

Research and Exploration on Integrating Ideological and Political Education Cases into the Course of Health Preservation

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Abstract: Starting from cultivating students' patriotism, improving their comprehensive quality, and promoting and inheriting culture, this article elaborates on the necessity of integrating ideological and political teaching cases into the course of Health Preservation. It grasps three aspects: adhering to traditional cultural orientation, focusing on the development of doctors, and studying health preservation classics. It excavates and extracts ideological and political teaching resources from the course, and around the content of Health Preservation, it permeates ideological and political cases such as cultural confidence, medical benevolence, self-cultivation and moral cultivation, humanistic care, and ecological education, and plays the value leading role of the course.

Keywords: Cases of ideological and political education teaching; Traditional Chinese Medicine Health Preservation; Integration

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1. Introduction

Universities bear the heavy responsibility of providing qualified successors for the motherland and society while cultivating morality and talent is the mission and responsibility of every teacher. Ideological and political education has a guiding role in ideological value, which can be practiced through management, psychology, network, culture, scientific research and other channels. Curriculum teaching remains the main battlefield for ideological and political education. The Ministry of Education of China issued the "Guidelines for the Construction of Ideological and Political Education in Higher Education Curriculum" in 2020, which requires the integration of ideological and political education into every university curriculum, running through the talent training system, allowing teachers of each course to participate in the construction of ideological and political education in the curriculum, exerting the explicit or implicit educational function of the curriculum, and implementing collaborative educational responsibilities.

2. The value of integrating ideological and political education cases into the course of Traditional Chinese Medicine Health Preservation

2.1. Cultivate students' patriotism

Medical professionals who only possess professional knowledge and skills are not enough ^[1]. People who lack patriotism and patriotism, such as water without a source and trees without roots, find it difficult to achieve long-term success. Integrating ideological and political teaching cases into the course of Traditional Chinese Medicine Health Preservation can help cultivate students' patriotism. Under the concept of ideological and political education in the curriculum, by developing ideological and political elements in the course of Traditional Chinese Medicine Health Preservation, teachers can deeply grasp the direction of Marxist theoretical education, become propagandists and promoters of socialist core values, guide students to become practitioners, disseminators, and believers of core values besides cultivating students that are equipped with talents with a patriotic and caring heart for the country and the people.

2.2. Improving the comprehensive quality of students

The cases of ideological and political education have diversity, including ideological quality, moral literacy, humanistic literacy, and other types, which have a nurturing effect on the comprehensive quality of students ^[2]. Medical students are expected to enter clinical positions in the future, not only responsible for treating patients, but also becoming role models and spokespersons for health. The course of Traditional Chinese Medicine Health Preservation not only has the function of health education, but also contains moral and cultural ideas. Through the development and integration of ideological and political teaching cases, teachers can integrate propaganda education and ideological and moral education content, guide students to consciously improve their personal physique, shape a good medical ethics image and spiritual outlook, cultivate their good psychological and moral qualities, promote students to become talents with high comprehensive quality and strong political literacy, and better serve the harmonious development of society ^[3].

2.3. Promoting traditional Chinese medicine culture

Traditional Chinese medicine culture is an important component of ideological and political education ^[4]. In the perspective of inheriting traditional Chinese medicine culture, medical students should not only become implementers of traditional Chinese medicine health preservation, learn and make good use of traditional Chinese medicine health knowledge, but also become inheritors of excellent traditional Chinese medicine culture, practicing professional ethics. In the course of Traditional Chinese Medicine Health Preservation, by exploring the unique excellent traditional Chinese medicine culture, medical humanistic spirit, and exemplary figures of traditional Chinese medicine, teachers can guide students to objectively understand the development process of traditional Chinese medicine culture, appreciate its cultural connotations and humanistic spirit, enable students to understand the noble character and humanistic spirit of traditional Chinese medicine practitioners, cultivate their love for traditional Chinese medicine health care, and better inherit and promote traditional Chinese medicine culture ^[5].

3. Exploration and extraction of ideological and political education cases

3.1. Adhere to the guidance of traditional culture and explore the culture of traditional Chinese medicine health preservation

Traditional Chinese medicine health preservation encompasses the essence of Confucianism, Buddhism, and Taoism, as well as absorbing the essence of other schools ^[6]. Chinese medicine practitioners have accumulated

a wealth of experience in clinical verification and established a unique traditional cultural system of health preservation ideas. Under the requirements of “A Healthy China”, teachers should attach importance to the status of traditional Chinese medicine health preservation, adhere to the traditional cultural education orientation, excavate the health preservation culture, and explore representative Chinese medicine cultural classics, masters, and stories. While learning health preservation knowledge, students should also understand the historical and cultural process of Chinese medicine diet, traditional techniques, and rehabilitation techniques, feel the vastness and profoundness of Chinese medicine health preservation culture, and cultivate their national and cultural confidence.

