



# On the Enlightenment of Humanistic Curriculum Theory to the Reform of Ideological and Political Theory Course in Colleges and Universities

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**Abstract:** Humanistic curriculum theory has important guiding significance for the reform of Ideological and political theory course in Colleges and universities. This paper expounds the basic point of view of the humanistic curriculum theory, analyzes the problems existing in the teaching content, teaching methods and teaching evaluation of the ideological and political theory course in Colleges and universities at this stage, and puts forward some suggestions on the reform of the ideological and political course in Colleges and Universities under the guidance of the humanistic curriculum theory.

**Keywords:** Humanism curriculum theory; College ideological and political theory courses; The curriculum reform

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Humanistic curriculum theory originated in the 1960s and 1970s in the United States. It takes "self realization" as the value orientation, emphasizes "complete human" and human development as the guidance and destination of curriculum teaching, and advocates the education theory of connecting students' learning and life. At present, there are still some problems in the teaching methods, content selection and evaluation methods of Ideological and political theory course in Colleges and universities. Humanistic curriculum theory has a lot to learn from the current theoretical curriculum reform in China. From the perspective of humanistic curriculum

view, we can re-examine the theory and practice of Ideological and Political Curriculum in Colleges and universities, and put forward the appropriate reform and development path for its reform, so as to better complete the teaching objectives.

## 1 The core point of humanistic curriculum theory

### 1.1 Reflecting the educational purpose of "complete person" and "self realization"

According to humanistic curriculum theory, the purpose of curriculum is to cultivate "self realization" and "complete human". Maslow, the representative of this theory, pointed out that the purpose of education is to cultivate "self actualized" people. He believes that only by setting the curriculum objectives of promoting individual free development and self realization can we help students form full humanity and achieve the highest development of race or individual<sup>[1]</sup>. This kind of education idea is based on "self realization" to achieve the highest development. It is a kind of "peak experience" for talents who have the opportunity to obtain the premise of meeting the basic needs of life. Rogers, another representative figure, believes that "a complete person" is a person who integrates body, mind, emotion, spirit and spiritual power, that is, a person who "knows everything in one". And this kind of "complete person" is the person of "self realization". The aim of humanistic curriculum theory is to achieve self realization, the core of humanistic curriculum theory, through students' self-learning, personal experience and summing up experience in the process of

learning.

### **1.2 The course content of "appropriateness"**

Curriculum is the basic way and means to achieve the purpose of teaching. As for the content of humanistic curriculum, Rogers put forward the principle of "appropriateness". First of all, the content of the course should meet the needs of all students, closely linked with the cognitive level of the students. Starting from the students' life experience, we should choose a variety of easy-to-understand course content suitable for all students. Secondly, the choice of course content should adapt to the needs of each student, pay attention to the individual differences between students, combined with each student's different life experience and environment. The course content conforming to the principle of "appropriateness" can promote the formation of "complete person" advocated by humanistic curriculum theory just by adapting to the needs of all students and the needs of students' individual differences.

### **1.3 "Non directive" teaching process**

An important point of humanistic curriculum theory is to follow the principle of "non guidance" in the teaching process. In the view of humanistic curriculum, teachers are the promoters of students' learning. They provide learning materials and create situations conducive to students' learning; Students are the main body. Through autonomous learning, students can get feedback and achieve self realization from finding problems, exploring problems to finally solving problems. The "non directive" teaching process implements the two aspects of teachers' teaching and students' learning, and puts forward requirements for both teachers and students. We should stress the students' main body position, avoid teachers' indoctrination teaching, and cultivate students' independent thinking ability and thinking innovation ability.

### **1.4 Emphasis on self-evaluation and comprehensive teaching evaluation**

Humanistic curriculum theory advocates learners' self-evaluation and comprehensive evaluation. Humanistic curriculum theory emphasizes self-evaluation, that is, learners evaluate their own situation in different stages by comparing and analyzing their learning situation in different periods.

This is an important means to promote students' autonomous learning, let students actively participate in the learning process, and cultivate students' ability of self-evaluation. At the same time, teaching evaluation also pays attention to comprehensiveness, and sets up various evaluation standards, such as cognitive level, values, knowledge and skills, so as to enrich the evaluation system and realize the diversification of evaluation mode. Teachers can use a variety of evaluation methods according to the actual situation, such as the combination of teacher evaluation and self-evaluation, students' mutual evaluation, process evaluation and summative evaluation, so as to ensure the comprehensiveness and objectivity of the evaluation.

