

# Research on Humanistic Connotation of Moral Education in the New Period

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**Abstract:** At the beginning of the formulation of German curriculum standards, the basic idea was to carry out the fundamental task of cultivating people by virtue, and German curriculum was regarded as the carrier of practicing socialist core values. Humanistic spirit is a noble realm, excellent quality and persistent pursuit of truth, goodness and beauty. Spirit is not a concrete viewpoint, doctrine or doctrine, but a high degree of integration of various viewpoints with people's knowledge, emotion, meaning and action. This paper discusses the humanistic connotation of German discipline in the new period and its relationship with core literacy, and how to embody the educational policy and teaching characteristics of German discipline, and puts forward constructive suggestions and ideas for the implementation of German discipline literacy and curriculum standards.

## 1. Introduction

In traditional German teaching, teachers often pay attention to how many words students remember, how much grammar they learn, and finally how many points they can get in exams. These are all knowledge-based teaching ideas of quick success and instant benefit, which only pay attention to the social function of language as a communication tool, paying attention to its instrumentality, while ignoring its humanity [1]. Different languages people use to communicate carry the cultural background and knowledge background of language users. Therefore, in the process of foreign language teaching, professors should not only focus on memorizing words or imparting grammar rules, but also pay attention to the cultivation of learners' intercultural communicative competence.

In the process of German teaching, teachers focus on the grammar and vocabulary of German teaching, ignoring the introduction and penetration of German culture [2]. Therefore, in the new period, teachers should pay attention to the combination of German culture and German teaching, and cultivate students' intercultural communication ability, which can not only help students improve the efficiency of learning German, but also increase students' interest in learning German. Therefore, German culture plays an important role in German teaching.

## 2. Present situation of German teaching in colleges and universities in China

With the reform and opening up and the continuous advancement of higher education, the teaching of German majors has developed rapidly in China. However, compared with German and other foreign language disciplines, the teaching situation of German in colleges and universities is restricted by factors such as teachers' strength, school-running conditions and school-running methods, and there are some problems such as slow updating of teaching materials, insufficient learning materials and less foreign exchange.

The core literacy of Chinese students' development published by the Ministry of Education covers six kinds of literacy in three major fields (see Figure 1). This core accomplishment is centered on the "all-round development" of students, which not only fully embodies the socialist core values, but also systematically implements the Party's educational policy and refines the specific requirements of personnel training.

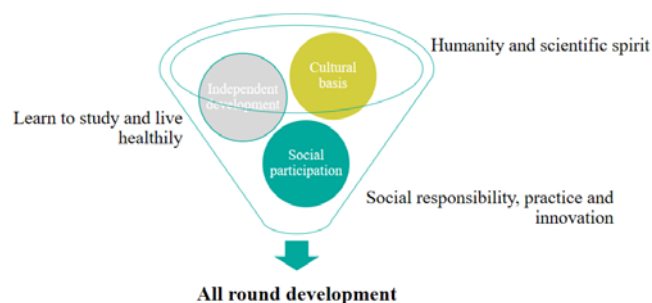


Figure 1 Framework and content of developing core literacy of Chinese students

Influenced by traditional structuralism and translation teaching methods, in daily teaching, teachers and students often only pay attention to the memory and learning of pure language forms such as words and sentence patterns, while ignoring the cultivation of comprehensive application ability of language and culture, which has caused many students to reach a certain language level in German, but there are still difficulties and bottlenecks in communicating with people in German-speaking countries [3]. Therefore, the published Syllabus for German Majors in Colleges and Universities not only puts forward the requirements for cultivating students' language knowledge and skills, but also puts forward the requirements for students to understand the culture and national conditions of German-speaking countries, improve their cultural literacy and cultivate their cross-cultural ability.

### 3. Humanistic attributes of German majors and the requirements of students' humanistic quality

The humanistic and professional attributes of German major determine the training direction, orientation and talent specifications of its professional talents. Mastering German language skills is only the minimum requirement of this major, and it is the basic way to enter the major. Like Chinese majors, it is not the ultimate goal to master the language. German major is a major that uses German as a tool to study and explore in the field of humanistic knowledge. Foreign language major has its particularity, which requires students to master a certain foreign language before they can enter their major [4]. In other words, German majors are far from being German professionals if they only master language skills.

