

Research on Strategies to Enhance Teachers' Cultural Literacy in Traditional Chinese Medicine

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Abstract: Traditional Chinese medicine culture is a treasure of Chinese culture, and its inheritance is crucial for the comprehensive training of teachers in the new era. This article delves into strategies to enhance the cultural literacy of traditional Chinese medicine among teachers from the perspectives of educational science and cultural dissemination. This study analyzes the current situation and teaching impact of traditional Chinese medicine cultural literacy among teachers and proposes strategies such as strengthening basic education, integrating it into training systems, conducting practical activities, and building resource-sharing platforms. These measures aim to enrich teacher knowledge, improve teaching levels, and effectively inherit and promote traditional Chinese medicine culture. At the same time, this article provides specific suggestions for the effective implementation of strategies and references for improving the cultural literacy of teachers in traditional Chinese medicine.

Keywords: Traditional Chinese Medicine culture; Cultural literacy; Cultural dissemination; Operational research

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1. Introduction

In the era of globalization and informatization, the cultural literacy of teachers is not only an important component of their personal knowledge structure but also a key factor affecting the quality of education ^[1,2]. As the essence of traditional Chinese culture, traditional Chinese medicine culture plays an irreplaceable role in the field of education with its profound foundation and unique value. It embodies profound philosophical wisdom, thousands of years of health and wellness concepts, and practical experience of the Chinese nation. It is an outstanding representative of excellent traditional Chinese culture. As an important component of traditional Chinese culture, traditional Chinese medicine culture has important value and significance in contemporary society ^[3-6]. However, teachers who shoulder the mission of cultivating students' comprehensive qualities are generally weak in traditional Chinese medicine cultural literacy, which not only restricts the improvement of

their teaching levels but also affects the inheritance and development of traditional Chinese medicine culture ^[7]. Therefore, it is particularly important to enhance the cultural literacy of traditional Chinese medicine among teachers who are the soul engineers of society ^[8]. This article will explore effective strategies to enhance the cultural literacy of traditional Chinese medicine among teachers from the perspectives of educational science and cultural dissemination, aiming to enrich their knowledge reserves, improve their teaching level and promote the inheritance. The promotion of traditional Chinese medicine culture provides useful ideas and references for cultivating teachers with profound cultural heritage in the new era.

2. Current situation of teachers' cultural literacy in traditional Chinese medicine

Currently, teachers' cultural literacy of traditional Chinese medicine (TCM) is generally low, manifested by a lack of knowledge and application abilities ^[9]. This is due to the lack of TCM cultural education in traditional education and the neglect of TCM value in modern medicine. However, enhancing the cultural literacy of traditional Chinese medicine among teachers is crucial. This not only helps to inherit the rich philosophical ideas and medical wisdom of traditional Chinese medicine culture but also provides new perspectives and resources for teaching, enriches teaching content, and stimulates students' interest in learning, promoting comprehensive development. Therefore, an in-depth analysis of the current situation and formulation of improvement strategies through strengthening education and training to improve the cultural literacy of traditional Chinese medicine among teachers is of great significance for cultivating teachers in the new era, inheriting and promoting excellent traditional Chinese culture.

3. Educational and scientific strategies for enhancing teachers' cultural literacy in traditional Chinese medicine

In response to teachers' current shortcomings in traditional Chinese medicine cultural literacy, we will use the following four educational and scientific strategies to strengthen their cultivation and improvement of literacy and provide strong support for them to better integrate traditional Chinese medicine cultural elements into teaching and research.

3.1. Strengthen the learning of traditional Chinese medicine culture knowledge

Traditional Chinese medicine culture, as a traditional treasure of the Chinese nation, contains a profound cultural heritage and unique medical wisdom ^[10]. To enhance the cultural literacy of traditional Chinese medicine among teachers, it is necessary to strengthen the learning of traditional Chinese medicine cultural knowledge, deeply understand the traditional values and wisdom of traditional Chinese medicine culture, integrate them into teaching and enhance students' cultural literacy of traditional Chinese medicine ^[11].

3.1.1. Learn basic theoretical knowledge

Learning basic theoretical knowledge is the cornerstone of traditional Chinese medicine cultural literacy. Teachers should deeply understand the historical inheritance and cultural background of traditional Chinese medicine and the basic theories of Yin Yang and Five Elements, Zang Xiang meridians, etc., to provide theoretical support for health preservation and disease treatment ^[12]. At the same time, learning traditional Chinese medicine knowledge, mastering the properties, efficacy and compatibility principles of medicine, ensuring accurate teaching of the essence of traditional Chinese medicine in teaching.

