Based on the Professional Platform to Enhance the Effectiveness of the Humanistic Education for College Students

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Abstract. The effectiveness of humanistic quality education for college students depends on the combination and integration of its content and method whether or not match with the major. Based on the professional platform, deepening the inherent humanistic value and social significance of the specialty, highlighting the disciplinary orientation of explicit humanistic knowledge and cognitive education, strengthening the professional compatibility of the implicit humanistic knowledge and experiential learning, and deepening the cultivation of college students’ professional humanity character self-cultivation ability are the fundamental ways to form the effectiveness of humanistic education for college students.

1. The Basic Features and Special Mission of College Humanistic Quality Education

Humanistic quality education is a complex dynamic system, which in university is only one aspect of the complex system and is a specific stage of the dynamic process. From the longitudinal view, it focuses on training students' cognition of humanistic knowledge, mastery of humanistic methods, cultivation of humanistic feelings and humanistic consciousness, which are different from family and social education. From the crosswise view, university is the senior stage where students receive humanistic quality education after primary school, middle school and high school. It focuses on the comprehensive improvement of students’ humanistic quality and self-cultivation ability. Therefore, whether the choice of educational content or the adoption of educational modes, the humanistic quality education in university should lay particular emphasis on and make some choices, so as to form a dynamic educational system with both division of labor and coordination among the previous stages or other levels of education.

To be specific, the basic characteristics and special missions of humanistic quality education in university are mainly manifested in the following aspects.

1.1 Deepening and Expanding Humanistic Theoretical Knowledge

Humanity quality education in primary and secondary schools focus on understanding relevant basic knowledge and universal education, promoting students' comprehensive mental development and the formation of general cultural literacy. On this basis, humanities quality education in university is to further expand and systematically sublimate through the knowledge of humanities theory, it aims to build a higher level of humanistic knowledge structure and a humanistic theoretical thinking mode with individual characteristics. In other words, humanistic quality education in universities focus on integrating and systemizing the relevant knowledge of students, so that college students can build their own knowledge structure and develop a stable mental model by means of the core conceptual framework of humanistic thinking.

1.2 Comprehensive Improvement of Humanistic Cognitive Ability

Humanistic quality education in primary and middle schools focus on the cultivation of students' humanistic awareness and the imitation and recognition of normative behavior ability, so that they can develop good humanistic cognitive habits, and lay a foundation for cultivating students to be
socialist successors with all-round development of morality, intelligence, physical fitness, aesthetic sense and labor. The university humanistic quality education is based on this, helping students to understand and integrate the complex relationships between basic knowledge and professional knowledge, modern knowledge and traditional knowledge, natural science knowledge and humanistic knowledge. The practical training combined with theory and practice to comprehensively enhance the self-perception ability of humanities in the face of various complex relationships or complex situations, the independent identification ability of humanistic values, the controlling ability of humanistic behaviors, and highly conscious of the humanistic significance in their major, etc. To make students grow into senior professionals with good humanistic qualities.

1.3 Cultivation of Humanistic Feelings

Achievements of college students' humanistic quality education ultimately be reflected in the following two aspects: First, from the internal point of view, it is necessary for college students to develop strong humanistic feelings which are adapted to professional activities; Second, from the external perspective, it enables college students to possess and master the humanistic ability or humanistic methods to deal with the practical problems they may face. Question of humanistic methods will be discussed in the next section. In terms of the cultivation of humanistic feelings, this should be the core of university humanistic quality education. The education of humanistic quality of college students cannot be satisfied with the teaching of humanistic knowledge and the improvement of humanistic cognition ability. But on the basis of the corresponding humanistic knowledge and cognitive ability of college students, adopt various effective methods of cultivation and training to internalize them into the soul of students and transform them into their personality traits, so that they can become high-level professionals with strong humanistic feelings, and can withstand the test of practice and outstanding performance in related professional activities.

