

## Application Analysis of Medical Humanities English based on Project Model

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**Abstract:** Objective: This study aims to explore the feasibility and effectiveness of the project model in medical humanities English teaching. Methods: Taking Nanjing Medical University as an example, with reference to the 10 steps of the project proposed by Stoller, the project model was applied to the classroom of medical humanities English teaching with 5 consecutive teaching weeks. After the end of the project, the student's reflective diary is collected, and the project learning questionnaire is issued and counted. Results: The project model realized the improvement of learners' comprehensive ability in reading, writing and speaking. The project model is conducive to the formation of scientific research literacy of medical students. Conclusion: The project-based model is feasible and effective in medical humanities English teaching, but the efficiency of student teamwork needs to be improved, and the scheduling of project models needs to be considered.

### 1. Introduction

For a long time, most undergraduate students in medical colleges have to go through three years of English study, namely two years of basic English study and one year of medical English study. In the basic English learning stage, the English materials obtained by the students are mainly general knowledge; while in the medical English learning stage, the English materials obtained by the students are mainly based on the expertise in the serious natural sciences. In these three years, there are very few opportunities for student systems to access medical humanities and English. At the same time, from the perspective of teaching mode, English teaching in medical colleges is still difficult to get rid of the traditional model of imprisonment. Teachers pay attention to reading, grammar and vocabulary training. Students rarely participate in practical activities that contribute to skills development, and the main status is not implemented. The direct problem brought about by this unchanging positioning is "the teaching of test-oriented teaching, the general slack in learning and the time-consuming and inefficient system".

### 2. Project mode and medical humanities English teaching

At the beginning of the 20th century, scholars represented by Kilpatrick launched the Progressive Education Movement in the United States, and for the first time proposed the idea of applying the project to classroom teaching. In the 1980s, project learning was introduced into the classroom of foreign language teaching. It experienced four stages of germination, expansion, theoretical research and model construction. It has been more than 30 years old. Although project-based foreign language teaching research has been carried out worldwide and has been greatly developed, but because the theoretical foundation is relatively weak, the definition of "project" in the foreign language classroom is still controversial: some scholars define it. As a way of learning, some scholars believe that it is a teaching method or teaching strategy. But one thing is that researchers can basically reach a consensus that the projects in the foreign language classroom emphasize student-centeredness and put students in complex and meaningful situations. Students set research tasks or topics in the form of group cooperation within a given period of time. Under the guidance of teachers, they use various cognitive tools to collect and integrate information, think and practice in a self-examination manner. Get language knowledge and skills during problems and completing tasks.

Compared with the traditional lecture-based learning (LBL) model, the project model has

obvious advantages in cultivating students' enthusiasm for learning, cognition and thinking skills, and teamwork spirit. In addition, the project model focuses on research topics and tasks, and emphasizes the creation of a realistic situation, which is consistent with the requirement that English teaching should cultivate students' practical pragmatic competence. Therefore, in recent years, domestic project-based English teaching research has been increasing. After combing the relevant research, it is not difficult to find that most of the research is conducted in the context of English for general purpose, for English for specific purposes, especially for English for medical purposes. less. In the few empirical studies on project models and medical English teaching, there is basically no researcher concerned about the application of project models in the teaching of English on medical humanities. Medical humanities is an interdisciplinary subject between medicine and humanities. It is a discipline that considers and interprets various medical phenomena and events from the perspective of humanities. Some social problems encountered in the development of medicine, when medicine itself is difficult to explain and solve, have to rely on the relevant humanities and social sciences. Therefore, whether from the perspective of medical self-development or from the perspective of improving human health, it is necessary to strengthen the construction of medical humanities.

### **3. Practice of project mode in medical humanities English teaching**

This study is for all students of Nanjing Medical University 2012 (except for medical English students and students of the seven-year program), involving 30 classes. The number of students varies from 30 to 45, and more than 90% of the students have passed the CET-4 and have a certain basic medical knowledge. In the early stage of the project, the students completed the questionnaire questionnaire for the team role of the Ballin, and based on the survey results, formed a research team of 6-8 people.

