not because of the level of medical technology, but because of the lack of effective communication between doctors and patients. When medical graduate students are engaged in clinical work in the future, in addition to solid medical knowledge and clinical skills, they must also master the skills of communication and handling of interpersonal relationships. Otherwise, "lack of resonance is the same as insufficient technology, which is a manifestation of inability" [10]. The effect of narrative medicine in medical education and clinical application in our country has been initially confirmed by relevant empirical studies, but it is very rare to be offered as an independent course in medical schools. The concept of narrative medicine was proposed by American scholars and has been validated in western medical education and clinical fields. Chinese scholars introduced and promoted it in order to solve the current dilemma of lack of humanistic care in medical education and clinical medicine. However, its imported attributes have clearly become the deep dilemma of its localization in China: First, its conceptual expression lacks localized affinity. The word "narrative" is difficult to form a discourse resonance with the public at the popular level. Exploring desires, on the contrary, may cause a cognitive gap and hinder its popularization; second, the conceptual background of narrative medicine is the respect for each individual's life and illness story in the western individualistic culture, which makes it a relatively lower respect for collectivism and authoritative culture. The background appears to be unacceptable, and it is difficult to quickly gain the value resonance of the cognitive person immersed in Chinese culture, and more cognitive processing and learning processes are required; third, there is an obvious situation in basic education that emphasizes theory and neglects literature. The enrollment target of medical students is usually science students, this results in the lack of basic consciousness and basic abilities needed for narrative medicine such as literature appreciation and reflective writing provided to medical education under the national conditions of Chinese education. Therefore, it is difficult to promote and popularize.

Cultivating the narrative ability of medical students in medical education is the most important source of the popularization of narrative medicine in clinical applications, but the current situation of medical students' heavy workload is also obvious to all. In the foregoing summary of this article, it can be found that the main teaching form of Chinese educators at the practical level of narrative medical education is elective courses, or a combination of relevant professional courses at the stage of clinical practice, and rarely separate courses. It is also the true response of educators to the current situation of medical students' heavy workload. The main clinical practice of narrative medicine is to write parallel medical records based on narrative interviews and communication with patients, which requires medical staff to invest more time and energy. However, in our country's current medical system, clinicians in large-scale general hospitals and rural basic medical institutions all have long working hours and heavy workloads. Similarly, nursing human resources are generally scarce, this directly harms the nursing time of the nurse, and the nursing time does not include the time to communicate with the patient. Therefore, studies have suggested that the main factors hindering the application of narrative medicine in nursing posts are time and space. Conditions are limited, although nurses recognize that the development of narrative medicine can enhance nurse-patient communication, promote the formation of good nurse-patient relationships, they lack objective conditions to enhance the ability of narrative nursing and implement narrative nursing behaviors. It can be inferred that clinicians with the same workload also face such obstacles, which further affects the improvement of medical quality and the development of continuing education, which is not conducive to the sustainable development of medical institutions.

### **3. The Idea of Practicing Narrative Medicine in College English Teaching**

### 3.1 Infiltrating the Concept of Narrative Medicine in the Teaching Design Link

Narrative medicine requires the combination of medicine and literature narration, which can be fully met in college English teaching. Cultivating medical students' ability of fine reading is the process of cultivating their understanding of narrative situations. Teachers can instruct students how to listen to stories, how to conduct narrative dialogues, how to find positive factors in stories, and how to understand patients through stories. Teachers can guide students to carefully read medical narrative books, empathize with the leading character, understand and discuss the humanistic direction in medical practice, and write reading reports. Teachers and students can also discuss the relationship between medical care and society, medical care and doctors, medical care and patients and their families through different narrative forms and narrative angles in medical film and television works. It is meaningful to let medical students experience the pain of diseases, the value and significance of life, the morality and responsibility of medical workers, the tempering of the soul, and realize the sanctity of life repeatedly in various simulated situations. The application of narrative medicine to college English education is an exploration of the method of cultivating interdisciplinary medical talents. This method can not only improve medical students' listening and expressive ability, fine reading ability, reflective writing ability and innovation ability, but also expand their social knowledge, enhance learning enthusiasm and humanistic care consciousness, and help promote English education reform and cultivate versatile medical talents. This paper mainly focuses on the prediction of abnormal learning behavior in the process of postgraduate English teaching. First, it studies the composition of the attribute model centered on each entity object, and obtains simplified and effective feature data through data de-correlation, preprocessing, reduction and other operations. Then, the rule attribute analysis is carried out on the acquired feature data, and a hierarchical prediction model is established according to the similarity measure of the attributes of each entity, and the configuration of attribute weights is also considered. Finally, the teaching model optimization model is established on the basis of the hierarchical prediction model. The overall technical route description is shown in Figure 2.

