

Exploration on the Public Selection Curriculum System of Humanistic Quality in Universities

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Abstract: Opening public elective courses on humanistic qualities is a fundamental way to improve the humanistic quality of college students and shape their humanistic spirit. In the past decade or so, public elective courses on humanities quality in various universities have begun to take shape, and the humanities quality of college students has improved. However, there are also many problems, one of which is that the curriculum system needs to be improved. The public elective courses on humanistic literacy in universities can be divided into two categories from a functional perspective: humanistic literacy and humanistic application. Among these two categories, they can also be divided into several subcategories. At present, the teaching effect of public elective courses on humanities quality in universities is not optimistic, and effective measures and a series of countermeasures need to be taken to improve it.

Keywords: Humanistic Quality, Public Elective Courses, Curriculum System

1. Introduction

Human comprehensive and sustainable development has always been the highest ideal of modern education. As the highest level in education, its education function can not only stay in a simple knowledge indoctrination, but also inspire people's mind, cultivate people's ability to master complex knowledge, solve complex problems, and consciously carry out self-education and self-development in the future life. Einstein once said: through professional education, students can become a useful machine, but not a harmonious development person .[1]

As an important part of people's quality, humanistic quality refers to the internal quality of people composed of knowledge, ability, concept, emotion, will and many other factors. Humanistic quality education is to internalize the excellent cultural achievements into people's personality, temperament, psychological and cultivation through the impart of knowledge, environmental edification, and their own practice, and become a relatively stable internal quality. Humanistic quality education aims to improve the humanistic quality of college students, shape the humanistic spirit of college students, and cultivate "harmonious development of people". The basic way to achieve this purpose is to open public elective courses of humanistic quality.

2. Analysis of the Opening of Public Elective Courses in Colleges and Universities

In the middle to late 1990s, Chinese universities carried out curriculum reform to improve the comprehensive quality of college students. The Ministry of Education has proposed to build a platform for public elective courses, expand the scope of elective courses, and advocate cross-disciplinary and professional electives, in order to change the disadvantages of excessive specialization, narrow knowledge and poor adaptability of cultivating talents in Chinese institutions of higher learning. In this context, universities across the country attach great importance to the opening of public elective courses of humanistic quality. After nearly 30 years of efforts, public humanistic quality courses have begun to take shape, and the humanistic quality of college students has been improved, but there are still many problems. [2]

From the perspective of students: first of all, the student class selection standards have a serious bias. According to the survey, nearly half of the students are electives.

Cultural quality public elective courses and other elective courses are selected according to the name of the course, the proportion of credits, examination methods and their difficulty, rarely based according to the shortcomings in their own knowledge structure.[3] Due to the lack of necessary

guidance before the course selection, some students do not know the purpose and significance of opening public selection courses of humanistic quality, and think they only complete credits for graduation. Students who are easy to pass, some students cannot choose due to the limit of the number of courses, and some courses that are difficult to pass cannot open due to the small number of courses. Secondly, the students despise the elective course. Most students believe that public elective courses of humanistic quality are not practical and do not study as seriously as learning professional courses. Most students answer that what they most often do in elective courses is "read other books or do homework". [4]Students' attitude towards elective courses is a headache for most teachers.[5]

From the perspective of teachers: first of all, the teaching discipline and assessment requirements are not strict. There are more students in public selected courses, and the attendance methods of roll call, checking in need to take up a lot of class time. Many teachers only call the names when they see fewer students, while most teachers are indifferent to the students' attendance. In addition, the teaching quality evaluation of teachers is based according to the scoring of students in the educational affairs system at the end of the course, resulting in some teachers of the corresponding teaching discipline and examination results in fear of offending students and deliberately indulgence. Secondly, some teachers' teaching attitude is not serious enough. Students generally believe that the teacher lecture content is boring, rigid methods, class attitude is not serious, perfunctory. Most senior teachers are reluctant to undertake the teaching tasks of public selected courses for various reasons, most of which are mostly undertaken by young teachers. Because young teachers have shallow experience, lack of knowledge depth and lack of teaching experience, the teaching quality is difficult to ensure. Some schools clearly stipulate that professors must teach undergraduates, but there is no hard and rigid rule to open public elective classes. As a result, the teaching level of public courses and other public courses is generally not high, which will inevitably have a bad impact on students' interest in learning.