3.2. Exploring the concept of benevolence among doctors based on the fundamental development of doctors

Confucius, the master of Confucian health preservation, advocates the concept of “Benevolence leads to longevity”, believing that those who forgive others, are magnanimous, and have a broad mind are the ones with benevolent qualities and easy access to the path of longevity. “Ren” is the emotional foundation for good interpersonal relationships, and the heart of benevolence is also the basic moral standard for doctors ^[7]. Tang Dynasty pharmacologist Sun Simiao constructed a comprehensive system of health preservation theory. In his book “Essential Prescriptions for Emergency Care: Nurturing Nature,” he proposed that health preservation is about nurturing nature and morality. He believed that doctors should have noble moral character, be able to empathize with the suffering of patients, and uphold the medical ethics of benevolence and saving people. Teachers can start from the fundamental development of medical practitioners, combine the historical development of knowledge in traditional Chinese medicine health preservation, excavate the thoughts and moral concepts of ancient medical experts, and enable students to deeply study the ideological concepts of traditional Chinese medicine health preservation, such as being moral, conforming to nature, doing things with integrity, self-improvement, and integrity-based. They can guide students to understand the professional spirit and moral norms of traditional Chinese medicine predecessors, cultivate their humanistic spirit of dedicating themselves to the medical cause, caring for patients, and firmly hold the position of saving lives and helping the people.

3.3. Studying Traditional Chinese Medicine Health Preservation classics and exploring the concept of harmony between nature and man

Traditional Chinese medicine health preservation emphasizes the harmonious unity between humans, nature, and society, requiring humans to adapt to nature, combine with external changes, regulate their own activities, maintain life and health, and achieve a state of harmony between nature and humanity ^[8]. As representative works of traditional Chinese medicine theory, health books such as “Huangdi Neijing”, “Lingshu Suilu”, “Su Wen Zhi Zhen Yao Da Lun”, and “Health Preservation Yue Lan” all mentioned the relationship between the human body and the natural environment. People need to adapt to the changes in climate throughout the four seasons, naturally do the states of birth, growth, harvest, and storage, and maintain harmony between the internal and external parts of the human body. Zhou Shouzhong also proposed a monthly and daily health preservation method in “Health Preservation Classification Compilation” ^[9]. Traditional Chinese medicine emphasizes conformity, care, and respect for nature in health preservation. Teachers should start with traditional Chinese medicine health preservation classics, explore the concept of harmony between nature and humanity, and integrate relevant cases and statements into curriculum teaching. By analyzing the harmonious thinking of traditional Chinese medicine health preservation, students should be cultivated with correct values, and their ideological and spiritual world should be nurtured, allowing them to inherit the harmonious concept of respecting people, society, and nature.

4. Practice of integrating ideological and political education cases into the course of Traditional Chinese Medicine Health Preservation

4.1. Combining the introduction to curriculum development and infiltrating cultural confidence cases

In the course introduction section, teachers can design cases of traditional cultural education, using the personality improvement, moral standards, and spiritual cultivation advocated by traditional Chinese medicine for health preservation to convey excellent traditional culture and enable students to understand the essence of health preservation and inner cultivation. In the selection of ideological and political cases, teachers can list the theories and story cases of TCM masters over the past five thousand years, allowing students to experience the precious spiritual civilization and medical cultural heritage left by the Chinese nation along its development ^[10]. Through exploration, students can appreciate the unique cultural connotations and value system of TCM in China and understand the foundation of traditional culture. In specific teaching activities, teachers can use a video introduction method, question exploration method, and debate method to present the ideological views of traditional Chinese medicine scholars, allowing students to focus on how to practice the spiritual health of traditional Chinese medicine, carry out exploration activities, encourage everyone to control personal desires, cultivate character, establish lofty ideals, start from nourishing the heart and morality, improve their own moral literacy, and cultivate their cultural confidence.

