

# Building an Integrated Teaching System of Teaching, Learning and Evaluation: Taking English Courses in Medical Colleges as an Example

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**Abstract:** The integrated teaching system of teaching, learning and evaluation is a reasonable and optimized teaching strategy under the new curriculum standards in higher education, which highlights the organic integration of the whole teaching process and further implements the fundamental teaching tasks and professional training requirements of the new curriculum standards. For medical colleges, English courses are not only the basic part of quality education but also an important carrier to cultivate medical talents with international vision and cross-cultural communication ability. Based on a comprehensive analysis of the current development situation of medical English teaching in Chinese colleges and universities, combined with the basic connotation of vocational education theory and the actual teaching experience of medical English courses in higher vocational colleges, this paper deeply expounds the core connotation of the integrated teaching model of teaching, learning and evaluation, systematically analyzes its practical application value in the teaching of medical college English courses, and puts forward targeted and operable implementation strategies according to the professional characteristics of medical English and the learning rules of medical students. The research is expected to provide practical reference for the reform and innovation of medical English teaching in vocational medical colleges, and help to improve the overall teaching quality of medical English courses and the comprehensive English application ability of medical students.

**Keywords:** Integrated Teaching; Learning and Evaluation; Teaching System Construction; Medical College English Courses; Implementation Strategy; Vocational Medical Education

## 1. Introduction

The integration of teaching, learning and evaluation is a mature and widely used teaching model in the current education and teaching reform [1,2], which focuses on the organic integration of teachers' teaching design, students' independent learning activities and the comprehensive evaluation of the curriculum teaching effect, and forms a complete, scientific and closed-loop teaching system through the internal connection of the three links, so as to effectively improve students' learning quality and the overall effect of classroom teaching [3]. Under the guidance of this teaching model, college English teachers actively adjust and optimize their teaching strategies, break the limitations of the traditional single teaching mode, set up student-oriented teaching situations according to the professional characteristics of different majors, and provide rich and diverse practical teaching activities combined with professional application scenarios [4], which not only fully excavates the ideological and educational connotation of English courses, but also enriches the form and content of medical college English classrooms, and guides medical students to establish a systematic and perfect English knowledge framework suitable for their professional development.

Medical English is a typical cross-disciplinary subject that combines medical professional knowledge and English language application skills, and it is an indispensable part of the talent training system of medical colleges and universities [5]. With the deepening of the internationalization of global medical and health undertakings, the rapid development of medical science and technology and the comprehensive promotion of the construction of "New Medical Health Science" in China, the social demand for high-quality medical talents with solid professional medical skills, excellent English application ability and good cross-cultural

communication quality is increasing day by day [6]. However, at present, the teaching of medical English courses in many colleges and universities in China still has many prominent problems that are difficult to ignore: the disconnection between teaching, learning and evaluation is serious, the teaching methods are single and backward, the teaching content is divorced from the actual needs of medical professional practice, the cultivation of students' professional English application ability is insufficient, and the integration of language teaching and medical professional quality training is not close enough [7]. The traditional medical English teaching model takes teachers as the absolute main body, focusing on the mechanical explanation of basic English language knowledge and grammatical phenomena, ignoring the in-depth cultivation of students' medical professional English application ability and comprehensive literacy, and the teaching process lacks the interaction and integration with medical professional practice [8]. This kind of teaching model is difficult to meet the training requirements of modern medical talents in the new era, and it is also not conducive to the long-term development of medical students' professional career and the internationalization development of China's medical and health undertakings.

