

Research on Pathology Online Teaching Design and Practice of Integrating Curriculum Ideology and Politics

Yue Ming, Ting Liu, Qiuyu Ji*

¹ Qiqihar Medical University, Qiqihar, Heilongjiang, 161000, China

*corresponding author

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Abstract: Under the background of the new era, social workers should have a healthy and positive value system while possessing theoretical foundation and work skills. As a base for transporting talents and talent reserves for the society, colleges and universities should also pay attention to strengthening the ideological and political education of students in the process of professional knowledge education for students. As a basic medical science, pathology plays an irreplaceable important role in medicine. This article briefly analyzes the significance of implementing ideological and political courses in pathology teaching, explores the teaching reform of integrating “ideological and political courses” into pathology, and proposes several ways to promote reforms to maximize the education function. Cultivate medical talents with a healthy value system.

1. Introduction

Introduction

“Curriculum Ideology and Politics” refers to the goal of ideological and political education throughout all links and all aspects of curriculum teaching, and fully explores the ideological and political teaching resources of various courses, “using the function of hidden ideology and politics’ and explicit ideology and politics-Together with the ideological and political theory courses, we will jointly construct the whole course education pattern. In December 2016, General Secretary Xi Jinping clearly stated at the National Conference on Ideological and Political Work in Colleges and Universities, “We must make good use of the main channel of classroom teaching, and the ideological and political theory courses should be strengthened in improvement, and the affinity and pertinence of ideological and political education should be improved to meet the growth of students. To develop needs and expectations, other courses must maintain a good section and plant a good field of responsibility, so that various courses and ideological and political theory courses can go in the same direction and form a synergistic effect.” This important statement points out the innovative development direction of ideological and political education in colleges and universities under the new situation, and is an important theoretical source and policy guide for “curriculum ideological and political”. The implementation of all-disciplinary “curriculum ideological and political” education has become an inherent demand of college teaching reform. This article explores the teaching reform of the interactive integration of “Curriculum Ideology and Politics” and “Ideology and Politics Curriculum” in the pathology teaching, so that “knowledge imparting” and “value guidance” are organically unified, so as to implement the fundamental task of cultivating people.

Under the background of the new era, social workers should have a healthy and positive value system while possessing theoretical foundation and work skills. As a base to transport and reserve talents for the society, colleges and universities should also pay attention to strengthening the ideological and political education of students in the process of professional knowledge education for students. As a basic medical science, pathology has an irreplaceable important role in medicine. This article briefly analyzes the significance of implementing ideological and political courses in pathology teaching, explores the teaching reform of integrating “ideological and political courses”

into pathology, and proposes several ways to promote reforms to maximize the function of educating people. Cultivate medical talents with a healthy value system. “Curriculum Ideological and Political” requires that the courses taught by colleges and ideological and political theory courses should be coordinated and supplemented to each other, so as to achieve the fundamental task of “cultivating morality and fostering people”. At the National Conference on Ideological and Political Work in Colleges and Universities, General Secretary Xi Jinping emphasized that the strengthening of ideological and political education in colleges and universities must grasp the important channel of classroom teaching and promote the smooth progress of ideological and political theory courses and professional courses. The article briefly analyzes the teaching reform of “Course Ideological and Political” in pathology.

2. The Nature and Teaching Status of Pathology Courses

Pathology is the main course of medical science and an integral part of medical practice. It is the first subject in the medical curriculum that teaches the law of occurrence and development of diseases. In terms of the nature of the course, the first is that it is systematic and logical, and the teaching content is full of materialist dialectics. Students are required to be good at using dialectical thinking and methods to view and analyze the law of occurrence and development of diseases; the second is that they are scientific and objective. In terms of disease understanding and judgment, it requires truthfulness, seeking truth from facts, insisting on tracing the source, understanding and defending the truth; the third is strong guidance and practicality, clinically, how will the patient's condition evolve? Why do these symptoms and signs appear? Why are laboratory test indicators different from normal? Pathology knowledge can be used to analyze and explain, so students are required to have the ability to use theory to guide practice, apply what they have learned, and test theories in practice. At the same time, with the transformation of the medical model, the medical service model has evolved from “disease-centered” to “patient-centered”. Pathology courses should more reflect the breadth and depth of the continuous expansion of their knowledge for medical staff under the new model. Special requirements for in-depth and comprehensive improvement of professional ability and overall quality. Only professional theoretical knowledge and practical ability are not enough to deal with the current medical work challenges. Medical workers also need to have good humanistic qualities and strong humanistic care skills. From the nature of the course, it is not difficult to see that pathology contains rich “ideological and political elements” such as materialist dialectics, the scientific spirit of “seeking truth from facts”, the materialistic thinking of “integrating theory with practice”, and the humanistic quality of “people-oriented”. Educational objectives provide teaching materials.