As a humanities discipline, German should have the basic characteristics of humanities. Students should not only learn the literature, society, history and culture of German-speaking countries, but also have the basic knowledge structure of humanities (including literature, history and philosophy, etc.).

Humanistic quality education is the meaning of German professional education, and it is an indispensable and important content in the process of training German professional talents. Paying attention to humanistic quality education is a major feature and advantage of traditional foreign language professional education in China [5]. However, under the domination of utilitarian and practical foreign language education concepts, we have lost the tradition of focusing on humanistic education for foreign language majors, deviated from the essence of foreign language education, and were unable to train real foreign language professionals.

Humanistic quality is the comprehensive quality embodied in humanistic knowledge, personal cultivation and humanistic spirit. Specifically speaking, it has humanistic knowledge and humanistic thought, and embodies professional quality and humanistic spirit in daily life and work. Students have basic humanistic qualities, which can promote their understanding and absorption of the learning contents of professional courses. On the other hand, it is more important. Whether they are studying at school or going to the society after graduation, they have a spiritual character of upward, good and beautiful in specific jobs, and have the ability of sustainable development and lifelong learning and inner humanistic strength.

#### **4. Selection basis of humanistic connotation in German curriculum**

Humanism, as a philosophical thought, is vast and rich, so it is impossible to incorporate it into German textbooks. It is necessary to transform and explore its localization, especially to limit its scope. We need to consider three bases when choosing the connotation of humanism in German curriculum:

##### **4.1. Humanistic viewpoints and realistic needs in ancient China**

We can't mechanically copy all the values advocated by western humanism. As a philosophical trend of thought, humanism also has limitations of the times [6]. We should choose the appropriate humanistic thought according to the actual needs. It is necessary to consider the outstanding problems existing in the practical German course and teaching, and to have strong pertinence and timeliness. We should also consider our cultural tradition and realistic foundation. Ancient Chinese thinkers put forward the viewpoint of people-oriented. At present, we are pursuing the harmonious development of China and the beautiful realm of harmony between man and nature, and actively promoting the construction of ecological civilization. These have practical guiding significance for us to choose the humanity of German courses.

##### **4.2. Characteristics of German courses**

If the meaning of German course is only in the cognitive field of students, it will waste the valuable value of this course. Advanced culture will not be attached to all texts, and not all German texts contain positive humanism [7]. The curriculum content that we choose to cultivate students' humanistic quality should be irreplaceable by other disciplines, which is unique to German curriculum and can play its role to the maximum extent.

##### **4.3. There are humanistic contents in German textbooks**

The compilation of German textbooks at home and abroad has a long history, and western scholars have subtly infiltrated humanistic thoughts suitable for their needs in their German textbooks. Chinese German textbooks, whether compiled independently or cooperatively, have been more or less permeated with humanistic thoughts by compiling experts.

#### **5. Humanistic connotation of moral education in the new period**

##### **5.1. Linguistic competence**

Language ability is the foundation of language teaching. The language ability in German curriculum standards mainly includes three aspects: German knowledge, German understanding and German expression [8]. In terms of German knowledge, students are required to master pronunciation, vocabulary and grammar, which lays a solid foundation for the development of cultural awareness. German understanding requires students to understand and retell all kinds of texts, extract and explain key points and special information, follow the teaching principle of step by step, have clear grades and requirements, and provide scientific basis for front-line teaching and evaluation.

German expression requires students not only to express in writing and orally with high quality and to translate texts, but also to tell Chinese stories in German. This shows that German teaching is not only language teaching, but also cultural inheritance, which trains students to communicate across cultures on the basis of cultural identity, and finally trains talents with solid foreign language skills and cross-cultural communication skills for socialist modernization.

##### **5.2. Cross-cultural ability**

As a concept from sociology, intercultural competence is an individual's ability to respond flexibly to different cultural behaviors, attitudes and expectations. This appropriate and flexible response means that the actor has the awareness of cultural differences and the ability to deal with cross-cultural communication problems arising from cultural differences. Cross-cultural

competence also includes the ability to maintain self-identity in the process of cross-cultural mediation and the ability to help others maintain self-identity. The extensiveness of this ability.

