

Analysis of Humanistic Education in College Japanese Teaching

Li jing

Pingdingshan University, Pingdingshan, Henan Province, 467000, China

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Abstract: humanistic education can comprehensively improve the quality of College Japanese education, expand students' knowledge, shape students' good character and give full play to the educational function of Japanese teaching. Therefore, humanistic education in College Japanese itself is an important task of Japanese teaching. It is necessary for us to analyze the value and role of humanistic teaching from the perspective of the connotation of humanistic education, And find ways and strategies to carry out humanistic teaching in Japanese teaching. This paper focuses on Humanistic Education in College Japanese teaching.

1. Introduction

under the requirements of the new curriculum standards, College Japanese course is not only a basic language course, but also a quality education way for students to broaden their knowledge and understand western knowledge. Japanese teaching itself has the dual attributes of instrumentality and humanity. In setting the curriculum objectives of College Japanese course, we must take into account the cultivation of students' cultural quality, Strengthen the infiltration of students' humanistic teaching content and embody the spirit of humanism in Japanese classroom teaching. As the material shell of culture, language itself can also reflect rich cultural connotation in the process of expression and communication. College Japanese is a compulsory course for students. Japanese has a very rich cultural heritage and contains the national cultural spirit of the western world. It is an important way for students to understand foreign culture and establish cultural self-confidence, Infiltrating Humanistic Education into College Japanese teaching is not only a problem that must be considered in teaching, but also the original direction of the development of Japanese education.

2. The Core Connotation of Humanistic Education in College Japanese Teaching

2.1 Cultural Cultivation

Cultural accomplishment refers to the concept of cultural appreciation and aesthetics. It refers to whether students can correctly distinguish and absorb cultural forms in customs, religious beliefs, moral sentiments, literature and art, science and technology, consciously and independently find elegant and high-quality cultural forms, expand personal knowledge and shape good ideological accomplishment, Form the life view and spirit of positive energy. Cultural cultivation is a basic skill

for individuals to improve their quality of life and expand their employment space, which also requires that college Japanese teaching must teach students to distinguish right from wrong, consciously choose excellent culture to absorb, and improve their own cultural level.

2.2 Aesthetic Sentiment

Aesthetic sentiment refers to the aesthetic views and ideals gradually formed by students in the process of daily life and learning. Aesthetic sentiment can reflect whether students have correct aesthetic awareness, imagination and creativity from a direct or indirect point of view. Aesthetic sentiment determines students' aesthetic feeling and evaluation of everything, This will also have a positive impact on students' personal quality of life. Aesthetic sentiment will imperceptibly penetrate into their personal character, which has important meaning for their future growth. Therefore, in College Japanese teaching, we should strengthen the correct education and positive guidance of students' aesthetic sentiment, so that students can feel the existence of beautiful things in the real life of Japanese cultural works, and can correctly judge and create beauty.

2.3 Humanistic Quality

Humanistic quality refers to students' views on real life and the embodiment of inner morality. It involves many aspects of humanistic knowledge such as literature, philosophy, morality and history. In order to better understand humanistic thought, we must master the correct humanistic cognitive methods and practical methods, follow the correct outlook on life and values, and cultivate the national spirit and the spirit of the times. It is essential to become the infiltration of knowledge in College Japanese teaching. The course content should include different aspects such as humanistic thought, humanistic method and humanistic spirit, so as to improve students' humanistic cultivation level purposefully and planned [1].

2.4 Scientific Conservation

Scientific self-restraint refers to the content of basic knowledge that students should understand, master simple technologies and methods, have correct scientific ideas, believe in science, advocate scientific spirit, be able to use scientific knowledge and methods to deal with problems in real life, better adapt to the social environment and improve the quality of life of experts. According to the requirements of the implementation plan of the outline of the national action plan for scientific quality issued by China, citizens' scientific quality should be incorporated into the national development strategy and implemented. It can be seen that college Japanese teaching should add many contents to the cultivation of students' scientific quality, cultivate students' qualified scientific ability and further improve students' comprehensive humanistic quality through simple infiltration of scientific knowledge.

3. Value and Significance of Humanistic Education in College Japanese Teaching

3.1 Establish Correct Three Views

The integration of humanistic education in College Japanese teaching is conducive to let students know how to behave and do things, expand students' knowledge vision and social vision, and let students have comprehensive social survival skills. Only in this way can they really improve students' quality and Cultivation in all aspects and promote students' free and all-round development. Japanese curriculum itself belongs to language discipline. As a tool of interpersonal communication,

language also has certain humanistic connotation and attributes. Therefore, there are obvious differences between language disciplines and other disciplines. Language is not only the recorder and carrier of human culture, but also the treasure of human civilization. In the economic situation of social development, more and more social problems have been exposed, such as poisoning cases and campus bullying. All these negative social phenomena reflect the consequences of the lack of humanistic education for contemporary college students. Therefore, the school needs to strengthen the shaping of students' personality and the defense of moral benchmark, and infiltrate humanistic teaching and humanistic quality into all aspects of students' learning and life to play a better promoting effect [2].

