On the Integration of Humanistic Quality Education into College Chinese Teaching

YangRongRong, Wansuhua*
Tarim University, Aral, Xinjiang, China
252840847@qq.com
*corresponding author

Keywords: College chinese, Humanistic quality education, Integrate

Abstract: In the educational reform in China, students’ humanistic quality education has become one of the significant topics in the current college education and teaching. College Chinese is the basic course of Chinese language. Integrating humanistic quality education into Chinese teaching can help students know Chinese deeply and feel the unique charm of Chinese. But there are many problems in the actual Chinese teaching, affecting students’ learning effect Chinese knowledge, and it is difficult to improve students’ humanistic quality. This paper analyzes the current problems in Chinese teaching in colleges and universities, and explores the strategies of integrating humanistic quality education in Chinese teaching.

1. Introduction

Recently, higher education has focused more on training college students’ humanistic quality, requiring to infiltrate factors of humanistic spirit in the teaching process. The teaching of college Chinese is mainly theoretical knowledge, and the teaching process is boring. When teachers develop teaching activities, they should consciously integrate humanistic quality education, let students actively learn Chinese knowledge, stimulate students’ interest in learning and promote teaching quality.

2. Significance of Integrating Humanistic Quality Education into College Chinese Teaching

With the fast progress of social economy, China’s political status in the international community continues to improve, and the international status of Chinese is also enhanced. Chinese is a basic course in colleges and universities. Learning Chinese knowledge is of great significance to the inheritance and progress of Chinese culture. In college Chinese teaching activities, the integration of humanistic quality education plays a great role.

Firstly, the integration of humanistic quality education into Chinese teaching helps to enhance the communication between teachers and students. In the process of college Chinese teaching, many teachers simply regard Chinese as theoretical knowledge, impart knowledge in the classroom, ignoring the communication and interaction with students. The integration of humanistic quality education can fully play the cultural function of Chinese language, enhance the communication between teachers and students, and make students feel the unique charm of Chinese, so as to establish correct values and world outlook. Secondly, the integration of humanistic quality education into Chinese teaching helps to stimulate students’ interest in learning and promote the quality of teaching. College Chinese is a subject based on theoretical knowledge, and the teaching course is boring, so students are not interested in the classroom. However, the integration of humanistic quality education into teaching can fully reflect the literary value of Chinese and closely connect with students’ real life, let students identify with Chinese knowledge emotionally, so as to stimulate their interest in learning and effectively improve the quality of teaching. Finally, the integration of humanistic quality education into Chinese teaching helps to train students’ practical ability and improve their humanistic quality. College Chinese teaching should not only impart
language knowledge, but also train students’ practical ability. Humanistic quality education is just in line with this. It can enrich students’ spiritual world and improve their humanistic quality on the basis of imparting knowledge.

3. Problems in College Chinese Teaching

At present, college Chinese education in China is facing severe difficulties, and there are many problems in teaching. The content of Chinese teaching materials is relatively old and difficult. It is hard for students to understand it, so that they are hard to increase their interest in learning. It seriously affects the quality and effect of teaching. The main problems of college Chinese teaching are analyzed as follows.

3.1 Abstract Content of the Textbook and Lack of Students’ Interest in Learning

Chinese courses in colleges focus more on the teaching and explanation of basic knowledge, and the content of teaching materials is boring and difficult. Due to the influence of students’ cognition and experience, the understanding of the content in the textbook is not accurate enough, affecting the quality of students’ learning. In addition, the content of college Chinese is roughly the same as that in middle school. There are a lot of the same knowledge in different chapters of textbooks. Students lack interest in classroom learning, so it is difficult to improve learning efficiency. Moreover, with the continuous progress of information technology, many hot words enter the students’ vision, but the knowledge of Chinese textbooks is not updated in time, and the content of textbooks is lack of timeliness.

3.2 Relatively Single Teaching Objective of College Chinese Teaching

At present, the focus of college Chinese teaching is still on the explanation of basic knowledge, and the teaching goal is relatively single. For college students, Chinese course knowledge has been learned and mastered. There is a greater demand for Chinese knowledge learning, but the current teaching objectives are difficult to meet the needs of students. This situation makes college students fail to get more knowledge and skills after learning Chinese professional knowledge. Students can’t apply the Chinese knowledge in real life. It is hard to improve students’ language application ability.

3.3 Ignorance of Promotion of Humanistic Quality in Chinese Course

College Chinese course is no longer simply to teach the basic knowledge of Chinese, but on the basis of teaching the basic knowledge, pay attention to improve the humanistic quality of students. However, when setting up Chinese teaching courses, colleges still put the explanation of basic knowledge in the first place and ignore the humanistic quality education. This situation makes college students master relatively perfect written knowledge, but have weak language application ability, and their oral expression ability is difficult to improve.