The study was conducted using 5 consecutive teaching weeks, 2 hours per week. Referring to the 10 steps of project implementation proposed by Stroller, combined with the actual situation of Nanjing Medical University, the researchers developed the following implementation process. 1. The first week: the screening of the theme and the determination of the task Through a year and a half of basic English teaching, combined with domestic and international medical humanities hot topics, teachers and students jointly developed four research themes: Euthanasia (euthanasia), Food Safety ( Food Safety), Doctor-patient Relationship, Mental Health. Students select topics on a group basis, narrowing the theme in the initial data collection process, and finalizing specific research tasks. At this stage, students have developed innovative research projects including: Medical students' views on euthanasia of labanimals; medical knowledge of medical safety between medicalstudents and non-medical students (Cognitive differences on food safety between medicalstudents and non-medical students) Differences in the perception of food hygiene between raw and non-medical students; Influence of eye contacton doctor-patient relationship; Foreign language anxiety of medical students. 2. The second week: theoretical guidance and technical support theory, the teacher introduced the connotation of project learning, the difference between project learning and traditional learning mode, and the project development process and evaluation system. On this basis, the teacher presents the students with the general process of scientific research, including: the selection of research projects, the review of relevant research at home and abroad, the quantitative and qualitative methods, the presentation of research results, and the norms cited.

After the five-week project was completed, the study group submitted complete study materials, including 30 English research reports, 182 project learning reports, 802 English courseware, 24 video files, and 2 639 Chinese and English documents. In successful projects, research on euthanasia focuses on the cognitive differences between medical students and non-medical students on euthanasia; research on food safety focuses on medical students' understanding of hot issues such as genetic modification and food packaging; The research on the relationship between the doctors focuses on the influence of doctors' personal literacy, eyes, turn, medical film and television drama, hospital environment and other factors on the relationship between doctors and patients. The

research on mental health focuses on medical students' project learning, anatomy, medical English, etc. Psychological observation of school-based curriculum in medical colleges.

From the perspective of English language proficiency, students are fluent in oral and written English to express medical and human views. From the perspective of research ability, students are proficient in the process of project development; the English courseware produced includes various forms of documents such as PPT, Prezi, and Adobe; the research process not only combines online questionnaires with paper questionnaires, but also The quantitative method is combined with the qualitative method; the research conclusions not only have pure theoretical discussion, but also scientific statistical results based on software such as SPSS and Excel. After completing the project data compilation, the teacher team selected 5 classes by group sampling, and distributed 150 project learning questionnaires by random sampling and 147 valid questionnaires. In addition, teachers receive a reflective diary of some students. Combining the results of the two surveys, the researchers believe that the project-based model is feasible and effective in medical humanities English teaching, mainly in the following two aspects.

In the project learning questionnaire, 66% of the students believe that the project-based model can promote their proficiency in expressing some medical and human views in English. As each student in the project learning process has to make one or more 10-15 minutes of presentations on behalf of the group, the students' oral expression skills are exercised during the preparation of the activity. In addition, in terms of written expression, the project model requires the study group to submit an English research report. From the discourse level, the students achieve the textual output. 63% of students believe that medical English reading ability has improved. During the five-week teaching activities, students need to collect, review, and organize a large number of medical English articles or research reports. Students' reading speed and understanding of medical humanities concepts have been trained.

73% of the students believe that the literature search ability has been improved in the project learning; 60% of the students think that the critical thinking ability has been strengthened; 65% of the students began to think about the medical and human problems that were rarely concerned before; and more than 80% The students believe that the project learning makes them proficient in the implementation process of scientific research and the writing method of research reports, which lays a good foundation for future professional paper writing.

#### **4. Conclusion**

For undergraduates, in addition to giving them modern professional knowledge, it is more important to improve their ability to gradually acquire good learning, practical ability, ability to analyze and solve problems, express writing skills, and people. The ability to communicate and cooperate and the ability to innovate. During the project learning process, students have experienced the process of discovering problems, discussing problems, correcting problems, solving problems, and reflecting on problems. In this process, English as a carrier makes it possible to integrate medicine and humanities, skills and abilities, and words and thoughts. In addition, most of the research projects in the English classroom, including this study, were conducted using a complete teaching week. During this period, all classroom activities were basically separated from some traditional but indispensable grammar teaching methods. Teaching methods. The project model is not the "all-in-one" of English teaching. It cannot replace other teaching methods, but should be supplemented and expanded as classroom teaching and learning. How to make the project study reasonably runs through the semester teaching, how to allocate time and schedule progress from a global perspective is also a question that researchers should examine in the future.

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