

# **A study on the realistic dilemma and improvement path of teachers' ideological and political ability in the clinical teaching of standardized training in Obstetrics**

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**Abstract.** By studying the current situation and challenges of ideological and political education in clinical teaching courses for standardized training in obstetrics in Hubei Province from the perspective of combining moral and technical education, this paper proposes a path to improve the ideological and political teaching ability of clinical teaching teachers in standardized training in obstetrics. Integrating moral and technical education throughout the entire process of ideological and political education in clinical teaching courses in obstetrics is conducive to establishing a curriculum ideological and political teaching team and achieving the goal of cultivating morality and talent, To cultivate more high-level obstetric talents for building a socialist strong country.

**Keywords:** Clinical Teaching Hospital; Curriculum ideological and political education; Standardized training and clinical teaching in obstetrics; Upgrade Path.

## **1. Introduction**

The 2019 school ideological and political theory course teacher symposium was held in Beijing. As an important part of higher education in the new era, the clinical teaching course of standardized obstetric training steadily improves its construction quality, which is an important guarantee for deepening the task of moral education and improving the quality of talent cultivation.

The research on the ideological and political abilities of clinical teaching teachers in standardized training of obstetrics is conducive to establishing an ideological and political teaching team for obstetrics clinical teaching courses, implementing the task requirements of cultivating morality and cultivating talents, and cultivating more high-level skilled talents for building a socialist strong country.

## **2. The Current Situation of Ideological and Political Education in Clinical Teaching Courses of Standardized Obstetrics Training in Hubei Province**

In order to study the current situation of ideological and political education in obstetric clinical teaching courses for teachers in Hubei Province, the paper adopts questionnaire survey and interview methods to investigate the implementation of ideological and political education in obstetric clinical teaching courses in Hubei Province. The subjects of this survey are doctors from nine hospitals in Hubei Province with clinical teaching qualifications in obstetrics. 297 questionnaires were distributed, 289 were collected, and 251 questionnaires were selected as samples after balancing the gradient of universities at different levels of education.

### **2.1 The education content is not comprehensive and lacks professional literacy education**

Hospital obstetrics is the main channel for cultivating high-level skilled talents, and its training goals differ from those of ordinary universities. The clinical practice of obstetrics in hospitals emphasizes practical skills, and the ideological and political education of various courses needs to integrate moral education into classroom teaching such as obstetrics teaching, skill teaching, and

practical training teaching. Obstetrics clinical teaching is an important carrier of educational mechanisms. Through curriculum teaching, integrating moral education and technical skills into the curriculum system of students' majors can achieve the goal of educating students in the same direction throughout the course. According to the survey (Table 1), clinical obstetric teaching teachers in Hubei Province shape the values of ideological and political education for students. Most teachers focus on value education such as political identity and national sentiment, but there is relatively little emphasis on professional ethics and professional literacy education. Among them, 39.4% of survey respondents preferred "political identity", while 8.4% of survey respondents believed that there was less education on "professional literacy". From this data, it can be seen that current obstetric clinical teaching teachers have a good understanding of the spirit of the "Guidelines for the Construction of Curriculum Ideological and Political Education in Higher Education Institutions" when carrying out curriculum ideological and political education, emphasizing the need to carry out "curriculum ideological and political education" construction with patriotism as the main line. However, one-sided emphasis on the integration of Marxism Leninism into obstetric clinical teaching classrooms and neglect of education on other values can also lead to incomplete value education.

Table 1 Content of Ideological and Political Values Education in Clinical Obstetrics Teaching Courses in Hubei Province

Educational content	frequency	percentage	Effective percentage
Patriotic sentiment	48	19.1	19.1
political identity	99	39.4	39.4
professional ethics	30	11.9	12.0
sportsmanship	53	21.1	21.1
Professional competence	21	8.3	8.4

## 2.2 The teaching method is single and needs improvement

The Guiding Outline of Curriculum Ideological and Political Construction in Higher Education Institutions (2020) points out that when universities carry out curriculum ideological and political construction, they should not only follow the laws of education and teaching and talent cultivation, but also adapt to the characteristics of different universities, majors, and courses. From the perspective of ideological and political teaching methods in the curriculum, both explicit teaching methods that can be directly perceived by the learners and implicit teaching methods that can be subtly influenced have their own advantages. According to the survey (Table 2), 40.7% of obstetric clinical teaching teachers use explicit education, while 36.3% of teachers use both explicit and implicit education. Obstetrics clinical teaching teachers use more explicit education methods, which may be related to the traditional obstetrics clinical teaching method using skill teaching method and demonstration teaching method. Teachers tend to adopt more explicit teaching methods that are similar to demonstration teaching methods and more direct in teaching activities when conducting ideological and political courses. Teachers should teach obstetric clinical courses to a large range of students based on different teaching scenarios, and explicit education teaching should be adopted; For obstetric clinical teaching courses for senior students, it is advisable to use implicit education teaching, or both, to enrich teaching methods and better cultivate talents.