From the school side: First of all, the school supervision is ineffective. The vast majority of teachers believe that the supervision of elective courses needs to be strengthened, the school does not strictly examine the conditions of elective courses, and neglect of management after opening. Teachers' teaching forms, content and assessment methods have great arbitrariness. Secondly, the number of public selected courses for humanistic quality is relatively insufficient. Due to the influence of specialized and over-detailed professional setting, some universities with few disciplines lack teachers to open public elective courses of humanistic quality, especially teachers to open interdisciplinary and cross-professional courses. Humanistic quality public selected courses are faced with the problem of insufficient number of courses and little room for students to choose. In order to let the students choose enough credits, some low-quality courses have to be reluctantly offered. Students have lack of interest in learning, only choose courses for credits, only choose not, the original intention to open public courses.

In addition, the curriculum structure of humanistic quality public selected courses needs to be improved. On the whole scale, there is no relatively authoritative public curriculum system of humanistic quality that can be promoted, and there is a great disparity in the quality and level of humanistic quality courses between schools. Generally speaking, the number of public courses in comprehensive colleges is large, greater choice, the layout is more reasonable. The number of public selected courses of humanistic quality in non-comprehensive universities is relatively insufficient, and the curriculum structure needs to be optimized and combined. Many universities also one-sided equate public elective courses of humanistic quality with literary courses and art courses.

3. Construction of the Public Elective Course Curriculum System for Humanistic Quality

The core problem of the humanistic quality public selection curriculum curriculum system is how to define and classify the humanistic quality public selection curriculum. There is no uniform standard on this question. Some scholars examine today's university courses from the perspective of pan-humanities courses, and believe that humanities courses can be divided into "classical humanities courses", "vague humanities courses" and "cross humanities courses". "Classic humanities courses" have literature, art, linguistics, philosophy, religion, etc., among which the literature and art humanities are the most exemplary. "Fuzzy humanities curriculum" has a certain ambiguity, some people regard it as humanities courses, but others delimit it to social courses, such as history, education, psychology, etc. "Cross humanities courses" refers to subject courses with some connotation of the humanities, such as anthropology, culture, archaeology, and journalism. In the process of practice, most universities mix humanistic quality public selection courses with social science courses, and divide them into literature and history, art, education, language and other curriculum groups. Both two divisions are limited to the

restrictions of traditional disciplines, which are contrary to the characteristics of crossover, comprehensiveness and The Times of public elective courses.

The author believes that no matter which level of the university, the value orientation of opening public elective courses should be the same: one is to cultivate students' cultural knowledge literacy, make it have a reasonable knowledge structure; the other is to cultivate students' elegant taste and perfect human nature, and make students become qualified "citizens" and "whole people" to meet the needs of modern society. As Elliott, president of Harvard University, said, "The school provides free choice opportunities to further cultivate and train students' sense of responsibility. Students will develop this responsibility into a sense of responsibility, which is the fundamental purpose of higher education." [6] Therefore, the focus of public selection courses should be to open more humanistic quality public selection courses, so that students' humanistic knowledge into students' humanistic spirit. The specific goal of humanistic quality course is: to cultivate students' independent thinking ability, discrimination ability and rational value judgment, to establish correct world outlook, outlook and values; to provide students with diverse cognitive vision and humanistic experience, to enrich students' internal emotions, and to sublimate their emotional wisdom and aesthetic taste. [7] At present, the application of artificial intelligence is becoming more and more common, which is profoundly affecting higher education and even the whole human society. Colleges and universities can try to set up relevant courses based on the interdisciplinary perspective. [8]

