

# A comparative study of humanistic quality education in Chinese and foreign universities

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**Abstract:** Against the backdrop of economic globalization, the shift of education overseas is progressing. China's education shows an open and international trend that requires further improvement of the quality of the nationals. An effective way to enhance the quality of our nationals is to strengthen the education level of our nationals, in other words, to improve the humanistic quality of college students in China. At the same time, the level of national education is closely related to the country's economic and social development. Therefore, based on the recent experience of humanistic quality education in developed countries, this paper compares the concepts and methods of humanistic quality education in China with those in developed countries. It combines China's specific situation, takes the essence, and discards the trash from foreign methods. The author hopes this paper can effectively promote the further development of humanistic quality education in China's colleges and universities and provide some valuable references for other scholars who study humanistic quality education in Chinese and foreign colleges and universities.

## 1. Introduction

Since the end of the last century, along with the pace of reform and opening up, China has gradually connected with the world and international standards. Since entering the 21st century, after more than 20 years of rapid development, China has made significant progress in its economy, politics, and culture. At the same time, as the pace of economic globalization continues to accelerate, the demand for talent from various countries has become increasingly urgent. Moreover, countries compete for talent, which has become a resource. To improve China's competitiveness, China must keep cultivating and attracting talent as developed countries do. Presently, governments have begun to realize the importance of talent and set off a competition to grab talent resources. In this competition, China should promptly learn from the experience and lessons of talent-quality education in developed countries in Europe and America, taking the essence and discarding the trash. Based on China's local conditions, China should effectively and scientifically learn from the education models and methods of talent cultivation in developed countries and change the traditional backward education concepts. All these are of great significance to promoting the reform of China's education and improving the humanistic quality of students in China's higher education institutions.

## 2. The connotation of humanistic quality education

The primary quality of an individual contains many aspects. In China's quality education, the primary attributes of individuals are mainly divided into five parts: moral, intellectual, physical, aesthetic, and labor. These five aspects refer to ideological and political quality, cerebral quality, artistic quality, material quality, and labor skill quality [1].

The so-called university quality education is also called quality education in colleges and universities. Its essence is in the process of an individual's university education, the educator makes full use of the active role of teaching resources and the surrounding environment, starting from Marxist thought, combined with scientific and rational advanced educational concepts, fully penetrating the student body and understanding the physical and psychological characteristics of each student being educated. In turn, educators can adopt an individualized approach to teaching students

at different levels so that they can fully develop their strengths and become the pillars of China.

Humanistic quality, which refers to the intrinsic quality of a person, can also be regarded as the inherent attributes of a person. It is composed of various factors, such as knowledge factor, ability factor, conceptual factor, emotional factor, will factor, and so on. These factors form the character, cultivation, and temperament of an individual.

To sum up, humanistic quality education refers to knowledge education that allows individuals to accept the current level of social development through educational means and methods. After digesting and absorbing this knowledge, individuals internalize it into their cultivation, personality, and quality. Therefore, we can regard humanistic quality education as an essential part of quality education.

### **3. The differences in humanistic quality education between Chinese and foreign universities**

#### **3.1 Training objectives**

From the perspective of training objectives, there are significant differences between humanistic quality education in China and quality education in Western developed countries. However, many aspects are also comparable, so this paper appropriately elaborates and analyzes the comparability of the training objectives.

In developed countries in Europe and America, humanistic quality education has deeply penetrated primary and secondary schools and college education, and there are already relevant laws and regulations. On the contrary, in China, the goal of talent quality cultivation is mainly a propaganda slogan. Suppose China only takes it as a strategic intention from the macro level but does not introduce corresponding laws and regulations to support it, or it does not rise to the national will [2]. In that case, the cultivation goal of humanistic quality education in China does not have certain compulsory.

In addition, the training objectives of humanistic quality education in developed countries have a solid binding and guiding force on the educational activities of their colleges and universities. However, the training objectives of humanistic quality education in China do not have a binding and guiding force on the institutions of higher education, except for the setting of the curriculum of ideological and political education.

