

Construction of Basic Teaching Organization Construction Model under the background of Medical Practitioner qualification Examination in China

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Abstract

The medical practitioner qualification examination serves as an admittance standard to assess the ability of medical graduates to practice medicine in China. Ensuring the quality of medical professionals and selecting talents fairly requires improving the teaching level of medical universities. This paper studies the key concepts, major theories of basic teaching organizations, and investigates the current situation of basic teaching organizations in medical colleges and universities. Intervention measures were taken based on the actual situation of the schools to observe the effectiveness of basic teaching organization and the exam-taking ability of licensed doctors. By utilizing management by objectives (MBO) and learning organization theories, the study constructs a learning basic teaching organization model. This model aims to enhance lecturers' enthusiasm for teaching, teaching ability, and teaching quality while improving the learning attitude, behavior, and exam-taking ability of medical students, the ultimate goal is to increase the passing rate of medical students.

Keywords: Medical students, Basic teaching organization, Medical practitioner qualification examination, Management by Objectives (MBO), Learning organization theories

INTRODUCTION

The medical practitioner qualification examination in China serves as an essential criterion to evaluate the competence and proficiency of medical graduates, ensuring a fair and objective selection of medical professionals (Health Commission of China, 2018). It acts as the primary threshold to maintain the quality of medical talent and serves as a guiding beacon for the training of specialized medical practitioners in academic institutions. Consequently, the passing rate of the medical licensing examination has become an important indicator in assessing the quality and effectiveness of medical education, garnering increasing attention from educational institutions and society at large (Zhang et al., 2023).

The basic teaching organization serve as the primary entity for talent cultivation, acting as the principal vehicle for instructional implementation and the crucial link between schools and students (Li & Zhao, 2019). To better implement China's educational policies and enhance the academic standards of medical institutions, the key lies in elevating the teaching competence and instructional outcomes of educators, which relies upon the construction and management of basic teaching organization (Zavala

& Henning, 2021). Therefore, conducting research on basic teaching organizations bears significance as it directly impacts the overall quality and level of school instruction, influencing the institution's self-construction and development in profound ways.

PROBLEM STATEMENTS

Under the theme of "basic teaching organization," upon retrieving relevant literature, there is a discernible upward trend in the number of publications over the years, indicating the increasing attention bestowed upon basic teaching organization by administrators and researchers. In this regard, the author has conducted a comprehensive review of literature pertaining to higher education pedagogy. Presently, present the viewpoints of several notable researchers, which are representative and noteworthy.

Sun (2021) analysis on "The Construction of Basic teaching organization in Local Undergraduate Colleges Based on Applied Talent Cultivation" reveals that the current organizational structure of basic teaching organization in domestic local undergraduate colleges is relatively simplistic, with complex functional positioning and low normativity of organizational activities. The training system for young teachers is incomplete. In the research titled "The Supportive Role of Basic teaching organization in Local Undergraduate Colleges for Teacher Development," Wu (2018) concludes that the cultural atmosphere within basic teaching organization significantly influences the ideological perspectives and teaching work of faculty members. Emotional and instrumental support provided by leaders during the development of basic teaching organization is a major factor contributing to their healthy growth. The investigation and analysis in "Research on the Construction of Teaching basic Organizations in Jiangxi Province Higher Education Institutions" reveal several issues concerning teaching basic organizations in Jiangxi Province (Lei, 2010). These issues mainly include insufficient emphasis placed by schools on the construction of teaching basic organizations, inadequate material and financial support, suboptimal results in teaching and research activities, conflicts between teaching and research coordination, inadequate measures in faculty development, and imbalanced distribution of responsibilities and authority among leaders of teaching basic organizations.

The author has examined the main issues currently prevailing in basic teaching organization, encompassing the following aspects:

1. Weaknesses in the establishment of institutional frameworks for basic teaching organization.

At present, basic teaching organizations demonstrate vulnerabilities in their institutional development. Outdated, incomplete, and lacking effective implementation mechanisms, these systems result in inconsistencies in norms and standards within teaching organizations (Zhou & Zhang, 2022). The absence of unified teaching management systems and processes leads to uncertainties and disorderliness in the allocation of teaching tasks, assessment and evaluation, as well as faculty development (Li & Zhao, 2019). Such weaknesses in institutional development pose challenges to the standardization and growth of teaching organizations, consequently impacting the fairness and quality of examinations.