1.4 Training and Mastering of Humanistic Methods

The level of individual humanistic quality is manifested in coping and dealing with various relationships with the outside world, and must be verified in these relationships before it has practical significance. At present, the most lacking of humanistic quality education for college students in China is the training of humanistic methods. The mastery of humanistic methods is more a problem of ability training than knowledge acquisition. Teaching knowledge in the class alone cannot solve the problem of mastering humanistic methods. Only through repeat various forms of practical operation and practical training can the educated master the corresponding humanistic methods to deal with practical problems. The university has the condition and should carry out such training, and students also have the ability to undertake such practical training activity. This should be one of the important missions of university humanistic quality education as the last stop of school education. Only in this way can our university develop qualified senior professionals with practical working ability for the society.

2. Problems Existing in Education of Humanistic Quality of Chinese University Students

At present, although Chinese universities attach great importance to the humanistic quality education of college students and have achieved a series of gratifying results. But there are also some common problems that seriously affect the actual effect.

2.1 Unclear Positioning Problem

Faced with different educated people, the choice and setting of content, methods and specific goals of humanistic quality education should undoubtedly be different. However, at present, humanistic quality education in China adopts a highly unified education model. As far as the humanistic quality education of college students is concerned, not only the content and methods of education in different majors are completely identical, but even in addition to the amount of knowledge given on the difference, compared with primary and secondary schools, it is hard to talk about the substantive differences between college students humanistic quality education. What kinds
of humanistic quality education goals should be established in view of the psychological and physiological characteristics of college students, the stage of personality development, and their requirements for the growth of professionals in different fields? What kinds of educational contents should be choosing? What kinds of specific education methods should be used? These issues concerning the orientation of humanistic quality education for college students must be clearly defined, which is not only seriously lacking in theoretical research, but also generally ignored in practice. The stereotyped humanistic quality education, which is caused by unclear positioning and from the primary school to the university, is not specific and loses professional affinity. It is difficult to arouse the interest and self-consciousness of humanistic quality learning and cultivation for college students. The more such education is given, the more it will cause the cognitive fatigue and rebellious psychology of the educated, and the practical effect of the humanistic quality education for college students is seriously eliminated.

2.2 Emphasize Teaching and Neglect Educating People

Human diathesis is essentially a question of self-cultivation. The humanistic quality education for university students is ultimately to educate them how to conduct themselves and how to be an all-round development person and responsible for society. Humanistic quality education focuses on educating but not teaching, leading the teaching with education is the fundamental way for college students to achieve effective results in humanistic quality education. Focusing on education, it is necessary to take university students as the center and fully respect their principal status. The responsibility of teachers lies in the combination of relevant knowledge teaching, guiding and helping them to appreciate the value of life, understanding the social significance of the major and their own responsibility, gradually developing excellent humanistic quality and individual psychological quality, and shaping perfect personality. However, the humanistic quality education of college students in China is too much emphasis on the teaching of teachers. It emphasizes teaching of pure theoretical knowledge in class. It has little effort in the self-cultivation of student-centered humanistic quality and lacks effective cultivation methods. This tendency of emphasizing teaching and neglecting educating people makes the colleges and universities continue to increase the categories of humanities courses in the so-called intensified humanistic quality education, and even adopt the method of “deficiency and supplement” for some problems and phenomena exposed by college students. Casualy adding relevant educational content not only impacts and destroys the preset humanistic quality teaching system, but also severely squeezes and compresses the hours of each course including professional courses. As a result, students are less likely to benefit from courses that are poorly taught, and neither professional nor humanistic education is effective.

