

# Analysis of the Current Situation and Reform Exploration of Traditional Chinese Medicine Teaching in Higher Vocational Education

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**Abstract:** This article deeply analyzes the current situation of traditional Chinese medicine teaching in higher vocational education, and explores in detail from five aspects: curriculum design and teaching content, teaching methods and means, student practice and employment, teacher team construction, and education evaluation system. Research has found that traditional Chinese medicine teaching in vocational colleges focuses more on theory and neglects practice in curriculum design, and the teaching content is not closely integrated with modern medicine; The teaching methods and tools are relatively traditional and lack innovation; Students have limited practical opportunities and uncertain employment prospects; The construction of the teaching staff is lagging behind, and there is a shortage of high-level teachers; The education evaluation system is single and difficult to comprehensively reflect students' learning outcomes. To address these issues, strategies and suggestions for reforming traditional Chinese medicine teaching in vocational colleges are proposed, including optimizing curriculum design and content, and strengthening practical teaching activities; Innovative teaching methods and means, introducing modern information technology; Strengthen student practice and employment guidance, and broaden employment channels; Strengthen the construction of the teaching staff and improve the teaching level of teachers; Reform the education evaluation system and establish a diversified evaluation mechanism.

**Keywords:** vocational education; Traditional Chinese Medicine; reform in education; course setting

## 1. Introduction

Traditional Chinese Medicine is a traditional treasure of the Chinese nation, carrying thousands of years of historical wisdom and cultural essence. Traditional Chinese Medicine has won widespread recognition and praise both domestically and internationally for its unique theoretical system, rich diagnostic and treatment experience, and excellent therapeutic effects. Currently, traditional Chinese medicine not only plays an irreplaceable role in the field of traditional medicine, but also demonstrates enormous value and potential in the modern medical system. Traditional Chinese Medicine teaching in vocational colleges is an important battlefield for cultivating grassroots TCM talents, and it shoulders the important mission of inheriting TCM culture and promoting the essence of TCM<sup>[1]</sup>. Through systematic education and training, vocational education in traditional Chinese medicine can provide a large number of professional talents with solid theoretical foundations and clinical practice abilities for grassroots medical institutions, injecting new vitality into the sustainable development of traditional Chinese medicine. Therefore, improving the quality of traditional Chinese medicine teaching in vocational colleges is crucial, and how to enhance the pertinence and effectiveness of traditional Chinese medicine teaching in vocational colleges has become an important research problem that urgently needs to be solved. This article further studies the current situation and reform strategies and suggestions of traditional Chinese medicine teaching in vocational colleges, hoping to contribute to the reform and development of traditional Chinese medicine teaching in vocational colleges and further promote the prosperity and development of the traditional Chinese medicine industry.

## 2. Analysis of the Current Situation of Traditional Chinese Medicine Teaching in Vocational Colleges

### 2.1 Curriculum Design and Teaching Content

Current situation analysis: Currently, the curriculum of traditional Chinese medicine majors in

vocational colleges has covered multiple modules such as basic theory, classic Chinese medicine, and clinical skills. The basic theoretical modules include basic theories of traditional Chinese medicine, prescription studies, and traditional Chinese medicine studies; The Traditional Chinese Medicine Classic module supports students to appreciate the essence and wisdom of traditional Chinese medicine by delving into classic works such as the Yellow Emperor's Inner Canon and Treatise on Cold Damage and Miscellaneous Diseases; The clinical skills module focuses on the training of clinical skills such as acupuncture and moxibustion, massage, TCM internal medicine, surgery, etc.

Existing problems: The curriculum of Traditional Chinese Medicine major in vocational colleges seems comprehensive, but there are some prominent issues in practical operation. Firstly, the course content is theoretical and lacks close integration with practice. Some courses focus on imparting traditional Chinese medicine theory, but neglect its application in clinical practice. Secondly, the study of traditional Chinese medicine classics often stays on the surface, lacking systematic interpretation and in-depth exploration, and students have not truly grasped the essence of traditional Chinese medicine classics. Finally, the integration of modern technology and traditional Chinese medicine is not sufficient, and modern information technology has not been fully utilized to improve teaching effectiveness.

