

The weakening of humanistic education and the absence of humanistic spirit in modern higher education

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Abstract: Humanistic spirit is a value spirit based on human culture, taking self-care of human dignity, value and fate as its core, and taking the development of emotion, the shaping of ideal personality and the promotion of all-round development as its value goal. The cultivation of humanistic spirit is an integral part of current higher education and plays an important role in promoting students' all-round development. At present, colleges and universities in our country are faced with problems such as over-classification of specialties, emphasis on knowledge and light on ability, and emphasis on engineering and light on social sciences, which have led to serious lack of humanistic spirit in colleges and universities.

The humanistic spirit of colleges and universities is formed in the continuous development of colleges and universities. After a long historical accumulation, it contains rich contents. The humanistic spirit of the university reflects the concern of the university for the value and survival of the students, and the restraint of the students' behavior with the values and the concept of action, showing the difference between the university and other organs and other institutions. The humanistic victory of university is a concept with stable connotation and broad extension. Up to now, people also explain it on the surface meaning, there has been no clear definition.

1. The Basic Connotation of Humanistic Spirit

Humanistic spirit is the creative value and ideal orientation of human culture, the ultimate concern of human subject and the soul of human realistic cultural life. The essence of humanistic spirit is human thinking, the core is how to shape people, the main performance of myself and its strong concern for the fate of mankind is the embodiment of the pursuit of truth, goodness and beauty.

The connotation of humanistic spirit is mainly manifested in two aspects: one is the intermediate care in the level of individual life, and the other is the reflection of human beings. The second is to explore the relationship between man and society and man through the rational thinking and positive practice of how the collective, society and state feel the value of man's destiny. The humanistic spirit can be said that human beings are establishing various systems through practical activities. In the process of standardizing and producing material products, a way of life and social psychology are formed.

2. The importance of humanistic education

2.1 From the connotation of humanistic education,

we can see that the cultivation of a perfect personality is a core content of humanistic education. Regardless of the situation faced by each country, almost all of them regard "the all-round and harmonious development of human being" as the ultimate value of education. Therefore, humanistic education requires students to be independent in psychological level, independent in thinking level, and good in ethical level. Only by molding the spiritual world of human beings can we cultivate a comprehensive talent.

2.2 From the social level

The development of the country and society needs the support of humanistic education. Since the 20th century, the process of modernization has been accelerated, and science and technology have created great economic value and adapted to the needs of productive forces. In this case, science education has gradually occupied a major position in higher education, then people began to gradually weaken the focus on the humanities education. Science education, while promoting the development of human society, has also caused some damage, such as computer virus, environmental problems, food safety problems, and so on. These problems can not be solved by science and technology alone, because they have gone beyond science and become social problems. If we want to solve these problems completely, we should pay attention to the humanities education. Only by changing our thinking can we solve these problems at the root.

3. The absence of humanistic spirit in higher education and its causes

3.1 The absence of humanistic spirit in higher education

Humanities has been "marginalized. The development of human society has proved that humanities education and science education are related to each other. However, in China's higher education, many places separate the humanities education and the science education, causing the backwardness of humanities education and the humanities spirit. Schools are busy with scale, teachers are busy with job titles, and students are busy with certificates and diplomas. In this case, humanities education is selectively ignored by everyone.

In terms of curriculum arrangement, many universities are biased towards science education in terms of curriculum setting, funding input and teaching staff. Science and engineering has more funding and better teaching staff. For the liberal arts, only a few teachers are supporting the scene. Only ideological and political courses valued by countries such as Marxist philosophy and the forces of socialism with Chinese characteristics can maintain a relatively considerable situation.

In terms of personnel treatment, there are more science and engineering teachers than liberal arts teachers in comprehensive universities in China. In terms of evaluating professional titles, science and engineering teachers also account for a large proportion. The reason is the thought of stressing science and technology and neglecting humanities. Because of the weak faculty and the lack of funding, it is impossible for humanities education to achieve the same dazzling results as science education. Humanistic education is based on the cultivation of human nature. In today's fast-developing society, both teachers and students pay more attention to the benefits brought by achievements. So, the humanities education lacks a real development big environment. In recent years, with the state's emphasis on national studies, many schools have formed associations of traditional culture and offered more courses related to humanities education. But in my opinion,

these so-called humanistic education are more of a mere formality. To achieve true humanistic education, it should permeate all disciplines and be integrated into students' study and life. Only in this way can we really cultivate students' moral sentiment, cultivate their ideal personality, and promote students' free and comprehensive development.