Table 2 Teaching Methods for Clinical Teaching Teachers in Standardized Obstetrics Training

Teaching methods	frequency	percentage	Effective percentage
Invisible education	58	19.9	20
dominant education	102	40.6	40.7
Simultaneous implementation of explicit and implicit education	91	36.2	36.3

### 2.3 Teaching evaluation needs improvement

If clinical teaching hospitals can establish a practical and feasible evaluation system for curriculum ideological and political education, it can further promote the construction of curriculum ideological and political systems and the formulation of standards, ensuring that the curriculum not only achieves the function of teaching and educating people, but also guides the value of students. According to the survey (Table 3), 60.9% of respondents believe that process evaluation is better, 20.7% of respondents believe that using quality and effectiveness evaluation is better, and only 18.4% of respondents believe that exam evaluation is better. According to the survey, most clinical teaching hospitals use process evaluation for teacher teaching evaluation. Through listening to classes, teachers are checked to see if they have carried out ideological and political courses, whether they meet the ideological and political goals of the teaching syllabus, whether the methods used in classroom teaching are appropriate, and whether they are smooth and silent, which is also in line with the characteristics of ideological and political teaching in the curriculum. Some obstetric clinical teaching hospitals use the method of student exams to evaluate the quality of ideological and political education in their courses, attempting to use a silent teaching method when teaching students. During the exam, separate questions are set to examine ideological and political content, and the quality and effectiveness of teacher teaching are evaluated based on student grades. Adopting this approach will make students clearly aware that teachers are carrying out ideological and political education in the curriculum, thus failing to achieve the effect of implicit education, deviating from the original intention of teachers' conscious teaching and students' unconscious learning.

Table 3 Evaluation Methods for Ideological and Political Teaching of Teacher Courses

Performance evaluation method	frequency	percentage	Effective percentage
Quality and effectiveness evaluation	52	20.7	20.7
Process evaluation	153	60.9	60.9
examination evaluation	46	18.3	18.4

### 2.4 Improving Teachers' Professional Literacy and Maintaining the Development Trend of Continuing Education and Training for Teachers

To investigate the composition of the ideological and political literacy of clinical teaching teachers in standardized obstetric training courses, a survey questionnaire (Table 4) was conducted on 251 respondents with multiple choice questions guided by moral and technical education. Among them, 32.38% of respondents believed that the ideological and political literacy should be improved; 28.18% of respondents believe that teaching ability and literacy should be improved; Another 24.61% and 14.83% of respondents believe that vocational education reflection literacy and ideological and political research literacy should be improved respectively. The Goodness of fit test was used to analyze the distribution uniformity of the proportion of each option in the multiple choice question. The results showed that ( $\chi^2=32.180$ ,  $p=0.000<0.05$ ), the popularity and response rate of ideological and political awareness literacy and teaching ability literacy were significantly higher. Teachers in Hubei Obstetrics Clinical Teaching Hospital should strengthen Marxist Leninist learning, explore ideological and political elements in the curriculum, strengthen moral and technical abilities, and better complete ideological and political teaching.

Table 4 Investigation on the Improvement of Professional Literacy of Obstetrics Clinical Teaching Teachers

Course Ideological and Political Professional Literacy	in response to		Penetration rate (n=251)
	n	responsivity	
Ideological and political awareness literacy	156	32.38%	62.10%
Reflection Literacy in Vocational Education	117	24.61%	47.10%
Teaching ability and literacy	135	28.18%	54%
Ideological and political research literacy	72	14.83%	28.50%

Goodness of fit test:  $\chi^2=32.190$   $p=0.000$

In another survey on the duration of ideological and political continuing education for teachers, as shown in Table 5, 38.2% of respondents believe that teachers' continuing education training is very sufficient; 48.2% of respondents believe it is relatively sufficient; 11.5% of respondents believe that they are uncertain; Another 1.9% of respondents believe that it is insufficient; There are no very insufficient respondents. Currently, the standardized training of clinical teaching teachers in obstetrics is mostly conducted during the winter and summer vacations, using centralized learning with little interference from the external environment, which is conducive to mobilizing teachers' learning enthusiasm and completing the research on ideological and political education in the curriculum.

