

Exploration of Integrating Ideological and Political Courses into the Teaching of Digestive System Diseases in Internal Medicine

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Abstract

Gastroenterology is an important course in the medical profession. It concerns the diseases and treatments of the digestive system in the human body. Ideological and political education is to cultivate students' correct world outlook, outlook on life, values, and improve their ideological quality and moral level. This paper aims to explore how to integrate curriculum ideology and politics into the teaching of digestive system diseases in internal medicine, and improve the ideological and moral quality and comprehensive ability of medical students. This paper first introduces the teaching content and current situation of digestive system diseases in internal medicine, and puts forward some practical suggestions of integrating curriculum ideology and politics into the teaching of digestive system diseases in internal medicine. These suggestions include attaching importance to students' ideological education and humanistic care, strengthening teacher-student interaction and communication, and improving teaching evaluation mechanism. The research content of this paper has certain reference value for improving the comprehensive quality of medical students and training medical talents.

Keywords

Curriculum ideology and politics, Department of gastroenterology, Draw lessons from

Internal medicine digestive diseases are one of the most important courses in the medical profession. Its knowledge covers the diagnosis and treatment of diseases of the gastrointestinal tract, liver, biliary and pancreas. However, in traditional medical education, ideological and political education is rarely combined with the teaching of internal medicine and digestive system diseases, which leads to the lack of sufficient social responsibility and humanistic care of medical students, which has a negative impact on the comprehensive treatment effect of patients. Through research, it is found that integrating ideological and political thinking into the teaching of digestive diseases in internal medicine can effectively improve medical students' sense of social responsibility and humanistic care, so that they cannot only master the theoretical knowledge and skills of disease treatment, but also better serve patients in practice. In addition, this integrated teaching method is also beneficial to cultivate the comprehensive quality and ability of medical students and enhance their competitiveness in future medical practice. This paper aims to explore the methods and effects of integrating curriculum ideology and politics into the teaching of digestive diseases in internal medicine, in order to provide some reference for the reform of medical education.

1. The concept and connotation of curriculum ideological and political thinking

Curriculum ideological and political education refers to an educational mode that combines ideological and po-

litical education theories with subject knowledge in the teaching process to enhance students' ideological and moral character, social responsibility and innovation ability. Ideological and political connotations of the course include the following aspects:

1.1 Political guidance

Curriculum ideology and politics is an educational mode that runs through the whole teaching process under the guidance of Marxism. Its purpose is to guide students to set up a correct world outlook, outlook on life and values, and make them have a firm spirit of patriotism, national spirit and collectivism.

1.2 Curriculum quality

Curriculum ideological and political science requires that the content of the course should be epochal, cutting-edge and scientific, and pay attention to the cultivation of students' innovative spirit and practical ability, so as to improve the quality of the course and teaching effect.

1.3 The role of teachers

Teachers play an important role in the ideological and political education of the curriculum. They need to have high political quality, deep knowledge of the subject, strong teaching ability and other qualities. At the same time, they also need to have good ethics and style of teachers and play an exemplary role.

1.4 Student development

Through the course of ideological and political education, students can continuously improve their comprehensive quality and ability, develop their personal potential and realize their self-value, and at the same time make more contributions to the development and progress of the society [1].

2. Teaching objective and significance of ideological and political construction in gastroenterology teaching

Under the premise that the content of medical education is constantly updated, the advanced nature of social progress and culture is also increasingly apparent. Therefore, we should set up innovative thinking in the teaching process of gastroenterology, and clarify the teaching objectives and significance. We should reasonably combine the history and the development direction of The Times with the existing professional knowledge, pay attention to the combination of innovative thought, scientific thought, dialectical thought and systematic thought in the teaching process, and integrate scientific values, outlook on life and world outlook into the teaching process to establish a correct ideological framework for students [2].

