

Research on College English Teaching Reform Strategies in Medical Colleges

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Abstract: Under the project of teaching quality and teaching reform in Colleges and universities, the reform of College English teaching is listed as one of the "quality projects". Medical English is the learning content of professional English which is a continuation of College English. College English teaching reform in medical colleges should be coordinated with it to meet the needs of College English teaching reform in China and continuously improve the quality of medical English teaching. Constructing a new college English teaching system and improving medical students' autonomous learning ability and comprehensive English ability are the core goals of College English teaching reform in medical colleges. Graded English courses with different professional knowledge capacity for different levels of students, infiltrating medical English knowledge in public English courses, and infiltrating language knowledge and humanities information in medical English teaching. Strengthen the medical system knowledge that appears in the process of medical English teaching, so that the teaching of medical English can achieve the expected teaching effect, and knowledge can be internalized.

1. Introduction

Since the 21st century, College English teaching in China has met many new opportunities and challenges for development. Based on the new situation of the development of higher education and the actual needs of society for college English teaching and the promotion of students' international competitiveness [1]. English plays an important role in the development of internationalization. Traditional general purpose English can no longer meet the needs of College Students' future career and society [2]. College English courses offered by medical colleges with distinctive professional characteristics should take full account of the professional development of medical students, and their curriculum should be integrated with the content of medical specialty, with the main objective of cultivating students' medical English communicative ability [3]. Medical English is an important professional English subject after the relay of public English in college English. The study of medical English has very important academic significance for medical and health students. It can obtain information about this profession, understand international medical trends, conduct international exchanges [4]. The teacher is no longer a single English knowledge giver, but assumes a role similar to a "mentor". Teachers need to guide students to complete the simulation of various communicative scenes, develop students' ideas, correct students' mistakes, evaluate students' performance and maximize students' enthusiasm for performance [5].

Knowledge in the medical field is updated rapidly. Although there are many kinds of traditional medical English textbooks, they lack systematicness and practicability, which greatly affects the teaching effect and the learning enthusiasm of students [6]. Compared with basic English, medical English has great differences in vocabulary, grammar, syntax, text, style, etc. The teaching objectives of English courses in medical colleges should reflect the common requirements of higher education teaching. But also to overcome the disadvantages of homogenization and reflect the professional characteristics of medical colleges [7]. In many medical colleges, the connection between the two is not handled well. Medical English is generally regarded as an elective course, which emphasizes basic English teaching, neglects medical English teaching, and cannot adapt to the characteristics and advantages of medical students [8]. In the teaching activities, we should try our best to meet the learning needs of scholars; we should actively link with the professional learning related to scholars in the content of education; the use of teaching and words should be

linked to professional knowledge as much as possible [9]. However, the problems existing in the reform are also obvious. Therefore, this paper discusses the research on the reform strategy of college English teaching in medical colleges in combination with the research results of relevant scholars [10].

2. The Direction of English Teaching Reform in Medical Colleges and Universities

2.1. The present situation of college English

At present, many competent educational departments still take the passing rate of CET-4 and CET-6 as the main index in evaluating the work of College English teaching. Therefore, most of the college English teaching still takes CET-4 and CET-6 as the main teaching content. The essence of teaching is to make use of effective language learning conditions and environment to facilitate students' active use of language for communication, rather than mechanically imparting the laws of language itself to students. Teaching must focus on developing students' intelligence and developing students' thinking methods. Therefore, it is necessary for us to carry out graded teaching according to the students' English proficiency and the characteristics of different majors. At the same time, combining with the professional characteristics of medical students, modular teaching of College English is carried out. To motivate students' learning motivation, to enable students to consolidate basic English skills in the process of learning professional content, expand professional English vocabulary, familiarize with professional English textual features, lay the foundation for entry into higher-level professional English learning, and achieve basic English and Seamless integration between the two stages of professional English.

2.2. Constructing a scientific curriculum system

The primary feature of university curriculum is its professionalism. The object of its content is senior specialized talents, and the professional ability of talents becomes the main measure of the quality of University education. Because of the acceleration of medical knowledge updating and the rapid development of medical technology, medical staff need to constantly learn. Medical English has a large number of vocabulary, and these vocabulary are almost never found in other fields of literature, so medical English has a unique style, that is to say, medical English has its own specific vocabulary structure system. Language infiltration professional, professional penetration of humanistic English teaching can effectively stimulate students' learning motivation, stimulate students' interest in learning, achieve an effective transition between the two stages, and ultimately promote students' personality to achieve good risk development. In the reform situation, in addition to teaching and confusing, teachers should also have deeper connotations, respect and love students, respect students' emotions and emotions, respect students' individual differences, and teach students in accordance with their aptitude to keep up with the requirements of the times.

