Research on the Development Strategy of Humanistic Quality Education from the Perspective of the New Era

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Abstract: From the perspective of the new era, strengthening humanistic education in higher vocational colleges is an inevitable requirement for high-quality professional and technical personnel to meet the needs of modern society. In the construction and reform of higher education, attention should be paid to the successful experience of high-quality humanistic education at home and abroad. Analyze the main reasons for the delay in humanities education in our country, and put forward relevant requirements and propositions. It is necessary to conduct a detailed investigation and analysis of the humanistic quality education in higher vocational colleges, and through bold exploration and practice, some countermeasures to continue to improve the humanistic quality of college students are given.

1. Introduction

1.1 The Problem of Educational Philosophy

Nowadays, universities pay less attention to humanistic quality education and insufficient investment in humanistic quality education. Many universities do not have complete humanistic quality education management concepts and systems. The concept of humanistic quality education is outdated. Humanistic quality education is relatively traditional and backward. On the other hand, colleges and universities have limited investment in humanistic quality education, unable to establish a mechanism, and cannot fully provide high-quality humanistic education resources. Fusion of scientific humanism. The ability of high-quality learning cannot create a mechanism for humanistic activities on and off campus. On the other hand, universities have high requirements for employment rates, and there are problems such as emphasizing key points, emphasizing professional achievements and despising humanistic achievements. Many college graduates have a wealth of professional and technical knowledge, but do not know how to adjust their body and mind, and cannot maintain good interaction with others and society.

1.2 Educational Content Issues

The quality of humanistic education in colleges and universities is based on a certain humanistic foundation. It emphasizes students' knowledge, abilities, concepts and willpower through effective teaching methods and the combination of multiple elements. The focus is on providing quality humanistic education. However, some universities are still at a superficial level of humanistic quality education. The high-quality education of humanities lacks detailed content, only emphasizes the education of theoretical knowledge, and lacks the communication necessary for students' humanistic activities. At present, many universities only focus on the education of humanities knowledge, and provide a series of elective courses around humanities knowledge, but do not pay attention to the development of relevant humanities behavior of college students, and cannot organize and develop rich etiquette education and art according to students' interests. It is only conceptual and formal, focusing only on the shallow penetration of knowledge, unable to analyze popular cultural phenomena that students are interested in in the process of education, and unable to

effectively integrate with the daily thinking needs of college students, and there is some high-quality education for humanities the course is too untargeted. Emotional communication will not promote the development of students' humanistic literacy, and cannot improve the quality of students' ideological awareness.

1.3 The Subject of Education

The provision of humanistic quality education by universities is an important issue in the new era. Many universities believe that quality education for all mankind should be carried out through standardized classroom activities. Therefore, quality education for all mankind is the main task of teachers. On the other hand, teachers of certain professional courses believe that they are not obligated to develop humanistic qualities for students in specialized education. Teachers cannot effectively use humanistic resources, nor can they combine their professional knowledge with specialized humanistic education. On the other hand, student management education often does not pay attention to emotionally turbulent students, cannot optimize a high-quality humanistic education system, and often uses a relatively powerful restraint mechanism, which makes the students' humanistic qualities not effective.

1.4 Evaluation Mechanism

Some universities lack a scientific evaluation mechanism for humanistic quality education, so they cannot effectively evaluate the development of humanistic quality education and cannot provide humanistic quality education according to the needs of students. Because it cannot be implemented, it affects the effectiveness of humanistic quality education. First of all, universities have not established a sound humanistic quality education feedback mechanism, nor can they effectively collect information about humanistic quality education. In the process of humanistic quality education, the process of humanistic quality education usually emphasizes the use of examinations to assess the humanistic quality of students, and draws attention to the use of student self-evaluation and teacher evaluation. The evaluation of humanistic quality education is based on mutual evaluation among students. Secondly, the existing humanistic and high-quality education evaluation methods of universities are usually based on objective evaluation, and they cannot effectively use informed methods to seek students' opinions or suggestions. Finally, the information environment still lacks a diverse humanistic quality education evaluation mechanism, and the existing humanistic quality evaluation methods cannot broadly understand the needs of students.