First of all, we set teaching objectives and requirements in the teaching of gastroenterology, focusing on adding ideological and political content in appropriate teaching links. In the teaching process of gastroenterology, we should first pay attention to and ensure the integrity of the teaching content, which includes the pathology and symptoms of common diseases, how to diagnose and treat them, how to differentiate diagnosis and learn the relevant basic theoretical knowledge of prognosis in gastroenterology, as well as teaching the relevant common operation techniques in gastroenterology. As well as the teaching of clinical frontier knowledge, it cannot be ignored that students should have the opportunity to experience professional knowledge such as how to establish clinical thinking, how to communicate, how to cooperate with various departments of the team, and how to communicate with patients through case explanation. At the same time, it cannot be ignored that courses should be set up to integrate ideology and politics into the teaching of gastroenterology. While students learn professional knowledge, the goal of ideological and political course construction will be completed, the socialist core values of students will be established and perfected, the medical dedication spirit of students will be cultivated, and medical science will be respected and medical career will be loved.

3. The requirement of curriculum ideological and political construction for teaching teachers

The requirement of curriculum ideological and political construction to teachers' ability is obvious. Although we have rich experience in the cultivation of teaching ability, the ideological and political construction of the curriculum based on the blueprint of education puts forward higher and greater ability requirements for our teachers. First of all, teachers should have a correct understanding of themselves, strengthen their national consciousness, cultural confidence and political concept construction, and expand their knowledge reserves to organically integrate professional knowledge, skills and ideological and political content, so as to promote the all-round development of stu-

dents, and give full play to teachers' functions of educating people and morals and preaching and learning to solve doubts. Before teaching, we first pay attention to the construction of the team's ideological and political ability, and enhance the ideological and political education consciousness of gastroenterology teachers. Constantly strengthen the ideological and political ideas of all teachers and love the Party education. We require teachers to improve their cognition of the significance of ideological and political construction in the course, and construct the course of gastroenterology and ideological and political theory at the same time. This is the thought of collaborative education, which is the educational policy of the Party and the state, and the common mission of teachers at all levels at present. The teachers establish the idea of striving to cultivate excellent talents and make their own contribution to the national medical construction. Although the clinical work is busy, I still find time to conduct teaching activities every week to encourage every teacher to integrate into the ideological and political construction of the course, which not only reminds the importance of ideological and political construction, but also allows everyone to establish an organic integration of ideological and political construction of the course and gastroenterology, improve the idea and ability of ideological and political teaching, and promote the ability to build professional ethics. And highlight the socialist core values in the teaching process; In the end, we checked every link of collective lesson preparation, teaching plan preparation, demonstration teaching and so on, and summed up experience and classic ideological and political cases, so that teachers can teach with ideas and strengths. In the teaching process, we have cultivated a team of teachers with high ideological and theoretical level and political awareness, and rich experience in teaching, scientific research and medical treatment [3].

4. Content and current situation of teaching of digestive system diseases in Internal medicine

The teaching of digestive diseases in internal medicine mainly involves the knowledge of digestive system anatomy, physiology, pathology and clinical manifestations. It includes the anatomical structure of gastrointestinal tract, the mechanism of digestion and absorption, the classification, etiology, pathophysiological changes, diagnosis and treatment of digestive system diseases.

In the teaching of digestive diseases in internal science, it is necessary to cultivate students' practical ability, diagnostic thinking and teamwork spirit in addition to teaching basic knowledge. Therefore, teachers not only need to explain knowledge points, but also need to guide students to transform theoretical knowledge into practical application ability through clinical cases, simulated cases and experimental demonstrations.

However, there are some problems in the teaching of digestive diseases in internal medicine. For example, the teaching content is single, the theory is divorced from practice, the teaching method is monotonous and so on. These problems not only affect the teaching effect, but also restrict students' learning interest and enthusiasm. Therefore, it is necessary to explore a new teaching mode to integrate curriculum ideological and political ideas into the teaching of digestive system diseases in internal medicine, so as to improve the teaching quality and students' comprehensive quality.