The integrated teaching model of teaching, learning and evaluation breaks the inherent boundary of the traditional three separated links of teaching, learning and evaluation, and realizes the organic integration and mutual promotion and development of the three links in the whole process of medical English course teaching [9]. Applying this scientific and advanced teaching model to the teaching practice of medical college English courses is conducive to fundamentally changing the current unsatisfactory situation of medical English teaching, optimizing the whole teaching process of medical English courses, improving the overall teaching quality and teaching effect of medical English, and promoting the all-round development of medical students' English comprehensive ability. Based on this, this paper takes the English courses of vocational medical colleges as the specific research object, first expounds the core connotation and basic characteristics of the integrated teaching model of teaching, learning and evaluation, then systematically analyzes its important practical role in the teaching of

medical college English courses from multiple dimensions, and finally puts forward targeted and operable specific implementation strategies according to the professional characteristics of medical English courses and the learning cognitive characteristics of medical students, in order to build a scientific, perfect and practical integrated teaching system of teaching, learning and evaluation for medical college English courses, and provide effective theoretical support and practical reference for the teaching reform and innovation of medical English courses in vocational medical colleges.

## **2. The Connotation of the Integrated Teaching Model of Teaching, Learning and Evaluation**

The integration of teaching, learning and evaluation essentially refers to the systematic integration and scientific sorting out of the three core parts of teachers' teaching design and implementation, students' independent learning and cooperative learning activities, and the comprehensive evaluation of teaching and learning effects in the whole teaching activity process of the curriculum. It makes the three parts form an organic whole with close internal connections, mutual influence and mutual promotion, and jointly act on the whole process of students' knowledge acquisition, ability improvement and quality development [9]. Different from the traditional teaching model which takes the three links as independent and separated parts, the integrated teaching model of teaching, learning and evaluation emphasizes the internal logical connection and the overall integrity of the teaching activity itself, and takes the three links as a unified whole to apply to the whole process of classroom teaching and after-class learning, which makes the whole teaching process more systematic, scientific and targeted. This teaching model has the prominent characteristics of strong comprehensiveness, student-oriented and dynamic circulation, and fully respects the individual learning habits and cognitive characteristics of students. In the integrated teaching system of teaching, learning and evaluation constructed for medical English courses, teaching is the leading link, which plays a guiding and directional role for the whole learning and evaluation process; learning is the core link, which is the fundamental goal of teaching design and the main object of teaching evaluation; evaluation is the guarantee link,

which provides scientific feedback and effective guidance for the optimization of teaching design and the improvement of learning effect. Teachers design clear and specific teaching objectives and diverse teaching activities according to the professional training requirements of medical colleges, the curriculum characteristics of medical English and the actual learning situation of medical students, and guide students to carry out targeted independent learning and cooperative learning activities; students take the initiative to construct medical English knowledge system, improve professional English application ability in the process of active learning, and feed back the existing learning problems and actual learning effects to teachers in a timely manner through various ways; teaching evaluation runs through the whole process of medical English teaching and learning, which not only evaluates the final learning results of students, but also pays more attention to the whole process of students' learning activities, and at the same time scientifically evaluates the rationality and effectiveness of teachers' teaching design and teaching implementation. The three links of teaching, learning and evaluation form a closed loop of teaching operation with close connection, mutual feedback and dynamic adjustment, which realizes the continuous dynamic adjustment and optimized development of the whole teaching process of medical English courses.

The practical application of the integrated teaching model of teaching, learning and evaluation in medical English teaching enables teachers to timely and accurately understand the actual learning situation, learning difficulties and cognitive needs of medical students through the whole teaching process, and teachers can use the various effective information obtained from the learning process and evaluation results to timely adjust and improve the teaching design and learning guidance activities, making the medical English teaching more in line with the professional learning needs and cognitive characteristics of medical students [6]. At the same time, this scientific teaching model can effectively stimulate the internal learning motivation and learning initiative of medical students, guide students to change from passive acceptance of knowledge to active exploration and independent construction of knowledge, and gradually improve students' independent learning ability, cooperative learning ability and

comprehensive application ability of medical professional English, which lays a solid foundation for the long-term development of students' professional medical career.

