

# Analysis of College English Teaching based on Humanities Platform

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**Abstract:** A good humanistic spirit is the premise of the prosperity and harmony of a country and a nation. Facing the current situation of the humanistic spirit of college students, this paper analyzes the necessity of integrating humanistic spirit education in English teaching, and further proposes the cultivation of college English teaching in the network environment and the strategy of the humanistic spirit.

## 1. Introduction

Along with the rapid development of economic globalization and informationization of life, the level of English in a country largely affects the speed and quality of the latest information in the world. Therefore, the status and role of college English teaching is becoming more and more important. Received people's attention. However, until today, college English teaching is still time-consuming and inefficient. After more than a decade of English study, a large number of students are still unable to communicate smoothly and effectively in English. College English faces enormous challenges.

## 2. College English Teaching Status

In recent years, foreign language teaching theory research has placed great emphasis on student-centered, but the traditional teaching concept centered on teachers has not been fundamentally changed in practice. Many teachers still explain the texts word by word in the classroom, trying to make every word and language point clear. At the same time, the communication between teachers and students is mainly reflected in the question and answer between teachers and students. In such a teaching situation, the subjective initiative of students' learning cannot be fully exerted.

Since the Department of Higher Education of the Ministry of Education began to implement the CET-4 test, colleges and universities across the country have consistently adopted the CET-4 pass rate as a benchmark for measuring the quality of English teaching. Many schools even stipulate that undergraduates can only get a degree certificate if they pass the Level 4 exam. Therefore, many students have spent a lot of time on English exam-taking. In addition, many social employers also use the four or six certificates as an important indicator for recruiting college graduates. Therefore, many college English teaching activities are mainly focused on improving students' scores of the 4th and 6th grade examinations, which makes college English teaching become a graded education.

Although the form uses modern educational methods, many English teachers mainly teach the meaning and use of words and phrases in the textbooks. Most of the teaching methods are based on the transmission of language knowledge. Classroom oral training is mainly through mechanical exercises through dialogue. However, many students are afraid of making mistakes and are afraid to open a dialogue. This often leads to the audio-visual course becoming a listening course. As for writing, teachers usually only introduce writing methods and techniques, and students' writing practice can't get timely feedback, so students' writing level is difficult to get exercise and improve. It can be seen from the above analysis that college English teaching in China pays too much attention to language knowledge and language skills, but does not pay enough attention to the humanity of teaching. Therefore, it is particularly urgent to combine the instrumentality of English with the humanity and establish the reform of college English teaching under the evaluation of the

humanities system.

### **3. Principles of College English Teaching Evaluation from the Perspective of Humanistic System**

In the evaluation of college English teaching, the instrumental value of English can't be regarded as the standard of college English teaching evaluation. Students' emotions, personality and values must also be taken into account. Because the cultivation of students' humanistic literacy is the real purpose of college English teaching, instrumentality is the basis for cultivating students' humanity, and the construction of students' humanistic spirit is the ultimate destination of English teaching.

College English teaching can not only use knowledge or ability as the sole criterion for evaluation. It must be consistent with the needs and spirit of the development of the times. It must adhere to the values of multiculturalism and examine the content, subjects and standards of college English teaching evaluation. The current teaching situation of college English in China.

In the humanities system, objectivity refers to the objectivity between the various aspects of English teaching evaluation. For example, the information provided by the diagnostic evaluation - formative evaluation - final evaluation must be true and objective. On the other hand, the objectivity of the evaluator's subject. Students and teachers who are the subject of teaching evaluation must exclude their subjective prejudice and emotional factors when evaluating themselves and others, and objectively evaluate and reflect on the original appearance of the matter.

### **4. The possibility of implementing humanities education in English teaching**

English textbooks usually include textbooks, teaching reference materials, audio-visual (audio-visual materials or multimedia) textbooks, etc. These are the main materials for teacher teaching and student learning. Among them, audio-visual materials provide a wider range of information sources for English teaching. English teachers can choose the teaching content in a timely and flexible manner through hitemct. The convenience of this material selection can absorb new humanities knowledge in time, which is unmatched by other courses. From the perspective of writing ideas, English textbooks have attached great importance to the integration of English teaching and humanities education, which involves literature, history, philosophy, ethnicity, religion, politics, economy, family, society, interpersonal relationship, outlook on life, world outlook and ecology. Humanities knowledge in all aspects of environmental protection. Moreover, many articles in English textbooks show human pursuit of truth, goodness and beauty, reflect the true feelings of human beings, reveal the brilliance of humanistic wisdom, and contain a profound humanistic spirit.