## **2 Problems in the teaching of Ideological and political theory course in Colleges and Universities**

Ideological and political theory course is one of the important ways for college students to receive ideological and political education. Ideological and political education in Colleges and universities is a kind of organized and purposeful educational activity, which uses certain political views and ideological lines to influence college students' thoughts and further guide their behaviors. In March 18, 2019, general secretary Xi Jinping emphasized that the ideological and political theory course is the key course to implement the basic task of Li De Shu, and it has an important strategic position. However, there are still some problems in the ideological and political theory course, such as dogmatic teaching content selection, backward teaching methods and single teaching evaluation mode.

### **2.1 Dogmatization of teaching content selection**

The compulsory courses of Ideological and political theory in Colleges and universities mainly include "an introduction to the basic principles of Marxism", "an introduction to Mao Zedong Thought and the theoretical system of socialism with Chinese characteristics", "an outline of modern Chinese history", "Ideological and moral cultivation and legal basis", and so on Knowledge points of learning;Part of the teachers failed to find a good focus, which makes the relationship between the relevant knowledge is not close enough, so that students' understanding of knowledge is fragmented, unable

to form a systematic knowledge system. The students are not interested in the class, and they just memorize the content of the course in order to cope with the exam, which makes the course become a "water course". If they don't improve, it will not only hinder the development of the students, but also a blow to the teachers, which will reduce the teachers' sense of teaching efficacy. In the long run, it is not conducive to the development of the course.

## **2.2 Backward teaching methods**

Some college ideological and political teachers still follow the traditional teaching mode in the choice of teaching methods. In the traditional teaching mode, the teacher is the microphone of knowledge, in the main position, controlling the situation of students' knowledge and the trend of classroom situation, determining the students' evaluation; Students are the receivers of knowledge, passively accept knowledge, which makes the teaching relationship tense, classroom atmosphere serious, boring, teaching objectives can not be truly implemented. In addition, teaching methods based on modern new media technology and in line with the interests and values of contemporary students have not been widely used. Therefore, if there is no innovation in classroom teaching methods, the teaching process of Ideological and political theory course is lack of vitality and appeal, resulting in a series of problems such as low teaching efficiency and low rise rate. Monotonous teaching mode can not meet the development needs of college students, seriously hindered the realization of curriculum objectives.

## **2.3 The mode of teaching evaluation is single**

In the traditional teaching evaluation mode, teachers measure students according to the evaluation index system established by the competent education department or school, and evaluate students' knowledge, literacy and other aspects, but the evaluation system is not perfect, which is mainly reflected in the following aspects: First, the subject of evaluation is single, mainly teachers are evaluating unilaterally, which is subjective and unbalanced; Second, the evaluation content is one-sided, focusing only on students' knowledge and skills learning, ignoring the development of students in the use of knowledge, political literacy, ability improvement and so on; Third, the evaluation method is single, emphasizing the summative evaluation,

ignoring the process evaluation, which is not conducive to the development of mental health for the students who study hard but do not get good grades; Fourth, in the evaluation index system, most of the quantitative indicators are used, ignoring the qualitative evaluation indicators, which will lead to one-sided evaluation results to a large extent.

## **3 Thoughts on the reform of Ideological and political courses in Colleges and Universities Based on Humanistic Curriculum Theory**

### **3.1 Grasp the teaching goal and promote the all-round development of students**

The teaching of Ideological and political theory course in Colleges and universities should promote the all-round development of students, accurately grasp the teaching objectives based on humanistic curriculum theory, and cultivate "self realization" and "complete human". First, change the setting of teaching objectives headed by "knowledge and ability objectives", pay attention to the improvement of students' ability and the cultivation of values in the learning process. Second, as a humanities course, ideological and political theory course should not only pay attention to the education of students' humanistic quality, but also cultivate students' scientific and rational thinking. Third, cultivate the concept of lifelong learning. Cultivate students to study as an interest, a pursuit, as a life attitude, and constantly improve themselves. At the same time, we should guide students to know themselves correctly and comprehensively, and realize that the level of achievement can not decide everything. Therefore, we should accurately grasp the teaching objectives of the course and pay attention to the comprehensive development of students.

