

The Research on Medical English Teaching Model Based on Demand Analysis

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Abstract: with the Development of Medical Communication and Communication, Cultivating Medical Talents with English Ability is the Direction of Current Education Reform. Based on the Analysis of Needs, This Paper Conducts Research and Analysis on Medical English Teaching Mode. This Paper Puts Forward Relevant Suggestions for the Establishment of Medical Professional English Talents Training Objectives, Curriculum System Construction and Training Mode Innovation, So as to Provide Reference for Medical Professional English Teaching.

1. Introduction

Globalization Has Become the Most Distinctive Feature of the Times. the Degree of Exchanges between China and the World Has Deepened, and Higher Requirements Have Been Placed on the English Ability of Talents in Various Fields. Medical Medicine, as a Pilot Reform of China's Integration with International Medical Education, Aims to Cultivate a Combination of High-Quality Medical Talents Who Reach the Doctoral Level of Medicine (Md), Requiring Medical Students Not Only to Master Medical Knowledge and Skills, But Also to Be Able to Conduct International Inter-Communication, Tracking Development Trends in the Professional Field, Mastering Certain Scientific Research Capabilities, Publishing Academic Papers and Even Sci, Sharing Research Results with the World [1]. to Achieve These Training Goals, Medical Students Need a Solid Public English Level. the Ability of Listening, Reading, Writing and Translating Professional English Should Be Cultivated. At Present, There Are Only a Dozen Medical Colleges Offering Medical Sciences, and the Opening Time is Short, Facing the Situation of Lack of English Teaching Experience and Mixed Teaching Modes. Therefore, It is Especially Important to Explore the Medical English Teaching Mode and Better Promote the Medical English Level of Medical Students.

The Term Demand Analysis Was Proposed by Michael West in the 1920s. Until the 1970s, the European Commission Officially Proposed the Concept of "Demand Analysis" in the Field of Specialized English. Specifically, the Demand Analysis Refers to the Process of Collecting Subjective and Objective Information and Analyzing It in Order to Meet Certain Needs by Means of Questionnaires, Discussions, Etc., in Order to Formulate a Solution to the Problem. in Order to Seek Teaching Mode, Medical English Teaching Should Be Based on Social Needs, Do a Good Job of Demand Analysis, and Then Further Develop Effective Classroom Teaching Design According to Demand Analysis, So as to Better Meet the Needs of Students and Improve Their Learning Motivation. Medical English Teaching Mode Has Been Further Improved [1].

2. Current Status of Medical Professional English Teaching

At present, English teaching in medical colleges mainly involves three aspects: skills courses, knowledge courses and professional courses. Skills courses are aimed at teaching students' English listening, speaking, reading, writing and translating skills, focusing on cultivating students' basic English skills and making students have good English. Comprehensive application ability, skill teaching is the basic goal of English curriculum education, with characteristics of universality and applicability; knowledge curriculum mainly cultivates students' cross-cultural awareness, strengthens students' understanding of Western culture through the content of Western culture and other teaching materials, and guides students to understand the differences between Chinese and Western cultures

enhance students' English thinking ability, allowing students to use the correct context for communication and dialogue [2]. Professional courses require English teaching to be combined with students' professional knowledge, paying attention to the cultivation of students' English professional ability, especially in medical academics. In a strong professional, students need to master professional terminology and systematically teach students to help students better communicate and communicate with Chinese and Western medicine.

2.1 Student Level and Goal Difference

Medical medical students are basically among the top scores in colleges and universities, and the overall level of English is higher. However, the English level of students from different regions is not the same. For example, in Guangdong, Guangdong is the earliest window for China's reform and opening up, and the college entrance examination English needs to assess English listening and speaking ability. Guangdong students naturally have higher listening and speaking ability than those from inland areas. The level of students is different, the ability to accept is different, and the teaching is unified in a uniform manner, resulting in a greatly reduced teaching effect [2]. At present, many medical colleges require medical students to pass only college English level 6. Many medical students have passed the English foundation and passed before the end of the second school year. Due to the lack of rigid regulations in the later stage, the enthusiasm for English learning has dropped significantly. Some experts have conducted research on medical students. Many students complain that public English teaching is not substantially different from high school. There is no new meaning in teaching content, teaching methods, curriculum setting and assessment methods, and it has nothing to do with medical professional English. The public English teaching time of the year is too long, and should be reduced, and the medical English teaching time should be appropriately increased [2].