2. Weakening of the functional capacity of basic teaching organization.

One of the current challenges lies in the diminishing functional capacity of basic teaching organizations (Xu & Cao, 2022). Presently, these organizations primarily focus on task allocation and exam preparations, neglecting their broader educational responsibilities and roles. There is an insufficiency in the functions related to teaching methods, development and sharing of teaching resources, and monitoring of teaching quality. Moreover, there is a lack of personalized guidance and support for students. This weakening of functional capacity restricts the overall improvement of teaching quality and the cultivation of students' comprehensive abilities.

3. Imbalance in the allocation of responsibilities and authority among leaders of basic teaching organizations.

There exists an issue of imbalance in the distribution of responsibilities and authority among leaders of basic teaching organizations (Shang, 2022). They are burdened with excessive administrative tasks such as document submission and daily administrative affairs, while having relatively limited decision-making power and authority over teaching matters. This disparity in responsibilities and authority causes the focus of teaching leaders to deviate from the core of education, thereby affecting the professional development of teaching organizations and hindering the improvement of teaching quality (Lu & Zhang, 2018).

4. Insufficient development of teaching capabilities within basic teaching teams.

A notable issue lies in the inadequate development of teaching capabilities within basic teaching teams. Once members of the teaching organization reach a certain level, they lack a sustained mechanism and motivation for further development, resulting in a lack of impetus for further improvement. The absence of effective training opportunities and professional development plans hampers the realization of the learning potential of teaching organization members (Li, 2017). Without clear learning pathways and promotion mechanisms, teachers may lack the drive to continuously learn and enhance their teaching abilities. Under such circumstances, the overall teaching standards of the organization may fall behind the demands of the evolving era and fail to meet the requirements of professional knowledge and skills assessments.

5. Inadequate autonomy in the use of funds within a basic teaching organization.

Basic teaching organizations face insufficiencies in the utilization of funds. Due to limited financial resources, these organizations may struggle to fully engage in educational reforms, acquire updated teaching equipment and materials, provide teacher training, and improve the learning environment (Lei, 2010). This constraint hampers the capacity of teaching organizations to deliver high-quality education and adversely impacts students' learning experiences and outcomes.

Based on the aforementioned analysis, there exist a series of issues in the current state of basic teaching organization regarding institutional development, functional effectiveness, balance of responsibilities, development of teaching capabilities, and utilization of funds (Zhou & Zhang, 2022). These issues impede the standardized development of teaching organizations, hinder the improvement of teaching quality, and hinder the cultivation of students' comprehensive qualities. To address these challenges, it is imperative to formulate and refine relevant policies and regulations, strengthen the functional positioning of teaching organizations, balance the distribution of rights and responsibilities, provide sustained professional development opportunities, and increase financial investment (Lu & Zhang, 2018). By enhancing the construction model of basic teaching organizations, we can elevate the quality of education, cultivate a greater number of outstanding medical professionals for the Chinese medical treatment, and drive the development of the entire medical industry.

OBJECTIVES

This study is based on the context of the medical practitioner qualification examination in China and focuses on innovative research within basic teaching organizations in higher medical institutions.

1. To define key concepts of basic teaching organization, utilizing them as theoretical foundations for analysis and research.
2. To establish updated management systems to enhance the standardization and implementation capacity of basic teaching organizations.

3. Integrate practical activities of learning-oriented basic teaching organization based on the actual conditions of the school. By enhancing lectures' enthusiasm for teaching, their teaching capabilities, and the quality of instruction, aim to improve the quality of medical student education and increase the passing rate of the medical practitioner qualification examination in China.

Based on Management by Objectives and the theory of learning organizations construct a model of a learning-oriented basic teaching organization.

METHODOLOGY

This study is a qualitative research endeavor (Creswell & Creswell, 2018), primarily employing a methodology that combines theoretical research with case studies. The theoretical research adopts the principles of Management by Objectives (Drucker, 1954) and the theory of learning organizations (Senge, 1990).