English courses in medical colleges are only for the first two years. In fact, they can not meet the needs of students in English learning. They can not fully learn the real role of English, and can not improve their language expression ability. College English teachers should establish the guiding ideology of teaching for learning, understand students' learning background from a new perspective, master students' language acquisition process, and pay attention to the analysis of students' language learning methods. Under the guidance of this concept, the content of College English teaching can be constantly updated and the teaching form can be gradually improved. A comprehensive understanding of the types and word formation characteristics of these medical vocabularies plays an important role in understanding the medical English literature. Appropriately increase the English professional reading materials of medical professional orientation, and consciously supplement some medical English knowledge, especially the basic knowledge of medical English, such as commonly used medical vocabulary and roots, as well as the discourse features of medical English, to lay the foundation for students to enter professional English learning. From the perspective of the etymology, classification and development of medical English vocabulary, it introduces the lexical characteristics analysis in general, and helps to improve the interest and

learning efficiency of medical students learning medical English vocabulary.

3. Strategies for Training Medical Students' Learning Ability

3.1. Improvement strategy

In view of students' emphasis on basic English and neglect of medical English, schools can appropriately increase medical English credits, reduce college English credits and make medical English a compulsory course. Of course, for students with higher language proficiency, while offering courses with medical knowledge as their content, they can also offer cultural elective courses aimed at popularizing humanistic literacy. The basic module of medical English is set up for all medical students, focusing on the cultivation of students' basic medical English ability. Improve teaching ability under rational guidance. It summarizes the students' English learning status and the difference of teachers' teaching effects, corrects the original teaching mode, and improves the pertinence and effectiveness of teaching work. Organizing professional English competitions, etc., enables students to gain a sense of achievement in using English to acquire medical knowledge. According to the characteristics of medical professional English vocabulary, students should be introduced to some etymology and lexicology knowledge, and guide students to use the knowledge of word formation to memorize medical English words.

3.2. Renewal of teaching methods

Medical English is characterized by long sentences and complex structures. To read quickly and understand fully, it is necessary to understand every grammatical phenomenon. Therefore, students should strengthen the study of grammar knowledge and develop the habit of grammar analysis. Only in this way can we improve the speed of reading and the accuracy of understanding and translation. In addition, the combination of English and medical expertise can further stimulate students' interest in learning medical English. Students can not only use their medical knowledge to help them understand medical English literature, but also use medical English knowledge to acquire more medical expertise. Controversial topics and more complex and open questions are very suitable for teaching using discussion methods, such as doctor-patient relationship, medical ethics, medical dispute case analysis, hospice care and medical English translation courses. The students' performance will be communicated in a timely manner, and the self-learning tasks will be adjusted so that students can participate in the classroom communication activities to the maximum extent, and the independent learning outside the classroom is more targeted. Students have also strengthened their connections, and English learning is more realistic.

The process of students' accomplishment of tasks is also the process of teachers' guidance. Teachers encourage students and observe their performance, and then reflect on the teaching effect. Such a way can not only help students change their learning concepts, but also discover problems in teaching in time and make up for the shortcomings in teaching. When we begin to learn medical English, we should make it clear that the ultimate goal of learning professional English is to improve reading comprehension. That is to say, after graduation, students should be able to read English periodicals of their major extensively with the help of dictionaries, and can communicate in English simply. Teachers can group students and design different doctor-patient topics and scenarios, so that students can acquire medical English knowledge unconsciously during discussion and performance. In addition, teachers should break the traditional classroom teaching mode and use the Internet to create different chapters. Content teaching, scene video with necessary, online interaction with students, traditional teaching mode that teaches language knowledge, will establish a new student-centered teaching model based on network, which will develop students' comprehensive English application ability and The ability to learn independently is further enhanced.

4. Conclusion

This paper studies the strategies of College English teaching reform in medical colleges.

Strengthen the training of existing college English teachers, through holding series of lectures, seminars and holidays training courses, improve teachers' educational theory literacy and teaching practice ability, and promote exchanges and cooperation between colleges and universities. College English teachers in medical colleges need to construct appropriate teaching models according to students' actual level and needs, and explore more effective strategies to cultivate students' learning ability, such as language learning strategies training, emotional factors mining, etc., so as to make students' foreign language learning more successful. Under the reform of teaching, it can not only meet the special needs of medical students, but also meet the needs of society for practical and compound talents. In the medical English classroom teaching, we must aim at the right medicine, help students overcome the obstacles in reading, improve students' reading comprehension ability, and meet the teaching requirements, so as to truly achieve college English teaching. Curriculum design, teaching objectives, teaching theory, teaching methods, teaching models, and the selection of teaching materials must also keep pace with the development of the times. No matter the outline setting, the course opening time, the level of the course, and the selection of teaching materials, they should gradually become application-oriented, and strive to meet the students' future study, work and employment, and meet the actual needs of the society.

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