

# *Research on the Practical Significance and Effective Path of Enhancing Humanistic Spirit in Philosophy Education in the New Era*

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**Abstract:** As one of the oldest disciplines of human beings, philosophy is at the top of the pyramid in the human knowledge system and has always been an important teaching field in higher education. Philosophy education plays an important role in cultivating the critical ability, discernment, and logical reasoning ability of college students, and it also has the historical mission and responsibility of guiding college students to establish the correct "three views". Therefore, the integration of a humanistic spirit into philosophy education in the new era and the further development of philosophy education are the major educational issues in higher education institutions in China at this stage.

In today's rapid development of science and technology, the decline of philosophy education is an indisputable fact. Philosophy is the crystallization of human wisdom for thousands of years, and it has always been a practical activity to cultivate contemporary youth's Marxist theoretical literacy, firm socialist ideals and beliefs, and dialectical thinking ability education. Standing at the new historical starting point, we should actively draw the power of advancement from the hundred years of Party history, add a humanistic spirit to philosophy education as a link, inject fresh power into contemporary Marxist philosophy education, and promote the remarkable improvement of ideological and political level of college students.

## **1. The Development Status of Philosophy Education in the New Era**

At present, our country is in the midst of a great change that has not been seen in a century, facing the collision of world cultures and the ever-changing world situation, contemporary youths are extremely vulnerable to the influence of western wrong thinking, unable to firmly hold up the banner of Marxism and doubt the road of socialism with Chinese characteristics. In addition, philosophy education is an important and indispensable part of the contemporary higher education system, but the current situation of philosophy education in many colleges and universities is not optimistic, they fail to fundamentally recognize the important role of philosophy education in the task of cultivating morality and establishing people, and put philosophy education in an important position. [1] The fundamental purpose of philosophy education cannot be achieved.

## **1.1 The Constraints of Subjective and Objective Environment**

The environment plays a pivotal role in the teaching system and can have a subtle influence on the learning and life of contemporary youth. First of all, the change in social environment brings influence to the value shaping of contemporary youth. With the continuous development of the market economy and the erosion of western thinking such as hedonism and historical nihilism, some young people pay too much attention to the acquisition of personal interests and think that learning philosophy is not of any substantial help to their study life, so they lack the interest and motivation to learn philosophy actively. Secondly, the school environment is also an influence on contemporary one of the important factors is the value choice of youth. Some universities and professional teachers do not know enough about the importance of philosophy education and consider the opening of philosophy education courses as a significant manifestation of formalism and dogmatism. It can neither adapt to the development needs of today's society nor find any innovative reform, so philosophy education can only gradually decline with the development of society. Finally, the philosophy classroom environment is dull. On the one hand, some philosophical educators adopt a single teaching mode of theoretical indoctrination, lacking teaching interaction with students, and the empty and big theoretical lectures make the philosophy class boring; on the other hand, when facing philosophy education courses arranged by universities, some college students only pay attention to the practicality of the courses, and subjectively think that the learning of philosophy basic theoretical knowledge is useless. The combined effect of the subjective and objective environment has caused universities to pay less attention to philosophy education and neglect to provide innovative and reform measures for philosophy education to make it better adapt to the development of the times and society.

## **1.2 The Effectiveness of Education needs to be improved**

At the present stage, there are many problems with the educational concept of Marxist philosophy in domestic universities, and the effectiveness of education needs to be further improved. First of all, the boundary between philosophy education and ideological and political education is blurred, and the two are put on the same status.[2] Many colleges simply offer courses on the basic principles of Marx, neglecting to create a discursive philosophy learning atmosphere for students, resulting in college students being shackled by solidified dogmas in the process of education and lacking the ability to actively recognize and grasp the beauty of philosophy. Secondly, philosophy education is taught as a purely theoretical form of learning, and the indoctrination teaching mode deviates from the nature of philosophy, resulting in many college students' one-sided belief that the main content of philosophy courses is the basic principles of Marxist philosophy explained by teachers in the classroom. The low desire of students to explore philosophical knowledge leads to the failure to guarantee the educational effect. Finally, in philosophy education, too much attention is paid to utilitarianism, and the cultivation of students' means of livelihood is regarded as the leading concept of education, which leads students to neglect the understanding of human society and their development, and fails to inspire young students to criticize and think about social reality, which also makes the effect of Marxist philosophy education greatly reduced.

## **2. The Practical Significance of Enhancing Humanistic Spirit Construction**

In the end, philosophy education is the education of human beings, and enhancing a humanistic spirit adds humanistic sentiment to philosophy education, and also promotes the cultivation of high-quality talents. The concept of people-oriented education not only gives new content to the

discipline of philosophy, but also helps to optimize the adjustment of the development direction of philosophy education. Therefore, to realize the great rejuvenation dream of the Chinese nation, colleges and universities must pay attention to the construction of the humanistic spirit and take up this great historical mission.

