

Research on the Application of Narrative Medicine in College English Teaching

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Abstract: Teaching design is important for college English teaching, which directly affects the quality of college English teaching. Through teaching design, students' learning initiative and teaching effect can be improved. "narration" is a phenomenon within the scope of language. Here, it is a "metaphor", a way of understanding the world in parallel with rational science, an embodiment of philosophy, and many problems in the modern world stem from alienation and forgetting. By analyzing the current situation of narrative medicine and comparing the differences between domestic and foreign narrative medicine, this paper further explores the ways to cultivate the ability of narrative medicine in china. It also puts forward the dialectical relationship and the idea of integration between narrative medicine and college English teaching in order to improve the professional quality of medical students, effectively ease the doctor-patient relationship and reduce doctor-patient disputes.

1. Introduction

In the past two years, the journal medicine and philosophy has published many academic papers and monographs, and is committed to actively promoting narrative medicine concepts to domestic medical colleges and universities. In the information age, how to combine the abundant network resources with the traditional multimedia technology and apply it to the teaching process is a topic worth many educators' concern and consideration. In order to ensure the quality of college English teaching, it is necessary to design college English teaching, which has a profound impact on college English teaching [1]. For learners who use English as a foreign language, cultural cognition is directly related to the success of cross-cultural communication and the appropriateness and accuracy of language use. Narrative ability is the ability to recognize, absorb, explain and be moved by the story of disease [2]. Through the cultivation of narrative ability, it is helpful for clinicians to improve their empathy, professionalism, affinity (trust relationship) and self-reflection in medical activities [3]. Narration is a thinking mode different from logical science. Narration is ubiquitous and closely related to medical practice. In narrative medicine teaching, fine reading is adopted to cultivate doctors' narrative situational understanding ability, reflective writing is combined to improve doctors' narrative ability, and parallel cases are written to train reflective writing to help medical workers understand patients' personal experience and feelings of pain, share feelings with patients, and provide better medical services for patients.

2. Narrative Medicine

Narrative medicine is a medical method that embodies narrative value in clinical practice, research and education. Narration is a way to recapitulate past experience. It matches the sequence of words formed by a series of clauses with the actual temporal sequence [4]. The value of narrative medicine is shown as follows: in diagnosis, narrative is a phenomenon form of patients experiencing diseases, encouraging empathy and promoting understanding between doctors and patients; In the process of treatment, narrative encourages the overall method of treatment, which is essential treatment or remission. As a way of inquiry, narration is divided into rational narration and individual narration, both of which have their own preferences in approaching the world and the truth of life. Rational narration focuses on finding the universal law, while individual narration focuses on the individual's feeling of life. Respecting patients, protecting patients' privacy,

enhancing professional sense of mission and team cooperation consciousness are infiltrated in experimental teaching and group discussion. The medical humanities curriculum in our country focuses on theoretical discussion. Narration is usually hard to forget and is based on experience to encourage reflection. In the study, narration helps to set a patient-centered agenda, may challenge accepted wisdom, and may generate new hypotheses.

3. Analysis on Current Situation of Medical Students' Training Mode in China

3.1 Problems in the Training Mode of Medical Students in China

Medical professional teaching in developed countries has introduced a large number of humanities and social science knowledge such as psychology, ethics, behavioral science, etc. The curriculum is relatively mature and systematic. Professional accomplishment courses are divided into compulsory courses and elective courses. People's life is also enriched by science and its rational and logical methods, but the problems facing human beings are far beyond the description of rational narration. More and more scholars begin to pay attention to the cultivation of medical humanistic spirit and believe that medicine should return to the essence of humanism. The proposition of narrative medicine is to try to find the best way to save the world. However, the professional literacy curriculum education for medical students in China is relatively weak. According to relevant research, humanities and social sciences courses for clinical medicine only account for 8.85% of the total class hours [5]. Nature does not have any characteristics that enable human spirit to feel kinship and any norms that can be followed, and there is no life connection with temperature between human and nature. The teaching activities and teaching methods of medical humanities courses in medical colleges and universities in our country are relatively single, mostly taking lecture-based classroom teaching as the basic form, and only 0.15% of them carry out group discussions [6]. Heuristic and interactive teaching methods have not been effectively applied in practice. Narration is the existence of human beings. Here, narration is not a form or something added to express human experience, but “what is there” in the living world. In practice, students are actively guided to strengthen medical humanistic care, humanitarianism and professionalism, thus effectively combining clinical professional knowledge learning with professional literacy courses, enabling students to perceive responsibility and life in subtle ways.

