

## Research on Western Humanism Ideological Education Theory

Rong Wang<sup>1, a</sup>

<sup>1</sup>South China Business College Guangdong University of Foreign Studies, Research Institute of Sino-Europe Culture Exchange, Guangzhou 510545, China.

### Abstract

**In recent years, China's educational circles begin to pay attention to the problem of humanism ideological education, with the development of society, people begin to realize that the ultimate goal of education is not to improve students' skills in one aspect, but cultivate all-round talents; educational circles can't just focus on the professionalism and specialization of education. Then how can we implement humanism ideological education into practice? Western countries pay great attention to the humanistic ideological education theory; this teaching theory has been popular in Western countries for many years and has achieved good results. China can actively learn from the connotation of Western humanism and promote the development of educational cause in China.**

### Keywords

**Humanism; educational theory.**

### 1. Introduction

China's ideological and political education is an independent discipline, in other countries, although there is ideological and political education work, it does not use the unified name and concept of ideological and political education, the concept they often use is civic education and national spirit education, legal education, common values education, national revitalization education, traditional cultural education, religious education, moral education, historical geography education, social issues research, social work, etc., it has a wide variety of names, a wide range of subjects, and involve many disciplines, the results of various forms are also very rich, but basically they still stay at the stage of research in different categories, there are few monographs on ideological and political education. This paper studies western humanism ideological education theory and provides references in this respect.

### 2. Overview of Modern Western Ideological Education Theory

The philosophical background of modern western ideological and political education is mainly based on humanism, in educational values, rationalism and utilitarianism are moving towards integration, and the study of moral education mode is empirical. Focusing on the cultivation of moral cognition ability under the background of pluralism, it belongs to the "second road" in Western moral education theory, and sociology is the main front of the study of ideological and political education for young people. These theoretical research results have great significance for reference.

Schools are the main positions in the ideological and political education of all countries. The changes that have taken place in educational thought have imprinted the ideological and political education with a deep era. The ideological and political education of the whole society through school moral education is the main method of western ideological and political education. Ideological and political education is deeply influenced by the philosophy of education. The basic theoretical problems in contemporary educational philosophy are the

contradiction between rational and irrational factors, the contradiction between science education and humanities education, the contradiction between children's central theory and teacher centralism, the core concept of teaching theory is experience or understanding, it emphasize whether the purpose of education is to cultivate national citizens, whether they will neglect or suppress children's rights, interests, freedoms, individuality, independence and creativity, etc., they are all reflected in ideological and political education in various forms, and educational philosophy is influenced by social philosophical thoughts..

### **2.1. Humanistic Orientation of Extreme Individualism**

In the second half of the 18th century, when the capitalist economy of Europe developed rapidly and the science and rationality created a splendid industrial civilization for mankind, the myth of scientism began to be ruthlessly whipped and criticized. Marxism and humanism have violently attacked the pressure and destruction of humanity from the two different levels. Modern humanism starts from the existence of human perceptual life, rejects the essence of human beings with rationalist experience, and uses human irrational survival experience to resist rationalist optimistic and evolutionary attitudes towards life. Under the vacuum of the value of "God is dead", humanistic thinkers have observed the incitement and uneasiness of "modern people" who are homeless. Based on this, they advocate the perceptual desire, instinctive will and unconscious existence of human beings, put forward the slogan of "before the essence", pursues an ontological freedom, and blame rational education for the education of "slave" morality. Based on this kind of humanistic thinking, the modern humanistic ideological and political education concept pays more attention to human physiology, psychological experience and individual perceptual experience, based on "extreme individuality" and against average education. This kind of thinking is exaggerated. The difference between individuals is essentially an ideological and political education that emphasizes "extreme individualism." Therefore, we have summarized the humanistic theme advocated by ideological and political education in this period as extreme individualism.