In selecting the research subjects for the case study, the researchers considered two criteria: the institution being a Western medicine undergraduate school offering programs in clinical medicine, preventive medicine, medical imaging, and dentistry, all of which are relevant to the medical practitioner qualification examination in China; and having a basic teaching organization team responsible for the courses related to the medical practitioner qualification examination in China. Based on these criteria, along with convenience considerations, the only independent undergraduate medical university in Jilin Province, China, was chosen as the research institute.

Research participants: The "Doctors Law of the People's Republic of China "(Central People's Government of the People's Republic of China, 2021) and the "Interim Measures for the Medical practitioner Qualification Examination in China " (Health Commission of China, 2018) clearly stipulate that a physician qualification is required for engaging in clinical activities. The medical practitioner qualification examination in China serves as an admission standard to assess the competency and proficiency of medical graduates. The passing rate of the physician qualification examination is an important indicator for evaluating the quality and effectiveness of a medical teaching organization. The relevant professional fields at the university include clinical medicine, preventive medicine, medical imaging, and dentistry. This study focuses on the specific analysis of the physician qualification examination in the field of clinical medicine.

Currently, the medical practitioner qualification examination consists of two parts: a practical skills examination and a comprehensive written examination. The practical skills examination is organized and conducted by provincial health administrative departments and focuses on assessing candidates' skill operations, comprehensive analysis, and problem-solving abilities. The comprehensive written examination covers four modules: basic medicine, clinical medicine, medical humanities, and preventive medicine (Health Commission of China, 2018). The basic medicine module includes six basic teaching organizations: pathology department, medical immunology department, physiology department, biochemistry and molecular biology department, pathogenic biology department, and pharmacology department. The clinical medicine module involves four basic teaching organizations: internal medicine department, surgery department, gynecology department, and pediatrics department. The medical humanities module includes three basic teaching organizations: social medicine and health care management department, department of ethics, morality, and legal foundations, and medical psychology department. The preventive medicine module mainly involves one basic teaching organization: the epidemiology and health statistics department. In total, there are 14 basic teaching organizations included in the study. The project analyzes and investigates the management functions, teaching functions, and faculty development of these basic teaching organizations, identifies existing issues, and provides feasible strategies and recommendations.

Data collection techniques and analysis: Employing the method of interviews to gather diverse perspectives from teachers, administrators, and students.

Theoretical foundation: Management by Objectives is a modern management theory initially proposed by Peter F. Drucker, a renowned American management expert, in his seminal work "The Practice of Management" in 1954. This classical management theory defines goal management as an approach that emphasizes goal orientation, people-centricity, and outcome-based standards, enabling organizations and individuals to achieve optimal performance (Drucker, 1954). It is also known as performance management or recognized as the responsibility system. It involves the active and collaborative participation of organizational employees in setting specific, feasible, and measurable work objectives. Through the practice of "self-control" and the top-down decomposition of goals, MBO ensures the realization of overall objectives. Moreover, it encompasses self-assessment and evaluation of goal attainment based on jointly established objectives (Wu, 2023) (Xie,2022).

The representative figure of the Learning Organization theory is Peter Senge (Senge, 1990). This theory posits the establishment of a highly flexible, flat, human-centered, and sustainable organization through the cultivation of a pervasive learning culture among its members. In his publication "The Fifth Discipline: The Art and Practice of the Learning Organization" in 1990, Senge proposed that constructing a Learning Organization can be achieved by nurturing employees who transcend self-interest, improving mental models, fostering a shared vision, facilitating effective team learning, and cultivating systems thinking as the five disciplines of mastery (Reese, 2020).

From a managerial perspective, the study aims to integrate the Management by Objectives theory (Drucker, 1954) and the Learning Organization theory (Senge, 1990) into basic teaching organization within higher medical institutions to establish highly effective teams. By constructing a model for basic teaching organization development and conducting practical research in medical student-oriented educational organizations, feasible strategies will be proposed.