3.2 Difficulties in the Training Mode of Medical Students in China

A survey shows that 72% of medical students believe that medical skills are more important than medical ethics, and morality cannot solve the patient's problems. Only mastering superb medical skills can they provide better services for patients. 85% of medical students do not understand the national health policies and laws and regulations [7]. Narration is experience, behavior and life style as a group and an individual, which should not only be “the product of subjective sense”. Although new technologies have great effect on diagnosis and treatment, doctors are far away from patients from another angle, thus aggravating the non-personality tendency of medicine. Human experience is basically story experience, which can explain the actual situation of human beings and their lives. It is not a concept or conceptual system beyond time, but a narrative of life with timeliness, context and interactivity. Narrative medicine gives medicine a temperature. Narrative medicine with temperature should first warm medical practitioners, and then warm patients and society. Therefore, the cultivation and improvement of medical students' humanistic quality is an indispensable and important content in higher education. Therefore, the organic combination of humanities and natural sciences in school education has become a strong demand of modern medical education.

4. Practice the Conception of Narrative Medicine in College English Teaching

English, as the official language of many countries and regions, has been greatly promoted and popularized worldwide. With the acceleration of globalization, the international exchange of frontier science is increasing day by day, especially medicine as a practical science. Foreign language teaching is not only to guide students to learn the pronunciation, grammar, vocabulary,

phrases and sentences of the target language, but also to consider the reform of foreign language teaching from the perspective of cross-cultural communication, that is to say, not only to cultivate students' ability to use the language, but also to cultivate students' ability to properly use the language for cross-cultural communication. Teaching design should take improving students' comprehensive ability as the teaching goal, take students as the teaching subject and innovate teaching methods so as to realize students' all-round development and meet the needs of quality teaching. Medical colleges and universities can aim at the above-mentioned problems in the training mode of medical students, and carry out the cultivation of professional accomplishment in college English teaching step by step and imperceptibly, so as to break through the difficulties in the training mode of medical students in our country.

4.1 Infiltrate Narrative Medical Concepts in Teaching Design

Narrative medicine requires the combination of medicine and literary narrative, which can be fully met in college English teaching. To cultivate students' ability of fine reading is the process of cultivating their understanding of narrative situations. Teachers can tell stories of diseases through narration. That is to say, narration is subjective and is the self-understanding of individual life experience. It not only expresses and states experience, explains what happened in the past, but also expresses the significance of activities and events to relevant people. The main contents of college English teaching aiming at this goal are the cultivation of English language knowledge and application skills and the training of cross-cultural communication ability. The relationship between medical treatment and society, medical treatment and doctors, medical treatment and patients and their families can also be discussed through different narrative forms and narrative angles in medical film and television works. Read medical narrative books, empathize, understand and discuss the humanistic direction in medical practice, and write reading reports. To do this, teachers must first adjust their mentality, change their teaching philosophy, and set aside the hierarchical concept between teachers and students to build a teaching environment of relatively equal and mutual respect. Secondly, it is also an urgent matter to provide teachers with some technical training needed in translation classes. It is mainly to help learners to improve their comprehensive language skills required for specialized courses, including general language knowledge and skills in various disciplines and specialties such as academic writing, academic discussion, literature review, paper reading and presentation.