### **3. The Role of the Integrated Teaching System in Medical College English Course Teaching**

#### **3.1 Promote the Reform of Medical English Teaching and Implement Professional Teaching Objectives**

The integrated teaching model of teaching, learning and evaluation breaks the inherent limitations of the traditional medical English teaching model, makes the medical English classroom more flexible and open, and fully respects the professional learning needs and personal growth needs of medical students [1]. The traditional medical English teaching model is usually a typical teacher-led cramming teaching mode, in which teachers are responsible for the mechanical explanation of basic knowledge, and students passively absorb and memorize the knowledge taught by teachers. Moreover, the knowledge explained by teachers is mainly basic English language knowledge and simple grammatical phenomena, lacking in-depth analysis and interpretation of the medical professional connotation and humanistic literacy connotation of the teaching content [7]. Students only carry out mechanical imitation, follow-up reading and repetitive memory in the whole learning process, which cannot effectively stimulate the internal learning driving force of medical students, resulting in the general low enthusiasm and initiative of medical students in medical English learning, and the poor learning effect of the course.

The integrated teaching model of teaching, learning and evaluation can effectively break the inherent drawbacks of these traditional medical English teaching models [1]. By clarifying the specific teaching objectives of medical English courses combined with professional characteristics, teachers redesign the teaching activities and each teaching link of the medical English classroom in a scientific and reasonable way according to the teaching objectives, and at the same time let medical students perceive and understand the practical application value of medical English knowledge in professional practice through diversified teaching methods and various types of teaching activities closely

combined with medical professional scenarios, and guide students to use medical English knowledge to solve practical problems in medical professional practice [6]. At the same time, teachers will further strengthen the two-way interaction with students in the teaching process, pay more attention to the multi-dimensional interaction and cooperative communication between students, further highlight the dominant position of students in the whole teaching process, thus effectively stimulating students' learning interest in medical English, giving full play to students' subjective initiative in learning, significantly enhancing students' learning enthusiasm in medical English class, cultivating students' awareness of active learning, guiding students to deeply explore the internal connection between medical English knowledge and medical professional knowledge, and thus gradually improving students' medical English thinking ability and professional English application thinking ability [2]. For medical college English courses, the clear and specific teaching objectives under the guidance of the integrated teaching model of teaching, learning and evaluation can closely combine English language teaching with medical professional knowledge teaching, realize the organic integration of medical English language ability training and medical professional quality cultivation, and thus better implement the professional talent training objectives of medical colleges and universities [6].

### **3.2 Promote the All-Round Growth of Medical Students and Improve Their Comprehensive Professional Abilities**

Under the background of the new era education and teaching reform, teachers are required to pay attention to the all-round development of students and cultivate students with multiple abilities and comprehensive quality [2]. In the teaching process of medical English courses, teachers should not only pay attention to the improvement of students' academic performance in medical English courses, but also more importantly, pay attention to the cultivation of students' medical professional English application ability and comprehensive learning ability, pay attention to the formation of students' correct learning attitude and good learning habits, and attach importance to the cultivation of students' ideological and moral character and medical professional ethics [1].

The integrated teaching model of teaching, learning and evaluation can effectively guide medical English teachers to pay more attention to the all-round development of medical students in the teaching process, and require teachers to not only focus on the improvement of students' basic English knowledge level in teaching, but also pay more attention to the all-round development of students' various professional abilities and comprehensive literacy [8]. By changing the traditional single teaching activities and teaching behaviors, teachers can provide students with more diversified teaching methods and more types of learning ways suitable for medical professional characteristics, creating a good learning environment for the all-round development of medical students.

