

Article

2024 International Conference on Business Economics, Education, Arts and Social Sciences (EASS 2024)

China's Medical Education Research and Practice

Bekhbaatar Batsaikhan ^{1*}, Chao Qi ² and Munkhnasan Delgerjav ³

¹ Academy of Sciences of Mongolia, Ulaanbaatar, 14200, Mongolia

² Mongolian National University of Education, Ulaanbaatar, 14200, Mongolia

³ National University of Mongolia, Ulaanbaatar, 14200, Mongolia

* Correspondence: Bekhbaatar Batsaikhan, Academy of Sciences of Mongolia, Ulaanbaatar, 14200, Mongolia

Abstract: This paper aims to explore the current situation, challenges, and practical pathways of medical education in China. Against the backdrop of rapid global changes in medical education, China is undergoing a transformation from traditional models to modern models of medical education. By examining the structure of China's medical education system, teaching methods, curriculum design, internship and clinical training, as well as international cooperation, this paper analyzes the existing problems and proposes improvement suggestions. The study suggests that strengthening medical humanities education, promoting problem-based learning (PBL), optimizing internship and training conditions, and deepening international cooperation are key to the future development of medical education in China.

Keywords: Chinese medical education; education system; teaching methods; medical humanities education

1. Analysis of the Current Situation of Medical Education in China

1.1. Education System and Structure

China's medical education system consists mainly of two stages: higher education and vocational education [1]. The higher education stage includes undergraduate and graduate education, focusing on cultivating high-level medical talent, while the vocational education stage trains skilled medical personnel, including those at the secondary and junior college levels. In terms of structure, China has developed a complete system covering a wide range of disciplines, including basic medicine, clinical medicine, preventive medicine, traditional Chinese medicine, and pharmacy.

1.2. Teaching Methods and Curriculum Design

With the continuous updating of educational concepts, Chinese medical education is gradually shifting from traditional teaching methods to modern approaches, such as heuristic, discussion-based, and case-based teaching. Additionally, curriculum design is becoming more practical, forward-thinking, and innovative, strengthening the integration of basic medicine with clinical medicine, as well as incorporating interdisciplinary knowledge from the humanities, social sciences, and natural sciences. However, some medical schools still face challenges such as limited diversity in teaching methods and outdated curriculum design.

Published: 16 December 2024



Copyright: © 2024 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

1.3. Internships and Clinical Skills Training

Internships and clinical training are crucial components of medical education, as they play a key role in developing clinical skills and professional ethics. In recent years, the Chinese government has paid significant attention to improving internship conditions by investing in affiliated hospitals and internship bases. However, due to the uneven distribution of medical resources and the limited number of internship sites, some medical students still face challenges related to insufficient internship opportunities and inadequate clinical skills training.

1.4. Faculty and Teaching Resources

The faculty is the core of medical education. Although China's medical education system has a large number of faculty members, the quality is inconsistent. Some medical schools lack high-level teachers, leading to difficulties in ensuring teaching quality. Furthermore, the uneven distribution of teaching resources remains a major constraint on the development of medical education in China, with some schools struggling to provide high-quality educational activities due to resource shortages.

2. Challenges Facing Medical Education in China

2.1. Insufficient Medical Humanities Education

Medical humanities education is an essential part of medical training, aiming to cultivate students' professional ethics, humanistic care, and social responsibility [2]. However, in Chinese medical education, the focus on medical humanities is often neglected or underemphasized. Some students lack empathy for patients and fail to respect their needs, leading to strained doctor-patient relationships. Therefore, strengthening medical humanities education is a critical issue for China's medical education system.

2.2. Outdated Teaching Methods and Concepts

Although there have been efforts to update teaching methods in Chinese medical education, overall progress remains slow. Many medical schools still rely on traditional lecture-based teaching, which does not adequately foster students' independent learning or innovative thinking. Moreover, new teaching concepts such as problem-based learning (PBL) and flipped classrooms face significant challenges in their widespread adoption.

2.3. Limited Internship and Clinical Training Conditions

Internships and clinical training remain key elements in medical education, but there are still several challenges in China. On one hand, the uneven distribution of medical resources limits internship opportunities for some students; on the other hand, the number of internship sites is limited and the quality of these sites varies, hindering students' development of clinical skills and professional qualities.

2.4. Insufficient International Cooperation and Exchange

With the deepening of globalization, international cooperation and exchange are becoming increasingly important in medical education. However, China's medical education system still faces deficiencies in this regard. Some medical schools lack opportunities to collaborate with renowned international institutions, limiting students' international perspectives and cross-cultural communication skills. Moreover, China's medical education lacks a strong international presence and competitiveness.