In the last 2 years, some medical students will enter the laboratory for scientific research, write and publish SCI papers, and strive to exchange abroad and participate in international conferences. These students have clear goals and higher requirements for themselves. For this part of the students, English listening, speaking, reading and writing skills need to be fully developed, and some aspects of their resources should be given. For students who want to be a good doctor in another part, they should give more help and guidance in the reading and writing of English literature. However, medical English teaching in many colleges and universities is currently far from enough in this regard.

2.2 Outdated Teaching Mode and Insufficient Teaching Staff

At this stage, most colleges still follow the traditional medical English teaching method, that is, teachers unilaterally output, students passively accept, lack of classroom interaction, insufficient student participation, less feedback after class, it is difficult to fully mobilize students' enthusiasm and improve according to classroom feedback. teaching method. We know that public English is very different from medical English. The medical English terminology mainly comes from Old English, Ancient Greek and Ancient Latin. Many English vocabulary have the expressions of the above three languages, and the vocabulary possession of polysemy Part of the ratio. With the development of medicine, disciplines are continuously subdivided, new medical vocabulary is constantly emerging, and more and more content needs to be memorized [3]. The medical literature has many difficult sentences and requires a high level of grammar. It needs to have a certain level of English to understand. This has caused many students to complain that medical English is too difficult, and thus the interest in learning has declined. In addition, the lack of professional medical English teachers is also a very difficult problem. Although many English teachers have mastered some medical knowledge through self-study, their professional level still has a big gap compared with the medical teaching requirements. Many English teachers lack medical and humanities, and they have insufficient understanding of medical status, resulting in English teaching and The disconnection of the actual application [3]. Although many doctors in medical schools are very professional, they are weak in English, and there are currently few courses on medical teaching in the UK. Many doctors have more errors in their oral English grammar and their expressions are inconsistent. There is a lack of talent for both good medical literacy and English proficiency.

3. Social Medical Needs Analysis

In the process of medical English teaching, it pays attention to the small group operation of each individual student. It is an important component of medical English teaching. The benefits of miniaturized group work include strengthening the identification of students' needs and the cultivation of interpersonal skills. Teachers need to demonstrate positive attitudes, self-confidence and respect for students, as well as an understanding of each student's different learning methods. Teachers cannot teach the student's thinking process, but through the so-called sub-skills practice, students can increase their understanding of their inner potential [4]. These secondary capabilities include analytical thinking, problem solving, reasoning, and the use of imagination. In order to improve these abilities, teachers should use them in various activities in the classroom, taking into account the original views and methods of the students.

The task of medical English teaching is to provide reasonable and repeated exercises of the aforementioned skills in the teaching process, which is a very demanding task. Because on the one hand, there is a large amount of necessary research work, and lectures and class hours are very limited. It should be emphasized that designing a medical academic course is a dynamic process, mainly because medical science and English teaching methods are constantly evolving. Because students often move the knowledge of professional courses into the English class, they can participate in the design of the course content, which can introduce the medical students' own choice in the English language course. These teaching strategies include an equal and objective dialogue between teachers and students, collaboration with professional curriculum teachers, and continuous assessments to create specialized courses designed specifically for medical careers [4]. This special relationship between teachers and students has a huge impact on teaching, and this influence is student-centered. In addition, long-term continuous learning is the core of higher education. As an equal partner, students and teachers should recognize that education is a two-way process.

3.1 Employer's Knowledge Structure Requirements for Medical English Students

According to the survey, most enterprises pay more attention to the English and business abilities of medical English students. When asked, "What kind of English proficiency do you want medical professional English graduates to have?", the company expressed the hope that graduates have better English reading ability and basic oral expression skills, and can write English trade correspondence more skillfully [5].