2. The Main Strategies of Humanistic Quality Education in Colleges and Universities

2.1 Innovative Talent Training Model

In order to improve the effectiveness of humanistic quality education in colleges and universities, we will have to innovate the humanistic quality education talent training model. In order to improve the quality of students, we must follow the road of humanism and fully meet the growing demand for humanism. First of all, humanities quality education should adapt to the needs of the current era, focus on establishing an appropriate human resource development model, and improve the overall quality of humanities quality education. Under the concept of comprehensive human development, it is necessary to emphasize and focus on achieving the goal of promoting the rapid growth of college students. The second is to focus on the optimization of the talent training system and the improvement of the talent training system, and organize and implement specific humanistic quality education for the lower and upper grades of college students. It improves the foundation of humanistic literacy, improves the autonomous learning ability of college students, and reforms the talent training model. Finally, we design and apply the humanistic literacy training model for students, focusing on improving the basic humanistic literacy of students, focusing on the

integration of quality education and ability education to help students gain humanistic knowledge and provide relevant guidance.

2.2 Optimize Curriculum Teaching Activities

The quality education of modern humans is based on the meaning of information. Due to the rich and diverse content of quality education, quality education for all mankind pays more attention to adopting comprehensive, scientific and innovative classroom teaching models to improve the content of curriculum construction. First of all, it emphasizes the mutual penetration of free art and scientific knowledge in order to lay a foundation for scientific theory and encourage students to actively participate in humanities classroom education activities. Then, we need to vigorously advocate the division of free art and science. Secondly, quality education for humans also emphasizes the need to effectively disrupt the division of labor among senior professionals, disrupt the boundaries between courses, establish a cross-professional and cross-disciplinary curriculum system, and standardize humanities courses. Emphasizes the ability to provide students with professional knowledge while ensuring the integrity of knowledge. Knowledge is constantly expanding to provide effective coordination between the main and auxiliary courses, to better understand the trend of the times, and to meet the actual needs of university humanism and quality education.

2.3 Optimize Teaching Methods

In order to improve the effectiveness of high-quality humanistic education, we will optimize teaching methods, establish a new high-quality humanism and high-quality education system, and use advanced teaching methods to improve the humanistic quality of college students. First of all, the focus is to stimulate students' independence, cultivate and improve college students' innovative thinking, develop their ability to collect information, teach them the acquisition of new knowledge, analyze and solve problems. Secondly, on the basis of traditional heuristic education, comprehensively improve the subjectivity of humanistic quality education, better develop students' innovative thinking, and enable students to have their own personality. And encourage students to carry out high-quality training and learning activities. Third, it guides students to become subjects of self-discipline, encourages college students to learn human knowledge independently, and provides high-quality humanitarian guidance through MOOC and micro-courses. Finally, establish an effective teacher-student interaction system, emphasizing effective discussions between teachers and students in the spare time, allowing students to reflect on their relationship, enhance their personality, and improve the overall level. Help you reach your goals.

2.4 Innovative Evaluation Methods

In order to improve the humanistic quality of college students, it is necessary to establish a sound humanistic quality education evaluation mechanism. On the basis of a comprehensive assessment of the current situation of college students' humanistic quality education, we provide college students with guidance on humanistic quality education, so that college students understand the importance of humanistic quality and improve their humanistic quality. First of all, we need to accelerate the reform of the university humanistic quality education evaluation system, and establish a dynamic, individualized, and comprehensive humanistic quality evaluation and management mechanism. Second, pay attention to guiding students to use the humanistic literacy project system, practice system and personalized methods to participate in self-reflection activities. Finally, instruct students to conduct self-assessment in an autonomous space, and instruct college students to develop creative humanistic activities. And continuously improve self-cultivation through rich cultural activities. It is necessary to encourage college students to do this and guide them to reflect on their level of humanistic literacy.

3. Conclusion

Humanistic quality education is an important work content for comprehensively implementing the fundamental task of Lied and fostering people. The implementation of humanistic quality education has played an important role in student employment and entrepreneurship, growth and development, and lifelong development. All technical colleges should follow the rules of education, and actively seek effective humanistic education methods that meet the actual conditions of the school and student learning rules, gradually form the brand and characteristics of humanistic quality education, stably develop high-end talents, and comprehensively develop all aspects of China's economy and society.

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