4.2. Incorporating examples of respecting life based on the basic concept of health preservation

Dietary therapy is an important component of traditional Chinese medicine health preservation courses. Teachers should prepare themselves on the basic concept of health preservation, combine the content of dietary health preservation, infiltrate cases of respecting life, list positive and negative cases of unreasonable dietary structure, and let students analyze the impact of dietary structure on life and health based on the theory of traditional Chinese medicine health preservation ^[11]. In course teaching, teachers can use the “Huangdi Neijing” to introduce a healthy Chinese health structure, presenting tragedies caused by excessive drinking and overeating, making students aware of the fragility of life, making them revere and respect life, using traditional Chinese medicine health knowledge to improve unreasonable dietary structures, and transmitting scientific dietary methods. In the classroom exploration section, teachers can allow students to analyze the dietary and health preservation concepts followed by modern society from the perspective of historical evolution, and understand the benefits of scientific health preservation in the “Huangdi Neijing.” After class, teachers can assign “Serve the people” homework, requiring students to combine their knowledge of diet and health care, select food materials, and record videos of the health care, which can not only improve their health care ability but also cultivate their sense of awe and respect for life.

4.3. Incorporating cases of self-cultivation and moral cultivation based on the content of spiritual health preservation

In the spiritual health education module, teachers can combine knowledge of correct exercise, moderate work and rest, and regular daily life, integrate cases of self-cultivation and moral education, use traditional Chinese medicine health preservation theories and examples of people around them, and help students understand the role of self-cultivation and moral education in human health from the perspective of disease prevention ^[12–13]. In teaching activities, teachers can list several cases of ideological and political education, such as Tu Youyou’s research and development of artemisinin, so that students can feel the spirit of being a pioneer in science and dialectically analyze the body thinking of traditional Chinese medicine, understand the connotation of drugs for strengthening the body, using them to strengthen the body, and tonifying Qi, cultivate their awareness of

being responsible for themselves and patients, and consciously cultivate their moral character. In the classroom exploration section, the teacher can list several cases and ask students to develop a health plan based on their daily life and health content so that they can learn to use knowledge to serve others, contribute to society, and cultivate good moral character in students.

4.4. Integrating ecological education cases based on environmental health preservation content

In the environmental health course module, teachers should teach course knowledge to help students understand the impact of the environment on human health and introduce ideological and political education on ecological civilization construction to cultivate students' awareness of respecting nature and protecting the natural environment ^[13]. In classroom teaching, teachers can introduce the dual carbon strategy and local ecological governance cases based on regional realities, allowing students to see the changes in transportation, sewage treatment, and afforestation, feel the preciousness of the ecological environment and cultivate their awareness of cherishing water resources and protecting the natural environment ^[14]. Besides, teachers can ask students ^[14] to choose a suitable and least suitable city for living in China from the perspective of traditional Chinese medicine health preservation and propose suggestions for ecological civilization construction from both urban construction and personal perspectives, such as protecting mountains and rivers, caring for flowers and plants, and using less plastic products, so as to establish the concept of protecting ecological civilization.

4.5. Incorporating humanistic care cases based on the content of physical fitness and health preservation

In the module of physical fitness and health preservation, the teacher introduces the historical development and basic theory formation of traditional Chinese medicine physical fitness theory, introduces the framework of traditional Chinese medicine physical fitness in "Huangdi Neijing," and uses role-playing to introduce cases of humanistic care and ideological education ^[15]. Students are required to play the role of doctors or people with different physical constitutions and carry out nurse-patient simulation communication activities to help them master the health preservation methods of various physical fitness groups and cultivate their awareness of humanistic care through interaction. In specific classroom activities, teachers can introduce physical fitness information for children, women, and the elderly population, allowing students to engage in role-playing communication between doctors and patients as well as promote health knowledge for different groups of physical fitness so that they can communicate patiently and actively provide high-quality health services for various groups of people. After the activity, the teacher can contact the current integration of medical and sports, as well as the integration of medical and elderly care, to allow students to explore the characteristics of various patient constitutions and carry out role-playing activities to summarize and evaluate. Through student mutual evaluation and self-evaluation, the teacher can test the student's mastery of knowledge about daily living, dietary health, and spiritual health, and cultivate their humanistic care spirit.

5. Conclusion

In summary, contemporary college students are still in a stage of unstable thinking and undefined values. Faced with diverse social ideologies and cultures, some college students are easily influenced by materialism, hedonism and individualism, resulting in incorrect ideological tendencies and insufficient understanding of patriotism and collectivism. Basic teaching of ideological and political courses is no longer suitable for the educational needs of the new era. Teachers should deeply explore the ideological and political elements in the

course of Traditional Chinese Medicine Health Preservation, extract ideological and political education cases, and balance the transmission of traditional Chinese medicine health knowledge and ideological values, forming a synergistic educational effect with ideological and political theory courses.

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