

## Research of College Chinese Teaching and Humane Quality Cultivation of College Students

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**Abstract:** This article is based on the concept of modern pedagogy, as well as the summary of practical College Chinese course teaching experience. With the call of the modern society for humanistic quality, and corresponding reflections on the current situation and problems of Chinese language teaching in colleges and universities, with the specific requirements of society for human quality. To make a certain analysis, combined the two, the author conducted research on College Chinese teaching practice and other related disciplines, with analyzing how to cultivate the humanistic quality of contemporary college students from multiple aspects such as students, teachers, teaching and teaching materials, so as to further promotes the growth of college students in society and promotes the prosperity of society. In the specific analysis, this article pays attention to not just talking about principles and laws, combining texts and teaching methods in teaching, but also give examples and proofs. Dialectically analyzing various new methods used in teaching, not only focusing on absorbing its strengths, but also striving to maintain the characteristics of the College Chinese discipline itself and avoid losing its own characteristics.

### 1. Introduction

Since the beginning of College Chinese course, and during the exploration of the status of College Chinese course, some Chinese college teachers engaged in college teaching and extremely dissatisfied with the neglected status of College Chinese course. In order to develop the newly established College Chinese course, the researchers deeply explored its significance for human self-development, so that educators and educated people can understand its basic position. Since there are public textbooks issued by the education department, from the perspective of the researchers, less attention is paid to the textbooks. Except for the discussion at the beginning of the selection of the course text, few scholars pay attention to the rationality of the text configuration. Most of them focus on the correctness of Chinese knowledge. Some researches have been done on the College Chinese course teaching method, but the main target is still teachers, and less attention is paid to students. Humanistic literacy is a necessary quality for contemporary college students. The purpose of humanistic literacy education is different from other educational purposes. Competence education focuses on the professional abilities that students need to possess. Humanistic education focuses on personal growth. Humanities education focuses on cultivating people's critical thoughts, so that people can fully understand the common sense of folk customs and social history, so that they can distinguish right from wrong. To some extent, the specialties of higher education in my country are quite narrow, and there are too few humanistic influences on the students. As a result, although students have strong professional abilities, they lack certain humanistic qualities. This is also affected by the test-oriented education, which causes college students to pay less attention to the humanity of college Chinese, and then lacks in thoughts, indifferent feelings, lack of social moral awareness and strong psychological tolerance, and lead them to be insufficient to handle interpersonal relationships well, and eventually form the wrong outlook on life and values, even some students have psychological problems, a serious lack of humanistic spirit. In order to solve this problem, it is necessary to carry out humanistic quality education in colleges and universities.

## **2. Problems in the Cultivation of Humanistic Quality in College Chinese Teaching**

Many colleges and universities have not yet realized the importance of College Chinese course teaching for the cultivation of college students' humanities. College Chinese is a basic public course, which has never been valued. College Chinese is not an independent subject, nor is it academic in nature. The school regards College Chinese course as a public elective course. Students like to study, and don't like to learn. College Chinese teachers also teach with a coping attitude. They do not combine College Chinese teaching with the cultivation of college students' humanities. During teaching, the teacher simply evaluates and analyzes some literary works, without giving students a deep understanding of the culture and connotation behind the literary works nor the critical thinking. Some college leaders believe that college Chinese courses are not compulsory courses, and even some colleges and universities do not take college Chinese as a special course, using a variety of textbooks. The content of the selected textbooks is old-fashioned, lacking a sense of time and science, and the selected articles lack internal links. The use of such teaching materials will greatly reduce the students' interest in learning Chinese. Some university Chinese teachers have deviations in their teaching methods. In teaching, they have attached importance to introducing academic research perspectives and expanding students' academic horizons. This is far from the goal of the university Chinese syllabus. Therefore, non-Chinese majors should also study the Chinese language professionally. College Chinese teaching attaches great importance to the cultivation of college students' humanistic qualities. Students need to understand the cultural and ideological values embodied in different literary works. College Chinese course teachers should increase the interest of college students in this course, and then guide students to love literary works through targeted instructional design, enrich their humanistic knowledge through understanding of literary works, and then improve their humanistic literacy. However, the current university Chinese teaching only adopts the traditional indoctrination mode, but the university Chinese teachers themselves analyze and evaluate on the podium, and it is impossible to stimulate the interest of college students, let alone cultivate the humanities of college students.

## **3. The Role of College Chinese Courses in the Cultivation of Humanistic Quality**

College Chinese teaching can enhance students' humanities knowledge and enhance their aesthetic taste. The literature and culture are rich in content and extremely extensive. Selectively explain the knowledge through the of course, the more important thing is to lead the students into the literature hall, so that the students can master the knowledge and improve the fun in the process of reading and learning. When the teacher leads the students to travel among the vast literary works, the students can enjoy the gluttonous meal left by our ancestors.

