

# The Integration Path and Teaching Innovation of Ideological and Political Education in Medical English Courses

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**Abstract:** This article discusses the specific path of integrating ideological and political education into Medical English courses and the innovative strategy of teaching theories, aiming to improve students' language ability and professional moral literacy. Confronted with the current challenges in education, the article proposes strategies including the ideological-political transformation of textbook content, the innovative design of teaching methods, the comprehensive expansion of extracurricular activities, and the diversified improvement of evaluation systems. In addition, the application of blended teaching, interdisciplinary integration, project-based learning, and technology-assisted teaching are elaborated in detail to realize the deep integration of knowledge transmission and value shaping, and to promote the overall and balanced development of students.

**Keywords:** Medical English; Curriculum ideology; Teaching innovation; Interdisciplinary integration; Project-based learning

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## 1. Introduction

To meet the educational standards of the new era, the concept of curriculum ideology and politics has gradually emerged, which focuses on advocating that ideological and political education be interspersed with professional courses to realize the educational purpose of "cultivating morality and educating people." In Medical English programs, many contents naturally fit with ideological and political education, such as medical ethics, professional conducts, global health issues, etc. However, in the past, the teaching methods usually failed to meet students' needs or effectively integrate these elements, resulting in students neglecting the cultivation of humanistic spirit and moral qualities while learning the language. Given this, this paper probes into the methods of integrating ideological and political education into the teaching practice of Medical English, aiming to promote the reform of the education model in this area.

## **2. Analysis of the integration of Medical English courses and curriculum ideology and politics**

### **2.1. Integration of the specialization of Medical English courses and the commonness of ideological and political education**

The Medical English course is unique in its professional characteristics such as professional vocabulary and special terms, which carry the important task of teaching medical ethics and professional norms. In particular, the medical ethics concept of “patient first” coincides with the “people-oriented” principle in ideological and political education. When teaching medical terminology, discussing the patient’s informed consent and ethical dilemmas in medical decision-making in real cases can stimulate students to think deeply about medical ethics <sup>[1]</sup>. Through teaching activities like simulated role-playing and ethical debates, teachers can further deepen students’ understanding of the integration of medical professionalism and humanistic spirit, and at the same time improve their professional English expression skills <sup>[2]</sup>.

### **2.2. Resonance of humanistic spirit of Medical English and emotional education of curriculum ideology and politics**

Medical English courses teach language skills, and in a deeper sense cultivate students’ deep concern for patients and high respect for life. When teaching terminologies related to informed consent, teachers can integrate it into life and death education, so as to deeply emphasize the vital importance of emotional interaction in doctor-patient communication and to stimulate students to think about how to express themselves precisely and empathetically <sup>[3]</sup>. By designing scenarios, teachers can help students not only to refine their language skills but also to nourish their emotional empathy and humanistic feelings through the simulation of doctor-patient communication in different cultural backgrounds <sup>[4]</sup>.

### **2.3. Cultivation of global perspective in both Medical English and curriculum ideology and politics**

In the tide of globalization, medical English is not only a bridge of communication but also a lens to observe the international medical world. In the classroom, global health issues can be introduced as topics, such as prevention and control strategies for emerging infectious diseases or examples of cross-border medical collaboration, so as to deeply explore the indispensability of international cooperation <sup>[5]</sup>. Meanwhile, by studying the reports of international medical conferences, students can capture the latest trends in global healthcare. The concept of a “human community of common destiny” advocated in ideological and political education can be further understood and experienced through the analysis of global health inequality, thus inspiring students to integrate international vision and social responsibility in future medical practice. In addition, teachers should actively encourage students to engage in international medical volunteer services or cross-cultural researches, providing them with valuable practical platforms to refine their international competitiveness and cross-cultural communication skills <sup>[6]</sup>.

### **2.4. Practicality of Medical English and the unity of knowing and doing in ideological and political education**

Medical English teaching focuses on practice and application and carries out the concept of “unity of knowing and doing” by simulating doctor-patient dialogues, translating medical literature, and analyzing real cases. In the virtual hospital scenario, teachers guide students to transform theoretical knowledge into practical application ability. Additionally, the course requires students to read and translate international medical ethics

literature, to deeply understand the cultural differences and professional standards in the medical field <sup>[7]</sup>. In the face of complex linguistic scenarios such as medical emergencies, students practice their communication skills and improve their problem-solving skills in real-life situations. Regular reflection and discussion help students deeply understand the significance of practice, integrate what they have learned into medical practice, and truly realize the development of both theoretical knowledge and practical skills <sup>[8]</sup>.

