

Research on the Internal Drive of Clinical Teachers' Teaching Development

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Abstract: Clinical teachers are not only doctors but also teachers. This role change makes them powerless and exhausted. Their initiative to participate in various types of teacher development activities needs to be strengthened. The reason for that is source-based power support and its internal drive which determines the degree of development. Internal drive is the driving force and psychological basis for people to generate enthusiasm. Based on the author's learning and experience, this paper discussed how to realize the self-cultivation and improvement of clinical teachers' classroom teaching ability from the perspective of internal demand. It mainly includes the following three aspects. First, they need to improve thinking and understanding; second, they need to strengthen knowledge development; third, they need to focus on basic classroom teaching.

1. Introduction.

Internal drive is an internal waking state or tension that is generated on the basis of need, which is expressed as an internal drive that promotes the activities of the organism to meet the needs[1]. In addition to firm mastery of the professional knowledge of the subject, young teachers must also learn new knowledge, new developments, and new achievements in relevant disciplines in a timely manner, and pay attention to understanding the development status and progress predictions of various emerging disciplines, marginal disciplines, and contemporary high technology. This will help them build their own unique knowledge framework and they need to update and adjust it from time to time. This process is a hot topic in international higher education research in recent years - "personal development of college teachers"[2].

2. The connotation of the internal drive of teaching development

The dynamic mechanism of teacher development is based on the satisfaction of the needs of teachers and the organic combination of the individual behaviors of teachers and the interests pursued by teachers. This mechanism is more standardized and procedural. The purpose is to mobilize the enthusiasm of teachers and improve the operation efficiency of local colleges and universities. The motivation mechanism of teacher development includes incentive mechanism and constraint mechanism. The so-called incentive mechanism is the mechanism that, from the perspective of positive guidance, changes the external force into the internal driving force of university teachers with the benefit as the motive force. The so-called restraint mechanism is to link the gains and losses of interests with the personal contributions from the perspective of negative restriction, and drive college teachers to strictly follow the corresponding rules and regulations in the pursuit of personal interests, so as to maximize the overall interests of the school.

3. The significance of the research on the internal drive force of clinical teachers' teaching development

The teaching development of clinical teachers is rooted in the intrinsic desire and value needs of

clinical teachers. It is a complex system engineering to support them to present a conscious, active and positive development state. Therefore, to study the effect of clinical teachers' professional development drive factors and influence mechanism and its relationship with the gravity, to practical policies for medical colleges and universities management, strengthen the consciousness of the development of the clinical teachers' teaching, expand the clinical teachers' independent development space, improve clinical teaching ability provide theoretical foundation and empirical basis.

3.1 Theoretical significance

In recent years, China has been attaching more and more importance to teacher development, which has gradually shifted from academic research to national top-level design. Especially after the ministry of education approved the establishment of 30 national teaching development centers, teacher development not only became popular in academic articles and policy documents, but also became the functional symbol of these centers. At the same time, with the flood of new media and big data into modern universities, not only changes the way students learn, but also puts forward a more severe test of teachers' knowledge authority and teaching methods, the development of teachers' teaching is imperative.

3.2 Practical value

Internal drive in the development of clinical teachers' teaching is the combination of "professional" and "independent", "professional" development must rely on the "independent" to complete, autonomy is a teacher as a process of subject construction and constantly transcend self, is "to me" to "I want to development", the process of rational examination is a teacher's own professional level and professional practice, consciousness in the process of pursuit and responsibility to bear.

Therefore, By understanding the specific performance of clinical teacher teaching development, it provides a new perspective and thinking for researchers and managers of medical colleges to formulate clinical teacher development policies and projects. At the same time, it also helps clinical teachers to deal with the relationship between doctors and teachers, so as to promote clinical teachers to better engage in teaching, improve teaching behavior, improve clinical teachers' recognition and belief, and ultimately improve the quality of clinical teaching and medical education.