3.2 Suggestions for Employers on the Setting of Medical Professional English Courses

Most enterprises have strong demand for the application ability and practical ability of medical professional English graduates. They require students to have solid basic English skills, master basic knowledge of listening, speaking, reading and writing, and also require students to master certain basic theories of international trade. With the necessary modern office and business negotiation skills, the most important thing is that the medical professional English graduates who need to connect with their positions and have professional positions [5].

4. Research on Medical English Education Model Based on Demand Analysis

4.1 Paying Attention to the Cultivation of English Teaching Ability of Medical Professional Teachers

As the organizer and implementer of teaching activities, teachers' words and deeds will have a subtle influence on students. Therefore, medical professional teachers should pay attention to the improvement of their English teaching ability, cultivate international medical talents, and promote Chinese medicine further. Development, how to strengthen the teaching ability of medical professional English teachers, need to cultivate teachers' cross-cultural awareness, Chinese and Western medicine have essential differences in vocabulary expression and usage [5]. Therefore, teachers have higher requirements for professional level in the teaching process and need guidance.

Teachers establish correct teaching concepts and continuously improve the professional level of teachers.

4.2 Innovative Medical Professional English Teaching Form

Medical English has the characteristics of professionalism and abstraction. It is the key and difficult course of medical professional teaching. Traditional English classroom teaching is boring and it is difficult to stimulate and mobilize students' interest in learning. Therefore, medical majors should take the initiative to abandon traditional teaching ideas and teaching modes. Apply advanced educational technology to English classroom teaching to help students learn English courses [6]. For example, the use of multimedia teaching in science, the abstract medical knowledge and terminology are expressed in rich pictures and videos to attract students' attention in class. In addition, students can watch videos of various medical subjects to help students further strengthen and Consolidate the use of medical vocabulary in real-life scenarios and improve students' practical ability in medical English.

4.3 Choosing the Right Medical Professional English Textbook

The textbook is the basis for formulating and carrying out teaching activities. In the face of the current uneven quality of medical professional English textbooks, the Ministry of Education should increase the unified management of medical English textbooks and invite senior medical experts, English scientists and educators. Combining the current level and characteristics of college students' learning, editing comprehensive and systematic medical English textbooks, and setting clear requirements and goals for medical professional English teaching, thus effectively improving the deficiencies in previous teaching, and fundamentally improving the level and quality of medical English teaching [1] .

4.4 Accurately Locate Talent Training Goals

The basic goal of medical professional English major should be set to cultivate applied-oriented medical professional English talents, that is, to position the talent training target as two levels, focusing on English application ability and business operation ability, and training a solid English language[7] . A comprehensive and practical business talent with basic knowledge and broad business knowledge and certain business operation ability and entrepreneurial ability.

4.5 Optimize the Medical Professional English Curriculum System

At present, many courses offered by medical majors in English generally follow traditional courses. English courses mainly focus on comprehensive English, English listening and speaking, and communication English. Business courses mainly include financial courses and international trade practices [7]. These courses based on theoretical teaching cannot be targeted to cultivate the applied talents that enterprises need.

Specifically, the curriculum design should be divided into three types, including language application courses, business comprehensive knowledge courses and practical operation courses. Among them, language application courses should include medical professional English listening and speaking, medical professional English reading, medical professional English writing [8]. The comprehensive business curriculum should include international trade theory and practice, international trade order verification, international finance, etc. Different elective courses can be set up for different career plans of students, such as business etiquette and financial management, so that students can directly learn business theory knowledge corresponding to job requirements.

4.6 Innovative Talent Training Mode

According to the data analysis of the enterprise's needs, it can be seen that the current enterprise needs medical professional English talents who directly connect with their posts. Therefore, in order to complete the teaching of medical professional English, it is necessary to adopt a “directed” training mode of talent training, and to carry out targeted training for students in accordance with the

professional knowledge and skills required by the company to meet the needs of the enterprise for talents [8].

5. Summary

In order to innovate the teaching mode, the medical professional English major must accurately position the talent training objectives, optimize the medical professional English curriculum system, and innovate the talent training mode to provide students with a learning environment that is suitable for career development. Students develop employment channels and achieve the goal of cultivating medical professional English talents.

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