### **3. The path of integrating ideological and political education into Medical English courses**

#### **3.1. Transformation of teaching materials into an ideological and political philosophy**

Teaching materials are the foundation of teaching and the key to the integration of ideological and political thinking in the curriculum. The innovation of Medical English teaching materials should focus on the rationality and academic depth of the contents. For example, in the chapter on medical ethics, real international cases, such as the famous Tuskegee syphilis experiment or Henrietta Lacks' cellular ethical issue can be introduced as topics, so that students can deeply comprehend the complex connotation and practical value of medical ethics while learning professional language. Subsequently, the topic of "Ethical Reflection" is set up in conjunction with vivid cases, which triggers students to think deeply about the delicate balance between scientific research and human dignity, to sharpen their moral judgment and critical thinking. Furthermore, when introducing biographies in medical history, in addition to highlighting their professional achievements, teachers should also place emphasis on their outstanding contributions to humanism and medical popularization, such as telling the story of Joseph Lister's great work in promoting aseptic technology, which not only inspires students' admiration for the progress of medical science but also inadvertently transmits the essence of the ideology of dedication and commitment <sup>[9]</sup>. Plus, the revision of teaching materials should rely on literature research to ensure the harmonious unity of scientific content and educational significance and draw on educational psychology theories, such as constructivist learning theory, to help students construct a new ethical cognition and global vision based on their existing knowledge cornerstone <sup>[10]</sup>.

#### **3.2. Innovation of teaching methods for ideological and political education**

The innovation of teaching methods aims to improve the quality of ideological and political education and more closely match the teaching objectives of Medical English courses. Among them, situational simulation is one of the most valuable methods. For example, a role-play of "Diagnosis of Difficult Diseases" is designed, in which students play the roles of doctors, patients, and family members respectively, and discuss in depth the cultural sensitivity and patient's psychology in the communication of medical conditions. Students are required to accurately express their diagnosis in English while considering the ethical balance between the patient's right to informed consent and their psychological protection. These simulations allow students to deeply experience the challenges of the medical profession, refining their professional ethics. In addition, problem-based learning is beneficial as well, as teachers can design complex interdisciplinary problems, such as ethical dilemmas in global epidemiology, and have students work in groups, conduct research, and present and debate in class, which not only strengthens students' critical thinking and teamwork spirit, but also helps them develop a global health mindset. The cultural comparison teaching method is also complementary, revealing the differences in the medical cultures of different countries through case studies, such as the similarities and differences in the ways of informing patients of their conditions in the East and the West and guiding students to understand the deeper impact of culture on doctor-patient communication and to critically analyze the ethical connotations therein <sup>[11]</sup>.

### **3.3. Extension of ideological-political education to extracurricular activities**

Extending ideological-political education to extracurricular activities helps to improve students' comprehensive quality and practical skills. For example, a medical English speech contest on the theme of "global health issues" can be held to guide students to explore the impact of climate change on public health, opportunities and challenges of transnational medical cooperation, and other issues. During the competition, rigorous academic standards should be introduced, and students are required to use authoritative literature as support to develop their arguments and make profound reflections and summaries, to enhance the academic level of the speeches and the effectiveness of the ideological and political education. Furthermore, in medical translation competitions, teachers can choose medical literature rich in ethical and cultural connotations as translation materials, prompting students to think about the impact of cultural differences on medical communication during the translation process and flexibly use translation strategies to realize cultural conversions, thus enhancing their cross-cultural communication skills and linguistic accuracy. In addition, international medical cultural exchange activities including online seminars with foreign medical institutions can be organized to jointly discuss real problems such as the unequal distribution of vaccines around the world. Such activities can not only enhance students' English application skills but also deepen their understanding of ethical dilemmas and social responsibilities in the international medical field, further igniting their academic enthusiasm and professional passion <sup>[12]</sup>.

### **3.4. Construction of an ideological and political evaluation system**

The innovation of the evaluation system is the cornerstone to ensure the deep integration of ideological and political education and Medical English courses. Based on the traditional examination, case studies and reflective essays can be appropriately added to the assessment to determine students' understanding and thinking of medical ethics. For example, by presenting a case of ethical conflict in international medical cooperation, students are required to analyze the views of various parties and put forward their own ethical decisions, to assess their level of professional ethics in the actual situations <sup>[13]</sup>. This assessment not only assesses language expression but also measures students' maturity of ethical judgment and values. Moreover, teachers can introduce peer assessment methods, such as simulated international medical conferences, so that students can evaluate each other in cross-cultural communication and teamwork to train their team spirit and leadership skills. According to Drucker's management theory, this evaluation model can also deepen students' understanding of the roles and responsibilities of the team and enhance their organizational coordination and self-management skills. In addition, the course design should be based on educational assessment theories, such as the Tarde model, to ensure that the evaluation is comprehensive, fair, and operable, to achieve the dual goals of ideology and professional learning <sup>[14]</sup>.