In the medical English classroom under the guidance of the integrated teaching model, students can fully give play to their dominant position in the learning process, master and flexibly apply medical English knowledge through different types of practical teaching activities closely combined with medical professional practice and interesting cooperative learning activities, and at the same time clearly understand the practical application value of medical English knowledge in medical professional life and its important role in solving practical problems in medical professional practice [7]. These rich and diverse teaching activities can not only effectively improve students' practical application ability of medical professional English and the ability to solve practical professional problems by using English knowledge, but also comprehensively improve students' observation ability, analysis and understanding ability, cooperative communication ability and innovative thinking ability [6]. With the deepening of students' understanding of the medical English subject and the gradual improvement of their medical professional English application ability, students' learning attitude towards medical English will also change positively, and students will invest in medical English learning activities more actively and consciously, and complete various learning tasks with a serious and positive attitude. Teachers can comprehensively and accurately understand the all-round growth and development of medical students through the comprehensive and scientific teaching evaluation system of medical English courses, which can not only clearly understand the

students' mastery of different medical English knowledge points, but also comprehensively grasp the improvement of students' learning ability, learning methods, cooperative learning ability, communication and expression ability and other various abilities in the learning process [8]. Teachers can deeply understand the ideological morality and professional ethics of students through the daily learning behavior habits and cooperative learning performance of medical students, and timely guide students to establish correct world outlook, outlook on life and values in the teaching process, and help students develop good medical professional ethics and moral character [1]. For medical students, the all-round improvement of these comprehensive abilities and good quality is not only conducive to their in-depth learning of medical English courses, but also lays a solid and important foundation for their future medical professional study, clinical medical practice and long-term professional career development [6].

### **3.3 Promote the Professional Development of Medical English Teachers and Improve Their Comprehensive Professional Literacy**

The implementation of the integrated teaching model of teaching, learning and evaluation in medical English teaching can not only effectively promote the all-round progress and development of medical students, but also effectively promote medical English teachers to change and develop in a more professional and comprehensive direction [10]. In the past traditional medical English teaching process, teachers often ignored the important guiding and feedback role of teaching evaluation in the teaching process, resulting in a serious disconnection between teaching, learning and evaluation in medical English teaching, and the traditional teaching evaluation system could not comprehensively and scientifically evaluate the real learning situation and all-round growth of students [11]. The implementation of the integrated teaching model of teaching, learning and evaluation in medical English teaching can effectively promote medical English teachers to constantly improve and perfect the teaching evaluation mechanism of medical English courses, so that teaching evaluation can really play its due value and role in the teaching process, guide teachers to pay more attention to the whole learning process of students instead of

just focusing on the final learning results, help teachers establish a scientific and correct teaching evaluation concept, and also enable teachers to carry out a more comprehensive and objective self-evaluation of their own teaching design and teaching implementation [12].

The implementation of this teaching model makes medical English teachers deeply explore the new teaching objectives and teaching tasks of medical English courses under the background of "New Medical Health Science", and on the basis of having a clear professional teaching direction, further improve and perfect the scientific and reasonable assessment standards of teaching evaluation combined with the professional characteristics of medical English, and carry out all teaching activities around the clear teaching objectives [10]. At the same time, teachers establish a complete and detailed individual learning evaluation file for each student in a timely manner according to the effective information obtained from the process evaluation, and conduct dynamic supervision and scientific assessment of students' daily learning behaviors and learning effects. These effective information obtained from the teaching and evaluation process can also help teachers establish a strong concept of lifelong learning, make teachers evaluate their own teaching behaviors and teaching effects in a timely manner while continuously optimizing teaching activities, and take the initiative to invite students to evaluate their own teaching design, teaching methods and teaching effects [11]. Teachers comprehensively reflect on their own teaching work according to the various information obtained from self-evaluation and student evaluation, further improve and optimize their own teaching activities, and constantly enrich their own knowledge reserve, improve their own teaching level, and thus further comprehensively improve their professional literacy and teaching ability [12].

In the process of constructing the integrated teaching system of teaching, learning and evaluation for medical college English courses, medical English teachers need to continuously learn the latest medical professional knowledge and the latest research results of English education and teaching, and organically integrate medical professional knowledge and English teaching knowledge to optimize the teaching content and teaching methods of medical English courses [6]. This continuous learning

and exploration process can effectively broaden the knowledge horizon of medical English teachers, improve their cross-disciplinary teaching ability, curriculum design ability and teaching innovation ability, and thus effectively promote the professional and comprehensive development of medical English teachers in vocational medical colleges [12].

