

Discussion on the Teaching of Traditional Chinese Medicine (Acupuncture and Moxibustion) in Myanmar

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Abstract: Acupuncture has been popular in foreign countries in recent years, especially in the treatment of neck pain, lower back pain, and other neurological diseases. As a result, many countries have started to invite TCM teachers from China to train their medical workers in Traditional Chinese Medicine (Acupuncture). The teaching of Traditional Chinese Medicine (Acupuncture and Moxibustion) in Myanmar has been carried out for 2 years. Through the feedback from students in the teaching process, this paper analyzes and summarizes the problems in the hope of drawing on and developing the overseas teaching system of traditional Chinese medicine in the future.

Keywords: Acupuncture; Teaching experience; Myanmar

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1 Introduction

The Traditional Chinese Medicine (TCM) courses began at the University of Traditional Medicine in Mandalay, Myanmar in 2018. During the past two years. According to the progress of the lecture, and the feedback from the students, In order to make the TCM lecture better teacher who give the courses have improved the contents of all courses and reformed the teaching methods. This study analyzes the problems existing in the teaching of traditional Chinese medicine (Acupuncture and Moxibustion) in Myanmar from many aspects, hoping to provide some references for

the future teaching of traditional Chinese medicine in Myanmar.

2 Backgrounds

2.1 Cultural background

As an important part of Chinese traditional culture, Chinese traditional medicine culture is the essence of ancient Chinese philosophy and science. It can be regarded as evidence that the ancient people of Chinese people explored the mysterious natural world. Learning Chinese traditional culture is not only the preparation for overseas students to learn Chinese medicine knowledge, but also the key and breakthrough to learn Chinese medicine well^[1]. In the curriculum of China Medicine University, we focus on the dissemination of Chinese culture and knowledge, the cultivation of cultural quality and the promotion of Chinese humanistic thinking^[2-3]. In this way, students can better understand the cultural connotation of TCM in the process of learning Chinese culture.

2.2 Student's Background

The students come from both the University of Traditional Medicine, Myanmar (UTMM) and Traditional Medical hospitals in others cities of Myanmar. All the students have the background of traditional medicine. According to the courses arrangement of UTMM, students from the UTMM have already learned the basic theory of traditional Chinese medicine including Acupuncture and other basic courses of western medicine such as anatomy, physiology, pathology during their undergraduate

years. In exploring the relationship between medicine and human health, the research methods used in Traditional Myanmar Medicine are similar to those used in Traditional Chinese Medicine, using the ancient dialectical methodologist, and it is fully helpful for students to understand the dialectics of traditional Chinese medicine. At the same time, the students' English reading and writing ability is strong, especially the medical English reading and writing ability, but the oral listening ability is a little inferior.

3 Teaching Aims and Course design

3.1 Aims

According to the requirements of the Ministry of health and sports, Myanmar. After training the Students could use Traditional Chinese Medicine--Acupuncture to treat disease independently.

Considering the students have different knowledge backgrounds from Chinese students. Combined with the teaching objectives, we designed the basic theory courses of Traditional Chinese Medicine by referring to the syllabus of the Chinese Medicine of YUTCM. Design the course of Acupuncture by referring to the syllabus of Acupuncture and Massage major of YUTCM.

3.2 Course design

The first class of training: Chinese medicine basic theory 50 hours, Chinese medicine diagnostics are 50 hours, meridian acupoints are 50 hours, acupuncture and moxibustion are 50 hours. It includes 20 class hours of practice, mainly using students to practice the positioning of acupuncture points and the operation of acupuncture.

The content of "introduction to Chinese culture" should be appropriately added to increase students' general knowledge of China and arouse their interest in Chinese culture. In order to help overseas students better understand the origin and development history of traditional Chinese medicine, the course "general introduction to traditional Chinese medicine" should be attached. Gradually let the students present the medical knowledge system in their mind, form the thinking mode of traditional Chinese medicine, and lay the theoretical foundation for further learning the professional knowledge of traditional Chinese medicine.

3.3 Textbook selection

In the course of teaching, the books used by the students were published by Yunnan nationality publishing, Concise English - Chinese basic theory of Chinese medicine, and Concise English - Chinese acupoints effect and clinical acupuncture therapy. These two textbooks are specially used by overseas Chinese medicine teachers and foreign students. English bilingual labeling is concise and to the point, highlighting the key points. Some disadvantages are that the author sometimes has inaccurate expressions in the translation of TCM concepts, which requires the teacher to pay attention to the interpretation of the English meaning in the teaching process. For example: "In the book Concise English - Chinese acupoint effect and clinical acupuncture therapy page 118, with "night sweating", teacher should explain here night sweats refers to sweat while you are sleeping, and not just at night.