Based on the above ideas, universities can be divided into humanistic quality and humanistic application from the perspective of humanistic quality public elective course function, which can be divided into several small categories. See the table 1 below:

Table 1: List of public elective courses

Big class	Small class	Course group for group
Humanistic quality	The Humanities category	History of Chinese Culture, Introduction to Chinese Classical Poetry, Appreciation of Chinese Literary Classics, Appreciation of World Literary Classics, Applied Literature Writing, and Appreciation of Oscar Film and Television Works
	The Social Sciences category	The essence of Chinese philosophy, the philosophy of life, modern western philosophy, marriage and love, social hot issues perspective, Chinese modernization process, ancient Chinese philosophy of life, creative thinking, introduction to sociology, introduction to civil law, introduction to property law, psychology, pedagogy, contemporary world economy and politics
	The Art and Sports category	"World Famous Song Appreciation", "Appreciation of World Famous Painting", "Go Introduction", "Bridge Preliminary"
Humanistic applications	Modern etiquette category	Social Etiquette Tutorial, Service Etiquette Tutorial, Foreign Affairs Etiquette
	Communication category	Public Relations, Speech and Eloquence, Human Communication Skills, Introduction to Team Spirit, Applied Text Writing

The cultivation of cultural quality includes cultivating students to acquire knowledge ability, appreciation ability, aesthetic ability, writing ability, absorb traditional knowledge ability; deepen the understanding of nation, country, history; strengthen the cultivation of innovative thinking ability, philosophical thinking ability; cultivate strong social ability and social thought ability. [9] The major courses of humanistic literacy are also divided into humanities, social science and art and sports. The humanities category includes courses in literature, history, geography, etc. Social sciences include courses in philosophy, society, thinking, education, etc.

Humanistic application courses mainly cultivate students' ability to use humanistic knowledge in the real society. Humanistic application ability is based on the cultivation of humanistic quality ability, and it is the application and sublimation of humanistic quality ability. It can be divided into two course groups: modern etiquette and communication. Modern etiquette courses cultivate students' correct code of conduct ability in interpersonal communication. Communication ability curriculum group helps college students to better handle interpersonal relations at work and better serve the realization of work goals.

4. Countermeasures and Suggestions to Enhance the Teaching Effect of the Humanistic Quality of Public Elective Courses

As mentioned above, the teaching effect of public humanistic quality courses in colleges and universities is not optimistic, and effective measures and a series of countermeasures should be taken to change this current situation.

First of all, change ideas, raise understanding, strengthen guidance. Strengthen the construction of

humanistic quality public courses, promote quality education, on the one hand, talents must be freed from the constraints of narrow professional education thought, effectively change educational ideas, fully understand the important role of humanistic quality public courses in strengthening cultural quality education; on the other hand, to vigorously carry out special education in lower students, to let students fully understand the background of humanistic quality public courses. In view of students cannot objective and comprehensive understanding of their knowledge needs and knowledge structure, selection only by temporary interest and subjective speculation, blindness, teaching management department for each semester public selection courses to strengthen publicity, provide information of each course, the nature of the course, content, characteristics, credits, textbooks and teachers, let students understand the system of the content of the course, guide students to take ideal courses, avoid the arbitrariness of students. According to the situation, we can also establish and improve the system of course selection tutors, to help students analyze the current situation, do a good job in the selection of public selected courses, correct students' utilitarian tendency when choosing courses, guide them to take a long-term perspective, and try to encourage students to cross-choose courses between disciplines.

