

Research of Humanities Education on College English Education

Lili Xie, Lijiang Yang

Jiangxi University of Engineering, Xinyu, Jiangxi, 338000, China

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Abstract: At present, there are still some shortcomings in college English teaching. Due to the prevalence of traditional education mode, there is a certain generation gap between the needs of students and the giving of teachers, which restricts the development of students' personality. Therefore, we must improve the English teaching mode of colleges and universities from all aspects, broaden the cultivation of students' humanities and humanities, and implement humanistic education and humanistic care to achieve a better teaching goal.

1. Introduction

Liberal English Education (LEE) attempts to propose a new English teaching paradigm. The basic connotation is: in the teaching of English professional skills courses in colleges and universities, through the fusion of language and knowledge, to build a cooperative inquiry learning community. Synchronize to improve language skills, speculation, cross-cultural competence and humanistic literacy. Based on this concept, this paper focuses on a set of basic principles guiding the teaching reform of the basic course of English majors, rather than the specific teaching methods directly used in classroom teaching. Teaching methods are concrete means to reflect and realize teaching principles, and teaching principles are the guiding ideology for teachers to choose or innovate teaching methods. The following three basic principles of humanities education are discussed separately: 1) language courses (referring to the basic skills of English majors; the same below) should be closely integrated with humanities English education; 2) language ability (referring to English professional English language ability; The same below) contains speculative and cross-cultural competence; 3) language teaching (referring to the classroom teaching of English professional language skills courses; the same below) is a collaborative social and cultural construction process.

2. Humanities Education in College English Teaching

To strengthen the integration of humanities and humanities in English teaching in colleges and universities, the best way is to implement humanities education, because the core of humanistic education is people-oriented, that is, an education aimed at promoting the all-round development of people. For the humanities education in college English education, it is necessary to emphasize the degree of care of teachers for students. In modern education, students must not only learn the knowledge in books, but also learn how to do things and how to survive in society. If we can add appropriate humanistic care in the process of college English teaching, it is very beneficial for students to form a correct outlook on life and values. These are ordinary textbooks that cannot be taught. This highlights the importance of humanities education. In order to cultivate high-quality modern talents, we must cultivate humanities education in science education, implement the humanistic spirit of people-oriented, and promote the all-round and multi-level development of students. Therefore, humanities education is conducive to students' realization of full and free development, thus fully mobilizing students' enthusiasm for learning English. It can be seen that the purpose of humanistic education in college English teaching is to impart knowledge to students, to cultivate students' humanistic dimensions and humanistic qualities, and to enable students to learn how to combine personal value with social value. These are very helpful to the personal development of students, especially for the development of students' character. Good moral conduct

helps students release stress, reduce the burden of learning, and form a more harmonious internal value scale. More importantly, in the process of implementing humanities education, teachers are emphasized that teachers should respect and affirm each student so that each student can receive equal attention, thus highlighting the subjectivity of students in teaching work and satisfying their individuality. Need to promote the development of their personality.

The implementation of humanities education in colleges and universities should rise to the level of the state and society. College English education, which is mixed with humanities education, emphasizes the ability of students to take the initiative, pays attention to the nature of students' seeking common ground while reserving differences, can effectively stimulate students' enthusiasm for learning, and strive to train students' ability to be independent. Therefore, the implementation of humanities education in college English teaching is closely related to the healthy development of students, and at the same time it has a certain impetus to the advancement of society. In view of the necessity of humanities education, it is imperative to implement humanities education in a practical way, give full play to the subjective initiative of students in learning, and promote the physical and mental development of students. The implementation of humanities education and the introduction of humanistic care are not only conducive to enhancing the integration of students' humanistic dimensions and humanistic qualities, but also help to implement correct psychological education for students and strengthen the adjustment of students' own psychology so that they can always ensure positive optimism. The mentality is fearless in the face of difficulties, and life is healthier and more orderly. At the same time, it can also map out the inadequacies of college English education today. College English teachers must constantly explore and be brave to innovate in order to promote the continuous development of college English teaching.

