

Research on Cultivation of Humanistic Quality Education in College Chinese Teaching

Huiming Zhu

Dalian Polytechnic University Arts and Information Engineering College, Liaoning Dalian, 116000, China

Keywords: Humanistic quality, Humane quality, College Chinese

Abstract: In college teaching, Chinese belongs to an important basic discipline, and it is also an important prerequisite to learn other disciplines well. There is natural correspondence between College Chinese teaching and humanistic quality training. The infiltration and application of humanistic quality education in College Chinese teaching is a question worthy of consideration. However, in the current stage, the cultivation of humanistic quality in College Chinese teaching still has the problems of low subject status, backward education idea and inadequate teaching resources. In view of these problems, this paper gives countermeasures to provide some references for the relevant researchers.

1. Introduction

College Chinese is an important part of higher education development. In the process of College Chinese teaching, we should constantly improve Chinese literacy, enhance humanistic quality, enrich their life experience and survival wisdom to cultivate student's interest in Chinese learning [1]. We should pay attention to the cultivation and training of student's comprehensive abilities, form teaching methods that are conducive to the development of student's innovative thinking and humanistic quality, make the Chinese classroom full of vitality, and train students to become comprehensive talents needed by the society. The humanistic concern function of College Chinese in higher education is that language education cannot be replaced by other disciplines. It is not the cultivation of logical thinking consciousness of science and engineering disciplines, nor is it different from the scientific truth that ideological and political education pays attention to theory and practice. Expanding the college Chinese course into the course of humanistic literacy cultivation is not only the implementation of humanistic literacy cultivation for students in teaching, but also the in-depth excavation of its teaching materials. At present, although the versions of College Chinese courses are different, the overall structure and content are almost the same. With the continuous development of higher education, colleges and universities have begun to carry out curriculum reform, gradually transforming the university language curriculum into the humanities curriculum, and the new textbook creation is directly positioned as the humanities reading model. In the daily teaching of College Chinese course, teachers should attach importance to student's listening, speaking, reading and writing abilities, and also strengthen the cultivation of humanistic literacy. Teachers carry out teaching with an open concept to maximize the positive role of Chinese courses. Teachers use abundant resources in textbooks to promote the sublimation of college student's thoughts and promote their all-round development to achieve the goal of College Chinese teaching [2].

2. Correspondence between College Chinese and Humanistic Quality

With the in-depth study of the basic nature of Chinese curriculum in the field of education, a consensus has gradually been reached, although Chinese curriculum plays an instrumental role. In essence, it still belongs to humanistic education, because mother tongue teaching plays a vital role in the development of people's ideology and spirit. The teaching goal of Chinese course is to cultivate student's activities and improve their personal value. It is also an activity to promote student's

all-round development. Language courses should not only enable students to master basic listening, speaking, reading and writing skills, but also let them further improve their personality through aesthetic appreciation, moral construction, mental health and so on. The Chinese curriculum advocates humanism, and holds that teaching is not for social utility. Language teaching should make great efforts to improve comprehensive accomplishment and ability in order to make them really excellent talents needed by the society for the better development of the students in the future. College Chinese course itself contains extensive and profound cultural knowledge. In terms of attributes, language is not only a communicative tool, but also a special symbol of life. It is an effective carrier for people to communicate information and emotions, and an important medium for the spread of humanistic spirit. For the literary works in College Chinese course, they reflect the real feelings and values of writers, show human nature, human rights, life and humanity, and reflect the understanding and experience of natural ecology. Through in-depth interpretation of relevant literary works, we can understand the historical background and philosophy of life more comprehensively, which is conducive to improving insight and understanding. In addition, College Chinese curriculum also contains moral quality, broad mind and other content. The words and deeds of teachers and students in College Chinese classroom occur in specific cultural situations. Teaching is the shaping of student's minds and the close integration with education. The effective transmission of cultural connotation is achieved in the interaction and cooperation between teachers and students [3].