Secondly, strengthen the construction of teachers, fully mobilize the enthusiasm of the majority of teachers to participate in the construction of humanistic quality public selection courses. Since the expansion of college enrollment, universities are generally faced with the problem of a higher ratio of students. [10]Therefore, we must emancipate the mind, get free from the so-called "compilation", appropriately reduce the ratio of teachers, and solve the problem of the shortage of talents. High-level talents should be advocated and encouraged to open public elective courses with humanistic quality, increase the investment in teaching funds, reflect the policy tilt, and mobilize the enthusiasm and initiative of talents. The school should encourage teachers with strong scientific research ability, rich teaching experience and high academic level to go on the front line of public elective courses, or hire off-school scholars, experts, professors and professionals from enterprises and institutions to start classes in the school, so as to make up for the imbalance of certain disciplines. Schools should give preferential class subsidies in the course allowance to mobilize the enthusiasm of teachers to start classes. The school should formulate the curriculum construction plan for public selected courses, and invest certain funds in the curriculum construction. We will support some popular courses with good content, high teaching quality and generally welcome by students, formulate relevant encouraging policies, conduct target management of courses, and implement the system of survival of the fittest. [11]In order to ensure the teaching effect, the proportion of public elective courses offered by famous teachers and professors can be appropriately expanded.[12] It is also possible to expand open schools, strengthen inter-school cooperation, and establish an inter-school credit mutual recognition mechanism.

Third, establish and improve the management organization, improve the operation mechanism and evaluation system. Establishing and improving management institutions is an important organizational guarantee to strengthen the construction of public elective courses with humanistic quality. A special humanistic quality public selection course management organization should be set up, which shall be composed of two parts. Part is professional, set up a committee, its primary responsibility is responsible for investigation and research, build a more reasonable curriculum structure of humanistic quality public courses, secondly, set up a discipline professional committee (discipline refers to major disciplines) according to the curriculum field, to play its macro management and supervision function. The other part focuses on the academic administration, and is specifically responsible for students' course selection, performance management, etc. Only by establishing and improving special management institutions, improving the operation mechanism and evaluation system, and improving the quality of public selected courses can they be reliably guaranteed. In addition, retired excellent teachers can also be hired to supervise the implementation of the course, Establish and improve the Internet-based teaching supervision system.[13] Arrange teaching management personnel to listen to classes regularly, check teaching plans, talk with students and check examination papers to supervise the teaching of teachers. At the end of the semester, students are required to evaluate the teaching content, teaching attitude, teaching methods and other aspects, so as to make an objective and comprehensive evaluation of the teachers.

Fourth, standardize students' course selection, and establish a balance between freedom and order. Many universities have the current implementation of humanistic quality public elective courses deficiencies: one is the lack of integrity of humanistic quality public elective courses, did not form a reasonable curriculum system, students have greater "freedom"; the second is to stipulate the second grade and above students to choose each course, "order" is too strong, is not conducive to broaden the scope of students' knowledge. Therefore, it is suggested to strengthen the system construction, establish a balance between freedom and order, learn from the core curriculum system practice, standardize the

curriculum field, establish a reasonable curriculum structure, stipulate that students should freely choose courses within a certain framework, and must complete the credits stipulated in various fields, first to ensure that students form a perfect knowledge structure.

Fifth, improve the way of assessment. The assessment methods of public humanistic quality courses should be flexible and diverse. Different assessment methods are selected according to the nature of the course, such as written examination, oral examination, paper publication, social practice reports, students' innovation activities, achievements of participating in a competition, etc., can be used as the results of students taking this course. [14] Student examination papers should be archived, the school to organize regular inspection. Students who fail to pass the assessment more than a certain proportion of students, if the elective to charge a certain fee, in order to improve the students' attention to public selected courses.

5. Conclusions

In general, the public elective course of humanistic quality is an important part of the curriculum system of colleges and universities, and is the most important channel to cultivate the humanistic quality and comprehensive quality of college students. Therefore, it is necessary to attach great importance to the university, and the teaching management departments should pool their wisdom and elaborate design. Only in this way can the construction and conformance development [15] of teaching style and study style of colleges and universities be effectively and continuously improved.

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