When compiling textbooks, we should select articles that can highlight the cultural context of German-speaking countries, and also compile some hot topics that reflect the current situation and have practical significance. In addition to the traditional teaching methods, teachers can take some favorite forms such as role-playing and sketch performance in lower grades according to the cognitive situation and knowledge level of students in different grades, and stimulate the real cross-cultural context, such as restaurants and hospitals, to entertain and teach, and to improve students' language use and communication skills. From the perspectives of China and Germany, we should collect information, think and analyze it, cultivate its sensitivity and openness to foreign cultures, and avoid absoluteness and quietness.

### **5.3. Correct attitude towards life**

Extracurricular activities. It is an excellent way to experience German culture. It extends the classroom teaching and expands the teaching space. By carrying out colorful extracurricular activities in German, teachers can expand students' knowledge and feel the Sino-German culture more directly.

Nowadays, German extracurricular activities in many schools have formed a characteristic, which has become the second class (informal class) different from the first class (regular class). But as a German teacher, we can't ignore that it also contains another important function, the second classroom of humanistic education. It not only plays an important role in promoting, helping and supplementing students' learning German. At the same time, it also creates more favorable conditions for the German discipline to infiltrate humanistic education. Therefore, from this aspect, German is not only a marginal subject that permeates humanities education, but also has its unique advantages. By integrating humanistic education into the second classroom and using the platform of extracurricular activities, humanistic education can also be carried out vividly.

### **5.4. The spirit of equality, democracy and freedom**

Humanism opposes feudal absolutism and secular hierarchy, demands freedom, democracy and equal rights, and advocates people's freedom of will and all-round development of personality. The ideas of democracy, equality and freedom are the spiritual wealth shared by mankind, and we have no reason to refuse them. Our society is in a new period of transformation, and the free development of human beings is not only restricted by various material and cultural conditions, but also by social relations based on economic relations.

Infiltrating the thought of democracy, freedom and equality in German curriculum should pay attention to suitability, graduality, acceptability and effectiveness, prioritize, clearly oppose liberalism and make good use of precious spiritual resources of human beings. Establish the idea that all men are created equal; Being honest and simple, honest, honest and open-minded; Get along with all people equally and harmoniously, including teachers and classmates, parents and companions; Don't discriminate against others. Handle differences and contradictions in a democratic way and the principle that the minority is subordinate to the majority; Free activities under the circumstances permitted by laws, ethics, regulations, agreements and economic conditions; Provide necessary conditions and systems to protect students' free rights and interests; Don't interfere with others' freedom.

## **6. Cultivation strategies of moral education subject quality**

The core literacy of German not only embodies the educational policy of the CPC Central Committee, but also implements the content of core literacy. We should pay attention to the following aspects in order to thoroughly implement the core accomplishment of disciplines and truly internalize it into the accomplishment of students.

### **6.1. Judge reading and improve students' humanistic quality**

Reading activities are not only to obtain information, but also to communicate with the author. Modern reading teaching theory holds that the reading process is a critical process by means of analysis, questioning, inference and judgment. Only in this way can we have a deep understanding of the reading materials. Therefore, it is necessary to cultivate students' critical reading ability in the teaching of German reading in junior middle schools. By guiding students to comprehend the text, they can arouse students' emotional resonance, thus achieving the goal of humanistic education.

### **6.2. Pay attention to the diversified development of students**

Student-centered education is an important principle to achieve the goal of educating people. Teachers should change their teaching concepts and abandon the teacher-centered teaching mode as soon as possible. At present, many front-line teachers still favor the traditional teacher-centered education mode because of its high efficiency and ability to impart knowledge in a relatively short time, but more and more teachers are aware of the drawbacks of the traditional teaching mode.

### **6.3. Combination of course teaching and educating people**

Educators should always make it clear that the fundamental task of education is to cultivate people by virtue, and refine the goal of educating people into the daily teaching of various disciplines. The four core qualities are intrinsically related and not isolated from each other. The improvement of cultural awareness is helpful to improve students' ability of understanding and expressing German. The improvement of thinking quality and learning ability can not only improve the learning effect, but also effectively motivate students to develop in all directions and keep their learning motivation for a long time.

## **7. Conclusions**

German has gradually become an independent major in colleges and universities, and its educational model must be improved. Culture is a complex collection. The study of German culture depends not only on the knowledge in books and the teaching of teachers, but also on students' independent study and understanding of German culture. In addition to the traditional study of language and cultural knowledge, we should consciously cultivate cross-cultural ability in German teaching, seek common ground while reserving differences in an open and inclusive manner, and rationally use communication strategies and language means to carry out cross-cultural communication.

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