Table 5 Investigation on the Hours of Ideological and Political Continuing Education in Curriculum

Educational content	frequency	percentage	Effective percentage
Very abundant	96	38.2	38.2
Relatively sufficient	121	48.2	48.2
indeterminacy	29	11.5	11.6
insufficiency	5	1.9	2.0
Very insufficient	0	0	0

### 3. Obstetrics Standardization Training Teaching Teachers' Course Ideological and Political Ability Faced with Challenges

#### 3.1 There is a difference in the demand for clinical majors and obstetric clinicians in medical schools

Teachers are the leaders of ideological and political education in the curriculum. Therefore, improving teachers' ideological and political abilities in the curriculum can help establish a unique clinical education in obstetrics, integrate students' majors with "ideological and political education in the curriculum", and solve the "two skin" phenomenon of ideological and political education and professional education. As the main battlefield for cultivating high-quality medical talents, medical colleges and universities need to adjust their curriculum and teaching in a timely manner in response to policy changes, which is a problem that medical colleges and universities need to pay attention to and solve.

#### 3.2 The mismatch between the ideological and political qualities and professional abilities of standardized obstetric training teachers in the curriculum

The basic requirements for the theoretical teaching of ideological and political courses in universities in the new era (2018), the pilot work plan for deepening the reform and innovation of ideological and political theory courses in schools in the new era (2020), and the implementation plan for the reform and innovation of ideological and political theory courses in schools in the new era (2020) have all made arrangements for the teaching work of medical schools. The educational reform involves various aspects such as textbooks, concepts, and teaching methods. However, a

considerable number of standardized clinical teaching teachers in obstetrics only use new textbooks without changing teaching concepts and methods, resulting in the reform not being fully completed. Teachers are not only the leaders of ideological and political education in the curriculum, but also the imparters of obstetric professional knowledge. They need to continuously learn ideological and political knowledge, obstetric professional knowledge, improve standardized obstetric training classroom teaching, integrate ideological and political elements into teaching, and enable students to receive ideological and political education in a subtle way.

#### **4. The Path to Enhance Teachers' Ideological and Political Teaching Ability in Curriculum**

##### **4.1 Strengthen top-level design**

Provide top-level design for the development of teachers' ideological and political abilities in the curriculum from two aspects: horizontal collaboration and vertical connection. In terms of horizontal collaboration, the path for the development of teachers' curriculum ideological and political abilities is studied from the perspectives of overall planning, interdisciplinary ideological and political integration, incentive mechanisms, and guarantee mechanisms. In terms of vertical connection, based on the growth patterns and knowledge seeking needs of students at different stages, we will improve the overall effective connection of teachers' ideological and political courses in the vertical dimension.

##### **4.2 Actively building a teacher work platform**

Strengthen the overall role of the Party committees of medical schools and hospitals in the construction of teachers' ideological and political education and professional ethics, establish a platform for cultivating teachers' ideological and political teaching abilities in curriculum, and establish a multidisciplinary expert team of ideological and political education mentors, including both on and off campus, to guide all ideological and political personnel, the entire process, and all-round education. Utilize pre job training and teaching ability continuing education training for teachers to allow teachers from different disciplines and majors to observe and exchange experiences with each other.

##### **4.3 Strengthening the Study of Ideological and Political Theory**

Teachers should strengthen their ideological and political learning and curriculum ideological and political practice, and implement the integration of moral and technical skills throughout the entire process of standardized obstetric clinical training and teaching practice. By constantly modifying teaching plans, syllabus, lesson plans, etc., and repeatedly exploring the integration points of ideological and political elements, they strive to achieve a silent and orderly integration of curriculum ideological and political teaching content.

#### **5. Summary**

To comprehensively promote the ideological and political construction of courses, teachers are the key. "Obstetrics clinical standardized training teachers should carry out the ideological and political construction of courses, using moral and technical education as the carrier, so that the cognitive level of teachers' thinking can be transformed, connecting ideological and political education with obstetrics clinical course teaching, and achieving innovative teaching models that integrate ideological and political concepts from traditional single skill teaching models. Medical schools and clinical teaching hospitals should actively build platforms to cultivate teachers' ideological and political teaching abilities in courses, encourage teachers to integrate "ideological

and political courses" with the characteristics of obstetrics and students' majors, determine subject education resources, and establish a standardized training community for obstetrics clinical practice.

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