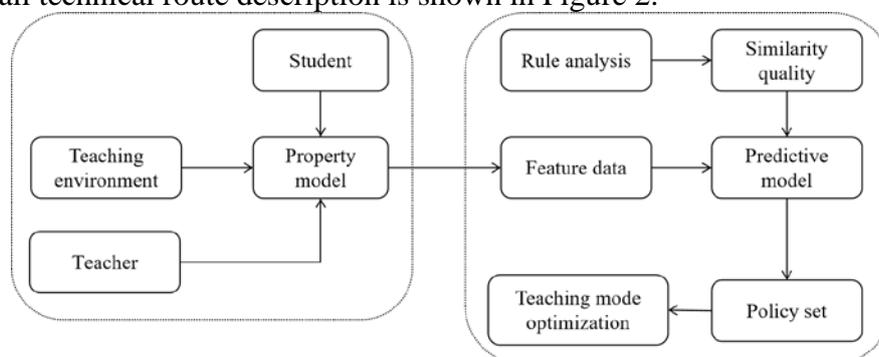


Fig.2 Overall Technical Route Description

The training of medical talents needs to be combined with certain social practice, and continuously improve students' professional ability in practice. The application of narrative medicine to English education is actually a combination of some medical views and opinions with English learning methods and expressive ability. This combination helps expand students' knowledge and supports them to promote the practice of English. Chinese application helps to cultivate the medical talents needed by society. As for the research on narrative medicine, our country is still in its infancy. Some developed countries in the West have done research on narrative medicine relatively early and have achieved some results. If we want to narrow the gap with developed countries in the frontier of medicine, we should learn from their research results, and then continue to conduct research and innovation on this basis, and strive to be in line with international standards in the medical field and better benefit mankind. Combining narrative medicine with college English will help medical graduates broaden their knowledge, let English play a better role as a bridge, and introduce some advanced Western medical concepts into our country, thereby strengthening the medical exchanges between our country and advanced countries,

understand the shortcomings of our country in the development of the medical profession, so that we can learn from the advanced medical concepts of the West and use English as a tool to serve our country's medical career.

### **3.2 Introducing the Connotation of Humanistic Quality into the Arrangement of Teaching Activities**

To try to introduce narrative medicine into college English teaching, teachers should pay full attention to the design and connection of curriculum arrangement, curriculum structure, teaching activities and other links. Starting with narrative medicine works, combined with humanities and social ethics courses, medical students can perceive, understand, empathize and judge through group discussion, situation simulation and narrative case writing, so as to strengthen the language expression ability, empathy ability and reflection ability. Narrative ability is the reflection ability of doctors through the construction of disease stories, expressing their reflection on the scientific world in the language of life world. Reading is a kind of spiritual cultivation. For medical students, learning from excellent humanistic knowledge and dialectical philosophical thinking in western culture will have far-reaching and important influence on their outlook on life, values and world outlook. For example, Kant's logical philosophy of Hegel and Freud's psychoanalysis are not only the basis of knowledge accumulation and intellectual development, but also have profound ethical significance for the formation of medical ethics and medical professionalism. Narrative medicine raises the relationship between medical staff and patients to the perspective of humanistic care, embodies the professional ethics of medical staff and strengthens their sense of responsibility and mission. Sense of responsibility means that a person who is based on the basic requirements of society has a sense of responsibility in learning, a sense of responsibility in life and a sense of responsibility in work. Narrative medicine emphasizes the sense of responsibility, which is particularly important for medical students to learn. Only with a certain sense of responsibility, can medical students continuously expand their knowledge, increase their combination with social practice, improve their professional quality, accomplish tasks well in future work and better meet the requirements of social development.

At present, narrative medicine has become a new paradigm in the field of literature and medicine, which is also a successful way for literature to seek its own development in the dialogue and integration with medicine. Diagnostic texts and disease narratives have received unprecedented attention. The integration of concepts from humanities to medicine, and then from medicine to humanities has changed the medical and literary courses, which makes the introduction of literary and literary methods into the classroom a demand to cultivate doctors with more humanistic spirit and moral sentiment. It can be said that China, which has not completed the groundwork of basic theory, will face the challenge of new research forms. In this context, a retrospective summary of the current research situation of English literature and medical education in China can more clearly recognize the shortcomings in China's research, so as to find the direction for future research.

## **4. Conclusions**

Narrative medicine is a medical concept based on humanistic care proposed by western countries. Narrative medicine pays attention to medical staff and patients to understand each other's thoughts through narrative, which is helpful to alleviate the doctor-patient relationship and promote social stability. Especially when the doctor-patient relationship is tense, the application of narrative medicine is irreplaceable. There is a certain consistency between narrative medicine and English learning, and narrative medicine can be applied to college English teaching. The cultivation of communication ability, the accumulation of materials, the expansion of knowledge, and the humanistic care of medical postgraduates all reflect the characteristics of narrative medicine. The use of narrative medicine in college English education will help advance the education reform at this stage, cultivate urgently needed talents in society, promote the use of English in the field of narrative medicine, and narrow the gap between our country and the developed countries in the field of narrative medicine, so as to better promote the development of our country's medical career and

promote the progress of society. The interdisciplinary education of literature and medicine has attracted more attention from domestic medical circles and scholars, and the number of research articles on it has gradually increased. Related research in this period began to shift from pure theoretical study to practical application, but it should be noted that there are still many shortcomings in the current research. China's research and development in the field of English literature and medical integration education is still in its infancy, and it is seriously lagging behind foreign countries, which poses severe challenges to the academic community. The first thing we should do is to introduce more of the latest foreign research paradigms and research methods in this field, assimilate them, and use them to guide China's specific facts until we form our own research system.

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