Therefore, humanistic quality education training objectives in foreign countries have clear goals and are supported by corresponding laws and regulations. It makes humanistic quality education training objectives in foreign countries have strong operability and scientificity. However, China's humanistic quality education is in a situation where the principle is vital, the guidance is weak, and the operability and scientificity are more ambiguous.

#### **3.2 Education content**

Under the influence of economic globalization, China's humanistic quality education has gradually changed, especially in the content set. At present, the content of China's humanistic quality education curriculum is gradually enriched, including the ideological and political theory education knowledge, moral and the rule of law theory education knowledge, and modern history theory education curriculum, etc., which all occupy the core of China's humanistic quality education curriculum [3].

There are still many problems in the content setting of humanistic quality education in China. Although more and more colleges and universities in China are vigorously offering humanistic quality education courses, most of the courses are not scientifically set before they are offered, and they are not adjusted and optimized after they are submitted. Therefore, the number of excellent courses is minimal now, and the speed of these courses is quick, and most of them are finished in a hurry, making students not learn a lot of knowledge.

Furthermore, the content setting of humanities education courses in China is less purposeful, and there is no strong guiding document, and major universities lack the direction of the content set. It is a big difference between the content setting of humanities education courses in China and developed countries.

### **3.3 Education method**

From the perspective of education methods, although China's humanistic quality education methods are the same as those of developed countries, they also have distinctive local characteristics and advantages. However, if we compare the two, we can find that there are still more areas for improvement in China's humanistic quality education methods.

From the humanistic quality education curriculum setting, we can see that China's curriculum lacks scientificity and education and teaching methods lack feasibility. Most college education educators have not penetrated the college students' groups in all aspects, nor have they been able to scientifically consider the physiological and psychological characteristics of college students and position themselves to effectively subdivide humanities education according to students' subject knowledge and settings [4]. This kind of curriculum inevitably makes it difficult to achieve reasonable expectations and may even be counterproductive, making students avoid and get bored.

## **4. Effective measures for the development of humanistic quality education in colleges and universities in China**

### **4.1 Establish a scientific development strategy for humanistic quality education**

Higher education in China should be organically combined with the practice of humanistic quality education. It requires systematic and scientific planning to advance our higher education and humanistic quality education side by side, interdependent and developed. But in this regard, China's higher education institutions still lack a clear understanding.

The relationship between college education and humanistic quality education in China must be clarified. Only when educators have sorted out the relationship between the two can they realize the organic and scientific combination. Only then can college education get the support and supplement of humanistic quality education and let college education be rooted on the soil of humanistic quality education.

Therefore, China's college education should be built based on humanistic quality education and humanistic culture. China's major universities should also fully understand the relationship between college education and humanistic quality education and position and refine them, which is also the primary premise and cornerstone of the healthy development of humanistic quality education cause in China's colleges and universities [5].

### **4.2 Change the traditional backward college education concept goal**

Currently, the core concepts of college education in China are science and innovation. As the market economy undergoes significant changes, the division of labor in society is gradually confused, and the education system of colleges and universities also undergoes profound changes [6]. However, with the development of the country, more and more colleges and universities attach importance to science and technology and neglect humanities, and some colleges and universities appear to attach importance to intellectual education and neglect ideological and moral education. All of these make education in China gradually appear the characteristics of utilitarianism.

In the background of this materialistic era, we can only grasp the direction of advancement to avoid being confused. Therefore, China should launch a clear path of guiding humanistic quality education in colleges and universities. Only then can they establish a correct scientific concept of humanistic quality education and let the advanced scientific concept of education dominate the direction of social development.

The leading groups of colleges and universities in China must effectively introduce scientific and correct educational concepts according to the changes of the times, combined with the specific conditions, characteristics, and advantages of the school, and further innovate and develop in the general direction of educational concepts. In this way, a college education can guide students to establish a correct outlook on life and values, thus ensuring that humanistic quality education plays an important role.