5. A practical exploration of integrating curriculum ideology and politics into the teaching of digestive diseases in internal medicine

5.1 Improving the quality of teacher-student interaction and ideological education

To improve the quality of teacher-student interaction and ideological education, we can start from the following aspects: First, establish a teacher-student relationship of equality, respect and mutual trust. Teachers should respect the individuality of students, give students enough freedom and space; And students should respect the authority of teachers and listen to their guidance carefully. To establish a teacher-student relationship of equality, respect and mutual trust is the premise of promoting teacher-student interaction and ideological education quality. Second, guide students to participate in class. Teachers should pay attention to enlighten students' thinking, let students actively participate in the discussion in class, express their own views and accept the different views of others. Through various forms of communication, students are guided to think from different angles and cultivate their ability to examine problems and innovative spirit. Third, strengthen class management. Class is the basic unit of teacher-student interaction and ideological education. Teachers should strengthen class management, establish a standard class system, encourage students to participate in class activities, enhance class cohesion and sense of belonging. Fourth, improve teaching quality: teaching quality is the key to teacher-student interaction and ideological education. Teachers should pay attention to the innovation of teaching methods, increase interactive links and speculative teaching content, let students learn and think in practice, improve the classroom effect and teaching quality. Fifth, pay attention to humanistic care. Teachers should pay attention to the humanistic care for students, under-

stand the situation and needs of students, and care about the growth and development of students. Through individual talk, psychological counseling and other ways to stimulate students' inner motivation and potential, improve the quality of ideological education [4].

5.2 Pay attention to medical ethics education and cultivate students' professional ethics awareness

Medical ethics education is an important part of medical education. Its purpose is to help medical students develop lofty professional ethics, maintain professional ethics and maintain a good image in the medical and health field by imparting ethical knowledge and cultivating professional ethics awareness. In order to achieve this goal, we need to start from the following aspects: First, emphasize the concept of ethics. What ethical concepts should doctors have, such as respecting patients' rights, being compassionate, keeping promises and so on? Secondly, it focuses on ethical practice, allowing students to personally experience ethical issues in medical practice and guiding them to think about how to solve these problems and how to treat the needs of patients and families. Third, strengthen teacher demonstration. As a model for students, teachers should play an active role in guiding students to set up correct professional ethics with their own words and deeds. Fourth, the establishment of ethical archives. Medical ethics archives should be established to record the ethical practices of medical students, constantly check and improve them, so that the professional norms of medical students can be fully standardized. Through the above measures, students can fully understand the ethical knowledge and professional ethics in the medical and health field in the medical education, improve their professional quality and medical practice ability, and lay a solid foundation for training a generation of medical talents with excellent professional ethics.

5.3 To carry out various forms of discussions, lectures and practical activities

Carrying out various forms of discussion, lectures and practical activities on medical ideology and politics can help improve the ideological and moral level of medical students and enhance their sense of social responsibility and professional ethics. The following are some possible forms: First, give lectures on medical ethics. Professionals such as the director of the hospital ethics committee can be invited to explain the basic concepts, significance, principles and applications of medical ethics and guide students to correctly deal with medical ethical issues. Second, organize medical case analysis meeting. On the basis of real medical cases, experts and students are invited to discuss and analyze together, excavating ethical, legal, psychological and other problems reflected in the cases, and cultivating students' ability to solve practical problems. Third, carry out social practice activities. Through organizing activities such as free clinic, patient visit and hospital visit, students can get in touch with the real medical environment and patients' needs, feel the importance of medical services, and cultivate medical students' compassion and responsibility for patients. Fourth, encourage medical research. Encourage students to participate in scientific research in the field of medicine, improve their innovation ability and practical experience, but also enhance their sense of social responsibility and professional ethics. Through the above various forms of discussion, lectures and practical activities, it can effectively improve the ideological and moral level of medical students, guide them to correctly deal with medical ethical issues, and become a medical talent with a sense of social responsibility and professional ethics.