#### **4. Strategies for Constructing the Integrated Teaching System in Medical College English Course Teaching**

##### **4.1 Based on Core Literacy, Scientifically Sort Out and Integrate Teaching Content**

The construction of the integrated teaching system of teaching, learning and evaluation for medical English courses requires teachers to innovate and improve the traditional teaching content and teaching methods of medical English, and break the inherent limitations of the traditional medical English teaching content which is divorced from professional practice [3]. Teachers need to deeply interpret the teaching content of medical English textbooks combined with the professional training requirements of medical colleges and the construction of students' core literacy, take the improvement of medical students' English core literacy and medical professional comprehensive quality as the fundamental goal, and re-sort out and scientifically integrate the teaching content of medical English courses according to the internal connection between medical English knowledge and medical professional knowledge [4]. Teachers need to deeply analyze the teaching content of each unit of medical English, sort out and reorganize the teaching content from the aspects of cultivating students' medical English language application ability, cross-cultural communication awareness, medical professional thinking quality and independent learning ability, clearly define the hierarchical teaching objectives around improving students' medical English level and professional cognitive ability, and further refine the specific teaching objectives according to the individual cognitive characteristics and learning needs of different students [3].

Taking the teaching of the "Examination process" unit in medical English textbooks as an example, the core learning content of this unit is the application of English tenses in medical examination scenarios. Teachers scientifically

set the hierarchical teaching objectives of the integrated teaching system oriented by core literacy according to the professional characteristics of this unit, change the traditional medical English teaching model which only focuses on the explanation of grammatical knowledge, and focus on improving students' medical English level and comprehensive professional ability from the perspective of core literacy cultivation [5]. In this unit, teachers mainly analyze the teaching content in depth from three aspects of students' independent learning ability, cross-cultural communication awareness and medical professional ideological concepts, and form specific and operable three-dimensional teaching objectives. In the specific teaching process, teachers mainly let students read the professional English articles of the unit independently and find out the typical sentences related to tenses and voices in the articles to analyze the sentence structure and the specific application of different tenses in medical examination professional scenarios. At the same time, teachers guide students to try to read professional English vocabulary through phonetic symbols, and memorize medical professional English vocabulary through scientific associative memory method, so that students can read and spell the professional vocabulary of this unit proficiently [7]. In the process of students reading the professional text independently, teachers also guide students to understand the relevant professional medical knowledge involved in the text, and guide students to supplement and explain the relevant medical knowledge through after-class independent inquiry and data collection, so that students can understand more professional information about the development history of medical examination and the standard process of clinical medical examination [6]. With the continuous perception and in-depth understanding of the text content in the learning process and the rich professional information collected after class, students have a more comprehensive and in-depth understanding of clinical medical examination, and can more clearly understand the important value and practical role of medical examination in clinical medical work, so as to effectively cultivate students' cross-cultural communication awareness and medical professional awareness, and further improve students' medical professional ethics and moral character [1]. The

clear and comprehensive three-dimensional teaching objectives can truly integrate the teaching objectives of cultivating students' core literacy into each teaching link and the whole teaching process of medical English courses, and further enhance the ideological and educational attribute of medical English courses [3].

#### **4.2 Improve Teaching Service Support and Innovate Diversified Teaching Methods**

The clear and scientific teaching objectives of medical English courses can further guide the teaching activities and teaching behaviors of medical English teachers, making the teaching work of medical English more purposeful and targeted [4]. The integrated teaching model of teaching, learning and evaluation requires teachers to fully respect the dominant position of medical students in the learning process, guide students to carry out active exploration and independent learning in medical English learning, and truly make students the main body of the medical English classroom [5]. Teachers need to fully stimulate the internal learning motivation of medical students through diversified teaching design, fully tap the learning potential of medical students, and lay a solid foundation for the improvement of students' medical English ability [8]. To this end, teachers need to adopt diversified teaching methods and modern teaching means closely combined with the professional characteristics of medical English, focus on improving students' independent learning ability and the ability to solve professional practical problems by using medical English knowledge, promote students to deeply dig the internal connection and structural system between medical English knowledge and medical professional knowledge, and form a systematic and networked medical English knowledge framework, so as to effectively improve the learning efficiency of medical students [4].