3. Problems of Cultivation of Humanistic Quality Education in College Chinese Teaching

3.1 Low Subject Status.

The position of Chinese teaching in university curriculum design is declining. At present, the administrative departments of university education in China lack the necessary attention to college Chinese teaching, especially the significance of Chinese teaching activities to improve student's humanistic quality. Despite the consideration of College Chinese course in the course design, College Chinese is gradually marginalized. From an academic point of view, College Chinese is a public course, not an independent discipline. As a public elective course for all majors, students have the right to take elective courses. Faced with this embarrassing situation, College Chinese teachers have not put more energy into teaching activities, but have a perfunctory attitude, not to mention the humanistic quality of College students. College Chinese teaching is only a simple explanation of literary works. It does not stimulate students to explore the connotation behind literary works. Students also lack interest in this aspect. In the course design of University, most universities regard it as an elective course.

3.2 Backward Education Idea.

At present, there is a big deviation between the concept of College Chinese teaching and the goal of College Chinese teaching [4]. It is the academic viewpoint of literary works. They are highly theoretical. For non-Chinese majors, the teaching content is too abstract and academic, which is far from the requirements of College Chinese public courses. Under the contemporary conditions, cultivating the humanistic quality of college students is an integral part of the subject of College Chinese teaching. It is necessary to train students to grasp the connotation of classical literary works in different periods. College Chinese teachers should design and arrange teaching contents scientifically and reasonably, and use multiple teaching methods to guide students to improve their interest in College Chinese learning. Through the study of College Chinese, students can improve their knowledge and expand their humanistic knowledge so as to continuously improve their humanistic quality and core competitiveness. However, the current college Chinese teaching in our country follows the traditional teaching mode and method, focusing only on the cramming teaching, ignoring the characteristics and training needs of College Student's humanistic quality. College Chinese teachers also neglect the cultivation of College Students' interest in learning.

3.3 Inadequate Teaching Resources.

The textbooks used in College Chinese are backward and not uniform. The content of teaching materials is obsolete, the theory and practice are not closely linked, and the sense of the times is lacking. Under such circumstances, students lack interest in learning college Chinese, which is not conducive to the cultivation of College student's humanistic quality. The teaching content of College Chinese textbooks should be divided into the following parts: first, appreciation of literary works; second, linguistics, which is divided into oral expression ability and grammar application; third, writing of applied articles. We compile these three parts separately, and make them intersect with each other. The combination of Humanities and application can not only strengthen the cultivation of student's humanities, but also improve their writing ability and oral expression ability. In each part of the content creation, we should also pay attention to the following aspects. The article chooses to be close to real life and meet the needs of students. We should add works of literature and science in order to improve students' practical skills.

4. Countermeasures of Humanistic Quality Education in College Chinese Teaching

4.1 Elevate Subject Status.

In view of the problem that college Chinese is not valued in college education at present, colleges should pay more attention to college Chinese. After all, College Chinese is an important way for colleges and universities to carry out humanistic education and plays an indispensable role in improving student's comprehensive quality. Colleges and universities should make college Chinese a compulsory course so that every student can improve their humanistic quality in College Chinese class. College Chinese is a public basic course in Colleges and universities. Like other public basic courses, the subject status is low, especially in the cultivation of humanistic quality. With the importance of College Chinese education in the cultivation of humanistic quality gradually reflected, many colleges and universities regard college Chinese as a compulsory course, and the status of the subject has been improved. Students are the backbone of language learning, and all teaching modes are for student's learning. In teaching, teachers are the dominant position. Moreover, in Chinese learning in universities, many people have some deviations in their understanding. We have always believed that language teaching is to train student's ability to express their words, without paying attention to the education of humanistic quality. However, in the overall curriculum, College Chinese is regarded as a comprehensive subject, which takes into account the history, ethics, politics, philosophy, society, education, military and other humanities and natural science knowledge. The connotation of textbooks and the expansion of teachers' textbooks also have an impact on students. This also highlights the important role of College Chinese education in the process of Cultivating College Student's humanistic quality. We should raise the subject status of College Chinese to a more important position to make it more in line with the humanistic quality of College students.