RESULTS AND DISCUSSION

The results of this study will be presented and discussed in the following sections, based on the theories of Management by Objectives (Drucker, 1954) and Learning Organization (Senge, 1990), as well as new themes derived from interviews and assessments of the research subjects. With the context of the Physician Qualification Examination, a model for successfully constructing basic teaching organization has been established, encompassing three aspects: defining basic teaching organization, implementing plans for basic teaching organization development, and constructing a model for a learning-oriented basic teaching organization.

1. Fining Basic teaching organization

Currently, there is no formal and relatively unified definition for basic teaching organization. The author analyzes that basic teaching organizations typically refer to teaching organizations that jointly undertake teaching, research, or social service-related tasks. They exist in both physical and virtual forms, relying on disciplines, specialties, courses (groups), course modules, etc. They are often represented by teaching and research departments, teaching teams, course groups, and experimental centers, such as the Department of Internal Medicine.

Higher medical institutions generally have a three-tiered structure of teaching organizations: college-department-teaching and research department (course group, experimental center). Among them, the teaching and research department (course group, experimental center) is located at the bottom of the teaching organization structure, serving as the foundation of the superstructure (Zhou & Zhang, 2022). It is responsible for the concrete implementation of teaching, research, and social service-related tasks (Lu & Zhang, 2018). The basic teaching organization studied in this paper focuses more on the development of teaching work and the evaluation of teaching effectiveness. Therefore, the narrow definition of basic teaching organization, in general, refers to teaching and research departments.

2. Combine with the reality, complete the system construction, practice organization activities

Building upon the foundations of the Management by Objectives theory, a comprehensive collection of perspectives from teachers, administrators, and students was obtained through interviews, resulting in the creation of a management system document titled "Implementation Plan for the Construction of School-Level Basic teaching organization at Jilin Medical University (Trial Version)".

This implementation plan encompasses two main components: the implementation plan for basic teaching organization construction and the reference indicators for basic teaching organization construction. The implementation plan provides guidance, standards, and safeguards for the construction and operation of basic teaching organization, addressing the issues of rigid organizational structures, diminished teaching and research activities, and weakened capacity for the development of young teachers. The reference indicators for basic teaching organization construction consist of seven dimensions: institutional development, team building, teaching and research activities, teaching management, teaching research and innovation, scientific research, and teaching performance. It comprises a total of 22 indicators and serves as the basis for assessment and evaluation of basic teaching organization construction.

The construction of a basic teaching organization aims to enhance the quality of curriculum instruction and talent development. By focusing on the cultivation of professional ethics, the improvement of teaching capabilities, the effectiveness of teaching research and innovation, the achievements in curriculum development, and the outcomes of educational instruction, the responsibilities and tasks of basic teaching organization are clearly defined. The philosophy of Management by Objectives places greater emphasis on human factors, emphasizing collective participation, results orientation, and self-assessment, combining individual and collective needs into a holistic management approach. It is particularly suitable for the teaching faculty in higher education institutions who have generally attained a higher level of professional maturity.

During the process of implementing basic teaching organization construction, inspiration can be drawn from the management ideas and methods of the renowned American management guru, Peter Drucker. Specifically, the approach of Management by Objectives is employed. The management process consists of three stages: goal setting, goal implementation, and performance evaluation.

In the goal-setting stage, each secondary college assesses the opportunities and challenges in their internal and external environment, and formulates a goal system that aligns with the practicalities of each college. The overall goals are set by the colleges, while the basic teaching organization and individual teachers establish sub-goals. The criteria for goal setting are as follows: sub-goals and individual goals must align with the overall direction, be achievable, present a certain level of challenge, have a time limit, and be measurable.

In the goal implementation stage, based on the overall situation of the teaching faculty at the medical university, each basic teaching organization organizes activities every two weeks in accordance with their respective sub-goals. These activities include program validation, curriculum development, collaborative lesson preparation, peer observation and evaluation, teaching research and innovation, tutoring and teaching feedback, question bank and case study database development, as well as sharing teaching experiences.

The process of goal implementation emphasizes self-awareness, autonomy, and self-governance. Within the management process, self-management takes precedence, actively mobilizing the enthusiasm of members. It advocates transcending oneself, whereby managers primarily provide conditions, environments, and benefits to fully support members in achieving their self-defined goals. The focus is on results-oriented outcomes.