Taking the teaching of the "Hospitalization" unit in medical English textbooks as an example, students have a more in-depth and comprehensive understanding of the professional work of ward nurses through the learning of this unit [6]. They have a clear understanding of the main responsibilities and specific work content of ward nurses in clinical medical work, have a more three-dimensional and vivid understanding of the professional image of ward nurses, and have a deeper emotional understanding of the

hard work and great significance of the work of taking care of patients in clinical wards [7]. According to the professional characteristics of this unit, teachers set the specific teaching objectives as letting students read the professional English text of the unit to understand the main work content and professional requirements of ward nurses, accurately analyze the main grammar and sentence patterns used in the professional text, and flexibly use all the medical English knowledge learned in this unit to write a scientific and reasonable work plan for ward nurses to take care of inpatients [5]. After clarifying the specific teaching objectives of the unit, teachers divide students into different heterogeneous cooperative learning groups according to their learning level and cognitive characteristics, and let students explore and extend the learning content of the unit in the form of group cooperative learning [2]. In the process of students reading the professional text independently, group members need to divide labor and cooperate closely to find the scientific answers to the key questions raised by teachers, and complete the writing of the scientific and detailed nurse work plan through in-depth communication and comprehensive information summary among group members [8]. Students can use the visual mind map to connect and sort out the key professional knowledge and English language knowledge explained in the unit, and then teachers require each cooperative learning group to select a group representative to share the group's learning results and the writing ideas of the nurse work plan in the classroom [4]. The form of group cooperative inquiry learning can effectively encourage students to carry out open and in-depth professional communication and academic discussion in the classroom, and let students constantly strengthen their medical professional thinking ability and English language thinking ability in the process of independent thinking and cooperative inquiry [2]. While effectively exercising students' independent learning ability and cooperative learning ability, it can also guide students to help each other and make common progress in the learning process, make students establish a close and harmonious classmate relationship, and form a positive and good learning atmosphere in the class, thus effectively promoting students to carry out efficient medical English learning [8].

### **4.3 Adhere to Student-Oriented and Create Professional Practical Teaching Activities**

College medical students have already possessed a certain ability of independent thinking and logical analysis, and they are more willing to apply the learned theoretical knowledge to solve practical professional problems in clinical medical practice [3]. While adhering to the student-oriented basic teaching concept, medical English teachers need to create rich and diverse professional practical teaching activities for students according to the age characteristics and professional learning needs of medical students, and guide students to flexibly apply the learned medical English knowledge to the real clinical medical professional life [5]. Teachers should closely combine the teaching content of medical English courses with the actual situation of clinical medical practice, create specific and vivid medical professional scenarios for students, guide students to deeply think about practical professional problems by integrating themselves into the specific medical professional scenarios, and put forward scientific and reasonable solutions combined with their own life experience and professional learning experience [6].

For example, in the study of the "Hospitalization" unit, students have already had a clear understanding of the main work content and professional responsibilities of ward nurses, and have a more in-depth and comprehensive understanding of the professional profession of ward nurses [7]. In the follow-up new course learning, students need to further learn how to use professional medical English to carry out the work of taking care of inpatients in clinical wards and how to communicate with inpatients and their families in English. How to properly handle the doctor-patient relationship and nurse-patient relationship has always been a hot and difficult topic in clinical medical work [1]. Teachers can take this hot professional topic as the starting point to create targeted professional practical teaching activities for students, and let students comprehensively and flexibly apply the newly and previously learned medical English knowledge and medical professional knowledge to solve practical nurse-patient communication problems in clinical medical practice [2]. Teachers create a specific and realistic clinical nursing scenario for students according to the actual situation of clinical medical work, make students write a scientific and detailed English