5.4 Diversity of ideological and political teaching methods

In the teaching process, we encourage teachers to pay attention to the flexible application of teaching methods. It is suggested that teachers should teach gastroenterology diseases through case teaching, combined with mind mapping, PBL, TBL, learning-asking, questioning-asking, heuristic teaching and other means in the teaching process, combined with network learning platform and other flexible teaching methods. In the course of explaining the case of digestive massive bleeding, the important link in the treatment means is mathematics, what should be paid attention to in blood transfusion, and a series of medical accidents will be caused if there is any problem, warning medical students that there is no trivial matter in clinical, they must have a rigorous medical attitude to avoid medical accidents and risks. In the explanation and learning of peptic ulcer, through the explanation of typical cases, students are reminded to pay attention to the situation of patients in life, and through role-playing and immersive teaching methods, students can understand the mood of patients, learn the diagnosis and treatment process, build doctor-patient communication ability, stimulate students' interest in learning, cultivate clinical thinking ability, and at the same time, effectively proceed from the interests of patients. Foster the concept of universal health. In the course of teaching, students should establish the idea of serving the people's health, have the spirit of teamwork, establish a good relationship between doctors and patients, and have the spirit of humanistic care. In short, we will establish ideological and political case materials and resources into the teaching knowledge, to achieve the purpose

of spring breeze rain, hidden education.

5.5 Students' feedback on curriculum ideology and politics

In the teaching process, teachers' pay attention to timely communication with students, listen to the feedback of students, so as to internalize ideological and political education: We can use the evaluation form of classroom teaching and set up questions related to ideological and political teaching content, including the degree of understanding of ideological and political content of the course, including the understanding of socialist core values, professional ethics and humanistic care, whether it is conducive to improving personal outlook on life and values, whether we are satisfied with the ideological and political content, Whether it is conducive to promoting the learning interest in the teaching content of professional knowledge, whether it is conducive to the cultivation of professional interest, whether it is satisfied with the ideological and political teaching links set up, and whether it has suggestions for teaching reform. Through feedback from students, it is suggested to set up more ideological and political cases and teacher-student interaction links to increase learning interest while not affecting the teaching of professional knowledge. Through a series of student feedback and interaction, students have fully improved their abilities in this process, so that they can fully establish a correct outlook on life, establish socialist core values, and at the same time, they can well cooperate with the teacher's teaching, and feedback the shortcomings or suggestions in the teaching process, so as to evaluate the teaching effect.

5.6 Curriculum ideological and political management and teaching evaluation

As the basic teaching system of gastroenterology, the course ideological and political construction work of our department has established and improved the course management system in the course ideological and political teaching process of gastroenterology. Through peer evaluation and students' teaching feedback, we have established a collaborative mechanism for teaching and evaluation to effectively build the course management guarantee. Teachers are encouraged to carry out ideological and political case textbook construction, participate in teaching reform, and actively organize curriculum ideological and political teaching plan competition, ideological and political content lecture open class activities, while evaluating the teaching effect, promote teachers' enthusiasm for curriculum construction, and finally achieve the medical content and ideological and political content parallel, to achieve the purpose of all-round education. By evaluating the teaching effect and students' learning feedback, the practical effect of curriculum ideology and politics in the teaching of gastroenterology was investigated, so as to provide strong support for the construction of curriculum ideology and politics in the teaching of gastroenterology.

6. Concluding remarks

This paper explores the integration of ideology and politics into the teaching of internal science digestive system diseases, aiming at improving students' moral quality, ideological consciousness and social responsibility, and promoting the development of medical career. Based on the evaluation of the existing teaching mode and the understanding of the ideological and political ideas of the curriculum, a series of measures are put forward, such as enhancing students' sense of social responsibility, improving students' humanistic quality, guiding students to conduct scientific research, and strengthening the communication and interaction between teachers and students, so as to organically combine ideological and political education with subject teaching. The integration of ideology and politics in the curriculum cannot only improve students' comprehensive quality and professional level, but also promote the healthy development of medical career. Therefore, universities and medical institutions are urged to strengthen the integration of ideological and political education in the curriculum, so as to lay a solid foundation for training medical personnel with high quality and high ability.

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