### **2.2. Humanistic Orientation of Existentialism**

In the modern humanistic education trend, existentialism education has certain representativeness. Existentialism takes "subjectivity" as the "first principle", it believes that human existence or pure self-consciousness "before essence", advocates that the surrounding world and "self" are opposites. Everyone is isolated and full of "the fear of death, they believe that education should aim at the individual's "self-fulfillment"; they deny the role of "external factors" in the formation of personality, and regard the individual as the "main body of education" and advocate "conduct personal free development in discovering oneself" as the basic goal of education; they advocate the implementation of "genius education", oppose universal education, deny unified moral standards, deny the class nature of moral standards, and advocate students to "freely choose" moral standards, advocate character education based on the principle of "free choice" moral standards, emphasize that "a veritable education is essentially a character education", and that only in this way can we cultivate "a noble person", which is a manifestation of bourgeois extreme individualism in education in order to better serve the maintenance of the bourgeois rule. Many people have blamed the ideals and concepts based on "rationality" as false and alienated human ideology, and only advocate the care of the individual's own "around the world." Their ideological and political education view essentially emphasizes the expansion of individual irrationality and highlights the extreme differences and isolation among individuals.

### **2.3. Humanistic Orientation of Humanism**

Most of the humanistic ideas that were revived in the early 20th century appeared in the face of anti-rationality. The humanistic educational thought inherits the Western humanistic

education tradition and is deeply influenced by various humanistic educational thoughts that began to rejuvenate in the early 20th century. They started from the profound reflection on the destruction and damage of human nature caused by the process of "modernization", directly based on humanistic psychology; they advocated that education should cultivate people who are holistic, self-fulfilling and creative. The ideological and political education concept of modern humanistic education thoughts, the existence and value of individual life should be abandoned; it has a special and profound background of the times and the theme of humanity. The problems it suggests exist in the process of Western modernization. The humanistic trend of thought and subjective philosophy, which was widely popular after the First World War, especially the cultural fever that was set up in the 1980s, it strongly promoted and strengthened the humanistic tendencies in education. The global education reform since the 1980s has paid great attention to the once-decaying humanistic education. From the strengthening of the humanities, it has carried out comprehensive reflection and change on the purpose of education, training objectives, teacher-student relationship, curriculum, teaching methods and even educational scientific research, this change creates a good atmosphere for contemporary ideological and political education and provides a rare opportunity.

#### **2.4. Rationalism and Utilitarianism and the Humanistic Orientation of Their Integration**

In the transformation of educational thoughts, the evolution of the relationship between rationalism and utilitarianism in educational values has always been a main line; they play a dominant role in the contradictions of other aspects of educational activities. Rationalism believes that: human rational development is the only criterion for measuring education, therefore, in the process of education, human self-improvement should be realized, the practicality and occupation in education should be abandoned, and the distance between education and economic life should be maintained. Utilitarianism believed that education is prepared for career choices, the needs of society are the needs of people, namely the needs of education. Education must take the development of society as the highest goal. The standard of education is whether people who are trained can adapt to the needs of society. In 1957, British scholar C.P. Snow made a speech, which caused a strong reaction and directly promoted the integration of rationalism and utilitarianism. The two cultures he talked about are the cultures formed by the people cultivated under the two different educational modes of rationalism and utilitarianism. He believes that it is the increasingly deep opposition and isolation between the two cultures; it has triggered a crisis in modern society and higher education. The development of society requires talents at all levels, all types, and various professions. Education should be compatible with the needs of society. However, modern society is not only a society of technology and industry, but more importantly, a society that enables people to achieve perfect development. When society is not conducive to or even hinders the perfect development of people, education should criticize and guide society. Education should not only be compatible with the society, but should also be compatible with the laws of physical and mental development of the human being.