Looking at the current situation of pathology teaching, although humanities education is also integrated into teaching, the concept of “curriculum ideological and political” collaborative education has not really been implemented. In terms of courses, the content of the textbooks pays too much attention to the systematic and complete subject knowledge, ignoring the entry of humanistic literacy, professional ethics, and ideological and political quality; theoretical teaching pays too much attention to the interpretation of changes in organ morphology and mechanisms, and ignores the integration of theory with practice and knowledge guidance cultivation of practical skills; experimental teaching focuses on confirmatory experiments, ignoring the development of design and exploratory experiments. In terms of teachers, pathology teachers all graduated from medical majors, have not received systematic ideological and political education, lack the ideological and political theory background, and often only focus on the teaching of professional knowledge, neglecting to teach students in accordance with their aptitude from the ideological and political perspective; teachers are in understanding There are deviations. They always believe that students' ideological and political education should be the responsibility of ideological and political teachers and counselors, and ignore their own moral education responsibilities. This situation urgently needs to be changed.

3. Excavation and Teaching Practice of Ideological and Political Materials in the Course Content of Pathology

3.1 Ideological and Political Education of Patriotism and Humanistic Spirit.

Consciously introduce the achievements of Chinese scientists in pathology research into the teaching design, guide and educate students to learn from scientists the scientific research spirit of persistent exploration, and stimulate students' desire for knowledge, enhance students' patriotism and enthusiasm for scientific research. In the introduction to the history of pathology, it is introduced in the Southern Song Dynasty that the famous forensic scientist Song Ci's "Exercising the Injustices" has a detailed discussion on autopsy and has made great contributions to the development of pathology and forensic medicine. In the chapter on esophageal cancer, Professor Shen Qiong, a famous pathologist in my country, has been engaged in early diagnosis and comprehensive prevention and treatment of esophageal cancer for decades in high-incidence areas of esophageal cancer. He has developed an esophageal cell harvester and improved the diagnosis of early esophageal cancer. Accuracy.

3.2 Ideological and Political Education That Respects Life and Cares for Patients.

Respect and care for human life is the basic condition for maintaining scientific understanding and correct judgment. Medicine is a life-related discipline. The doctor's emphasis on life determines the patient's survival and death, and indirectly determines the patient's family happiness index. If the doctor ignores the existence and value of life, he will not be able to take on the important task of treating diseases and saving people. One of the research methods of pathology in our introduction is autopsy. Pathology is also called pathological anatomy. At this time, it should first be emphasized that body donation is a great contribution to the further development of medicine and even human society. Students should be warned of respect for corpses. At the same time, students can also feel the meaning of life and carry out life education.

3.3 Health Department, Life-Saving Ideological and Political Education.

The professional ethics of saving the dead and healing the wounded is a must-have for every doctor. It is very important to cultivate a sense of responsibility to the patient and a sense of mission to the society, and to establish a correct outlook on the world, outlook on life and values. When we teach sub-theories, we emphasize that there are many kinds of diseases, and with the development of society and changes in the natural environment, bacteria and viruses continue to mutate, and new diseases will also occur. As medical students, you must be able to calm down and master first On the basis of the occurrence and development of common diseases and frequently-occurring diseases, learn more diseases step by step. This requires teachers and students to continuously improve their own medical standards, keep in mind that health is the key to life, use medical excellence, benevolence and love, and diligent learning attitude, continuous learning, and lifelong learning.

3.4 Ideological and Political Education of Scientific Rigor and Professional Responsibility.

At present, medical accidents are not uncommon. This phenomenon may be related to the lack of scientific and rigorous attitude of a small number of medical workers or the lack of professional responsibility. Whether it is scientific research or clinical, only by maintaining a scientific and rigorous attitude can experimental errors and medical errors be avoided to the greatest extent. When teaching the differential diagnosis of benign and malignant tumors, the students must be rigorous, objective and fair. Because if a benign tumor is diagnosed as a malignant tumor, and even further chemotherapy treatment, the damage to life will be irreversible; and if a malignant tumor is diagnosed as a benign tumor, it will also delay the treatment of the patient, thus losing the early diagnosis and the best Treatment time.