Because English textbooks carry rich humanistic connotations, the process of students comprehending the content of textbooks is also a process of increasing knowledge, enriching emotions, cultivating sentiment, cultivating individuality and perfecting personality. In the process of reading, students analyze and analyze these works, critically inherit and learn from the profound experience, feelings and reflections of the predecessors, and internalize and integrate these humanities knowledge into their own consciousness, thoughts and emotions, so that they contain In your own inner world, you can see your actions, so that you can improve your psychological quality and spiritual realm, and establish a correct life pursuit and value orientation.

Although students belong to the specialist level, the actual admission scores are low, the cultural foundation is poor, and the learning starting point is low. It is difficult and task-critical to train them into high-quality students in three years of school education. Most students do not understand the lessons, especially in English, and even fear and inferiority in English. English teachers also generally report that the results of students' enrollment are uneven, the cultural foundation is too poor, and classroom organization is quite difficult. However, Mr. Tao Xingzhi, a famous educator in China, once said: "Real education is a heart-to-heart activity. Only from the heart can you reach the depths of your heart." As long as teachers and students can The communication and communication between the heart and the heart, the teacher gives enough humanistic care to the students, then it is entirely possible to realize the humanities education in English teaching. In

English classroom teaching, good emotional communication and information exchange between teachers and students can promote a more harmonious relationship between each other. More and more English teachers have tried to transform themselves from the "authoritative" role to the "companion" role. From the role of "instructor" to the role of "mentor", so that students can move from passive acceptance to active participation, forming a classroom atmosphere of teacher life and collaboration. This is conducive to active student thinking, increase the intensity of thinking, enable students to be inspired by their different perspectives and methods, understand problems from multiple angles, thus promote the development of thinking to breadth and depth, and strengthen students' autonomy and innovation. Consciousness and the improvement of students' humanistic qualities and the cultivation of their humanistic spirit. In addition to the most basic physiological and safety needs of human beings, the higher level of demand is to gain the respect of others and the positive evaluation of society. In the process of education, what students hope most can get is the respect and affirmation given by teachers. The famous Soviet educator Suhomlinski once said: "The joy of success is a huge emotional force, which can encourage students to have a good desire to learn. In any case, do not let this inner power disappear. Lack This kind of power, any ingenious measures in education, will not help." This sentence fully demonstrates the importance of creating opportunities for success in the education process and helping students build confidence in learning.

## **5. Types of College English Teaching Evaluation from the Perspective of Humanistic System**

A single evaluation mainly refers to the evaluation of a certain aspect of the teaching activity, that is, one of the aspects, such as listening, speaking, reading, and writing evaluation. Comprehensive evaluation refers to a complete systematic evaluation of the entire process of teaching activities. These two evaluations are the relationship between local and overall. Individual evaluation is the basis of comprehensive evaluation, and comprehensive evaluation will also have an impact on individual evaluation. Therefore, it is necessary to pay attention to both local and overall. Students and teachers are important components of teaching activities. Therefore, college English teaching should incorporate students and teachers into the teaching evaluation system at the same time. It not only evaluates the teaching efficiency, teaching quality and teaching style of teachers, but also combines the situation and interest of students. Comprehensive analysis.

Diagnostic evaluation is a form of evaluation of students' knowledge base when they first enter the school. Its main purpose is to understand the students' knowledge preparation status. The content of formative evaluation is that teachers constantly update their teaching methods, teaching modes and teaching concepts according to the feedback information of students in the process of teaching. A summative evaluation is a test of a student's learning outcome after a certain period of study, such as a final exam or a four or six exam.

In English teaching, the key to reforming traditional educational concepts, implementing quality education, and achieving humanistic education is to focus on students and promote the overall development of students. Among the factors of the overall development of students, being a person is the foundation. Therefore, we must first educate students to learn to be human. The foundation of learning to be a human is to cultivate a noble personality. English teachers accept more foreign cultures, are more influenced by foreign cultures, and have faster ideological concepts. Therefore, they are more able to adapt to the requirements of quality education, and they also know how to cultivate students. Therefore, to implement humanities education in English teaching, we must first establish the concept of quality education, starting from teachers and promoting the all-round development of students.

## **6. Conclusion**

In summary, in order to meet the needs of the development of society and modern education, it is necessary to highlight the humanities education in higher vocational English. Only in this way, the English class can be more exciting, the student's enthusiasm for learning will be higher, and the English quality will continue to improve. Through the implementation of humanities education,

students' hearts will be more fulfilling, their feelings will be more sincere, their personality will be more publicized, and they will learn to pay more attention to others, pay attention to society, pay attention to the world, pay attention to history, pay attention to the future, and better serve them. Society has made greater contributions to socialist modernization.

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