3.1.2. Read relevant books and literature

Reading relevant books and literature is an important way to deepen knowledge of traditional Chinese medicine culture. Teachers should extensively explore traditional Chinese medicine classics such as Huangdi Neijing and Shanghan Lun, as well as modern research literature, in order to understand the history and development of traditional Chinese medicine culture. This not only enriches knowledge reserves but also deepens understanding of traditional Chinese medicine culture. At the same time, pay attention to the latest research results and ensure that the latest knowledge is imparted to students.

3.1.3. Visiting and learning

By visiting traditional Chinese medicine museums, cultural sites, etc., teachers can gain a deeper understanding of the historical and cultural connotations of traditional Chinese medicine and intuitively feel its vastness, profoundness, and unique charm, thereby enhancing their recognition and pride in traditional Chinese medicine culture^[13]. At the same time, visiting the traditional Chinese medicine planting base can provide a detailed understanding of the collection, processing and quality control of medicinal materials, as well as a deeper understanding of core concepts such as “Medicine and food have the same origin.” In addition, communication and sharing with peers not only promote the complementarity and inheritance of knowledge but also enhance the respect and inheritance awareness of traditional Chinese medicine culture.

3.1.4. Conduct practical experience

Practical experience is the key to deepening the learning of traditional Chinese medicine culture knowledge. In addition to theoretical learning, participating in clinical practice, observing the diagnosis and treatment of famous doctors, and other practical forms can intuitively experience the charm and effectiveness of traditional Chinese medicine. These practices not only enhance teachers’ recognition of traditional Chinese medicine culture but also help them identify shortcomings, improve knowledge and skills, and thus comprehensively grasp the essence of traditional Chinese medicine culture.

3.2. Conduct thematic discussions and exchange activities

It is particularly crucial to carry out thematic discussions and exchange activities among teachers to deepen their understanding and application of traditional Chinese medicine culture^[14]. These activities aim to provide a diverse learning and communication environment, stimulate teachers’ interest in traditional Chinese medicine culture and promote its application in teaching.

3.2.1. Organize expert lectures and academic presentations

Experts and scholars in traditional Chinese medicine can be regularly invited to hold lectures and academic reports, sharing their latest achievements and experiences in traditional Chinese medicine research. These lectures and reports will cover topics such as traditional Chinese medicine theory and herbal application enhancing teachers’ understanding of traditional Chinese medicine culture.

3.2.2. Conduct exchange seminars between teachers

Teachers are encouraged to conduct in-depth communication and discussion among teachers, and share their experiences in learning and applying traditional Chinese medicine culture through group discussions, case studies and other forms. This kind of interaction not only helps teachers learn from each other, but also stimulates new teaching ideas and methods^[15].

3.2.3. Establishing a traditional Chinese medicine cultural literacy club

Clubs can organize regular learning courses, discussions, and other activities to enhance teachers' understanding of traditional Chinese medicine culture in a relaxed atmosphere, providing a fixed learning and communication platform for teachers.

3.2.4. Carry out practical activities

Organize teachers to visit traditional Chinese medicine institutions and experience traditional Chinese medicine skills, so that they can personally experience the charm of traditional Chinese medicine culture. This not only deepens their understanding of traditional Chinese medicine culture, but also provides more practical cases and experiences for teaching.

3.2.5. Provide learning resources and support

Provide teachers with rich learning resources and professional support for traditional Chinese medicine culture, such as establishing a learning database and equipping them with professional mentors, to ensure that they receive sufficient help and guidance in learning and teaching.

3.3. Integrating traditional Chinese medicine cultural literacy courses

Integrating traditional Chinese medicine cultural literacy courses into the teacher training system has become a key component in enhancing the overall quality of teachers. It not only enriches the teaching content of teachers, but also enhances their in-depth understanding and application ability of traditional Chinese medicine culture, helping teachers continuously update their knowledge and improve their skills.

3.3.1. Revised teacher training outline

Make traditional Chinese medicine cultural literacy a compulsory or elective content to ensure that every teacher can receive systematic traditional Chinese medicine cultural education. This is not only a comprehensive consideration for the professional development of teachers, but also a positive response to the inheritance of traditional Chinese medicine culture.

3.3.2. Design courses on cultural literacy in traditional Chinese medicine

Design a traditional Chinese medicine cultural literacy course that meets the needs of teachers, covering multiple aspects such as basic theory, historical culture and daily life applications. Through various forms such as expert lectures, case analysis, and practical operations, teachers can comprehensively and deeply understand the charm and value of traditional Chinese medicine culture, and improve their knowledge and skills in the field of traditional Chinese medicine.

3.3.3. Carry out teacher training

Invite experts in the field of traditional Chinese medicine culture to give lectures, ensuring that teachers can truly master the core knowledge and skills of traditional Chinese medicine culture. At the same time, through practical activities such as visiting famous medical clinics and experiencing traditional Chinese medicine culture, teachers can combine theoretical knowledge with practical operations to deepen their understanding of traditional Chinese medicine culture.