### **2.1 Promote the Combination of Humanism and Ideology**

From the perspective of knowledge form, humanities focus on human education, while social science studies the nature of society and its laws; from the perspective of the means of acquiring knowledge, social science is mainly obtained through reasoning and practice, while humanities are more dependent on perception and understanding. The two complement each other and are indispensable. Without the complement of humanities, social science will become dry theoretical teaching, which will not stimulate the interest of the education target, and it is difficult to achieve the expected educational effect. Without the supplement of social sciences, humanities are not enough to support the comprehensive education of people, just like a plank of wood without a foundation. The combination of humanities and social sciences, the addition of humanistic feelings based on theoretical learning, guides the educated to correctly deal with the relationship between man and nature, man and society, man and man, as well as their rationality, emotion, will and other aspects, which makes the philosophical education of contemporary college students more profound and can make them better grasp the connotation of it. The humanities and social sciences are unified and complementary to each other, which helps to integrate ideological, moral, cultural, aesthetic, and psychological education, and jointly promote the development of society and the education of human nature.

### **2.2 Promoting the Innovation of Philosophy Education Methods**

The innovation of the philosophy education method is an inevitable requirement to promote the development of philosophy education. To play its important guiding role in contemporary practice, Marxist philosophy must be closely combined with humanistic education, highlighting the humanistic care for contemporary college students, to promote the reform and innovation of philosophical education methods. On the one hand, China attaches more and more importance to the independent cultivation of innovative talents in the new journey and puts forward the importance of cultivating scientific spirit, innovation ability, and critical thinking. The student-oriented education mode can make teachers pay more attention to the physical and mental development of students, actively build a discursive philosophy classroom, and attract and encourage college students to actively think about philosophy and participate in the teaching process through new teaching modes such as scenario teaching and teacher-student debate, which provide innovative thinking and development momentum for the development of philosophy education. On the other hand, in the implementation of people-oriented, the philosophy discipline in colleges and universities, from the perspective of sociological development, pays attention to guiding students to improve their critical consciousness in practice according to their characteristics, converts students' inherent thinking mode, and makes philosophy a new theoretical weapon for students to understand the world.[3] This will, to a certain extent, broaden the learning channels for philosophy education, add new learning modes and learning methods, and promote the innovative development of philosophy education methods.

### **2.3 Optimizing the Specific Content of Philosophy Education**

In the process of philosophy education, the choice of teaching content is an important basis for

whether the education effect is obvious or not. To strengthen the construction of humanities in higher education, we must first strengthen the connection between philosophy and other disciplines. Therefore, opening some effective courses in humanities and social philosophy, such as philosophy of culture and philosophy of history, can not only break the boundary between philosophy and other disciplines, but also achieve the purpose of expanding the specialty and optimizing the specific teaching contents, to guarantee the advanced and scientific teaching contents.[4] In addition, philosophy education is an educational and practical activity to cultivate and shape the ideological and moral qualities of new people in a certain society, which belongs to the scope of social sciences, but if the humanities are added to it, it can not only cultivate the humanistic feelings and personality of college students. It can also enrich students' thoughts and cultivate their innovative thinking, and make the study of the philosophy of contemporary students less boring, which will be more conducive to their systematic learning and mastering of the philosophical system and thus constructing their own complete philosophical thought system.

### **3. The path of Implementing Humanistic Philosophy to Realize Sustainable Development**

With the development and progress of human society, philosophy has transformed from high wisdom to basic general knowledge, which cannot be further supported by the humanistic spirit. The development of philosophy education in the new era needs to deeply integrate the concept of humanistic education, deeply excavate, condense and integrate the ideological value and spiritual connotation contained in philosophical knowledge, take the good learning atmosphere as the internal motivation, take the correct education goal as the direction, and take the cultivation of a well-rounded socialist successor as the goal, and the joint action of the three will strongly promote the implementation and sustainable development of the humanistic concept.