### **4.3 Reform and improve the existing teaching mechanism of colleges and universities**

At present, China's teaching content and curriculum system settings are in urgent need of improvement. However, experts and scholars in China do not have a deep understanding of the content of humanistic quality education in colleges and universities. There is little related literature on evaluating humanistic quality education in colleges and universities in China. Moreover, our society has not yet established a perfect and unified evaluation system for humanistic quality education in colleges and universities. From this perspective, China has lagged far behind other developed countries. Therefore, it is imperative that China gradually improve the teaching mechanism of colleges and universities so that the teaching content can adapt to social and economic development. At the same time, China should combine the characteristics and specific conditions of various colleges and universities, weed out the old and bring forth the new based on the national humanities quality education plans and directions for colleges and universities. Then China gradually improves the setting of humanistic quality education courses in colleges and universities.

Only by effectively setting up humanistic quality courses in colleges and universities in China can college students get systematic humanistic quality education. When colleges and universities have systematic and scientific humanistic quality education, students can understand the art of humanistic education and use the knowledge they have learned about humanistic quality education. This knowledge includes Tang poetry and Song lyrics, art history and theory, film and music, etc. Moreover, these courses should not just be taken as electives or general education but should be formalized and systematized, unified with other courses, and have corresponding credits.

### **4.4 Create a good and relaxed cultural atmosphere in colleges and universities**

From a macroscopic point of view, the degree of teaching culture in universities is mainly related to the atmosphere of humanistic quality education in universities. Therefore, colleges and universities should regularly conduct colorful cultural and art festivals. At the same time, China's universities can also hold various kinds of lectures related to humanities and social subjects and hire high-quality professors and experts to teach and explain humanities and social subjects to college students so that more college students can understand the importance of humanities and social subjects. At the same time, university students can enrich their emotions and moral sentiments through humanistic quality education on the university campus.

Colleges and universities in China can also focus on reconstructing and maintaining the cultural landscape on campus, such as the sculptures of celebrities from past dynasties and the pavilions with traditional Chinese cultural heritage. It will beautify the campus environment and let college students understand the campus culture to learn the university's history and continuously improve their humanistic quality. It is a meaningful way to cultivate the humanistic quality of students.

### **4.5 Strengthen the construction of teaching staff in colleges and universities**

Undoubtedly, strengthening the construction of teaching staff in colleges and universities is the key to the success of higher education. Moreover, college teachers are the main force of educational activities and an indispensable part of humanistic quality education. The moral quality level, political thought, and even behavior of teachers in colleges and universities have a particular impact on students. Therefore, the author believes that if we want to improve the humanistic quality of college students, we must start from the humanistic quality level of college teachers so that teachers can improve their humanistic quality. Thus, teachers can continuously infiltrate humanistic education knowledge into students in teaching activities, realize the organic combination of professional course teaching activities and humanistic education content, and improve the cultural content of professional course teaching. At the same time, it can also enhance the teacher's personality charm and personality infection.

On the other hand, universities also need to support and help teachers in finance and policy. In other words, let senior veteran faculty members lead young faculty members and train young faculty members to build a high-level faculty.

## 5. Conclusions

In the current context of mass and internationalization of education and under the wave of global economization, talent has become a vital resource that countries are competing for in the 21st century. Although China is developing faster, it still has a big gap with developed countries. Therefore, we can learn from the experience and lessons of developed countries such as Europe and America, especially in talent cultivation. From the perspective of humanistic quality education, this paper discusses the advantages of humanistic quality education in developed countries and the gaps between China and developed countries in humanistic quality education. However, it is worth noting that we should not accept the quality educational experience of western countries in its entirety, but should take the essence and remove the dross, choose the experience that is beneficial to the development of humanistic quality education in China's colleges and universities, and learn the lessons from the development of humanistic quality education activities in foreign countries. Based on our national conditions, we should combine the characteristics and advantages of China's higher education institutions and keep pushing out new ideas.

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