In the performance evaluation stage, each secondary college formulates evaluation criteria based on the reference indicators for basic teaching organization construction, taking into account their individual circumstances, and completes internal evaluations. An example from the School of Basic Medicine demonstrates the process of assessment and evaluation.

EVALUATION CRITERIA

Table 1 Reference indicators for the construction of basic medical school basic teaching organization

Primary indicators	Secondary indicators	Indicators' connotation	Score
1. Institutional development	1.1 Management system	There are development plans, regulations, and responsibilities for basic teaching organization leaders that align with the school's talent cultivation positioning, and they are effectively fulfilled.	5
		There are detailed, scientific, and reasonable work plans and summaries for the semester (academic year) of basic teaching organization.	5
	1.2 Teaching system	Systems for lesson preparation, teaching demonstrations, classroom observation, public lessons, textbook selection, teaching plans, teaching research activities, practical activities, and other aspects are sound and standardized.	10
2. Team building	Training and development	There is a reasonable faculty development plan and academic leadership development plan, with clear measures and significant results. Emphasis is placed on the training of young teachers, and the mentorship system of senior teachers guiding junior teachers has shown remarkable effectiveness in talent cultivation.	5
3. Teaching and research activities	3.1 Activity plan	A detailed teaching and research activity plan is formulated each semester, with clear themes that align with the school's talent cultivation positioning, and good execution.	5
	3.2 Activity implementation	The implementation of the 'Basic Teaching Organization Activity Day' system for conducting teaching and research activities is carried out. Relevant materials such as activity records and summaries are complete. The teaching and research activities have clear objectives, prominent themes, practical relevance, strong operability, and have a positive impact on teaching with significant results. The teaching and research activities are complete in process, specific and detailed in content, and demonstrate a high level of innovation. The participation rate in teaching and research activities is high. There is a dedicated venue for activities, equipped with abundant reference materials.	5
	3.3 Activity summary	A practical and detailed summary of teaching and research activities is conducted at the end of each semester, with specific requirements for the next phase of work.	5
4. Teaching management	4.1 Work discipline	Strictly adhere to the school's work discipline, without any teaching errors or accidents such as unauthorized class cancellations, late arrivals, or early departures. Class rescheduling and cancellations are properly documented, with no more than one personal class rescheduling per student per semester.	20
	4.2 Course syllabus and teaching plans	Develop scientifically and reasonably structured course syllabi and teaching plans in accordance with the school's talent development goals and professional training programs, and implement them effectively.	5

	4.3 Teaching materials and lecture notes	Members of the basic teaching organization prepare teaching materials with diligence, ensuring high-quality teaching materials or lecture notes that are comprehensive in content and follow proper formatting guidelines.	5
	4.4 Assignments, exams, and graduation thesis	Thoroughly review and provide feedback on assignments, maintain detailed records of tutoring sessions, and achieve positive results. Possess a complete question bank with corresponding reference answers. Exam papers are reviewed meticulously without errors. Provide comprehensive guidance plans for graduation thesis design.	5
	4.5 Teaching demonstration, classroom observation, and public classes	Young teachers are required to conduct trial lectures and keep records for their initial teaching sessions. Classroom observation and evaluation systems are well implemented, with detailed and comprehensive observation and evaluation records.	5
		Organize classroom observations focused on specific areas, regularly conduct public classes, and have activity plans and evaluation records.	5
5. Teaching research and reform	5.1 Teaching reform projects	The teaching reform strategy is clear, and measures to encourage research on teaching reform have been effective, with good implementation. At least one provincial-level or university-level key teaching reform project has been approved in the past three years.	20*n
	5.2 Teaching reform papers	On average, each member of the basic teaching organization has published at least one teaching reform paper as the first author in the past three years.	10* National-level 30* Core, educational academic journals
	5.3 Teaching achievement awards	Significant achievements in teaching reform, having received at least one first-class award at the university level or above, or provincial-level and higher-level teaching achievement awards in the most recent instance.	50*n
	5.4 Curriculum reform and development	The curriculum development plan is scientifically designed, well-planned, and effective, with university-level or higher-level first-class courses. Attention is given to student feedback on the courses.	10
	5.5 Teaching methods and strategies reform	Appropriate forms of teacher-student interaction are employed, using methods such as discussion-based, research-based, and blended learning approaches to inspire student thinking and effectively motivate their learning enthusiasm.	10
		The practical teaching methods are appropriate and have a significant impact on developing students' abilities in problem identification, analysis, and problem-solving. Modern educational technology and traditional teaching methods are appropriately utilized based on the characteristics of the courses, ensuring optimal teaching. On average, each teacher dedicates at least 10% of their teaching hours per semester to online or blended teaching.	10
	5.6 Textbook development	There is a practical and well-defined plan for textbook development, and its implementation is good. The proportion of excellent textbooks or planned textbooks at the provincial-level or higher, which reflect the forefront of the discipline, is at	10