2.3 Quality Education Focuses on Knowledge

Humanistic quality education is a complex system with rich connotations. Humanistic knowledge is only one aspect of the system and one of its components. Humanistic knowledge can be divided into explicit and implicit. It is different from explicit humanistic knowledge in teaching and understanding. Implicit humanistic knowledge must be obtained through practical training and internal recognition. Even in general, the acquisition of humanistic knowledge and the cultivation of humanistic quality are not reducible linear relationships. The level of individual humanistic quality cannot be equal to the quantity of humanistic knowledge. However, at present, the humanistic quality education of college students in China seems to completely ignore or neglect this richness and complexity. Instead of blindly pursuing knowledge transfer, the knowledge education is more knowledge-oriented, and more emphasis is placed on the one-sided teaching of explicit knowledge and the so-called standardized examination of students' knowledge mastery and so on. As a result, humanistic quality education, which should be diversified in channels, colorful in contents, and flexible in methods, has become into a boring class explicit knowledge teaching and theoretical examination process. Students’ attention and energy are directed to the attention and pursuit of theoretical test paper scores, which dilute the cultivation and improvement of their humanistic quality. High scores but low abilities, even knowing the law but breaking the law and all kinds of
vicious incidents that break the bottom line of university students' humanistic quality are constantly occurring, which has become a “staggering” and hard to get rid of “magic curse” in the current process of continuously strengthening university students’ humanistic quality.

2.4 Separation of Professional Learning and Humanistic Quality Education

The humanistic quality of each individual student is a self-organizing system with individual characteristics. The specific structural state of the system is related to the specific personal growth process and the specific conditions of the whole course education, including primary and secondary schools and universities. It is the result of multiple factors such as personal cultivation, family, social influence and education of the school. The university aims to train senior professionals. The systematic educations of different majors will cultivate college students form different knowledge structures and different mental models, which directly determine the choice orientation and understanding ability of different professional college students on the information resources of humanistic quality education, and determine their understanding and internalization of these resources. Therefore, humanistic quality education for college students must focus on the cultivation of senior specialized talents. Based on the in-depth exploration of the humanistic value and social significance of their majors, education contents and methods with characteristics and professional affinity should be selected according to their specific knowledge structures and mental models. However, at present, humanistic quality education and professional education are two sets of systems in China. Humanistic quality teachers and professional teachers are separated from each other. Humanities quality training and professional learning knowledge are separated from each other, resulting in a serious separation of professional learning and humanistic quality education, which restricts the effectiveness of humanistic quality education for college students in China.

3. Suggestions on Improving the Effectiveness of Humanistic Quality Education of College Students

3.1 Explore the Humanistic Value and Social Significance of the Major, and Highlight the Particularity of the Humanistic Quality of the Professional Talents

The humanistic quality education of university students should focus on cultivating them into professional talents with healthy personality and excellent humanistic quality. In the choice of specific educational content, in addition to the teaching and acquisition of general humanistic theoretical knowledge, we must pay special attention to the intrinsic humanistic value and social significance of their majors, in order to enrich the content of humanistic quality education for college students, and strengthen the pertinence of humanistic quality education, to highlight the professional characteristics of humanistic quality education. In this regard, STS education theory abroad has referential significance. It stresses that students can understand their responsibilities in the broad scope of science, technology and social relations, and can appreciate humanistic value and social significance of their majors. So that students are fully aware of the inseparability between professional learning and humanistic quality education, to improve learning interest and initiative, and learn to examine and understand the purpose and goals of professional learning from the humanistic perspective, to make them achieve highly self-consciousness in the growth of professionals with healthy personality and excellent humanistic quality.

Enriching the content of humanistic quality education of college students through the internal humanistic value and social significance of the professionals is not only the subject of theoretical research and teaching content reform faced by professional teachers of humanistic quality, but also the historical mission of teaching and educating students for professional course teachers. Just as professional teachers of humanistic quality cannot only focus on theory but not connect with the practice, only providing students with humanistic knowledge other than their majors, instead of building a bridge to integrate the two. Professional education cannot just talk about principle and technology without caring about the humanities. This is the breakthrough point that must be solved first to improve the effectiveness of humanistic education for college students in China. Only by
achieving the breakthrough can we fundamentally overcome the separation problems between humanistic quality education and professional learning, and distinguish the humanistic quality education of college students from that of primary and middle school students, and form their own distinctive education system.