College Chinese teaching can improve students' language and communication skills. Establishing good interpersonal relationships and expressing their thoughts correctly and appropriately are the abilities that every person in society must possess. And our current education emphasizes foreign languages rather than Chinese. And the consequences of this educational tendency have been clearly showed. Many students arrive at the university, and even the simplest request for leave can't be written well and clear; when writing an article, there are typos, and the sentences are not common nor correct. Therefore, it is necessary to set up College Chinese courses in universities, not only to improve students' language application and expression ability, but also to improve students' communicative ability.

By feeling the charm of Chinese literature and culture, students are guided to shape and develop a sound personality. The most annoying thing for contemporary college students is preaching. College Chinese course is to give educators an opportunity and platform for students to realize themselves. Through reading the works of the sages, let the students realize themselves, so that he will be more shocked and impacted. For example, we educate students to be strong and brave to face setbacks. But such language is pale and weak. If you guide them to study Sima Qian's "Book of Ren An", "Gai Sibao detained to play "The Book of Changes", and Zhong Nieu's "Spring and Autumn", Qu Yuan's exile, it was "Li Sao", Zuo Qiu was blind, and there was "Mandarin"... "When

all these examples go deep into the soul of the students, they can't fail to think about it or feel it.

#### **4. Measures for Cultivating and Improving the Humanistic Quality of College Students**

College Chinese course is a basic public class, but it has not received the attention it deserves. At present, colleges and universities such as Tsinghua University and Nankai University take college Chinese courses as compulsory courses. However, my country's current university language courses are still under construction. The modern curriculum concept believes that College Chinese course is not a separate subject, it is a summary of social and historical experience, and the knowledge it contains is not only the subject, but also other knowledge related to it. The content of teaching materials and the expansion of teaching materials by teachers also have an impact on students. Therefore, in the course of college Chinese teaching, teachers should not only use textbooks as the basis, but also deepen and expand the textbooks, that is, fully excavate the connotation culture of the textbooks. When comparing, examining and discussing the textbooks, they must use history Based on cultural background. After mastering the basic laws of reading, appreciating and expressing, college students can improve their cultural level and humanities as a whole, which is also in line with the goal of unified humanities and scientific qualities for the cultivation of modern talents. Under the guidance of this concept, a review of the traditional College Chinese course textbooks will show that it can no longer meet the needs of current talent training and meanwhile, it does not meet the requirements of modernization. Therefore, we must reform traditional textbooks and innovate in content and writing mode. After fully understanding the cultural level of college students and the knowledge requirements for college students, we should pay attention to the basic knowledge of Chinese culture based on language.

The traditional Chinese language teaching model is old-fashioned and has no appeal to college students. It cannot stimulate college students' enthusiasm for learning Chinese. Some teachers still use the teaching methods in the middle school to explain Chinese knowledge and work analysis step by step, which leads to a depression in the classroom atmosphere. At this time, the students will not listen carefully, only do their own things, or complete the homework of the professional class, or recite the words of the fourth and sixth levels. There are many reading materials in college Chinese, but the teaching hours of college Chinese are limited. Teachers can explain articles leapingly. When choosing articles, they should not only satisfy the interests of students, but also have the effect of improving students' literacy. The traditional teaching mode of college Chinese is teacher-centered. Therefore, to reform the traditional teaching mode, the direction of reform is humanistic teaching that is conducive to the formation of autonomous learning ability of college students. Humane literacy teaching refers to attaching importance to students' dominant position, respecting students' personalities and differences, inspiring students' innovative thinking, cultivating students' innovative ability, to promote students' development, and enabling students to participate in classroom teaching in a relaxed and happy atmosphere, take the initiative to think, learn and discuss. College Chinese is a humanistic subject, and the teaching methods applied must be flexible and changeable, and at the same time must have a certain emotional colour. The needs of college students are of great of diversity, and multimedia and many applications can be used for teaching. The media information of multimedia courseware is composed of text, graphics, animation, etc., which can create a humanistic environment to fully mobilize the students' vision, hearing, touch, etc. In this vivid teaching process, students will understand the writer's works more deeply and produce a beautiful experience, so that the effect of college Chinese teaching will be improved.

In the information age, information technology and network technology are widely used on campus, and students spend most of their time online. Therefore, online literature has also begun to appear and develop. Many of them are fine products, which are worthy of appreciation and learning. Schools and teachers will make full use of these platforms to communicate with students. Teachers can recommend some masterpieces, famous masterpieces, online prose to students, novels, essays, etc., and then discuss the language, thoughts and humanistic spirit of the work together, guide students to publish Weibo and WeChat to communicate, so that students can fully understand the new thing of online literature, improve students' aesthetic ability and appreciation of online

literature, then effectively resist the bad factors in the network literature.

## **5. Conclusion**

The cultivation of humanistic qualities is very important for contemporary higher education. This is a comprehensive project. College Chinese course teaching plays an important role in it. I hope that College Chinese course will return to its original nature and shine with humanity, so that students can internalize a valuable humanistic spirit in the nourishment and nurturing of literature and art, and improve the overall humanistic quality of college students.

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