### **3.2 Enrich the course content and focus on the students' real life**

The content of Ideological and political education in Colleges and universities mainly includes ideological theory, political views, principles and policies and their extensions, Marxist theory and the history of the Communist Party of China, the history of new China, the history of reform and opening up, and the history of socialist development. Compared with other subjects, the content of Ideological and political education in Colleges and universities is slightly

boring, and it is not easy to stimulate students' learning initiative. In the process of teaching, teachers actively establish a good interactive relationship with students, constantly enrich the content of the course, proceed from the actual life of students, combined with the current political hot spots, so that the teaching content can achieve appropriateness, life, practicality and integration. Appropriateness, even if the teaching content should adapt to the development of students, respect the law of students' physical and mental development, adapt to the level of students' cognitive development, and create the nearest development area for students; At the same time, adapt to the individual differences of students' development and teach students in accordance with their aptitude. Practicality, that is, in teaching, we should fully implement the Marxist concept of practice, deepen the teaching content at both theoretical and practical levels, and take practice as the top priority of teaching, so as to cultivate college students' ability to use theoretical knowledge to solve practical problems. Integration, that is, the teaching content of Ideological and political theory course in Colleges and universities is not limited to ideological and political theory. It should reasonably integrate folklore, history, politics, economics, psychology and other disciplines into it, so as to facilitate students to better understand ideological and political theory. At the same time, it can also expand students' knowledge, expand the cross vision of thinking, and stimulate students' interest in learning Enthusiasm and initiative, in order to obtain better teaching effect.

### **3.3 Changing the role of teachers and being the motivator of students**

The ideological and political theory course in Colleges and universities should follow the "non guiding" teaching principle in the implementation process. First, teachers should be promoters of students' learning, attach importance to students' dominant position, and make teaching meet the needs of students' development. In the teaching process, give full play to students' subjective initiative, so that teachers and students, students can interact equally, let students actively participate in the teaching process, establish an equal and harmonious relationship between teachers and students. The "flipped classroom" can be used in the reform of Ideological and political course in Colleges and

universities. Students can collect and sort out relevant materials after class, make PPT, explain relevant contents in class, share their own experience, and teachers can give guidance in this process. This not only enriches the diversity of classroom teaching, but also stimulates students' interest in autonomous learning, so that students can better grasp the teaching content and achieve excellent results. Achieve the teaching objectives. Second, teachers should be researchers and learners in their career, and constantly deepen the study of professional knowledge and scientific and cultural knowledge. Only in this way can they keep up with the pace of the times, adapt to social development, and achieve better results in teaching. Third, in the teaching methods, we should be good at using multimedia technology, choose the way that students are easy to accept, and improve the attractiveness of the classroom; In the design of teaching content, we should also pay attention to the selection of teaching content and the design of key and difficult points of teaching. According to the teaching objectives of different courses, we should make different analysis of the same content from different angles, and strengthen the connection degree of relevant knowledge.

### **3.4 Establishing multiple evaluation system to improve the effectiveness of curriculum evaluation**

The evaluation mode of Ideological and political courses in Colleges and universities should be changed from "single" to "multiple", and efforts can be made from the following three aspects. First, as for the subject of evaluation, the evaluation of Ideological and political theory course in Colleges and universities should allow students to participate in the process of evaluation, find their own problems in the process of self-evaluation and constantly improve, so as to realize their own development; At the same time, teachers' evaluation, self-evaluation and students' mutual evaluation should be combined organically. Teacher evaluation has the functions of motivation, guidance, diagnosis and education. Self evaluation helps to see the experience of self growth. Students' mutual evaluation can cultivate students' autonomous, cooperative and inquiry learning style. The organic combination of the three is more conducive to students to achieve the goal of "complete person". Second, in terms of evaluation content, cognition, skills and emotion

should be included in the evaluation index system of Ideological and political courses in Colleges and universities, and a multiple evaluation index system should be established to achieve comprehensive evaluation. Third, in terms of evaluation methods, in addition to examination (written examination), the evaluation of Ideological and political theory course in Colleges and universities can set up the content of social practice investigation. For example, in the course of outline of modern Chinese history, teachers can let students combine the relevant content of the course materials, select the corresponding theme, and make micro video production and report writing. Micro video can be in the form of micro speech, micro debate, micro investigation, micro play (role play), etc. in this way, students can not only combine theory with practice, but also cultivate students' practical ability in practical activities. In the process of learning, thinking and practicing, we should strengthen our ideals and beliefs, enhance our ideological realm, and promote the unity of knowledge and practice.

#### 4 Conclusion

The viewpoint advocated by the humanistic curriculum theory and the "people-oriented" teaching idea advocated by the new curriculum reform are highly consistent, which has a good guiding role for China's curriculum reform. Its viewpoint should be reasonably and dialectically applied in the curriculum reform. The ideological and Political Curriculum Reform in Colleges and universities is a long process.

Educators should deeply study the humanistic curriculum theory to improve the theoretical absorption and the actual conversion rate of teaching output. This is of great theoretical and practical significance for the future ideological and Political Curriculum Reform in Colleges and universities.

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