

Research on the Value Connotation and Practical Paths of Social and Emotional Competence Cultivation in Moral Education for Postgraduates in Medical Colleges in the New Era

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Abstract

In the new era, moral education for postgraduates in medical colleges is confronted with new requirements, and the cultivation of social and emotional competence has become a crucial priority. This competence is essential for medical students' social adaptation, academic development and professional competence. However, the traditional training model has limitations, and there are still prominent problems including the lagging construction of curriculum systems, deviation in educational concepts, and insufficient self-awareness of students. To address these issues, medical colleges should adopt diversified approaches such as integrating social and emotional competence into moral education curricula, giving full play to tutors' guiding and exemplary roles, and synergizing campus culture construction with social practice activities. These measures aim to cultivate compound medical talents with solid professional literacy and excellent emotional competence, so as to meet the development needs of the medical industry in the new era.

Keywords

Medical colleges; Postgraduates; Moral education; Social and emotional competence.

1. Introduction

The new era demands more comprehensive medical talents, and the effectiveness of moral education in medical colleges directly impacts the development of the healthcare industry and social welfare. The importance of cultivating social and emotional competencies in postgraduate students has become increasingly prominent [1]. At present, medical education has achieved remarkable results in imparting professional knowledge, yet it lacks sufficient attention and systematic planning for the cultivation of postgraduates' social and emotional competence. Traditional clinical practice fails to meet the training needs in this regard, resulting in difficulties for some medical students in interpersonal communication and pressure management after entering the workforce. Therefore, this paper analyzes the current situation, explores the value connotation and practical paths of cultivating this competence, and provides a reference for optimizing moral education in medical colleges and fostering high-quality medical talents.

2. Problems Existing in the Cultivation Of Social and Emotional Abilities in the Moral Education of Postgraduates in Medical Colleges

2.1. Lagging Construction of Curriculum System

In the current era, attaching importance to the cultivation of social and emotional competence has become an important trend in global education development, with forward-looking and strategic significance [2, 3]. Many international organizations and developed countries have actively explored this field and taken it as a key focus to enhance students' comprehensive quality [4]. Taking the United States as an example, a mature system for cultivating social and emotional competence has been established, ranging from national educational legal guarantees, the formulation of detailed curriculum skill frameworks by each state, to the precise development of school-based curricula by local schools, which provides solid curriculum support for the cultivation of students' social and emotional competence [5]. Nevertheless, in China's medical education field, although macro educational policies have guided the goal of cultivating students' comprehensive literacy, the curriculum system for cultivating medical students' social and emotional competence remains imperfect and unsound. A systematic and effective curriculum structure has not yet been formed, which is difficult to meet the practical needs of medical talent training in the new era.

2.2. Deviation in School Educational Concepts

Constrained deeply by traditional educational concepts, medical colleges in China tend to overemphasize the imparting of professional knowledge and skills to medical students in talent cultivation, aiming to enable them to meet job requirements quickly, while ignoring the organic integration of social and emotional competence cultivation with professional education. Medical students cultivated under this educational model often show a lack of coping ability and a sense of powerlessness when they enter the workplace and face patients, a special group with complex and diverse emotional needs, as well as intricate interpersonal conflicts and disputes [6, 7].

2.3. Limitations of Students' Self-Cognition

Medical students face heavy and intensive professional learning tasks and bear great academic pressure. Most of their time and energy are occupied by examinations, experiments, practical training, and the writing and publication of academic dissertations, all of which focus on deepening professional knowledge and refining professional skills. As a result, students take academic performance improvement and academic competition as their main pursuit. In this context, the vast majority of medical students have no time to focus on the cultivation of social and emotional competence, fail to recognize its key role in personal career development and comprehensive quality improvement, and thus lack intrinsic motivation and positive awareness to actively participate in relevant training, which has become another obstacle to the cultivation of medical students' social and emotional competence [8].

3. Value Connotation of Cultivating Social and Emotional Competence in Moral Education for Postgraduates in Medical Colleges in the New Era

3.1. Facilitating the All-Round Development of Medical Students

On the one hand, medical postgraduates are prone to psychological problems such as anxiety and depression due to academic pressure, scientific research challenges and a high sense of professional responsibility for the future. Good social and emotional competence, including emotional management, pressure coping and psychological adjustment abilities, can help them effectively identify and handle negative emotions, maintain a positive and optimistic attitude,

enhance psychological resilience, prevent and alleviate mental illnesses, and ensure a healthy and stable mental state in their academic and professional careers. On the other hand, the cultivation of social and emotional competence focuses on shaping qualities such as empathy, sense of responsibility and moral sense, which helps medical students establish correct outlook on life, values and professional ethics. They can deeply understand the essence of humanistic care in medicine, respect the dignity and rights of every life individual, and make ethical decisions when facing complex medical situations and moral dilemmas, thus becoming warm and responsible medical professionals and achieving the sound development of personal personality [9].