4.2 Introducing the Connotation of Humanistic Quality into the Arrangement of Teaching Activities

Attempts to introduce narrative medicine into college English teaching need to pay full attention to the design and connection of curriculum arrangement, curriculum structure, teaching activities and other links. If more people have the ability and right to tell stories, on the one hand, the truth of the relationship and fluidity of facts can be presented as fully as possible, and those seeking knowledge can avoid losing their senses to revolve around the universal theory. The cultivation of narrative ability is based on reading a large number of medical literature works. Literature can bring lucidity, spirituality and pleasure to doctors' tired and boring life. Literature can make up for the deficiency of life experience. Humanistic reading is a kind of spiritual cultivation. For medical students, learning from the excellent humanistic knowledge and dialectical philosophical thinking in western culture will have a profound and important impact on their outlook on life, values and world outlook. Through reading, medical students can understand others and society. College English teaching is not only to impart language knowledge, but also to cultivate students' communicative competence. English communicative competence is not only reflected in the grammatical correctness of the language used, but also in the appropriateness of speech acts. Therefore, the cultivation of English communicative competence is inseparable from the cultivation of cultural awareness. Finally, students can understand and integrate into the academic environment of English-speaking countries. To improve students' academic English ability and meet the requirements of future professional study; Guide and help students to deal with various learning tasks; From this, we can see that "narration" endows the existence of human beings with the

conditions of thorough and timely presentation, both in theory and in practice.

4.3 Pay Attention to the Cultivation of Communication Ability in Teaching Summary and Assessment

The promotion of medical students' professional accomplishment requires not only the internalization of humanistic knowledge to humanistic accomplishment through a large number of humanistic reading, but also the externalization of humanistic accomplishment to professional accomplishment through clinical probation, internship and social practice. With the emergence and continuation of medicine, the experience of diseases is divided into two categories: patients and "special others" as doctors. In order to carry out narrative medicine education for medical students in schools, the choice of reading materials should be vivid and typical. English teaching is actually a kind of cross-cultural language teaching. On the one hand, teachers should teach students enough language knowledge and train their language skills; on the other hand, they should also cultivate students' cultural ability and cultural awareness so that they can communicate accurately and smoothly. The cultivation of professional accomplishment requires social environment and social practice. Therefore, we can design simulated interrogation and diagnosis situations for doctor-patient communication in teaching, and use narrative teaching methods for assessment, so as to improve the communication ability of medical students. At the same time, the rationality of the teaching design structure will meet the needs of different students, thus improving the teaching effect. The advanced stage of learning adopts integrated teaching, paying attention to the application of English and reading and writing skills in different academic environments, making teaching methods break away from surface learning, promoting in-depth learning, and encouraging students to use advanced cognitive skills necessary for university stage.

4.4 We Should Strengthen the Systematization of College English Culture Teaching

At present, there are defects in the depth and breadth of cultural guidance in college English teaching. Due to the small number of class hours and the large number of teaching materials, teachers have little energy to explain or compare the cultural phenomena in the teaching materials in detail. Teachers should improve their comprehensive quality through continuous learning, follow the pace of development of the times, grasp the teaching design concept in a timely manner, carry out teaching design according to the needs of students, realize the updating of teaching concept, and realize the scientific and diversified teaching design. If the main aspects of the target language culture are introduced to the students in a macroscopic theoretical way, and the cultural connotations of the words, sentences and chapters that affect communication are analyzed in a microscopic way in combination with the theory, and the similarities and differences of culture are raised to a rational level, over time, the students have a panoramic impression of the target language culture and are familiar with various specific differences, then they can learn to understand things from the perspective of the target language culture and can make predictions on communication behaviors. An investigation and analysis show that there are some deficiencies in the communicative competence of academic English among graduate students in Chinese universities, which are manifested in the fact that the basic abstracts and key words still need to rely on machine translation, and the arts and sciences are not coherent [8]. It can be said that the progress of medicine and the growth of doctors can only be achieved by continuously benefiting from the patient's narrative. In the process of doctors looking for one method after another, medicine has made continuous progress. It should be noted that no matter how well developed it is, medicine should reserve a place for narration.

5. Conclusion

Through narration, medicine can tightly embrace one's destiny. There is no end to narration. Medicine should always go hand in hand with narration. English teaching must reflect the channels and channels of its comprehensive ability. In order to apply it to college classrooms, it is necessary not only to improve students' acceptance of the new teaching mode, but also to continuously

stimulate students' autonomous learning ability, and also to improve teachers' own teaching quality and classroom design for the new teaching mode. College English teaching is to improve students' comprehensive ability. The teaching design should meet students' needs for college English. Although there are many problems in college English teaching design, this paper makes a comprehensive analysis of them and gives specific countermeasures. As departments and teachers who undertake students' English teaching, they should have a certain sense of mission and responsibility, and constantly explore ideas and methods of English teaching.

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