

# Analyzing How Clinical Medicine Students Can Enhance Their Interest in Medical Learning

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**Abstract:** The learning interest and effectiveness of students are closely related. In clinical medicine, it is necessary to analyze the actual situation of students and develop targeted teaching plans based on the current teaching situation of professional courses, in order to enhance students' interest in learning professional courses. This article delves into the reasons for the lack of learning interest among clinical medicine students and proposes strategies to enhance their learning interest, providing reference for improving their learning behavior and enhancing their learning abilities.

**Keywords:** Clinical Medicine Major; Improve; Learning Interest

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Psychologists believe that learning interest is a major activity that stimulates students' learning motivation and maintains a long-term positive learning state, which can guide them to overcome obstacles towards determined learning goals. Clinical medicine majors have strong practicality, and some students exhibit low interest in learning due to various factors, resulting in poor learning outcomes. This indicates that there is a close relationship between students' learning interests and learning outcomes.

## 1. Reasons for Insufficient Learning Interest Among Clinical Medicine Students

### 1.1 Low Professional Recognition

Professional identity is the positive identification of clinical medicine students with their major, which is their emotional acceptance and recognition of their major. This sense of professional identity is closely related to enhancing students' interest in learning: the higher the degree of professional identity of students, the stronger their interest in learning, which has a positive guiding effect on learning outcomes. However, due to traditional beliefs, clinical medicine students lack awareness of grassroots doctor positions and feel confused about their future development prospects, which is the main reason for their lack of interest in learning. Moreover, some students believe that clinical medicine majors are not recognized by society and have no employment prospects. These students have a negative attitude towards the future and lack confidence in it, resulting in a lower interest in learning.

### 1.2 Single Teaching Methods and Evaluation Mechanisms

At present, the main way of talent cultivation is through classroom teaching. Although the teaching concept of "student-centered" has also been proposed in clinical medicine, many teachers still use the "teacher centered" teaching method in clinical medicine teaching. For example, teaching methods such as PBL and CBL, which are highly effective in medical education, are rarely proficiently used by teachers. Moreover, some teachers lack information technology teaching methods, and their evaluation of students is mainly based on exam scores. This phenomenon of emphasizing theory and neglecting skill development seriously restricts students' learning enthusiasm, which is also the reason for the lack of interest in learning among clinical medical students.

### **1.3 Not Forming a Good Learning Atmosphere**

A good learning atmosphere is an external factor that generates students' interest in learning. With the increasing emphasis on clinical medicine in society, schools have developed rapidly in terms of enrollment scale, professional settings, and faculty construction. In order to adapt to these educational conditions, schools focus more on infrastructure and laboratory construction, and do not attach importance to campus cultural construction, resulting in a lack of a good learning atmosphere. Moreover, at the current stage, social competition is very severe, and some hasty ideas have an impact on both teachers and students, seriously affecting their interest in learning.

## **2. Strategies for Clinical Medicine Students to Enhance Their Interest in Medical Learning**

In order to change the current situation where students have low interest in learning, clinical medicine can be used as a pilot program to try and change this situation from multiple aspects.

### **2.1 Clarify the Path of Talent Cultivation and Expand Development Space**

Due to the multiple influences on the learning interest of clinical medicine students, including their attitude towards learning, subjective understanding of learning, self-discipline and control ability of learning behavior, all of which can affect their learning interest and intention. For example, a low level of professional identity among students can directly affect their learning interests and behaviors, thereby affecting their learning outcomes, leading to some students having poor learning outcomes. How to cultivate students' interest in learning and enhance their professional identity in clinical medicine is a key issue in solving the low interest in learning among students. Improvements can be made in the following areas.

Firstly, through publicity and education, enhance students' sense of professional identity. From the beginning of student enrollment, the school sets up various promotional methods for publicity and education. For example, various forms such as special lectures and symposiums can help students have a clear understanding of the learning content and social significance of clinical medicine, and combine the medical humanities literacy of “doctors with kindness” to promote and educate students, enhancing their sense of professional identity with their profession. For example, inviting outstanding graduates from the school to explain their professional identity experiences to students, so that students who have just entered the clinical medicine major can see and hear with their own eyes that students in this major will also have a bright future. Clinical medicine is a respected profession when entering society in the future. In addition, school leaders provide Q&A for students, encourage them to obtain corresponding qualification certificates through learning, and enhance their interest in learning by studying basic courses.

Secondly, carry out social practice to increase students' sense of job identity. Organize students to participate in clinical practice activities during weekends or holidays. For example, collaborating with healthcare units such as community hospitals and grassroots hospitals to encourage students to participate in social practice activities. Students enter grassroots health institutions and personally experience the current medical and clinical situation. For example, students take care of patients in grassroots hospitals, develop care plans based on their conditions, and provide thoughtful and meticulous clinical medical services to patients. Enable students to experience the importance of clinical medicine in practical activities, cultivate their love for clinical medicine positions, improve service quality, and increase their sense of identification with clinical medicine.