In addition, the teachers also refer to the Chinese medicine publishing house in the course of preparation "Chinese medicine diagnostics", "the basis of traditional Chinese medicine" and the world book publishing company "acupuncture and moxibustion learning English tutorial". At the same time, Chengdu xi chi technology co., LTD. - professional human anatomy 3D atlas software.

4 The difficulty during teaching

4.1 Language Communication

It is contain ten years in basic education in Myanmar. Since the ninth year, students have adopted "science" and "liberal art" -- two classes. Only those students who choose the "science" class can apply for medical schools in the university entrance examination. Students in science classes began to use English textbooks from the ninth year gradually, and all of them used English textbooks in the tenth year. After entering traditional medicine university, English compulsory courses are offered in the first year. Meanwhile, basic courses of western medicine, such as human anatomy, physiology, pathology and biochemistry, are taught in English. It can be seen that students of medicine university of Myanmar have strong English ability in medical specialty.

Textbook is the carrier of knowledge and an important part of teaching^[4]. After determining the

medical English skills of Myanmar students, the students were taught in English textbooks, and the teaching process was conducted in English.

However, due to the different pronunciation system of Burmese Myanmar language and Chinese language, the pronunciation of English also has certain differences in accent. Therefore, English power point picture teaching is combined in the teaching process. At the beginning, the oral English teaching speed should be slowed down. After the students get used to the teacher's accent, the English teaching speed should be increased. Using this method, the students have been able to fully follow the teacher's teaching, a good understanding of the teaching content.

4.2 Lack of clinical practice

Although acupuncture is currently allowed to treat patients in traditional Myanmar hospitals, However, as the regulations were only released in April 2018, China has only begun systematic TCM training in Myanmar for two years, with less than 100 students be trained. As a result, there is not enough clinical practice of traditional Chinese medicine (TCM) with teachers and students. After studying traditional Chinese acupuncture and moxibustion, many students have only theoretical knowledge.

To address this problem, Yunnan University of traditional Chinese medicine considered the long-term effects of learning traditional Chinese medicine by medical practitioners in Myanmar.

Two-way teaching is adopted. In addition to sending teachers from outside Myanmar, local teachers from Myanmar are also invited to China to train Chinese medicine in a planned way, so that more medical workers in Myanmar can further learn Chinese medicine culture and understand its connotation for practical use.

4.3 The law

With the proposal of "One Belt And One Road" in China, as well as the mutual exchanges between Chinese university of traditional Chinese medicine and Myanmar traditional medicine in recent years. The spread and development of traditional Chinese medicine (TCM) in Myanmar has attracted more and more attention from the Myanmar people. However, as in other countries, TCM is developing rapidly in the private sector, and governments in these countries are lagging behind in the legislation of TCM^[5].

Since April 2018, the ministry of health of traditional

medicine of Myanmar has issued a document allowing medical personnel in the country who have obtained bachelor and master degrees from traditional medical universities and passed the Myanmar medical and health examination to engage in acupuncture treatment activities in traditional hospitals of Myanmar.

However, there is no clear regulation on how foreigners can use traditional Chinese medicine prescription and acupuncture in Myanmar, traditional Chinese medicine in Myanmar is in a gray area. As a result, other traditional Chinese medicine treatments, except acupuncture, cannot be practiced in Myanmar.

After the teaching, the feedback from the students generally reflects that the practical operation hours are insufficient, and the operation cannot be well practiced. Therefore, since the second training class began to make some adjustments to the course: 50 hours of basic theory of traditional Chinese medicine, 50 hours of diagnostics of traditional Chinese medicine, 70 hours of meridian acupoints , and 70 hours of Acupuncture and moxibustion therapy, including 40 hours of practice class, which mainly added practical courses of meridians and acupoints and acupuncture therapy.

4.4 Improvement of students' ability

During teaching, students should first have the basic concepts and dialectics of traditional Chinese medicine, especially the basic concepts of Yin and Yang, Five elements, Qi, Blood and Fluid. Fortunately, Myanmar traditional medicine has similarity principle with Traditional Chinese Medicine, both using the simple materialism dialectics to analysis of the diseases. So it is easy for the students who coming from Myanmar to understand the five elements, Yin and Yang. In order to allow students to better experience the movement of Qi, Blood and Fluid in the body, students can be suggested to practice Tai Qhi to experience the movement of breath and other substances in the body.