4. Effective Strategies of Integrating Humanistic Quality Education into College Chinese Teaching

College Chinese teaching covers a lot of content, including not only basic words and vocabulary, but also reading comprehension and writing, playing a significant role in students’ future study and work. It has strong practicability. After entering the campus, college students get rid of the shackles of exam-oriented education. At this time, it is a great opportunity to develop humanistic quality education. College Chinese teaching should highlight the humanity of the course, scientifically and reasonably integrate into the humanistic quality education, and improve the humanistic quality of students.

4.1 Make Clear of the Chinese Teaching Objective from the Actual Needs of Students

College students’ spiritual life is very rich. In the course learning, they should not only master the technical knowledge and skills, but also apply the knowledge to real life, so as to provide
support for the future study and work. When developing teaching activities, colleges and universities should start from the actual needs of students, based on the overall progress of students, so as to clarify the Chinese teaching objective. During Chinese teaching, teachers should effectively integrate Chinese teaching and humanistic quality education, impart corresponding theoretical knowledge and consciously train students’ language application ability. Through the study of Chinese knowledge, students can not only master Chinese knowledge, but also experience the artistic charm of Chinese, and better inherit and develop the excellent culture of the Chinese nation.

4.2 Update the Teaching Content in Time and Inspire Students with the Idea of Humanistic Spirit

In view of the old content of college Chinese teaching materials, we must update the teaching content according to the progress of the times, add modern elements in the teaching materials, enrich the content, and make the Chinese teaching materials have distinctive characteristics of the times. Firstly, we need to update the textbook knowledge module reasonably. In the network environment, some network language or literature is sought after by people, forming a specific form of language expression. College Chinese teachers can add these knowledge modules appropriately according to the content of the teaching materials, so as to supplement the Chinese teaching materials effectively. The Chinese culture is broad and profound. Many words can be verbs or adjectives. According to different vocabularies, teachers should adopt different ways of explanation, so that students can master different ways of use, and flexibly apply what they have learned to real life. In this way, teachers transform static teaching into dynamic situation teaching in the teaching process, so that students can learn Chinese professional knowledge and train humanistic spirit at the same time. Secondly, according to the situation of Chinese teaching, teachers should appropriately integrate some foreign languages and constantly enrich the content of teaching materials. This process must be developed on the basis of preserving traditional culture. We should also inspire students with the concept of humanistic spirit, broaden their knowledge field, treat foreign languages with an objective attitude, and actively absorb excellent culture.

4.3 Make Use of Multi-Media to Innovate Teaching Mode, Make Humanistic Quality Education Inspiring

In the actual teaching, teachers should fully use the advantages of modern educational technology to make multimedia courseware with literary beauty, and vividly show the abstract Chinese knowledge, so that students can intuitively learn Chinese knowledge and enhance their understanding and recognition of Chinese knowledge. Multimedia courseware can break through the limitation of time and space, express abstract knowledge in the form of animation or pictures, mobilize students’ imagination and enthusiasm, stimulate students’ interest in Chinese learning, so as to improve the quality of teaching. While enjoying the aesthetic feeling of literature, students can feel the appeal of humanistic quality education and train their artistic aesthetics and humanistic spirit.

4.4 Develop Diversified Practice Teaching, Improve Students’ Language Application Ability

Chinese knowledge not only has rich content, but also has strong applicability. While developing teaching activities, we should take students as the main body, appropriately increase some language practice teaching content, let students learn knowledge in practice activities, and improve students’ thinking ability and humanistic quality. In teaching activities, teachers can divide students from different provinces and cities into several learning groups according to the specific situation, so that students can learn dialects from each other, and let students summarize the characteristics and laws of different dialects, so as to increase the interest of Chinese teaching. When explaining Chinese grammar, teachers should guide students to understand the ambiguity in sentences, enhance students’ sense of language, and know the real intention of sentences in different situations. When learning Chinese characters, teachers should guide students to develop good practice habits. Through continuous calligraphy practice, students can understand the characteristics and differences between different calligraphies, experience the charm of Chinese culture, and train their aesthetic
5. Conclusion

To sum up, it is of great practical significance to integrate humanistic quality education into college Chinese teaching. In view of the problems existing in the current Chinese teaching, in the process of college Chinese teaching, we can make clear the Chinese teaching objective, update the teaching content in time, inspire students with the concept of humanistic spirit, use multimedia to innovate teaching mode, develop diversified practical teaching and so on to integrate humanistic quality education, enrich Chinese teaching classroom and promote students’ humanistic quality.

References

