

Analysis of Teachers' Teaching Ability Training and Evaluation Model in Local Medical Colleges

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Keywords: Local medical college, Teaching ability training, Evaluation measures

Abstract: The vacancy of pre-service training of medical teachers in China and the lag in the construction of the teaching ability training system hinder the improvement of teaching ability in medical schools. To this end, we must explore the construction of a teacher's teaching ability training system by changing concepts, improving organizational structures, related policies and systems, establishing diversified training approaches and methods, establishing teaching resource banks, consulting service platforms, and incentive mechanisms.

1. Introduction

In recent years, domestic medical schools have begun to establish medical teacher development centers, which has largely promoted the improvement of teachers' teaching ability. However, the development of medical teachers has its own unique characteristics and models. The uniform and uniformly developed teacher development model of comprehensive universities cannot be applied to the growth of medical teachers. In the existing research, most of the perspectives and methods are biased and there are few systematic studies. In view of this, based on the inherent needs of the current development of medical education in China, this study takes our school as an example, starting from the perspective of teachers and administrators, investigating and understanding the status and characteristics of teaching capabilities of medical school teachers, and proposing improvement of teaching capabilities Effectiveness and operability strategy recommendations.

2. Status Quo of Teachers' Teaching Ability Training System in Local Medical Colleges in China

The inadequate teacher education and training system in China has left the pre-service training of medical teachers in a blank state. Basically, medical teachers in our country provide very short training for medical students or doctors who have been in medicine for several years. After studying a few educational theory courses, you can obtain a teacher qualification certificate and directly apply for a job. It lacks systematic pedagogy and psychological theoretical knowledge, and basically has no practical teaching experience. Teachers have limited teaching ability and level, and are difficult to be qualified for higher medical education. The demand of education for teaching directly affects the improvement of the quality of talent training.

Compared with comprehensive universities and normal universities, the construction of the teaching ability training system and mechanism inside medical colleges is lagging, imperfect and imperfect. Based on the current training, there are many problems: incomplete system design and teacher participation Insufficient internal and external motivation of teaching training, lack of long-term mechanism to promote teachers' teaching ability; lack of integrated design based on the development needs of teachers' teaching ability, teaching ability training is scattered, unsystematic, not continuous, mostly short-term, temporary, and Repeated training and low-level training are serious; in the training content, attention is paid to the training of a single teaching skill, neglecting the improvement of the overall quality of the teacher, and even disconnected from the actual work of the teacher; the single training method cannot meet the diverse requirements of the teacher; the

lack of training funds, etc. The development of medical teachers' teaching ability has largely been based on the accumulation of personal experience for a long time. The school has not provided more opportunities and a good environment for the development of teachers' teaching ability, and the system and funding guarantee have largely hindered medical schools. Improvement of teachers' teaching ability.

3. Strategies for Constructing Teachers' Teaching Ability Training System in Local Medical Colleges

To establish the core value of teaching, we must recognize the central position of teaching and the concept of focusing on personnel training. Only in this way, can we pay attention to and attach importance to the cultivation of teachers' teaching ability, so that the cultivation of teachers' teaching ability becomes a kind of conscious awareness and behavior, which stimulates the enthusiasm and initiative of teachers and managers. Institutions and systems are the basis for the cultivation of teachers' teaching ability. On this basis, overall and long-term planning for the development of school teachers' teaching ability is made to institutionalize, systematic, and normalize the cultivation of teachers' teaching ability, making it more planned. It is more efficient and overcomes the problems of passive, scattered and lack of continuity in the cultivation of teachers' teaching abilities in the past, and provides conditions and guarantees for the continuous development of teachers' teaching abilities. First, we need to establish a specialized institution for the cultivation of teachers' teaching ability, with full-time staff. Second, we must formulate relevant policies, systems, and plans to improve the teaching ability of teachers, so that the development of teachers' teaching ability is appropriately linked to the promotion of professional titles and evaluations to ensure continued participation of teachers. Training, and strive to achieve the basic motivation of training goals.

Systematic training of educational and theoretical knowledge: Aiming at the lack of educational and educational theories of medical school teachers, we should improve teachers' educational and theoretical knowledge in all aspects such as basic theories of educational and teaching, organization of teaching content, teaching methods, teaching design, and teaching evaluation. Design a series of lectures of different levels according to the needs of teachers at different levels. Teaching practice skills training: focus on improving teachers' teaching practice ability, pay close attention to teachers' actual work, organize analysis and discussion of typical teaching cases, such as organizing observation courses, introducing teaching seminars, diagnosis and other links, or conducting micro-teaching activities, To provide specific and detailed instruction and training of teaching skills. Comprehensive practical ability training: experience + reflection = teacher's growth, and establish a reflective teacher learning community based on daily teaching work. The teaching and research office adheres to the collective lesson preparation, new start, new lecture trial system, and listening system, and through quality control methods such as teaching inspection, formulates standards, effectively guides, and promotes the improvement of teachers' teaching ability; the construction of a sound teaching mentor system, that is, old and young teachers Support and help mechanism; establish teacher teaching reflection system: teachers should have a teaching reflection log and curriculum teaching summary, teaching and research room to evaluate each teacher's teaching, from the formulation of teaching implementation plan, the implementation of the teaching process, the implementation effect, improvement measures, etc. To reflect on, summarize, and formulate the next steps.