4.2 Upgrade Education Idea.

Students are the main participants in teaching activities. College Chinese education should reform teaching methods according to student's humanistic qualities. In terms of teaching concept, we should realize that students have acquired certain abilities of listening, speaking, reading and writing in Chinese and their perception of the connotation of humanistic spirit after their examination-oriented education in middle school. Then the college Chinese education should be based on the middle school stage, and the teaching method should be positioned according to the student's own subject ability. In the selection of teaching materials, we should also choose according to the student's cultural level and knowledge background, and pay more attention to the high-level needs of student's comprehensive ability and quality. In the process of teaching, we should fully realize that there are fewer hours in College Chinese class and give way to the reality of professional learning. College Chinese teachers should design flexibly and reasonably classes, deepen the development of textbook knowledge, grasp teaching links, and attach importance to the guidance and

reflection of students in humanistic and scientific qualities. Loud and students learn from each other. In the process of learning and discussing together, let students feel the humanistic spiritual connotation of College Chinese, produce psychological resonance, and achieve the goal of cultivating humanistic quality. College Chinese teaching should keep pace with the times and constantly update teaching concepts according to student's needs. It is not only to make students master certain knowledge, but also to improve student's abilities and qualities. The traditional teaching mode is no longer adapted to the needs of College Chinese teaching. We should innovate the teaching mode constantly, and use case teaching, situational teaching, cooperative learning and other teaching modes to stimulate student's interest in learning. In the teaching practice, teachers should break through the traditional teaching methods, excavate the deep humanistic spiritual connotation of textbooks, pay attention to innovation, and cultivate student's interest in learning. On the premise of student's basic abilities, College Chinese teachers integrate language culture and show the charm of Chinese traditional culture.

4.3 Enrich Teaching Resources.

In order to achieve the all-round development of students, colleges and universities in elective courses require higher scores for Humanities literacy disciplines. In order to achieve excellent results, students will be more inclined to choose courses in this area. It happens to solve the problem that the advantages of College Chinese course cannot be reflected because of the limited class hours and the limited content of teaching materials. Therefore, schools should make full use of this point and integrate College Chinese curriculum with speech contest, article writing, Putonghua practice, poetry appreciation, traditional culture, so as to enrich the content of College Chinese curriculum and expand the development space of Chinese curriculum teaching. In College Chinese teaching, teachers should take measures to stimulate interest in learning, so that students can actively participate in Chinese learning. Classroom time is limited, but the improvement of student's humanistic quality is not achieved overnight. Teachers should teach students the methods of learning and help them improve their learning ability, so that they can improve their humanistic quality by themselves in daily life. This kind of teaching mode is more suitable for the modern society with the development of science and technology. After entering the society, we can constantly learn the positive thoughts in literary works on the basis of this habit, so as to achieve the advantages of lifelong learning and absorbing positive cultural thoughts. Teachers can introduce micro courses into College Chinese education, and build WeChat public platform for courses. Before each course is launched, the teacher uploads the learning content to the platform to allow students to preview. At the same time, it throws out the discussion questions, so that students can find the basis of argument through their own understanding of the scope, and then form an objective understanding and evaluation of literary problems and cultural connotations through mutual discussion and communication in the platform. Then, in the course of College Chinese, through the guidance of teachers and the expression of answering related questions, students will eventually become aware of the humanistic connotation and the sublimation of ideological awareness.

5. Conclusion

Strengthening the teaching reform of College Chinese course based on humanistic literacy is an effective way to promote the development of Chinese teaching, and also an effective measure to cultivate talents to meet the market demand. Therefore, College Chinese curriculum should be fully aware of the many problems existing in the current teaching. Starting from defining its own curriculum orientation, we should actively change the teaching mode and enrich the curriculum content to enhance student's humanistic quality and promote student's all-round development.

References

[1] Zhang Lu. Analysis on the University Chinese Teaching and Cultivation of Humane Quality [J].

Heilongjiang Researches on Higher Education, 2015(8): 142-144.

[2] Humanistic quality care in College Chinese Education [J]. The Journal of Shandong Agriculture and Engineering University, 2018, 35(4): 186-187.

[3] Xie Zhaoxin. On Chinese Education and Cultivation of Humanistic Quality in Application-oriented Universities [J]. Journal of Anhui Agricultural University (Social Sciences Edition), 2012, 21(2): 110-113.

[4] Zhou Zhidong. On Constructing the Concept of Spreading Humanistic Quality Education in College Chinese [J]. Journal of Inner Mongolia University of Finance and Economics, 2015, 13(3): 127-129.