3. Language courses should be closely integrated with humanities English education

Language courses are an integral part of humanities education, not a training course for them. So far, the vast majority of undergraduate courses in English majors have largely retained the basic structure prescribed by the "Syllabus for English Majors in Higher Education" (Ministry of Education 2000) issued 17 years ago. The English major courses are divided into three types: English professional skills courses, English professional knowledge courses and related professional knowledge courses. The course hours are allocated 65%, 15% and 20% respectively. This kind of curriculum structure is clear at a glance, and the language skills courses account for nearly 70% of the time, which seriously squeezes students' professional knowledge and related professional knowledge. Nearly 70% of the language skills courses are traditional language skills training such as listening, speaking, reading, writing and translating. The teaching content does not involve certain systematic and disciplinary knowledge. Take the reading or intensive course as an example. Each semester's teaching is organized around a thin textbook. Each textbook consists of more than 10 short texts. If these texts also have knowledge content, it is usually encyclopedic and sporadic. And plain content. Such a course is a general language training course, which is similar to a language preparatory course offered by an English-speaking university for international students with insufficient language skills, and has little to do with subject education based on professional knowledge and ability development. It is not difficult to understand that if a college undergraduate major turns 70% of the class hours into language training, the major loses its legitimacy as a university subject education. In order to ensure the higher education attributes of English majors in colleges and universities, we must carry out a comprehensive reform of the language skills curriculum, so as to develop the language ability of students while shouldering the responsibility of improving humanities, speculation and cross-cultural competence. This means that language skills courses must be closely integrated with humanities education. The "content" of the language course as an integral part of English education should reflect the humanistic attributes of the English major. It should adopt the classic chapters of the humanities and social sciences as much as possible, covering literature, history, philosophy, sociology, cross-cultural studies, and national regions. Research and other multidisciplinary fields focus on the eternal topic in the humanities field and the core themes closely related to the development of contemporary Chinese social culture and the

construction of a community of human destiny. In terms of teaching methods, language courses should be based on the inheritance of the fine traditions of fine training of language basic skills in Chinese universities, and explore new ideas and methods to promote the integration of language ability and speculative ability and cross-cultural competence. This means that English majors can achieve the goal of humanities education through English, and this will constitute an important competitive advantage for English majors in the global era relative to other professions.

The basic language skills at the communicative level are of course the ability that English majors must possess. However, if the teaching objectives of the basic stage language curriculum are completely at this level, it will not meet the students' need to further study advanced English on the basis of middle school English, and it will not provide academics for the study of senior academic academic courses and even for overseas exchanges. Necessary preparation for English and academic literacy. Shu Dingfang (2016: 3-4) pointed out when talking about the reform of college English teaching, "If middle school English teaching is to help students get the initial ability of listening, speaking, reading and writing, then college English teaching should make students more exposed to real English communication scenes, especially academic exchange scenes, gradually develop students' ability to use English for academic exchanges and transition to the ability to acquire professional knowledge, cross-cultural communication and international academic exchange through English. If college English is to be upgraded to academic English, the language skills course for English majors should not stay at the level of communicative English.

4. Humanities Education Methods in College English Education

In the promotion of students' physical and mental health development, the implementation of humanities education is a very important means. Perfecting the construction and perfection of psychological mechanism has a very important influence on improving the humanistic dimension and humanistic quality of English teaching in colleges and universities. The psychological mechanism is significantly related to the student's awareness of crisis. The so-called crisis consciousness is to be able to stay awake and calm and highly predictive when difficulties arise, thus ensuring self-venting after frustration and easing the release of learning pressure. These are all self-psychological counseling. In the process of college English teaching, teachers should always pay attention to the psychological fluctuations of students, and communicate and communicate with them at the time of response, so as to pay attention to the needs of students. The implementation of humanities education is to provide psychological counseling and psychological ideological education for the psychological problems existing in the teaching process, and to make contributions to the establishment of a sound psychological mechanism and enhance students' awareness of crisis.

College English teaching must promote the development of all aspects of students. In terms of English proficiency, it is necessary not only to promote students' language ability, but also to cultivate students' comprehensive ability. Therefore, when designing teaching objectives, it is necessary to reflect the characteristics of flexibility and openness, so as to ensure the gradual and continuous integration of English education. In the teaching process, teachers pay attention to broaden the means of learning and develop curriculum resources. Provide students with more resources that are closer to reality, and actively and effectively use the resources around them for education and teaching. Also, we must pay attention to the establishment of evaluation mechanisms. A good evaluation mechanism is conducive to promoting students' learning and development, enhancing students' self-confidence and improving students' personality development.

The most important point in implementing humanistic education and humanistic care is to fully respect the needs and individuality of students. Only in this way can students help solve the puzzles and problems in life and study, and implement correct guidance. In this process, it is important to highlight the student-centered educational philosophy and to sit down and respect the individual differences of students. It is necessary to implement humanities education for all students, embody humanistic care, and pay attention to the combination of knowledge education and quality education. Teachers should be full of emotions for students, understand the real needs of students, and

maximize respect and understanding of students, care for and serve students. Under such circumstances, it is conducive to students to establish a long-term effective sense of accomplishment, and it is also very helpful to students' self-confidence. Construction. Only this kind of gradual and progressive education can ensure that students are not boring in the process of learning, and while constantly learning hard to learn textbook knowledge, improve the humanities quality of students, enhance students' ability to use language comprehensively and practice innovation, and cultivate Innovative spirit. All of the students' all-round development is the ultimate destination of college English teaching.

5. Conclusion

In college English teaching, we must pay attention to the implementation of humanities education and the promotion of humanistic care. Only in this way can we truly enhance the deep integration of humanities and humanities in English teaching in colleges and universities, and promote the development of English teaching in colleges and universities.

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