3.2 Change the Disadvantages of Traditional Teaching

Under the new social form, the infiltration of humanistic teaching into college students' Japanese curriculum has achieved good results. At the university stage, students' thinking is more active. Modern college students are used to using information-based network to contact environmental information, which itself also provides good conditions for the infiltration of humanistic education. However, problems that can not be ignored still exist. For a long time, influenced by the idea of examination oriented education, university teachers pay more attention to the explanation of knowledge and skills in the process of education, lack sufficient attention to the guidance of humanistic education, and fail to receive students' emotional dynamic feedback in time, which can not meet the various needs of students' personality education. This educational situation is not conducive to the development of College Japanese teaching, and the lack of humanistic quality is not conducive to the improvement of students' interest and enthusiasm in Japanese learning. Therefore, in the process of College Japanese teaching, we should be aware of the necessity and important meaning of humanistic teaching, use effective ways to strengthen the investment in students' Humanistic Education in Japanese teaching classroom, help students cultivate healthy and sound personality while learning Japanese knowledge, and improve students' enthusiasm and interest in learning Japanese knowledge to a great extent. Ensure that the quality of Japanese teaching and students' humanistic quality can be improved simultaneously [3].

4. Humanistic Education Strategies in College Japanese Teaching

4.1 Excavate Textbook Materials and Find the Cut-Off Point of Humanistic Education

To infiltrate humanistic education into College Japanese teaching, we should pay attention to excavating humanistic factors in teaching materials. To achieve this, teachers should be fully aware of the role and significance of humanistic quality education in teaching, and help students make use of the resource advantages of teaching materials to receive the edification of humanistic quality. Specifically, during teaching, teachers should pay more attention to lesson preparation, conduct in-depth analysis of the text content of Japanese teaching materials, grasp the theme and spiritual ideas conveyed by the teaching materials as a whole and as a whole, so as to strengthen the integration of humanistic education and truly comprehensively and effectively promote the healthy development of students. At present, in the Japanese textbooks widely used in Chinese universities, the themes of many texts are closely related to the formation and shaping of College Students' personality. During teaching, teachers should learn to appropriately expand the themes in the textbooks, connect them with the contents of humanistic education, and guide students to organically combine Japanese learning and humanistic quality training. Let students really receive the subtle influence of humanistic education through Japanese classroom, and strive to cultivate themselves into an excellent talent with all-round development of morality, intelligence, physique

and beauty under the new social situation [4].

4.2 Using Information Technology to Optimize Teaching Methods

To combine humanistic education with college Japanese classroom teaching, we must innovate teaching methods and improve the integration effect of humanistic quality education. The innovation of teaching methods and means can be carried out with the help of information-based teaching technology. With the development of computer science and technology, advanced educational resources such as network multimedia are integrated into classroom teaching. The use of these resources can expand classroom teaching materials, comprehensively improve the integration effect of humanistic education, and let the Japanese classroom reflect the respect and absorption of humanistic quality [5]. In the specific teaching process, teachers can use the advantages of multimedia technology to present traditional text forms, combined with pictures, sounds, animation and other media to stimulate students' visual, auditory and other senses, so that students can really feel the fun of humanistic teaching and the fun of Japanese Teaching in the process of learning, Make the boring Japanese classroom vivid. At the same time, teachers can also infiltrate the relevant contents of humanistic education in the process of making multimedia courseware, effectively improve the teaching technology and level, truly highlight the integration effect of humanistic education, let students form correct cultural concepts and consciousness in the process of Japanese learning, and improve the actual effect of humanistic education. For example, when explaining Japanese knowledge points, teachers can show students the food culture, festival culture and local customs of western countries through multimedia videos, show that they are different from the Chinese environment, and help students master Japanese knowledge and realize the effective expansion of humanistic education materials at the same time, Let humanistic education promote the growth of students' wisdom in many aspects under an invisible and silent situation. In a word, under the new form of education, the information channel itself is an important means for college students to obtain external information. Teachers can innovate teaching methods and skills on this basis, collect more content about humanistic education and students' interest for students, include the spirit of humanistic education, and let students better accept the cultural influence of language classroom.

4.3 Hold Diversified Japanese Activities to Improve Teaching Quality

In addition to traditional preaching, humanistic education can also be carried out through activity type teaching, such as encouraging students to sign up actively in their spare time, participate in Japanese speech competitions, Japanese debate competitions, Japanese singing competitions, etc. These rich and interesting teaching forms are in line with the personality hobbies of contemporary young people, At the same time, with the help of activity channels, improve the quality of Japanese learning, let students use the Japanese knowledge they have learned, expand the expression channels of Japanese knowledge, and improve the effect of knowledge transformation and output. Therefore, in the process of College Japanese teaching, we should absorb the advantages of activity teaching, improve the quality of humanistic teaching, set up some activities with noble aesthetic sentiment and cultural taste, hold Japanese speech competitions with the theme of humanistic quality and scientific literacy, and organize debate competitions related to humanistic quality, so that students can actively choose learning contents and find Japanese materials in their spare time, The implementation of Japanese learning plans and the formulation of activity plans will enable students to imperceptibly recognize and understand the relevant contents of humanistic knowledge and humanistic thought in their minds, which is equivalent to imperceptibly engraved humanistic education in students' minds and characters. In the past, students' individual explicit behavior and

internal thought will be infiltrated by humanistic education, Give full play to the humanistic education function of Japanese classroom and cultivate high-quality excellent Japanese talents [6].

5. Conclusion

To sum up, College Japanese teaching should give full play to the important value and role of humanistic education, excavate textbook materials, find the cut-off point of humanistic education, use information technology, optimize teaching means, hold diversified Japanese activities, improve teaching quality, and fully reflect the educational value of College Japanese Teaching in the new era.

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