## ***2.2 Teaching methods and tools***

Current situation analysis: Currently, traditional lecture based teaching dominates in the teaching of traditional Chinese medicine in vocational colleges, supplemented by teaching methods such as simulated diagnosis and treatment and case teaching. In the process of lecture based teaching, knowledge can be systematically imparted to students, but the lack of interactivity and participation can easily lead to students passively receiving knowledge. Simulated diagnosis and treatment aims to enhance students' clinical practice ability by simulating real clinical scenarios. However, it is easily limited by teaching resources and equipment conditions, and the popularity and effectiveness still need to be improved.

Problem: Teaching methods and tools are relatively traditional, lacking innovation and diversity. Specifically, lecture based teaching activities are difficult to stimulate students' interest and initiative in learning, the application of information technology teaching methods is insufficient, and teachers have not fully utilized modern information technology to improve teaching effectiveness and interactivity. In addition, many vocational colleges lack practical teaching resources, such as clinical internship bases and simulated diagnosis and treatment equipment.

## ***2.3 Student Practice and Employment***

Current situation analysis: Traditional Chinese Medicine majors in vocational colleges focus on cultivating students' practical abilities, providing them with rich practical opportunities through clinical internship arrangements, internship base construction, and other methods. At the same time, the demand for talents in the traditional Chinese medicine industry is constantly increasing, so vocational Chinese medicine students have broad employment prospects.

Existing problems: There are some prominent issues in student practice and employment. Firstly, students have limited internship opportunities, especially the mismatch between internship content and job requirements. Due to limited resources, some internship bases find it difficult to meet students' internship needs. Internship content often focuses on basic operations and simple case handling, lacking the cultivation of students' comprehensive and innovative abilities. Secondly, the cultivation of students' practical abilities is not sufficient, mainly due to the lack of sufficient practical opportunities and guidance during internships, resulting in incomplete improvement of practical abilities. Finally, the recognition of vocational Chinese medicine students in the job market needs to be improved, and some employers hold a reserved attitude towards their academic qualifications and practical experience.

## ***2.4 Construction of teaching staff***

Current situation analysis: The teaching staff of traditional Chinese medicine majors in vocational colleges exhibit diverse characteristics in terms of educational background, clinical experience, and professional background. Many teachers have a solid foundation in traditional Chinese medicine theory and rich clinical experience, and pay attention to providing high-quality teaching and guidance to students. However, some teachers lack a solid professional background or clinical experience, making

it difficult to meet teaching needs.

Existing problems: The construction of the teaching staff is lagging behind, and there is a shortage of high-level teachers. On the one hand, there is a shortage of teachers with rich clinical experience, which makes it difficult to fully meet the needs of practical teaching. On the other hand, some teachers' educational background and professional background do not fully match the requirements of traditional Chinese medicine in vocational colleges, resulting in uneven teaching quality. In addition, the teacher training mechanism needs to be improved, and there is a lack of systematic training and improvement plans.

### ***2.5 Educational evaluation system***

Current situation analysis: In the education evaluation system of traditional Chinese medicine major in vocational colleges, it includes examination forms, score composition, skill assessment, etc. The examination format is mainly based on closed book exams, supplemented by practical operations, open book exams, etc; The composition of grades includes multiple parts such as regular grades, mid-term exams, and final exams; Skill assessment is conducted through simulated diagnosis and treatment, experimental operations, and other methods.

Existing problems: The education evaluation system of traditional Chinese medicine in vocational colleges focuses on theoretical exams, neglecting or underestimating the evaluation of practical abilities and comprehensive qualities. On the one hand, although closed book exams can test students' mastery of theoretical knowledge, they are difficult to fully reflect students' practical abilities and comprehensive qualities. Skill assessments are often too simplistic or superficial, failing to truly test students' clinical practice abilities. In addition, the evaluation system lacks assessment of students' innovation ability, teamwork ability, etc.

## **3. Strategies and Suggestions for the Reform of Traditional Chinese Medicine Teaching in Higher Vocational Education**

### ***3.1 Curriculum design and content optimization***

Starting from the following three aspects, we can promote the reform of traditional Chinese medicine teaching in vocational colleges by optimizing the curriculum and content, in order to address the problems in the curriculum design of traditional Chinese medicine majors.