4. Pathology Online Teaching Design and Practice Integrating Curriculum Ideology and Politics

4.1 Create Course Chapters.

First, create a course, and then on the course interface, click on the course catalog to create a course chapter catalog according to the order of the textbook catalog. The creation of the catalog allows students to avoid messing around when learning remotely, because the catalog is edited to chapters and sections, and knowledge points can be detailed, so students can directly click on the knowledge points they want to learn according to their learning needs.

4.2 Create a Class.

After the course construction is completed, students are added and the teaching is based on the class. Click Create Class on the course interface, enter the class name, and import the students into the class according to the student roster provided by the Academic Affairs Office.

4.3 Online Teaching Design.

1. Clear course guide. Upload the course guide to the course catalog before the introduction class. As a task point, students must open and read. This guide is to guide students in what steps to follow for online learning.
2. Clear assessment standards. Make full use of the baton of usual grades, urge students to complete online learning, and clearly evaluate and form a system. Normal grades account for 50% of the total grades. Based on 100 points, learning through task points accounted for 35%, homework accounted for 35%, regular quizzes accounted for 20%, sign-in 5%, and discussion interaction 5%.
3. Fragmented video teaching. Considering that all elementary schools, middle schools, and universities across the country will start online courses at the same time, if they are broadcast live, they may overturn on the spot. Therefore, after weighing, it is decided to record the lecture content by recording and upload it to the students as a task point requirement. Students must watch and learn. The general idea of video recording is to fragment the content of each section, take one or two knowledge points as a unit, record a small video of about 10 minutes, record it with EV recording software, and put it in the corresponding chapter of the course interface. Students can repeat Watch. For example, if the section on molecular composition of protein is an offline teaching, it should be one class hour, but the recording will fragment it and divide it into 4 video contents to facilitate students' learning based on knowledge points. Video 1: The elemental composition of proteins; Video 2: Classification of amino acids; Video 3: Physical and chemical properties of amino acids; Video 4: Formation of peptide bonds.
4. There are abundant online education resources. There are many textbooks and extracurricular readings in Chaoxing. Teachers and students can choose to read according to their actual needs. Teachers can also collect some materials in a targeted database for students to read. There are syllabus, schedules, teaching materials, courseware, and many other contents for students to view in the resources.
5. Assign homework to promote learning. At the end of each chapter, homework assignments. The design of homework after class is based on the principle of investigating knowledge points, given in the form of essay questions, and a small number of material questions and case questions. Case questions allow students to deepen their understanding of difficult points. From assigning homework to submitting homework, we set aside one week for students. Submit it in the learning pass after completion. This kind of homework content and method also improves the students' ability to learn independently, to find information, and to express themselves.
6. Supervision and monitoring of teaching task points. There is a time limit for the learning of each chapter. We use platform notifications, WeChat groups, etc., to notify task points and homework completion times to strengthen the supervision and monitoring of the teaching process. There is a statistical platform on the learning platform, which can be used to check the completion of the students' task points and the list of students who have not submitted their assignments on the homework platform. You can ask them by name during the weekly interactive Q&A time to urge them to complete.
7. Chapter test. After completing the task learning and homework in each chapter, quizzes are set up, all in the form of multiple choice questions. There are two types of multiple-choice questions and multiple-choice questions. The test time is given in 3 questions and 2 minutes, that is, 30 questions and 20 minutes. This time requires students to be familiar with the textbook content in order to complete it.

successfully, avoiding students looking for answers through the book.

5. Conclusion

In short, the development of “curriculum ideology” in the course of pathology teaching not only enables the effective combination of “teaching” and “cultivating people”, it is also an inherent requirement for the construction of socialism with Chinese characteristics. While teaching professional knowledge, grasping the ideological and political work of students is conducive to cultivating outstanding medical workers with solid professional ability and high medical ethics. On how to better integrate the “ideological and political education content” with the theoretical content of the pathology course, its teaching methods and methods are the direction that pathologists need to continuously explore.

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