nursing plan for how to take care of special inpatients according to the given clinical scenario, and guide students to vividly tell and show their own nursing plans through the vivid teaching method of role-playing [8]. Teachers take the specific clinical scenario of "There is an elderly patient with chronic diseases in the ward who has just undergone an abdominal operation. The patient needs to turn over frequently after the operation to prevent bedsores, but the patient refuses to cooperate with the nurse's nursing work due to postoperative pain and other reasons, which finally leads to severe constipation of the patient" as an example to guide students to deeply think about how to use professional medical English to take care of this special postoperative patient, and how to correctly and effectively guide this elderly patient to actively cooperate with the nurse's professional nursing advice by using gentle and appropriate English communication language [6]. Students can appropriately expand and extend the given clinical scenario according to the actual situation of clinical medical work, and fully take into account the patient's personal physical condition, psychological state and family situation, and finally complete a scientific, detailed and humanized English nursing plan, and show their professional nursing operation process and English communication process through the vivid deductive form of role-playing [7]. Teachers conduct a comprehensive and scientific evaluation of students' learning activities according to the nursing plans submitted by students and their actual role-playing operation performance, accurately understand the actual learning situation and existing learning difficulties of each student, and constantly improve and perfect the subsequent teaching activities according to the actual learning needs of students [8].

### **4.4 Attach Importance to Teaching Evaluation and Reconstruct Scientific Evaluation Mechanism**

Teaching evaluation plays an important guiding and feedback role in the whole teaching process of medical English courses [3]. English teachers in medical colleges and universities need to fully pay attention to the important corrective and guiding role of teaching evaluation in the teaching reform of medical English courses, further reconstruct and improve the scientific and perfect teaching evaluation mechanism of

medical English courses, pay close attention to the whole learning process of medical students by enriching the teaching evaluation content and expanding the teaching evaluation subjects, effectively combine the process evaluation with the result evaluation, conduct a comprehensive and dynamic scientific assessment of the whole learning process of students, and at the same time conduct horizontal and vertical comparative analysis of students' phased learning results, so as to have a more comprehensive and scientific understanding and grasp of the actual learning situation of students and the actual effect of teaching activities [4].

For example, in the study of the "Prevention and Health Care" unit in medical English textbooks, teachers need to conduct timely and effective comprehensive learning evaluation for students in the whole teaching process of the unit [6]. Teachers guide students to actively explore the professional English knowledge and medical professional knowledge of the unit through diversified teaching methods such as classroom questioning, group cooperative discussion and independent inquiry learning. In the whole process of students' learning, teachers pay close attention to and carefully observe the learning behaviors of each student, and make detailed records of various important information such as students' participation in learning activities, enthusiasm for answering classroom questions, quality of answering professional questions, accuracy of answering knowledge questions, and thinking time for solving professional problems, so as to accurately understand the learning methods and actual learning abilities of different students [7]. After the end of each new unit course, teachers understand the students' actual learning situation of the unit through the scientific and reasonable unit knowledge test, and through the horizontal and vertical comparative analysis of the learning situation of the previous unit and the current unit, accurately understand the students' learning attitude, learning progress and phased learning results of medical English courses [8]. Teachers can deeply understand the students' ideological morality and medical professional values through the students' in-depth interpretation of the professional learning content, the accurate understanding of the connotation of the professional text information, and the scientific and humanized solutions put forward for the practical professional problems [1]. According