		least 80%. The selected textbooks for the key engineering programs are fully utilized	
		There are excellent self-developed textbooks at the university level or higher. High-quality courseware is developed and used based on the characteristics of the courses, and comprehensive experimental teaching materials are available to meet the teaching needs.	20
6. Scientific research	Scientific research projects and papers	Significant research achievements, having obtained at least one provincial-level or higher-level scientific research project approval in the past three years, and each teacher has published at least one research paper as the first author.	5*n
7. Teaching performance	7.1 Teaching quality assessment	In the past three years, the pass rate for classroom teaching quality evaluation of all teachers is 100%. Student satisfaction with the courses is at least 80%.	5
	7.2 Collective and individual awards	In the past three years, the collective or individual has received at least one provincial-level or higher-level award or honorary title (or first-class award at the university level) in various competitions or teaching competitions.	20*n
	7.3 Awards received by students or research projects undertaken or published papers	In the past three years, students have received at least two provincial-level or higher-level awards or project approvals or published papers related to the courses taught by the basic teaching organization.	10*n

The School of Basic Medicine assesses the annual development of six basic teaching organizations involved in the practice of physicians by pre-announcing customized assessment criteria. The assessment results are divided into excellent, good, qualified, basic qualified, and unqualified categories. Encouragement is given for the exchange of experiences among the various basic teaching organizations to foster consensus. The specific assessment results are shown in the table (Table 2).

Table 2 The Assessment Results of Basic teaching organization in the School of Basic Medicine

Serial Number	Basic teaching organization	Assessment Result
1	Department of Pathogenic Biology	Excellent
2	Department of Biochemistry and Molecular Biology	Excellent
3	Department of Pathology	Good
4	Department of Pharmacology	Good
5	Department of Physiology	Good
6	Department of Medical Immunology	Qualified

3. Construct the Learning-Oriented Basic Teaching Organization Model

Based on the theories of management by objective (Drucker, 1954) and learning organization (Senge, 1990), and drawing upon the aforementioned theories, the project team constructs a model for the development of basic teaching organization under the backdrop of the medical practitioner qualification examination (Figure 1). This model centers around five cultivation areas, establishes fourteen teaching activities as observation points, and formulates twelve feasible objectives. Each individual within the basic teaching organization needs to engage in lifelong learning, continuously engage in self-organizational reformation, and achieve sustained self-transcendence. A similar idea has been put forward Li (2017) Construction Strategies of Teaching and Research Offices in Chinese Universities from the Perspective of Professional Learning Communities. By engaging in exchanges with peers to share teaching experiences, analyzing students' thoughts and learning conditions, observing teaching

practices, and participating in peer observations, individuals enhance their cooperative spirit and improve their mental models (Zhou & Zhang, 2022). Guided by an unwavering pursuit of excellence, a shared vision is established to ensure the effectiveness of basic teaching organization, stimulate lecturers' motivation, enhance their instructional abilities, and improve the passing rates of examinations. Through team learning involving the study and discussion of educational theories, curriculum reforms, research on teaching methods, discussions on teaching focal points and challenges, curriculum development, and investigations into examination patterns, the team harnesses collective wisdom. Ultimately, the goal is to foster systematic thinking, keen insights into changes, and enhance adaptability and transformative capabilities (Senge, 1990).

