

Traditional Chinese Medicine Inheritance Education in China

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Keywords: Traditional Chinese medicine; Inheritance education; Medical education

Abstract: Traditional Chinese medicine is a gem of ancient Chinese science and the key to opening the treasure house of Chinese civilization. Traditional Chinese medicine has a long history and has been in existence for thousands of years. Chinese medicine education has played an indelible role. Among them, Inheritance education, as the main form of talent cultivation in history, plays an extremely important role in the history of Chinese medicine education along with the development and progress of Chinese medicine. It has experienced several major development stages, such as continuing the traditional teacher education stage, restoring development stage, stable development stage, and comprehensive development stage. The main forms include government-sponsored project, Chinese medicine teacher project in colleges and universities, and teacher-investment projects in Chinese medical institutions. It has played an important and far-reaching role in the rescue and inheritance of old Chinese medicine experience, training of senior Chinese medicine clinical talents, innovative Chinese medicine personnel training mode, and promotion of the development of Chinese medicine.

1. Introduction

Traditional Chinese medicine Inheritance education is not only a way of academic communication of Chinese medicine, but also a kind of carrying method of Chinese medicine academics[1]. It is the source of innovation and development of Chinese medicine theory and practice, and it has also created academic genres with different styles and unique features in the long history. Traditional Chinese medicine Inheritance education refers to the combination of teacher learning, study of classics, and clinical practice as the main form to learn from the medical ethics, academic thoughts, clinical experience and technical expertise of Chinese medicine experts, to innovate and develop Chinese medicine academics, and to promote communication. A personalized Chinese medicine talent training activity with the goal of Chinese medicine culture.

Traditional Chinese medicine is a valuable asset of the Chinese nation and has made tremendous contributions to the prosperity of the Chinese nation. The beginning of the Traditional Chinese medicine Inheritance education is in the origin of Chinese medicine. The main content of the earliest traditional Chinese medicine classic "The Yellow Emperor's Internal Classic" is composed of the consultation and response between Qi Bo and others, Huang Di, Huang Di and Lei Gong, not only through the division. It is difficult to answer questions about the medical achievements before Qin and Han Dynasties and the profound Chinese medicine theory. He also constructed the relationship between Qi Bo, Shao Yu, Shao Shi, Bo Gao and Huang Di, and the relationship between Huang Di and Lei Gong.

2. The Main Form of Traditional Chinese Medicine Inheritance Education

There are mainly three forms of government-sponsored project, Chinese medicine teacher project in colleges and universities, and teacher-investment projects in Chinese medicine institutions[2].

2.1 Government-Sponsored Project.

The academic experience of Chinese traditional Chinese medicine experts is passed down. From 1990, the Ministry of Health and the State Administration of Traditional Chinese Medicine decided to first select 500 old Chinese medicine experts as the instructors, and each of them will be equipped with one or two middle-aged assistants who have a certain foundation in theory and practice. Since then, the State Administration of Traditional Chinese Medicine has carried out a national-level teacher's work almost every five years. In 1990, 1995, 2003, 2008, 2012, the sixth batch of national Chinese medicine experts' academic experience inheritance work in 2017. It is under development.

2.2 Chinese Medicine Inheritance Project in Colleges and Universities

Since 1999, Shandong University of Traditional Chinese Medicine has started the traditional Chinese medicine class. Various Chinese medicine colleges and universities across the country have successively launched different forms of Chinese medicine teacher training projects. For example, Guangxi College of Traditional Chinese Medicine has opened a traditional Chinese medicine class, the Second Clinical College of Guangzhou University of Traditional Chinese Medicine has launched a pilot class for teacher education, the Changchun College of Traditional Chinese Medicine has opened a postgraduate course, and the Fujian College of Traditional Chinese Medicine has opened an undergraduate course and Hubei University of Traditional Chinese Medicine. [3]

2.3 Chinese Medicine Inheritance Project in Medical Institution

In 2001, the Guangdong Provincial Academy of Traditional Chinese Medicine first restored the "Teachers" in the national Chinese medicine medical institution system. At the same time, Longhua Hospital affiliated to Shanghai University of Traditional Chinese Medicine established four old Chinese medicine studios led by old Chinese medicine such as Hu Jianhua, Shao Changrong, Shi Wei and Zou Jusheng. In 2005, the Shanghai Chinese Medicine Association, the Huangpu District Health Bureau and the Huangpu District Central Hospital jointly hosted the "Famous Chinese Medicine Shi Yangshan Studio" project. In 2006, Changzhou Institute of Traditional Chinese Medicine established the Menghe Medical Research Institute. Chengdu TCM Integrated Medicine Hospital established "Zhang Tingjie Expert Studio". In 2011, Liaoyuan City Chinese Medicine Institute of Jilin Province launched the "Changbai Mountain Xingyuan New Forest Project". In 2015, Jiangsu Provincial Hospital of Traditional Chinese Medicine held the "Zhou Zhongying Teacher Training" class.