to the multi-dimensional and scientific evaluation standards, teachers conduct a comprehensive and objective evaluation of students' learning behaviors, learning effects and ideological attitudes, deeply dig and affirm the individual advantages and professional characteristics of each student, fully encourage students' learning achievements and progress through positive and encouraging language, and at the same time clearly and accurately point out the existing learning problems and deficiencies of students, and put forward targeted improvement suggestions [2]. In order to fully understand the real inner learning needs and subjective learning ideas of students, teachers actively invite students to participate in the teaching evaluation of medical English courses, and let students score teachers' classroom teaching design, teaching implementation behavior, each teaching link and the practical teaching activities adopted in a scientific scoring system [10]. Teachers accurately understand students' objective opinions and genuine views on different teaching activities and teaching methods through the scientific scoring system, and timely improve and perfect the subsequent teaching design and teaching activities according to the real learning needs of students [11]. In the reconstruction of the teaching evaluation mechanism of medical English courses, vocational medical colleges should establish a multi-subject and comprehensive teaching evaluation system including teachers' evaluation, students' self-evaluation, students' mutual evaluation and professional clinical tutors' evaluation [12], and construct an all-dimensional and multi-level teaching evaluation content system covering the mastery of medical English knowledge, the improvement of professional English application ability, the development of comprehensive professional quality and the whole learning process [6]. At the same time, it is necessary to adopt diversified and scientific teaching evaluation methods such as formative evaluation, summative evaluation, practical operation evaluation and learning portfolio evaluation to realize the comprehensive, objective and scientific evaluation of students' medical English learning [7].

## 5. Conclusion

In summary, the integrated teaching model of teaching, learning and evaluation can provide a strong impetus and important support for the

teaching reform and innovation of medical English courses in vocational medical colleges, and also provide a solid and effective support for improving the teaching quality and classroom effect of medical English courses. In this regard, medical English teachers in vocational medical colleges should take the initiative to conduct in-depth research and exploration on the connotation and implementation path of the integrated teaching model of teaching, learning and evaluation, closely combine the professional characteristics of medical students and their actual learning needs, deeply analyze the professional connotation of medical English text content, comprehensively and flexibly apply rich and diverse practical teaching activities closely combined with clinical medical practice, and create a good learning environment for students to carry out independent exploration and happy learning with rich medical English teaching resources and interesting professional practical activities, so as to further promote the all-round development and comprehensive improvement of medical students' medical English ability and professional comprehensive quality, and lay a solid and good foundation for students' future medical professional growth and long-term career development.

For vocational medical colleges, the construction of a scientific and perfect integrated teaching system of teaching, learning and evaluation for medical English courses is an inevitable requirement for the reform and development of medical English teaching under the background of the comprehensive promotion of "New Medical Health Science" construction. In the specific teaching practice process, vocational medical colleges and medical English teachers should firmly adhere to the student-oriented basic teaching concept, take the cultivation of medical students' core literacy and professional comprehensive quality as the fundamental goal, constantly optimize the teaching content of medical English courses combined with the actual needs of clinical medical practice, innovate diversified teaching methods and modern teaching means closely combined with medical professional characteristics, create vivid and specific professional practical teaching scenarios, and reconstruct a scientific, perfect and practical teaching evaluation mechanism. Through the organic integration and close connection of the three core links of teaching, learning and evaluation in the whole teaching

process of medical English courses, the overall teaching quality and teaching effect of medical college English courses are effectively improved, the medical English comprehensive application ability and medical professional quality of medical students are comprehensively cultivated, and more high-quality medical talents with solid professional medical skills, excellent English application ability and broad international vision are trained for the high-quality development of China's medical and health undertakings in the new era.

In the future, the research on the integrated teaching system of teaching, learning and evaluation in medical college English courses can be further expanded and deepened in terms of the development of characteristic medical English teaching resources, the construction of modern information-based teaching platforms and the deep cross-disciplinary teaching cooperation between English majors and medical majors. At the same time, combined with the rapid development of modern information technology such as artificial intelligence and big data, we should actively explore and realize the intelligent transformation and digital development of the integrated teaching system of teaching, learning and evaluation for medical English courses, and further promote the personalized and precise teaching of medical college English courses, so as to provide more powerful and effective support for the high-quality development of medical education in vocational medical colleges and the cultivation of high-quality medical talents in the new era.

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