#### **3.1 Create a Favorable Social Atmosphere and Advocate Teaching Innovation**

People and the environment are a community that interacts with each other, and people can transform the environment based on giving full play to their subjective initiative, while the environment can also restrict human development. First of all, actively create a good social atmosphere for learning philosophy and using philosophy. Fully rely on the diversified social and cultural environment to provide resources and cultural support for the innovative development of philosophy education, to broaden the field of philosophy education in multiple dimensions, and to build a suitable social environment for learning. At the same time, the state and society should pay more attention to philosophy education, pay attention to the development and changes of philosophy disciplines, and vigorously introduce professional talents to strengthen the teaching force of philosophy majors, to provide a more vital force for the innovation of philosophy education. Secondly, universities are the main channels of Marxist philosophy education for students. Over-emphasis on the improvement of professional ability and neglect of life and human education will not be conducive to the overall development of students. Therefore, colleges and universities should rely on social practice platforms, use new technology to improve the fun of philosophy lectures, provide opportunities to test the results of philosophy education, and let students participate in philosophical discussions, so that they can feel the charm of philosophy. Finally, we should actively develop relevant institutional planning. We encourage professional teachers in universities to innovate and reform the education methods, such as holding more philosophy-related lectures and debates, to improve the visualization and fun of philosophy education. In conclusion, we should build the field of philosophy education from the perspective of both educators and educated people, based on the characteristics of educated people's growth, and combine the hot issues of real society with the principles of philosophy, to promote the educated

subjects to pay more attention to social events and build their sense of responsibility in terms of values and thinking patterns.

### **3.2 Clarify the Nurturing Goals of the Course to Ensure the Correct Direction**

The fundamental goal of philosophy education is to "forge the soul", and the core of "forging the soul" lies in firm ideals and beliefs. This requires universities to cultivate students' ability of rational understanding, self-reflection, and critical thinking while implementing the humanistic concept, teach students to use the basic positions, perspectives, and methods of Marxist philosophy to analyze and understand the achievements of Marxism in China, shape the world according to the value concept of truth, goodness, and beauty, and firmly believe in ideals, to actively participate in the construction of socialist modernization in China.[5] Secondly, the fundamental purpose of education is to educate people. What kind of people to train, how to train people, and for whom to train people is always the fundamental issue of education in the new era of China. All disciplines and courses carried out in colleges and universities must deeply grasp the fundamental task of educating people, insist on analyzing the current hot topics of social concern from the perspective of Marxist philosophy, combine theory and practice, keep close to the local reality, combine with the hot topics of the times, promote a high degree of integration between philosophy and reality, unify the historical and realistic, theoretical and practical philosophical views, and truly To do from the practice, implement to the specific practice. Finally, the humanistic concern of education must be highlighted in the teaching process, to cultivate a group of builders and successors of the socialist cause for the all-round development of moral, intellectual, physical, social, and aesthetic development of China. At the same time, it promotes different periods, different stages of education content with the times, and continuous innovation, to constantly optimize the structure and system of Marxist philosophy teaching content.

### **3.3 Highlighting the Humanistic Concern of Education and Promoting All-Round Development**

From the perspective of human development, Marxist philosophy belongs to "anthropology" and contains a profound humanistic spirit.[6] Philosophy educators should clearly understand the core domain of Marx's philosophy, deeply grasp the connotation of the comprehensive development of human qualities in the new era, and explore the path of long-term sustainable development of philosophy education under the concept of humanism. First of all, to enhance the humanistic spirit of philosophy education, we should guide and inspire students to learn to draw life wisdom from Marx's classics in the specific teaching process, to penetrate humanistic thinking and concern for real life in exploratory learning. Secondly, the overall progress of society and the all-round development of individuals are the highest goals that human beings pursue unremittingly. The growth of college students needs the cultivation of philosophy and the penetration of a humanistic spirit to help them establish a correct worldview, outlook on life, and values, and eventually become high-quality innovative talents. Finally, focusing on the realistic needs of the comprehensive development of college students, we guide students to care about and deeply discuss the issues of life, the human heart, and values, and incorporate the humanistic concern of education into the discussion of philosophical education, to continuously strengthen the excavation and application of the inner potential of the education subject, and thus make scientific and reasonable settings and guidance for the comprehensive cultivation of college students.

Philosophy is the wisdom of thousands of years, mastering the basic knowledge is important, but the more important aspect is to give the necessary guidance to the educated from the way of thinking, and value direction, so that the object of philosophy education learns to use philosophy to

understand the world and transform the world.[7] Marxist philosophy education in the new era needs to be based on social practice, taking the subjectivity of college students as the starting and ending point, guiding them to correctly perceive and deeply understand the important value of philosophy in the transformation of human society, to achieve the goal of nurturing the overall development and progress of contemporary college students.

#### 4. Conclusion

As a powerful ideological weapon to guide our contemporary college students, Marxist philosophy still has a strong vitality in today's world. Humanities and science are the two-way degrees of philosophy education, which play the role of support, encouragement, and guidance on the way of college students' growth and success. Injecting a humanistic spirit into philosophy education in the new era will be more conducive to guiding college students to grasp the universal laws of human social development through the analysis of rational thinking, and learn to use Marxist positions and views to ask questions, analyze problems and solve them, to better understand and transform the world in practice.

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