In terms of the deep integration of theory and practice, it is necessary to increase the proportion of practical elements in curriculum design to promote the close integration of theory and practice. For example, a course on "Clinical Case Analysis of Traditional Chinese Medicine" can be offered, which selects typical modern clinical cases of traditional Chinese medicine for in-depth analysis and guides students to apply theoretical knowledge to clinical practice. At the same time, the "Traditional Chinese Medicine Clinical Simulation Training" course is introduced to enhance students' practical abilities by simulating real diagnosis and treatment scenarios. In terms of "deep interpretation of traditional Chinese medicine classics", in response to the problem of traditional Chinese medicine classics learning remaining at the surface level, a course on "deep interpretation of traditional Chinese medicine classics" should be offered, and teachers with profound theoretical knowledge and rich clinical experience should be invited to give systematic explanations and lead students to conduct in-depth exploration. By delving into the essence and wisdom of traditional Chinese medicine classics, it helps students understand the core concepts and ways of thinking of traditional Chinese medicine. The important idea of "emphasizing the integration of modern technology" is to cleverly incorporate modern technological elements into the curriculum of traditional Chinese medicine, and fully utilize modern information technology to enhance teaching effectiveness. For example, courses such as "Traditional Chinese Medicine Information Technology" and "Traditional Chinese Medicine Remote Diagnosis and Treatment" are offered. The former teaches students how to use modern information technology to improve the efficiency and accuracy of traditional Chinese medicine diagnosis and treatment, while the latter supports students to experience the integration of modern technology and traditional Chinese medicine in practice.

### ***3.2 Innovation in teaching methods and tools***

In order to effectively stimulate students' interest and initiative in learning and continuously

improve teaching effectiveness, it is necessary to pay attention to the innovation of teaching methods and means in the process of reforming traditional Chinese medicine teaching in vocational colleges.

On the basis of traditional lecture based teaching, teachers can introduce interactive teaching methods such as role-playing, group discussions, etc., in order to increase the interactivity and participation of classroom teaching. In the course of "Basic Theory of Traditional Chinese Medicine", teachers organize students to have group discussions, conduct in-depth discussions and debates around a certain traditional Chinese medicine theory, and successfully stimulate students' learning interest and thinking ability. In terms of integrating practical teaching resources, teachers should pay attention to strengthening the integration and optimization of practical teaching resources, and vocational schools should try to establish an alliance of on campus and off campus internship bases to promote the sharing of resources such as clinical internship bases and simulated diagnosis and treatment equipment<sup>[2]</sup>. In addition, vocational colleges establish cooperative relationships with medical institutions and carry out projects such as "school doctor cooperation" to support students in internships and practices in real clinical environments. In the process of teaching traditional Chinese medicine, teachers should make full use of modern information technology means, such as online teaching platforms, virtual laboratories, etc., with the aim of further enriching teaching resources and improving teaching effectiveness. Teachers can guide students to develop an online learning platform for traditional Chinese medicine, providing them with rich teaching videos, online tests, case libraries, and other resources to enable them to learn and consolidate their knowledge independently. At the same time, teachers guide students to use virtual laboratories for simulated diagnosis and treatment and other practical operations, continuously improving their clinical practice abilities.

### ***3.3 Strengthening student practice and employment***

In the reform of traditional Chinese medicine teaching in vocational colleges, teachers focus on enhancing students' practical abilities and employment competitiveness. To strengthen students' practical experience and employment, vocational schools and teachers should make efforts in the following three aspects.

In terms of expanding internship channels, it is necessary to actively broaden internship channels and establish cooperative relationships with more medical institutions to provide students with more internship opportunities<sup>[3]</sup>. At the same time, it is necessary to ensure that the internship content matches the job requirements, so that students can gain practical experience related to their profession during the internship process. In terms of strengthening the cultivation of practical abilities, teachers should strengthen the training and guidance of students' practical abilities during their internships. It is recommended to implement an "internship mentor system" and provide each intern with a clinically experienced mentor to provide personalized guidance. In addition, regular or irregular internship exchanges and sharing activities are organized to encourage students to share their internship experiences and insights, promote mutual learning and reference among students. In terms of enhancing the recognition of the job market, vocational colleges continue to strengthen communication and cooperation with employers, and improve the recognition of traditional Chinese medicine students in the job market from multiple aspects. For example, inviting employers to participate in campus job fairs, presentations, and other activities allows students and employers to have face-to-face communication and understand the needs and expectations of employers. When the conditions are met, vocational colleges will strengthen cooperation with employers and consider carrying out targeted employment, joint training and other projects to provide students with more employment opportunities.