## **4. Innovations of teaching theories in Medical English courses**

### **4.1. Application of blended teaching mode**

The blended teaching mode integrates personalization and deepened learning, which is especially suitable for the teaching needs of Medical English courses. In practice, teachers can create a comprehensive online learning space with the help of learning management systems such as Moodle or Blackboard. The resources should include video explanations of medical terminology, virtual case studies, and online self-tests. Students can watch videos made by international medical experts to explore the similarities and differences of global healthcare systems according to their progress. To ensure effectiveness, teachers can assign online tests and case

studies so that students can apply what they have learned in the analysis of real medical reports. At the same time, interactive forums are set up to facilitate questions and exchanges among students, creating a collaborative learning environment. The offline classroom is dedicated to consolidating knowledge and applying skills, such as simulating doctor-patient communication through role-playing or in-depth discussion of cross-cultural medical cases. This two-pronged model complements each other, enabling students not only to consolidate the foundation of professional English but also to integrate theories into medical practice, thus enhancing the overall learning effect <sup>[15]</sup>.

## **4.2. Implementation of interdisciplinary teaching**

The implementation of interdisciplinary teaching in Medical English courses can improve students' comprehensive application skills. Specific strategies include joint class planning with medical knowledge, information technology, and linguistic content. For example, the course "Medical English and Medical Imaging" can be set up to enable students to learn CT scanning or MRI imaging and to master relevant terminology and expressions as well. In the classroom, real imaging cases can be used for analysis and discussion among students, and they are required to explain the diagnostic results and technical principles in English, to consolidate their professional knowledge and improve their communication skills in the international medical environment. In addition, the module "Medical English and Artificial Intelligence" can be introduced to explore the application of AI in medical diagnosis and teach students how to describe machine learning models or automated diagnostic systems in English. The course design can also incorporate real-life case studies, such as successful examples of AI-assisted diagnosis, to analyze its impact on the medical community.

## **4.3. Promotion of project-based learning**

Project-based learning is an efficient teaching strategy centered on solving practical problems, which is especially suitable for Medical English teaching. For specific implementation, teachers can design the project "Translation and Publication of Medical Literature," which requires students to select medical articles from international journals in groups, translate them, and write academic abstracts. During the process, students need to search for literature, compare terms, express their opinions in professional English, and constantly revise and discuss them to improve translation and linguistic accuracy. Another option is the "International Healthcare Collaboration Simulation," in which students simulate a multinational healthcare team and discuss the treatment options for multinational patients, including the introduction of the condition in English, the formulation of the plan, and the consideration of the cultural background. This program helps students to use medical English in real-life situations and develop teamwork and international perspectives. Teachers play the role of mentors, provide professional guidance and feedback, and set up stage-by-stage checks to ensure the smooth progress of the program.

## **4.4. Exploration of technology-assisted teaching**

Modern technology has greatly expanded the boundaries of Medical English teaching, especially virtual reality (VR) and augmented reality (AR) technology, which provides unlimited possibilities for creating immersive learning experiences. In practice, teachers can use VR technology to build a virtual scene of an international medical conference, so that students can immerse themselves in the role of speakers or participants, and conduct academic reports and discussions in English. This kind of simulation not only enhances language-expressing skills but also refines cultural sensitivity. Meanwhile, AR technology shines in the teaching of anatomy in

English. After wearing AR devices, students can visually describe the structure and function of each anatomical part of the human body in English, thus mastering medical terminology more efficiently. To optimize teaching effectiveness, big data analysis has also been introduced. By tracking students' online learning hours, test scores, and participation process, teachers can accurately grasp the learning status of each student, and then formulate targeted personalized learning plans to focus on their weak areas.

## 5. Conclusion

With the help of blended and interdisciplinary teaching, students can learn more efficiently and apply their professional knowledge of Medical English more comprehensively; while project-based learning combined with technology-assisted teaching helps to enhance students' practical skills and improve their internationalization literacy. These innovations not only enrich the content of the curriculum but also cultivate students' professional ethics and global vision, realizing the teaching principle of "knowing and doing." In the future, with the continuous progress of educational technology and concepts, the integration of ideological and political education in Medical English courses will be further deepened, laying a solid foundation for cultivating high-quality medical talents.

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