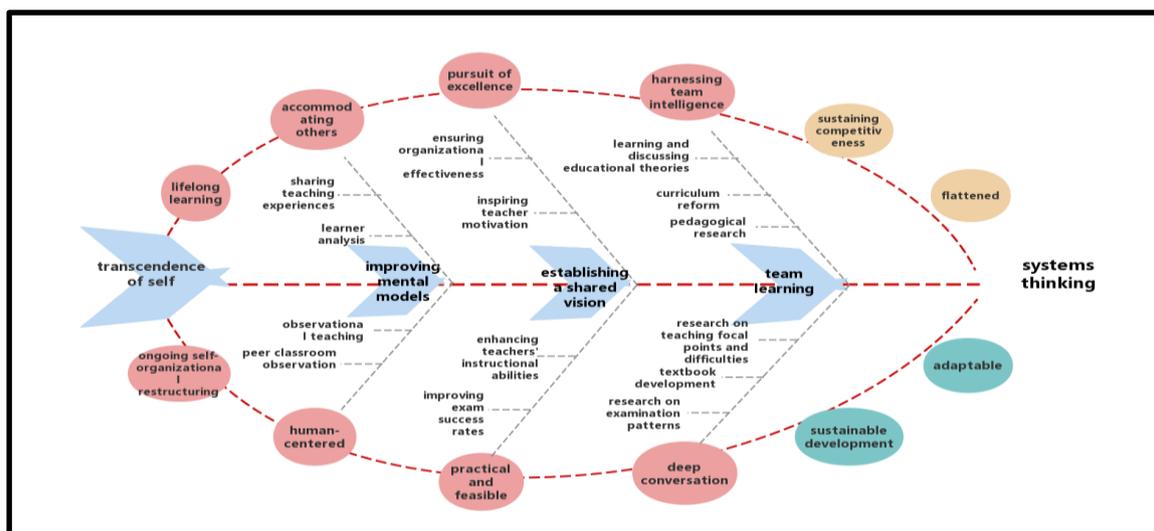


Figure 1 Learning-oriented basic teaching organization model

CONCLUSION

The medical practitioner qualification examination in China plays a vital role in ensuring the competence and professional standards of Chinese physicians. It should garner the attention of educational authorities, particularly the higher education sector. With this in mind, it is feasible and meaningful to improve the passing rate of the clinical medicine students' licensing examination from the perspective of enhancing the effectiveness of basic teaching organization.

The school management should establish corresponding policies at the institutional level, providing directional guidance, regulatory standards, and supportive measures for the development of basic teaching organization. These policy measures are crucial prerequisites for effectively stimulating the vitality of basic teaching organization. By employing management by objective in higher education institutions, the proactive and autonomous engagement of members can be effectively harnessed, fostering internal motivation and enhancing productivity.

Building upon the foundation of the learning organization theory (Senge, 1990), a model for a learning-oriented basic teaching organization has been developed, demonstrating remarkable performance after a year of practical implementation. The learning organization emphasizes continuous learning, innovation, and adaptation to change. It encourages self-transcendence, the improvement of mental models, the establishment of a shared vision, and facilitates effective team learning, enabling systemic thinking. This fosters knowledge sharing and collaboration among organizational members, stimulates individual learning motivation, enhances overall organizational learning effectiveness, and promotes the development and construction of basic teaching organization. These efforts are significant in improving the passing rate of the licensing examination for clinical medicine students.

Certainly, this study also harbors inherent research questions and limitations. Firstly, due to the insufficient research timeline of the project, it is not yet adequate to verify the effectiveness of implementing the learning-oriented basic teaching organization model in terms of the observation points

of the passing rate in the licensing examination for clinical medicine students. The implemented measures will impact first-year undergraduate students, while the examination will take place one year after graduation (Central People's Government of the People's Republic of China, 2021), resulting in an effective observation period of six years. This study takes a medical university in China as an example, which imposes certain limitations on sample selection. It is recommended to further expand the scope of research and enhance its reliability.

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