4. Enhance the awareness of clinical teaching

The so-called classroom teaching ability refers to the ability of teachers to impart knowledge, and to guide and educate students in this process. It is the ability to understand curriculum standards, use textbooks, design teaching, master classroom skills and express language skills, impart knowledge, guide students' ability and regulate teaching activities. In recent years, after a group of young teachers obtain qualification certification, they have taken to the platform and began to undertake classroom teaching tasks. This requires them to integrate and apply a variety of traditional and modern teaching methods and means. Teachers in the hospital are not only responsible for heavy medical and scientific research, but also undertake clinical practice teaching tasks. Clinical teachers generally have a tendency to focus on medical and scientific research and pay little attention to teaching. This has its profound social background and administrative orientation. In fact, this is very unfavorable for the development of clinical teachers. Clinical teachers must not be biased in determining their goals and efforts.

The clinical teacher is a multi-level, multi-disciplinary medical talent group, and its medical theoretical knowledge and academic structure can better adapt to the needs of clinical work and scientific research work. However, due to the limitations of the traditional education system and curriculum, they have not been systematically trained in educational theory, and have a relative lack of knowledge about the laws and principles of education, teaching skills and personnel training. Therefore, young teachers should fully realize that the improvement of classroom teaching ability.

This requires diligent study and the courage to practice to be skillful. The relationship between medical treatment, scientific research and teaching is not a contradictory relationship, but a relationship for mutual promotion and complementation. The teaching process is also a step for the consolidation and re-learning of its own professional knowledge. Today, clinical teachers should correctly handle the relationship between medical treatment, teaching and scientific research, so that they can better coordinate the development. Only by strengthening the awareness of teaching, will teachers actively learn modern educational theories. therefore, they will constantly master new teaching methods and means, and design and implement teaching activities according to the students' professional, interest, and needs to achieve the desired teaching results. Through the teaching of teachers and the learning of students, mutual improvement is achieved[3]. In recent years, a group of outstanding young teachers have emerged. They have become the backbone of clinical teaching. It shows that as long as young teachers clearly define the mission and tasks of educating people, they can stand out from the crowd.

5. Correctly handle the relationship between medical treatment, teaching and scientific research

Due to the particularity of higher medical education, making the clinical teachers undertake the dual tasks, both doctors, and teachers, two roles on the career orientation and social orientation of different lead to clinical medical teacher role conflict, further leads to the conflict between the macro role expectation and the specific professional role expectation, the conflict of role behavior and thinking[4]. The quality of higher medical education is considered to be the main pillar of the high quality medicine graduates and health care services. As an important part of higher medical education system, the quality of clinical teaching directly influence the quality of higher medical education. To improve the quality of medical talent training and higher medical education, it is necessary to deal with the relationship between clinical work, teaching work and scientific research work of clinical teachers, promote the development of clinical teachers, especially the development of teaching, and improve the teaching input of clinical teachers. The basic teaching rights of clinical teachers are guaranteed from the system level, and their teaching efforts are recognized, which is also the respect for the clinical teachers' identity and participation in teaching[5].

6. To Strengthen Knowledge Development and Expansion

The self-cultivation approach of clinical teachers' classroom teaching ability is multiple. Clinical teachers should also enhance the awareness of teaching and research, actively apply for various teaching and research topics and conduct teaching research to promote teaching and research. This is very beneficial for the growth for clinical teachers. The scientific research work carried out by college teachers provides an advantage for their first-line work in teaching. Scientific research requires teachers to systematically read a large amount of scientific literature, deeply think about research topics, constantly summarize and adjust the research progress, and always get scientific inspiration and sparkling thoughts, which constitutes a good material for classroom teaching. On the contrary, clinical teachers can also connect scientific research and teaching. Starting from the classroom teaching practice and students' confusion, they can ask questions, screen, collect and organize the first-hand materials related to the problem, analyze them and study them with students to find a solution. This will help raise the height of the problem and establish a scientific hypothesis. This often leads to the rise of teachers and students' thinking from perceptual knowledge to theoretical understanding, and also helps clinical teachers to gain rich perceptual knowledge and practical experience on teaching objectives and environment from a new perspective.

7. Summary and Outlook

For the development of clinical teachers, we must not only study "how to do this thing", but also

study "how these people think". Therefore, stimulating the internal drive of clinical teachers' teaching development and guiding teachers to pursue the connection between life value and professional value can help to promote the conscious, active and sustainable development of clinical teachers. Clinical teachers hope to achieve good results in their professional development, they should often participate in all kinds of teaching research and reform activities organized by the school, constantly improve their sense of self-efficacy, so that their teaching ability can be significantly improved.

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