### ***3.4 Strengthen the construction of the teaching staff***

In the reform of traditional Chinese medicine teaching in vocational colleges, strengthening the construction of the teaching staff is one of the important strategies to continuously improve the quality and level of teaching, which should not be underestimated or ignored.

Vocational colleges should actively introduce high-level teachers with profound theoretical foundation and rich clinical experience, and continuously enrich the teaching staff. At the same time, attention should be paid to the educational structure, professional background, etc. of teachers to ensure the diversity and comprehensiveness of the teaching staff. Vocational colleges need to improve their teacher training mechanisms, such as regularly organizing teachers to participate in various training and academic exchange activities, and inviting well-known experts and scholars to give lectures and training on campus, which can help enhance teachers' professional competence and teaching ability<sup>[4]</sup>.

In addition, it is necessary to establish a scientific and effective incentive mechanism to encourage teachers to actively participate in teaching reform and scientific research work. For example, setting up awards such as the "Teaching Reform Achievement Award" and the "Research Achievement Award" should commend and reward teachers who have achieved outstanding results in teaching and research.

### 3.5 Reform of the Education Evaluation System

To comprehensively reflect students' practical abilities and comprehensive qualities, vocational colleges and teachers should pay attention to the reform of the education evaluation system, focusing on diversified evaluation systems, comprehensive quality evaluations, and establishing feedback mechanisms.

In terms of "diversified evaluation system", the key is to establish a diversified evaluation system. In addition to traditional closed book exams, it is necessary to add various evaluation methods such as open book exams, practical operations, and case analysis. For example, in the assessment of clinical skills in traditional Chinese medicine, teachers use simulated diagnosis and treatment, experimental operations, and other methods to assess students, emphasizing the comprehensive testing of students' clinical practice abilities. In terms of "comprehensive quality evaluation", teachers should pay attention to evaluating students' comprehensive quality in the evaluation system, including teamwork ability, communication ability, innovation ability, etc. At the same time, a "comprehensive quality evaluation form" will be established for students to regularly assess and record their comprehensive quality, which will serve as an important basis for evaluation and employment recommendations. In terms of establishing a feedback mechanism, teachers need to establish an effective evaluation feedback mechanism, collect and analyze students' opinions and suggestions in a timely manner, and continuously improve and perfect the evaluation system. For example, teachers regularly organize students to fill out the "Evaluation System Feedback Form", collect their satisfaction and improvement suggestions for the evaluation system, and then adjust and optimize the evaluation system accordingly.

## 4. Conclusion and Prospect

In summary, at present, the teaching of traditional Chinese medicine in vocational colleges faces various challenges, including traditional teaching methods, emphasis on theory in curriculum design and teaching content, and limitations on student practice and employment, which constrain the quality and effectiveness of traditional Chinese medicine education. In response to these issues, the article proposes specific reform strategies and suggestions, emphasizing the comprehensive improvement of the quality and level of traditional Chinese medicine teaching in vocational colleges through the implementation of strategies such as optimizing curriculum design and content, innovating teaching methods and means, strengthening student practice and employment, strengthening teacher team construction, and reforming the education evaluation system.

Looking ahead to the future, vocational education in traditional Chinese medicine needs to continuously integrate modern medical concepts and technologies while inheriting the essence of traditional Chinese medicine, in order to cultivate composite talents who not only have a solid theoretical foundation in traditional Chinese medicine, but also master modern medical knowledge and skills. In the future, vocational schools and teachers should further research and practice to promote the reform and development of traditional Chinese medicine education. We look forward to continuously striving and exploring to promote higher vocational education in traditional Chinese medicine to new heights.

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