3.3.4. Cultivate professional teachers

In order to ensure the quality of training, it is necessary to cultivate a team of traditional Chinese medicine

cultural teachers with professional knowledge and rich teaching experience. It is recommended to invite experts in traditional Chinese medicine culture with rich experience and professional knowledge to serve as teaching instructors within teacher training institutions or in cooperation with institutions related to traditional Chinese medicine. Their participation will make the training courses more targeted and effective, providing strong support for improving the cultural literacy of teachers in traditional Chinese medicine.

3.3.5. Develop evaluation criteria

During the training process, corresponding evaluation mechanisms should also be established to assess teachers' learning outcomes. Through various methods, such as exams and practical operations, the teacher's mastery of traditional Chinese medicine and cultural literacy should be comprehensively evaluated, while feedback and guidance for subsequent teaching should be provided.

3.3.6. Provide resource support

In order to continuously promote the improvement of traditional Chinese medicine culture literacy among teachers, it is necessary to provide abundant learning resources and support. It can be done through establishing an online learning platform, providing learning materials, and organizing academic exchange activities. Expand the scope of influence of traditional Chinese medicine cultural literacy and promote the dissemination and application of traditional Chinese medicine culture in the field of education.

3.4. Establish support systems and resource platforms

In order to help teachers improve their cultural literacy in traditional Chinese medicine, a comprehensive support system and resource platform should be constructed, integrating rich learning materials and practical cases so that teachers can conveniently engage in online learning and discussion and share each other's experiences and resources among each other. With the help of an expert consulting team, teachers can obtain professional guidance and academic exchange opportunities, thereby continuously learning and growing, and improving the professional level and teaching quality of traditional Chinese medicine education. At the same time, a mechanism for evaluating and providing feedback on traditional Chinese medicine cultural literacy should be established to ensure that teachers receive timely evaluation and guidance on their learning outcomes and to promote the continuous improvement of their literacy level.

3.4.1. Building a traditional Chinese medicine cultural literacy resource library

Collect, organize, and archive various traditional Chinese medicine culture resources, including books, articles, videos, cases, etc. This resource library will become an important reference source for teacher learning and research. By extensively collecting high-quality resources, teachers can gain a deeper understanding of the basic theories, historical development, classic works and practical applications of traditional Chinese medicine culture.

3.4.2. Provide an online learning platform

Establish an online learning platform to provide convenient learning channels for teachers. The platform will include a rich and diverse range of content, such as online courses, learning material downloads and other functions. Teachers can flexibly choose learning content according to their own needs and time. Online courses will cover multiple aspects of traditional Chinese medicine culture, taught by teachers and experts in professional fields. The download function of learning materials will enable teachers to access relevant materials at any time, deepening their understanding and mastery of traditional Chinese medicine culture.

3.4.3. Establish an expert consulting team

Experts and scholars from Guangdong Province, Hong Kong and Macao in the field of Chinese medicine can be invited to form a consulting team to answer teachers' questions and provide academic guidance and support. Consulting teams can help teachers obtain timely answers and guidance when encountering problems and confusion in the learning and teaching process. The expert consulting team will regularly organize lectures, seminars and other activities to provide teachers with opportunities for face-to-face communication with experts and scholars, promoting interaction and experience sharing among teachers.

4. Suggestion

To effectively promote the improvement of traditional Chinese medicine cultural literacy among teachers, continuous efforts and multi-party collaboration are needed. Thus, strengthening policy guidance and resource support, providing rich learning resources and exchange platforms can be built. The implementation of strategies needs to be flexible and sustainable, and timely adjustments and optimizations should be made to ensure long-term effectiveness. The education department should incorporate traditional Chinese medicine culture education into teacher training. Schools should create a learning atmosphere and encourage self-directed learning. All sectors of society need to increase publicity efforts and enhance awareness. Teachers should actively enhance their own literacy, integrate traditional Chinese medicine culture into teaching, and contribute to the cultivation of new era students with profound cultural heritage and love for traditional Chinese medicine culture.

5. Summary

This article analyzes the current situation of traditional Chinese medicine cultural literacy among teachers in depth and proposes strategies such as strengthening basic knowledge learning, conducting thematic discussions and exchanges, integrating into the curriculum system, and establishing support platforms, aiming to enhance the cultural literacy of traditional Chinese medicine among teachers. These strategies not only help enrich teachers' knowledge reserves and improve teaching level, but also effectively promote the inheritance and promotion of traditional Chinese medicine culture. To ensure the effective implementation of the strategy, policy guidance, resource support and joint efforts from all sectors of society are needed. By implementing these strategies, we hope to make positive contributions to cultivating new era teachers with profound cultural heritage, as well as inheriting and promoting traditional Chinese medicine culture.

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Disclosure statement

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