3.2. Strengthening Postgraduates' Social Responsibility

Emphasizing the cultivation of social and emotional competence in postgraduates moral education can help them deeply understand their social responsibilities and missions. They will not only focus on patients' individual health, but also expand their vision to the public health cause of the whole society, actively participate in social welfare activities and health popularization, improve the public's health literacy and preventive awareness, contribute to the improvement of the overall social health level, and demonstrate a strong sense of social responsibility and civic commitment.

3.3. Promoting the Progress of the Medical and Health Industry

Tense doctor-patient relationship is a severe problem in the current medical and health field. Medical postgraduates with strong social and emotional competence can think from the patients' perspective, listen patiently to patients' demands, alleviate patients' anxiety and fear with warm language and caring attitude, and improve patients' medical satisfaction and treatment compliance. This helps reduce doctor-patient conflicts, create a harmonious and stable medical environment, facilitate the smooth development of medical services, and enhance the image and credibility of the entire medical industry. Meanwhile, cultivating social and emotional competencies such as teamwork spirit and communication coordination skills in medical graduate students will enable them to closely collaborate with healthcare professionals and researchers from diverse backgrounds in their future careers. This facilitates information sharing and complementary advantages, thereby enhancing the efficiency and quality of medical team operations. Consequently, it provides patients with more precise, comprehensive, and high-quality medical services, driving the healthcare industry toward higher standards.

4. Practical Paths of Cultivating Social and Emotional Competence in Moral Education for Postgraduates in Medical Colleges in the New Era

4.1. Integrate Social and Emotional Competence Into Moral Education Curricula

Integrate the content of social and emotional competence cultivation into the existing moral education curricula to realize the organic integration between disciplines. Integrating social and emotional competence into original curricula means embedding teaching content conducive to students' comprehension of such competence into regular teaching, which helps cultivate students' social and emotional competence imperceptibly, stimulate their interest more easily and enhance their self-confidence. For example, in basic medical courses, guide students to reflect on the impact of medical research results on human health and society to cultivate their social responsibility; in clinical courses, emphasize the importance of doctor-patient communication skills and psychological care for patients, and train students' interpersonal communication and emotional management abilities through the simulation of actual clinical scenarios.

4.2. Mentor Guidance and Model Demonstration

On the one hand, give play to the guiding role of tutors. Tutors play a vital role in the cultivation of postgraduates. They should set an example by demonstrating good social and emotional competence such as emotional management, interpersonal handling and teamwork, and pay attention to postgraduates' emotional needs and psychological state. Tutors should communicate with postgraduates regularly, understand their study and living conditions, and provide timely guidance and assistance. They can cultivate postgraduates' team spirit, innovation ability and sense of responsibility through guiding their scientific research projects and academic activities. On the other hand, establish exemplary role models. Invite outstanding postgraduate representatives, alumni and social professionals to the college for lectures and exchanges, share their successful experience and methods of cultivating social and emotional competence, and set up models for postgraduates. Select and honor postgraduate students who have performed outstandingly in social and emotional abilities, and encourage other postgraduate students to actively learn from them.

4.3. Campus Culture Construction and Social Practice Activities

Campus culture construction provides spiritual motivation and value guidance for social practice activities. By building characteristic campus culture brands, combining the school's historical traditions and disciplinary characteristics, and strengthening the construction of campus cultural facilities, a good learning and activity environment is provided for medical postgraduates. The spiritual core contained in campus culture conveys the school's values and moral norms, which imperceptibly influences postgraduates' values and behaviors, and points out the direction for the cultivation of social and emotional competence.

5. Conclusion

In the moral education of postgraduates in the new era, strengthening the cultivation of social and emotional competence can improve postgraduates' self-education ability, boost the effectiveness of their moral education, and strengthen their sense of social responsibility, which embodies important value connotations. By integrating social and emotional competence into moral education curricula, leveraging tutor guidance and model demonstration, and synergizing campus culture construction with social practice activities, we can effectively foster postgraduates' social and emotional competence and elevate their comprehensive quality. In the future work of postgraduate moral education, we should attach greater importance to the cultivation of social and emotional competence, continuously explore and innovate training methods and approaches, and provide better support and guarantee for the growth and development of postgraduates.

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