Thirdly, broaden the development path and ensure that students have room for improvement. One of the important reasons why some students have low interest in learning clinical medicine is that they do not have a good development space after employment. To change this situation, it is necessary to adjust the talent training mode, provide development space and promotion channels for clinical medicine students, and generate learning interest for students. For example, the school invites students who have already participated in work to give presentations, and through vivid and specific stories about their own learning, practical experience, and work experience in school, they can help students understand the fun of their future work, thereby enhancing their interest in learning the courses of their major.

## 2.2 Carry out Teaching Mode Reform and Create an External Environment

Firstly, innovate teaching methods to enhance teaching effectiveness. Clinical medicine majors require innovative teaching, providing students with visual and auditory stimuli through diverse teaching methods, and creating a fun learning atmosphere. By utilizing information technology in clinical medicine courses, teaching content can be made vivid through small videos, micro lessons, and other forms, transforming abstract and profound knowledge into concrete and vivid content, thereby improving learning effectiveness. For example, when discussing the adverse reactions of fluoroquinolone drugs, multimedia can be used to present images of allergic dermatitis, allowing students to learn more about relevant knowledge and broaden their research. When explaining heart failure, pictures and videos of patients with lower limb edema, breathing difficulties, etc. can be displayed. By showcasing dynamic clinical medical professional knowledge in various ways, it increases the fun of learning content and enhances students' interest in learning professional knowledge.

Secondly, using the case introduction method to inspire students to think deeply. In classroom teaching, students are encouraged to analyze real-life cases after school, engage in group discussions or role-playing, and actively participate in classroom teaching. When selecting teaching cases, try to choose real test questions and real-life related cases to increase the fun of classroom teaching. For example, when explaining the content of "iron preparations", specific cases can be used to show students: a patient, male, 41 years old, who has been weak in the past month, has dizziness in the head, and is prone to fatigue. According to medical advice, he/she should take ferrous sulfate solution orally. In order to reduce adverse reactions, students can discuss the correct operating methods. Then, please ask the students to perform role-playing, where they will play the role of a patient taking liquid iron and a nurse. The nurse will explain medication guidance to the patient and increase their understanding of relevant knowledge. Thirdly, help students overcome their fear of difficulties and form good study habits. A good learning attitude helps students increase their interest in learning, improve their professional skills, and become qualified healthcare professionals. After investigation, it was found that some students studying clinical medicine are not someone they like to apply for. Due to various reasons such as parental pressure, exam scores, and student motivation, they chose this major. However, after entering the clinical medicine major, they found that they were slow to accept the professional content, which increased the fear of difficulty among some students. In response to this situation, teachers should create a good learning atmosphere for students and help them overcome their fear of difficulties. For example, hierarchical teaching is provided to students, personalized guidance is provided to students with poor acceptance ability, psychological counseling and communication are provided to students, making them realize that the basic knowledge of clinical medicine is relatively easy. Learning is carried out according to the principle of shallow to deep, reducing learning difficulty, helping students build confidence, and forming good learning habits. Fourthly, role-playing. Creating a learning atmosphere and leveraging subjective norms

## 2.3 Reform the Evaluation Mechanism and Unleash Incentive Effectiveness

The evaluation method for clinical medicine majors focuses more on combination evaluation according to traditional assessment methods, and does not attach importance to the importance of process evaluation, which cannot comprehensively evaluate students' learning ability and learning effectiveness. Therefore, it is necessary to reform and innovate these traditional assessment and evaluation methods, and establish a dynamic assessment and evaluation system that can promote the comprehensive development of students.

Firstly, introduce a diversified assessment and evaluation mechanism, which includes three aspects: evaluation subject, evaluation content, and evaluation mechanism. The evaluation subjects mainly include teachers, students, industry experts, etc. Through different evaluation subjects, students are evaluated, allowing them to feel the feelings brought by different subject evaluations and enhancing their ability to correctly recognize personal abilities. The evaluation content includes theoretical evaluation, practical evaluation, medical professional ethics and humanistic literacy content, etc. It evaluates the learning content of students in multiple aspects and promotes the development of their comprehensive quality; In terms of evaluation methods, online and offline evaluations can be used to comprehensively evaluate students and increase their learning motivation.

Secondly, introduce a process oriented mechanism to promote students' learning motivation. In teaching evaluation, it is

important to comprehensively consider the learning process of students, including classroom performance, answering questions, and unit testing. For example, some students with weaker learning abilities may perform poorly in exams, but if they value encouraging and evaluating their classroom performance, they will develop a passion for learning, leading them to improve their learning abilities and enhance their theoretical knowledge and practical abilities on the existing basis. For example, some students enjoy participating in practical activities and regularly organize students to go to hospitals for on-site learning through “school enterprise cooperation”. They provide clinical care for common diseases, special patients, etc. in the real clinical process, and gradually improve their self-learning interest in practical activities.

### **3. Conclusion**

In summary, with the progress of society, higher requirements have been placed on schools in the cultivation of clinical medical professionals. Clinical medicine is an important channel for cultivating general practitioners. How to stimulate students' interest in learning and improve their comprehensive quality has become the core task of cultivating practical professional talents. This article conducts in-depth exchanges on these issues.

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