2.4 Inheriting the Academic Experience of Old Chinese Medicine

Through years of hard work, these a series of old Chinese medicine experts who have been led by government organizations, supported by policy measures, and planned to carry out the work of inheriting the academic experience of the old Chinese medicine experts have largely solved the serious loss of experience in the old and traditional Chinese medicine, and the lack of success.[4] Through the study and inheritance of the teachers, the students have inherited the experience and expertise of the instructors, and can organize and summarize the academic experience and technical expertise of these old Chinese medicine experts, and will not lose with the departure of the old Chinese medicine experts. Save. This has played an active and effective role in the rescue and inheritance of the valuable academic experience of the famous Chinese medicine.

2.5 Cultivate Senior Chinese Medicine Clinical Talents

Teacher education should be an important way to train senior Chinese medicine professionals. After comparison, it can be seen that through the training of students who have passed the teacher education, the basic theory is solid, the clinical skills are skilled, and the teacher's teaching can be better used for clinical practice. In terms of clinical ability, the teacher has improved significantly after the teacher. Most of the heirs trained by the teacher education have become the experts and business backbone of the medical and health departments, and the ability to diagnose and treat diseases has been significantly improved. It can be seen that teacher education plays an important role in improving the clinical ability of the medical practitioners. Through the teaching of the

teacher-study method, the growth rate of clinical talents of traditional Chinese medicine has been greatly accelerated, and the practice cycle of talents has been shortened. Teacher education can be said to be a shortcut for Chinese medicine practitioners.

2.6 Chinese Medicine Inheritance Project is Conducive to the Spread of Chinese Culture

Chinese medicine Inheritance project is an effective way to spread Chinese medicine culture. The Chinese medicine culture contains thousands of years of Chinese medicine thought and diagnosis and treatment concept. The spread of Chinese medicine culture mainly promotes Chinese medicine culture through some channels or carriers[5]. More and more people know Chinese medicine, understand Chinese medicine, and achieve the purpose of applying Chinese medicine and inheriting Chinese medicine. The spread of Chinese medicine culture can promote the development of Chinese medicine, and education is an effective way. The education of Chinese medicine talents pays attention to the cultivation of humanistic spirit and cultural accomplishment. In addition to the teaching of professional knowledge, the teacher also attaches importance to the cultivation of quality and skills. Teacher education is not only a way of training talents but also a way of cultural communication. In the process of teacher education, the tutor not only teaches students the medical skills, but also attaches importance to the cultivation of students' medical ethics.

3. Problems in the Education of Chinese Medicine Practitioners

3.1 Chinese Medicine Practitioners are Mostly Taught by Individuals, and it is Difficult to form Talents.

After years of long-term development, Chinese medicine practitioners have indeed played an irreplaceable role in the cultivation of Chinese medicine personnel. However, due to the restrictions on the basic methods the teacher education, this kind of Chinese medicine petitioner education is biased. Small, although the teacher education is highly targeted, but because of the relatively small number of talents, the long period of the training and the difficulty of training, the teacher education can not adapt to the modern group.

3.2 Chinese Medicine Practitioners Lack Standardized Management

Among the various forms of teacher education that are currently underway[6], no matter the hospital, the school or the government, there is a lack of standardized management as a whole, and there is a lack of a complete system and a complete system. In the process of teacher education, there is a lack of effective monitoring of the quality of talents, and there is no clear standard for the teaching of Chinese medicine knowledge and skills. At present, the relevant departments of education lack effective management of the curriculum, teaching methods, assessment standards, and the selection of tutors and students. The students are often affected by many factors in the process of receiving education, so that students the clinical practice ability and scientific research ability cannot be effectively improved and the whole teacher education process often stays in the form.

4. Summary

Strengthen the leadership of Chinese medicine teachers. The competent health authorities at all levels and the management departments of Chinese medicine should attach great importance to the education of Chinese medicine practitioners, fully understand the importance and necessity of this work, and include teacher education as an important task in the schedule. Mobilize the society and support the education of all industries. Plus masters to undertake education and propaganda, and actively create a good public opinion and atmosphere conducive to the development of teacher education. Establish various forms of input guarantee mechanisms. The funds for the teacher education program implemented by the government departments shall be borne by the governments at all levels. The teacher education carried out by medical, educational, scientific research and other institutions shall make arrangements in the personnel training funds of the unit. Encourage and guide

individuals to participate in teacher education. As the carrier of the development of Chinese medicine colleges and universities, colleges and universities should actively develop the teacher education combined with college education, build a talent training mode combining college education and teacher education, and play an active role in building a modern teacher education mechanism.

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