### **3. Evaluation of Western Humanism Ideological Education Theory**

The humanistic education thought is the spiritual theme throughout the history of Western educational thought. In different historical periods, its manifestation and ideological connotation are different, but the basic connotation is consistent. This is the guiding ideology of "people-oriented" in the purpose of education, as the starting point and final destination; the humanistic education thought opposes the educational concept and educational behavior of cutting humanity and enslaving human nature, and constantly corrects its own theoretical defects and practical deviations, show strong criticality and sharp sense of the times. On the

educational goal, it advocates cultivating the harmonious development, overall development and perfect individuality of the educated in many aspects; in the curriculum, it advocates setting up a humanities discipline that can give humanity, so that the humanities discipline is in harmony with the natural and social disciplines; In educational methods, emphasis is placed on students and learning happily in a psychologically free atmosphere. The history of humanities education is not only a history of humanistic educational thoughts, but also a history of humanistic educational practice. In this process, the humanistic educational thoughts in each historical stage emerge; It has its ideological foundation and social and cultural background in the ideological field of philosophy, sociology and ethics. Therefore, the history of the development of Western humanistic education theory and practice has provided an example for the study of humanism education in the world today.

In today's era, strengthening humanities education has become a widespread concern in most countries of the world. The situation of each country is different. The meaning of humanities education is not the same. In Western countries or developed countries, the humanities education thoughts are especially reflected in the curriculum, and both science education and humanities education should be implemented. Exploring the humanistic value of science education, so that education not only gives students knowledge, but also cultivates their humanity; advocates a deeper understanding for the importance of the relationship between man and nature, people and resources on the basis of violent attacking on extreme utilitarianism; cooperate with the guiding ideology of economic development and put forward the sustainable development strategy in education, these propositions embody the core connotation of "people-oriented" in the humanistic education thought tradition. In China, the quality education advocated today is not only the resistance and criticism to exam-oriented education, but also the reflection of humanities education. In the face of the information explosion, it is impossible to only focus on the study of students' professional knowledge; it is not advisable to focus on the development of the economy in university, it is also not advisable for students to choose a major with high salary. The school must pay attention to training personality of students. Especially in the era of market economy, money worship and utilitarianism have emerged; a large number of economic crimes and moral degradation are very serious. This requires our whole society to think together and work together to jointly build the social foundation and ideological foundation of humanistic education.

#### 4. Conclusion

Western humanism ideological education theory includes extreme individualism, existentialism, humanism, rationalism and utilitarianism. Studying and analyzing these ideas will help us deepen our understanding for Western humanistic ideological education theory.

#### Acknowledgments

This work is supported by Research Project of SCBC "The Influence of Nordic Mythology on Western Cultural Customs", Project No. 19-005B.

#### References

- [1] Zeng Maolin, He Hongjian. On the Vitality and Structural State of Education Theory [J]. Journal Of Northeast Normal University (Philosophy and Social Sciences), 2011 (01), 161-165.
- [2] Wang Lihua. Discussion On the Characteristics of the Times of the Development of Humanism-Read the Tradition of Western Humanism [J]. Heilongjiang Shizhi, 2009(16), 78-79.

- [3] Wang Yufeng. The Meaning of Human on the Perspective of Humanism——on the evolvement of Western educational thought about Humanism [J]. Journal of Yulin Teachers College, 2006(04), 154-158.
- [4] Li Dongmei. Chinese-foreign Comparison and Revelation of Moral Education [J]. Hubei Academic Journal, 2002 (4), 153-155.
- [5] Lin Qun, Xu Guiqing. Present Consideration About the Moral Education of American Citizens [J]. Journal of Shenyang Normal University: Social Science Edition, 2002 (3), 65-67.
- [6] Yao Limin. On the Humanistic Education in the West and Its Reflections [J]. Journal of Nanjing University of Aeronautics & Astronautics (Social Sciences), 2012, (03): 66- 69.
- [7] Liu Liming. Experience-Education Theory of Western Naturalist Education Ideology and Its Practical Values [J]. Jiangsu Education Research, 2015, (01): 12-16.
- [8] Jiang Yan. Discussion On the Evolution of Western Humanistic Education Thoughts [J]. Technology Outlook, 2015, 25(31): 233.