3.2 Optimize and Integrate the Teaching Content System, and Highlight the Disciplinary Pertinence of Explicit Humanistic Knowledge Cognition Education

The main form of university education is class teaching. Class teaching focuses on the systematic teaching and understanding of explicit knowledge. Class theory teaching and case teaching of the humanistic quality for college students must be based on the characteristics of class teaching and academic arrangement requirements and time limit, so as to scientifically concentrate the knowledge points of teaching and optimize and integrate the teaching content system. This kind of conciseness and integration, first of all, establishes the concept that class teaching should focus on the essence rather than the quantity. It is necessary to pay attention to the extrapolation, instead of “deficiency and supplement”. In other words, emphasis should be given to the construction of highly integrated mental models and knowledge structures on the basis of relevant basic theoretical frameworks. Secondly, in the selection of teaching content materials, it is necessary to completely change the teaching content of humanistic quality education regardless of the characteristics of professional disciplines. According to the specific characteristics of students in different majors, such as understanding ability, knowledge boundary and ability requirements, select relevant content materials that they are interested in and able to understand, and have practical help for their professional consciousness, so as to develop professional and discipline-oriented education.

On the one hand, humanistic quality education requires us to further study the composition of the teaching content system of humanistic quality for college students, and build a clear and precise basic theoretical framework system of humanistic quality education, so as to change the current situation of ever-expanding classroom teaching content composed of more and more courses. On the other hand, professional teachers who are engaged in humanistic quality education for college students should not confine themselves to teaching of pure concepts, or be satisfied with the oral lecture. They are required to have a deep understanding of the specific situations and needs of students, to be familiar with the characteristics of the majors and humanistic values, and to closely integrate theoretical education with the cultivation of professional talents, strengthen the discipline or specialty pertinence of humanistic quality education.

3.3 Expand Channels and Forms of Cultivation, and Strengthen Professional Affinity of Implicit Humanistic Knowledge Experiential Learning

Implicit humanistic knowledge is the most internal, profound and more abundant connotation content of the humanistic competence and character of college students. It is generally present in individual students with individual consciousness, special experience, and unique abilities. Unlike the explicit humanistic knowledge which can be coded and transmitted in theory, the implicit humanistic knowledge cannot be coded and must be obtained or generated through practical training and internal recognition. Therefore, the cultivation of college students’ quality or ability in this aspect requires the school to expand the cultivation channels as much as possible, and adopt variety of acquisition training methods to enable students to gradually form humanistic quality with unique characteristics in various situations. For example, from the perception of the deep social training to experience in professional services, from the implications of the campus culture to the typical character and deeds infection imitation, from the guidance of teachers to such as scenario simulation, case studies and various training activities of self-identification, etc. Those are all ways which universities must strive to develop college students’ humanistic quality cultivation.

It should be pointed out and emphasized that the training of implicit knowledge of college students’ humanistic quality should be flexible and diverse, and must keep enough amount of continuous training in order to really achieve the desired effects. Highlighting the disciplines and professional characteristics of these trainings is the key for them to give full play to their unique
cultivation effects. Because only in this way can these trainings have professional affinity, arouse students’ strong sense of identity and assimilate them.

3.4 Based on the Professional Platform, Cultivate College Students’ Professional Humanistic Character

The humanistic quality education for college students is one of the contents of the advanced stage of school education around the training of professional talents. It serves the growth of college students’ professional talents. All efforts of the humanistic quality education of college students must be implemented to cultivate the self-cultivation ability of college students’ professional humanistic character.

Therefore, on the one hand, humanistic quality education for college students must firmly establish the concept of specialty or characteristic education, focus on correctly dealing with the relationship between professional learning and humanistic quality education, and construct the characteristic system of humanistic quality education based on the professional platform, so as to enhance its specific pertinence. On the other hand, we must firmly establish the educational concept of college student-centered education, closely focus on the correct handling of the relationship between teaching and education, and construct a humanistic quality education model of leading the teaching with education. Leading, motivating and helping students to continuously improve their self-cultivation ability of professional humanistic characters, so that they are deeply rooted in the profession and educated into a butterfly based on the high self-consciousness of the humanistic values and social significance inherent in their majors.

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Reference