3. Practical Pathways for Improving Medical Education in China

3.1. Strengthening Medical Humanities Education

To address the issue of insufficient medical humanities education, China should enhance the cultivation of students' humanistic literacy. Specific measures include:

- 1) Incorporating medical humanities into the curriculum, offering courses such as medical ethics and medical psychology, to foster students' professional ethics and social responsibility.
- 2) Focusing on developing students' humanistic care and communication skills during clinical internships, enabling them to better understand patients' needs and provide compassionate healthcare.
- 3) Strengthening campus culture to create an environment that emphasizes humanistic care, allowing students to be immersed in a nurturing and educational atmosphere.

3.2. Promoting Modern Teaching Methods and Concepts

To address outdated teaching methods and concepts, China should actively promote modern teaching techniques and ideas. Specific actions include:

- 1) Enhancing faculty training to improve teaching capabilities and innovative qualities, ensuring that educators are better equipped to implement modern teaching approaches.
- 2) Promoting methods such as problem-based learning (PBL) and flipped classrooms to stimulate students' interest and foster their creativity.
- 3) Integrating and optimizing the curriculum to improve its practicality and forward-thinking nature, enabling students to better grasp medical knowledge and skills.

3.3. Optimizing Internship and Clinical Training Conditions

To improve the conditions for internships and clinical training, China should increase investment in internship sites and enhance their quality. Specific measures include:

- 1) Increasing the number of internship bases and ensuring they meet high-quality standards, providing more opportunities and better environments for students.
- 2) Strengthening cooperation and exchange between internship sites and medical schools to share resources and maximize the effectiveness of training.
- 3) Enhancing management and guidance for interns to ensure they receive ample hands-on experience and professional development during their training.

3.4. Deepening International Cooperation and Exchange

To address the issue of insufficient international cooperation, China should strengthen partnerships with internationally renowned medical schools and organizations. Specific measures include:

- 1) Strengthening collaboration with global medical education organizations to stay informed of international trends and best practices in medical education.
- 2) Collaborating with foreign medical institutions through joint programs and student exchange initiatives to broaden students' international perspectives and cross-cultural communication skills.
- 3) Enhancing partnerships with international healthcare institutions to promote the globalization of China's medical education and enhance its international influence and competitiveness.

4. Future Development Trends of Medical Education in China

4.1. Development of Information and Intelligence

As information technology rapidly advances, China's medical education will increasingly integrate information technology and intelligent systems. Future medical education will focus on using digital platforms and virtual labs to provide more efficient and convenient learning experiences for students. Moreover, the application of artificial intelligence (AI) will offer new opportunities and challenges, such as using intelligent diagnostic systems and virtual patients to improve clinical skills and diagnostic abilities.

4.2. Interdisciplinary and Comprehensive Development

With the growing complexity of medical fields and the rise of interdisciplinary studies, China's medical education will place greater emphasis on fostering interdisciplinary thinking and comprehensive abilities. Future medical education will focus on equipping students with skills to adapt to diverse healthcare environments and meet the growing health demands of society. For example, integrating medicine with the humanities, social sciences, and natural sciences will help cultivate well-rounded and innovative professionals.

4.3. Internationalization and Diversity

As globalization deepens and international medical education continues to evolve, China's medical education will pay more attention to internationalization and diversity. Medical education will increasingly prioritize cultivating students' global perspectives and cross-cultural communication skills to meet the demands of a globalized healthcare system and international medical collaboration. Additionally, medical education will aim to foster diverse thinking and innovation, enabling students to adapt to various cultural backgrounds and meet the unique healthcare needs of different populations [3].

5. Conclusion and Outlook

This paper has analyzed the current situation, challenges, and practical pathways for medical education in China. While significant progress has been made in terms of system structure, teaching methods, internship and clinical training, and faculty resources, challenges such as insufficient medical humanities education, outdated teaching methods, limited internship opportunities, and lack of international cooperation remain. Addressing these challenges through targeted measures such as strengthening medical humanities, promoting modern teaching methods, optimizing training conditions, and deepening international cooperation is essential for improving the quality of medical education.

Looking forward, China's medical education will continue to face both challenges and opportunities. With rapid advancements in medical technology and increasing health needs, continuous reforms and innovations are necessary. Simultaneously, greater international collaboration will enhance China's position in global medical education. It is crucial to monitor the ongoing development and practices of China's medical education system to cultivate high-quality medical professionals for the future.

References

1. A. Bleakley, *Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors*. Routledge, 2015.
2. Z. He, L. Chen, and L. Zhu, "A study of Inter-Technology Information Management (ITIM) system for industry-education integration," *Heliyon*, vol. 9, no. 9, 2023.
3. L. Aper *et al.*, "'Should I prioritize medical problem solving or attentive listening?': The dilemmas and challenges that medical students experience when learning to conduct consultations," *Patient Educ. Couns.*, vol. 98, no. 1, pp. 77–84, 2015.

Disclaimer/Publisher's Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of SOAP and/or the editor(s). SOAP and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.