To achieve the goal of promoting education through evaluation, and to improve the teaching evaluation system of teachers, it is necessary to make the evaluation standards scientific, the evaluation methods diversified, the evaluation subjects diversified, and the evaluation results fed back in time. Give full play to the guiding role of experts and peers, further strengthen the diagnostic function of teaching evaluation, and dilute the evaluation function of teaching evaluation. We must focus not only on final evaluation but also on process evaluation, and provide constructive improvement for teachers through evaluation. Suggestions to improve and develop teaching capabilities. Integrate various educational and teaching resources, establish high-quality educational

and teaching resource banks and teaching consulting service platforms, and provide intelligence and resource support for the development of teachers' teaching capabilities, such as establishing teacher teaching resource banks and web pages to provide timely education and teaching developments, academic exchanges and training. Information, teaching cases, instructional design references, promotion of teaching achievements and experiences, etc. Establish a resource base for teaching practice and research results, and organize, classify, and archive the results obtained by teachers in teaching practice and teaching reform. Establish an online teaching consulting service group, establish an online interactive communication platform with teachers, and provide consulting services for teacher teaching.

4. Indicator System of Teaching Ability of Medical College Teachers

Higher medical education shoulders the important mission of cultivating future doctors who can cure and save people. The improvement of teaching quality is, on the one hand, the objective need for the development of higher medical education itself, and also the need to build a medical university that the people are satisfied with, and improve the basic knowledge, clinical skills, sense of responsibility and mission of medical students. First of all, for the teachers themselves, the feedback of the evaluation results is conducive to teachers' self-reflection and self-improvement, and promotes the improvement of teachers' own teaching level. At the same time, through the reasonable evaluation of the index system, the introduction of a certain incentive mechanism can also be mobilized The enthusiasm of teachers 'work and the enthusiasm of teaching; In addition, building a scientific, advancing with the times and the actual teaching needs of medical school teachers' teaching ability index system can not only provide help for future teaching evaluation work, teaching reform project implementation, but also It also provides corresponding standards and references for the rational allocation of human resources in universities.

In medical schools, theoretical courses and clinical probation courses are equally important, and most of the evaluation indicators are constructed only focusing on theoretical courses and neglecting the evaluation of clinical probation courses. Medicine is also a subject that is constantly changing, updating and progressing. New research results at home and abroad are constantly emerging, and the types of diseases are also increasing. As a result, the teaching content of higher medical education is constantly increasing and changing. Higher requirements-In the process of teaching, we must constantly research and explore the latest developments in medicine, and always teach the most advanced medical knowledge to students. In addition, there are many types of medical education courses and a large amount of class hours. There is continuity and correlation between each course. Courses must be conducted in a certain order, otherwise students will not be able to learn systematically. This requires that the teaching ability of each teaching teacher must reach the corresponding level, so as not to cause poor student absorption due to the teaching ability of the teacher. Therefore, in the process of setting the indicators, we must fully combine the characteristics of the curriculum, teaching content, and characteristics of medical colleges and universities in order to formulate reasonable evaluation indicators suitable for medical colleges.

To formulate evaluation indicators for teaching ability of medical school teachers, we must first strictly follow the relevant regulations of the school and the needs of overall development, clarify the fundamental tasks of medical education, the latest training plan of the school, and the basic job requirements of each teacher. Overall grasp; Secondly, according to the different development stages of the school in which it is located, and in combination with the actual situation at this stage, a medical teacher evaluation index system suitable for the corresponding stage is formulated and continuously updated, and it cannot be generalized. For example, new higher vocational medical schools, medical schools in development, provincial undergraduate medical schools, medical schools directly under the Ministry of Education, and national key universities should all have different teacher teaching ability evaluation index systems. Third, we must divide the levels of indicators at various levels according to the development characteristics of medical disciplines, so as to achieve the evaluation effect of the teaching ability peculiar to medical schools.

The evaluation target of teachers' teaching ability is the teachers who have been working in the

front line for a long time. Therefore, in the process of setting evaluation indicators, the opinions and suggestions of front line teachers must be collected first. Find out the problems in the classroom and clinical teaching in a timely manner and propose improved methods. At the same time, the suggestions of peers, supervision, teaching managers, and students must not be ignored. The main role of teachers' self-evaluation is combined with the evaluation of personnel at all levels. Only in this way can the evaluation indicators be more convincing and representative. From the collection, selection, and determination of evaluation indicators, to the implementation process of the evaluation and the analysis and research of the results, representatives of various groups participate in the entire process. This indicator system is the collection of wisdom and wisdom, It is of great significance to improve the teaching effect of teachers, their own abilities and qualities, and the quality of teaching in schools.

5. Conclusion

Innovatively constructing the evaluation index system for teaching ability evaluation of medical school teachers is of great significance to the development of teaching in schools. Although the establishment and improvement of the index system is the first problem to be solved urgently, to make the index system play its due role, it should reach reasonable the unity of nature, science, and effectiveness not only requires theoretical research and discussion, but also requires long-term practical exploration by educators and stakeholders. Only by combining the school's own development stage and reality, theoretical and practical research continues. Only by combining and improving can we explore the teacher's teaching ability index system that keeps up with the times and is used by medical schools.

Acknowledgements

A provincial-level research project on teaching reform in institutions of higher learning in Jiangxi Province in 2019:The research and practice of normal monitoring of undergraduate clinical medicine teaching quality based on national data platform(Serial number:JXJG-19-13-16)

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