After students master the basic theoretical knowledge of Traditional Chinese Medicine, they can learn the method of TCM syndrome differentiation, the principles and systems of TCM treatment of diseases, disease differentiation, syndrome differentiation, and understand that the same diseases of different patterns should use the different treatments

For example, in the treatment of waist pain, Chinese medicine named back pain by "Yao Bi" and depending on the symptoms of lower back pain, it will be classified: wind pattern, cold pattern, dampness pattern. Main points to treat back pain: Ashi, BL25(Da

changshu), BL54(Zhibian), GB30(Huantiao), BL40(Weizhong). Cold Pattern adds:RN4(guan yuan),BL23(Shenshu) with moxibustion ; The wind Pattern adds the BL17(Genshu) , SP10(Xuehai); Wet stagnation add:ST36(Zusanli),SP6(Sanyinjiao). That is the characteristic of TCM syndrome differentiation.

During teaching, we should pay attention to avoid students from overgeneralization and use disease differentiation treatment instead of syndrome differentiation treatment.

5 Other organizations' help

5.1 Based on Confucius institute

The construction of Confucius institute and "One Belt And One Road" is an important measure of China's opening to the outside world. Confucius institute in the construction of "One Belt And One Road", its function should be aimed at teaching Chinese service trade and economic and cultural exchanges between the realizations of cultural identity, to build the friendship bridge reduce construction. Construction of the Confucius institute to broaden and deepen services, expand cultural exchanges, strengthen the cultural identity, adhere to build the concept, build a Shared platform, adhere to innovation, enhance the international cultural communication form cultural identity^[6].

Confucius institutes have always played a role in many aspects. After the "One Belt And One Road" strategy was proposed, they should not only assume responsibility in the communication of language and culture, but also act as ambassadors of China to other countries.

The Confucius institute in Mandalay Fuqing, Myanmar, opened in May 2008. The training school jointly sponsored by Yunnan University and the Mandalay Fuqing language computer class, not only teaches Chinese but also Chinese traditional medicine. In 2017, the Fuqing Confucius classroom, in cooperation with Yunnan University of traditional Chinese medicine and Myanmar traditional medical university, opened a TCM training course in Mandalay.

5.2 Baise on Medicine center

Yunnan University of Chinese medicine has been planning to apply for the project of "China-Myanmar traditional Chinese medicine center" since 2017. In May 2018, Yunnan University of Chinese medicine signed

a memorandum of cooperation with the department of traditional medicine of Myanmar and the Myanmar-china friendship association (Mandalay) to jointly build the China-Myanmar traditional Chinese medicine center.

The China Myanmar traditional Chinese medicine center was officially established in August 2019. With the help of the overseas TCM center, Yunnan University of Chinese medicine and the Myanmar department of traditional medicine successfully carried out various TCM medical cooperation.

For example, in 2018, Yunnan University of Chinese medicine sent two teachers to Myanmar to teach characteristic diagnosis and treatment methods of traditional Chinese medicine and traditional Chinese medicine massage. Every year from 2017 to 2019, the department of traditional medicine of Myanmar selects medical personnel from all over Myanmar to study Chinese medicine culture in Yunnan University of Chinese medicine for a 3-week. Myanmar medical workers are also giving lectures on traditional Burmese medicine in China.

Therefore, through the platform of overseas TCM centers, teaching and exchange visits, the strategy of "go out, come in" of TCM culture can be realized, and the spread of TCM culture in Myanmar can be effectively promoted.

5.3 Based on traditional medicine association

In 1953, more than 800 people in Rangoon, Myanmar, set up a TCM museum and established a committee for scientific activities of TCM, holding regular TCM lectures, free medical treatment, seminars and exchanges with Chinese doctors. In 1968, the Myanmar government approved the establishment of the "Chinese Medicine Medical association, Myanmar".

Nowadays, the society selects famous local traditional doctors from Rangoon, Mandalay and Naypyidaw as its members, among whom are scholars who love traditional Chinese medicine. The traditional medicine of Myanmar is mainly Burman people medicine, and it has also been integrated with Ajuwuda medicine, Metallurgy, divination and so on.

It can be seen that traditional medicine in Myanmar is highly inclusive and can be used for reference if it has positive effects on health.

While developing traditional Myanmar medicine, the institute also encourages the integration of traditional Chinese medicine, Indian medicine and western

medicine with traditional Burmese medical knowledge and methods.

On this basis, traditional Chinese medicine should be integrated with traditional Myanmar medicine, learn from each other, be open and inclusive, and bring its characteristics into play for the benefit of more Myanmar people.

6 Summary

To sum up, overseas teaching of TCM should pay more attention to the background of local students and solve the teaching problems. It should integrate traditional Myanmar medicine, learn from each other, be open and inclusive, and bring its characteristics into play for the benefit of more Myanmar people. At the same time, the overseas teaching of traditional Chinese medicine is more focused on clinical practice. However, because of overseas teaching and training, teachers should strictly comply with the requirements of the laws of the country where they are located. Avoid touching the law so that teachers can work successfully overseas.

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