"Technicalization" of science education. In the modern education system, science education should be the dialectical unity of natural science and social science. Science education can not be completely separated from humanities education, and perfect higher education should be the common development of science education and humanities education. Whether it is the lack of science education or the absence of humanities education, it will be an incomplete education, unable to achieve due achievements.

For a long time, because the level of science and technology in our country has been lagging behind that of the western developed countries, so in the process of higher education, both the state and the schools have paid attention to the education of scientific knowledge. However, when it comes to colleges and universities, people often separate the cultivation of humanistic spirit from science and technology education, turning science education into simple technical ability training. At present, many universities have the phenomenon of "technicalization" of science education. They unilaterally emphasize the teaching and skill training of technical knowledge, ignore the humanistic education in science education, and make science lose its soul and become a "technology workshop". In this environment, of course, students are only concerned with the achievement of science education. Because the achievement is also related to the graduation certificate, degree certificate, for the deeper things are less concerned. The intrinsic value of science and technology without humanistic spirit is necessarily lacking. Under such circumstances, students' sense of social responsibility will naturally be lacking. In the end, higher education loses its ontological value and the meaning of life. The students are no longer the full-scale talents that the society really needs.

3.2 The causes for the absence of humanistic education in higher education

The angle of educational development. In the early days of the founding ceremony of the People's Republic of China, China introduced the Soviet model of higher education in an all-round way and established a higher education system with the goal of training professionals in industrial construction and the main form of professional education. Many special colleges and universities in mechanical, electrical and geological fields have been set up. Under this kind of education system, colleges and universities pay one-sided attention to the cultivation of scientific knowledge and professional knowledge, ignoring humanistic education and general education, and resulting in serious lack of humanistic spirit of students' cultural accomplishment. With the development of the social economy, the social environment has become more complex and the market competition has become more and more intense, which makes the one-sided disadvantages of higher education increasingly prominent, so that the students trained can not adapt to the Society. Even many students can not find suitable jobs when they come out of school.

In terms of the sociocultural environment. Since the reform and opening up, China's economic construction has made great achievements, but there is still a big gap between China and the western countries. In order to catch up with the western countries as soon as possible, education has also become an important driving force for promoting economic development. In order to achieve national rejuvenation, national prosperity, many universities pay more attention to the economic development of personnel training, so this time of higher education with a strong utilitarian color.

With the establishment of market economy system in China, the consciousness of market utility began to permeate all aspects of society, and made many colleges and universities put forward the

educational goal of economic development and market demand. However, humanities education should be adapted to science education. In the process of training scientific talents. In the process of training scientific talents, humanistic education plays a guiding, supporting and ensuring role, but it is easy to be ignored. Especially in the market economy dominated by utilitarianism, the loss of humanistic spirit in colleges and universities has become inevitable.

4. Suggestions and countermeasures

4.1 Reshape the humanistic spirit in higher education should be based on a certain view of talents.

Reshaping the concept of humanistic education, the division of curriculum should also be adjusted. There are still many difficulties in the all-round development of talent view in the practice of modern universities in our country. One of the most important points is that the long-term emphasis on theory and neglect of literature has resulted in the serious loss of humanistic spirit in higher education, thus deviating from the original intention. Under this premise, we should pay attention to the construction of the humanities system and integrate humanities courses into other disciplines, so as to comprehensively improve the quality of college students.

4.2 Strengthen the relevant system construction and ensure the implementation of the humanities curriculum.

The humanities education is very important to the change of the individual's inner feeling and thinking habits, but it is very slow. Therefore, in the process of the humanities education, it is difficult to achieve the same immediate results as professional education. Therefore, if we want to achieve the goal of humanistic education, we need adequate institutional guarantee. There should be a special humanistic education institution responsible for the formulation of humanistic education planning, curriculum setting and funding planning, and the responsibilities of the person in charge should be clearly defined. We should build a number of high-quality, distinctive humanities courses, and professional teaching staff. The school should not only use the professional funds for the construction of humanities courses, but also cultivate a team of teachers with excellent professional quality and teaching skills, who are proficient in the idea of humanities education.

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