

On the Educational Practice System of Chinese and the United States Universities under the Thought of Humanism

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ABSTRACT

Differences in culture, tradition and history create differences in the educational system and teaching methods of each country. The object of education is students, which is of decisive significance for cultivating talents for society, therefore, educators need to teach according to the needs of society and the needs of individual students. Humanism is inseparable from the investigation of human groups. What kind of talents are needed by the Chinese and American societies? Why are there differences in the teaching patterns of universities in the two countries? What are the similarities between the two countries? And what can humanism bring to both countries? This study completes the writing of the study through a review and review of the two countries' respective university education systems and humanist literature, combined with the author's own narrative experience. It analyzes the humanist factors of education in the two countries from a comparative educational perspective, including the student-centered model of teaching and how teachers arrange courses according to the needs of students, thus finally determining the importance of humanism at the higher education stage and in society in both countries. The result of the study is general, since it is analyzed at the level of two countries, without very exploration from a specific point of view to a particular school. The implication of the study is that teachers should provide more targeted teaching models for students' teaching according to different subjects and include more humanistic teaching.

Keywords: *humanism, education, comparative, university, society*

1. INTRODUCTION

What do you hope to learn from the 4 years of the university or the college? Is it advanced, handy knowledge or the ability to communicate and collaborate with others or critical thinking about things? Everyone's answer to this question is different. It is undeniable that the four years of university play a crucial role in the development of each student's life. At the same time, because each student has different needs for the future, they need to find a learning model and learning environment that suits them. At a time when internationalization is gradually developing, international students, as a large group, are also acquiring different and advanced knowledge through different cultures and teaching systems. As educators, in the face of transnational student mobility and foreign cultures, we hope to use the similarities and differences in educational culture to learn from the excellent educational experience of other countries as compensation for the shortcomings

of domestic education. This research area is called comparative education. In this study, the humanism in the university education systems of China and the United States, as the world's largest developing and developed countries, respectively, will be compared. It has to be admitted that no matter which of these two countries, the educational model and system of different universities will not be exactly the same, and the comparison of the education systems of the two countries in the study is that according to the vast majority of cases, therefore, the error may become the limitation. In addition, in order to ensure fairness and objectivity, the study will not give the two countries whose humanistic education in the educational practice system is the most perfect. As a discussion and exploration of humanism in education, its purpose is to explore the development and practice of the respective education of the two countries.

2. CURRENT SITUATION OF EDUCATIONAL PRACTICE IN HIGHER EDUCATION IN CHINA AND THE UNITED STATES AIMING AT STUDENTS' NEEDS

With the development of globalization, educational equity deserves the attention of educators, so as to guide education to be more suitable for the development of human society. In order to meet the needs of society, the practice of education is reflected in many aspects. In this section, the study selected the curriculum, operational practice mechanisms, and talent training models in higher education to interpret the humanism. As two countries with very different cultures, ideologies and values, China and The United States have differences in teaching and operation modes at the higher education stage. Through respective analyses of these three aspects in both countries, the study will explore the development and vision of humanism in terms of student needs. At the same time, there are also similarities between China and the United States in higher education, such as language instruction by ethnic minorities [1]. Educational practices and models in the two countries are not opposed, and the improvement of student literacy and knowledge level can be considered as the future direction.

2.1. Interpretation of humanistic care in the curriculum of higher education in China and The United States

Li and Dong pointed out that since the 1990s, China has strengthened humanistic quality education in higher education, facing problems such as the limitation of the school education system and the total time limit and the limited number of courses for students [2]. According to Li and Dong's indication, the humanistic environment curriculum of Chinese universities covers three aspects: the physical environment represented by the design of buildings, facilities and campus attractions; the spiritual environment represented by the history and academic atmosphere of the school; and the institutional environment represented by policy guarantees and collective guarantees. The curriculum is designed to incorporate the enhancement of students' knowledge and cultural literacy and is application-oriented. The word "curriculum" here does not just mean class, but injects its meaning into everyday school life.

For American college education, Eisner's view is that epistemology and methodology in universities challenge the dominance of the nature of knowledge, thereby increasing the interest in exploring knowledge [3]. In addition, the United States is committed to helping students master not only the skills of the industry through courses, but also to help students grow and mature to meet the skills required by industry consultants, rather than simply turning them into workers. Chen and

Schmidtke also pointed out that constructivism runs through American vocational education, allowing students to learn by thinking about problem-solving, asking questions, exploring possible answers, explaining their decisions, and integrating techniques. Education that pays attention to the development of students' social cognition is the embodiment of humanistic education [4].

What China and the United States have in common in the humanist curriculum is that they are all student-centered. At the same time, the two countries are all concerned about the importance of humanism in the setting of students' curricula. Students should not be treated as marginal figures in the teaching of the course. Therefore, the idea is to replace the lecture mode of the teacher on the podium and the student taking notes in the seat with the discussion mode. Discussions and communication between students and teachers can stimulate interest in learning, thus stimulating creativity while absorbing knowledge.

2.2. Humanistic embodiment of the operational practice mechanism of higher education in China and The United States

The motivation for the establishment of Chinese universities is mainly to enrich and power the country. It early followed the Soviet Union, artificially separating the education of humanities from the sciences [5]. Chinese students are divided into liberal arts and sciences at the high school level, and students are required to choose a major according to the liberal arts or sciences they choose when entering college in high school. Pei, Cui and Sun stated that excessive fine-grained division of majors and an overemphasis on professional knowledge limit students' disciplinary careers and academic atmosphere [5].

Colleges in the United States are currently facing funding shortages, such as buildings in disrepair and low teacher salaries [4]. In their view, humanistic education can balance the needs of all parties and rekindle the enthusiasm of teachers and students for new things. Moreover, American humanism emphasizes personal development, meaningful learning, and social justice, and its important operational practice mechanism is a student-centered model of education [4]. Student-centered means that learning content and teaching styles are built on students' interests and focus on a balance of rights between teachers and students, such as fair and reasonable attendance policies and assignments.

The humanist education operating mechanisms in China and the United States have their own advantages and disadvantages. The student-centered model of operation in China's higher education is slightly lacking. As educators, giving students more space to learn and explore independently can screen out students with strong learning abilities and more ideas throughout the

teaching process. Furthermore, in any country, when colleges and universities focus on humanism, it may mean that they need more money, such as the above-mentioned renovation of school buildings and the payment of more salaries to teachers to allow them to invest more experience in education to take care of humanism.

2.3. Student centered performance of talent training model in Higher Education between China and The United States

Bickmore, Hayhoe, Manion, Mundy and Read stated that China is neither student-centered nor teacher-centered pedagogies [6]. In their view, China defines "good teacher" and performing appropriately as being fun and evaluates teacher's performance constantly. In addition, learning from local teachers is an effective means for foreign teachers to approach Chinese students. Moreover, influenced by traditional Chinese Confucianism, Chinese students are required to show high respect and obedience to their teachers in the classroom, resulting in fear of challenging and questioning the content of the lecture in the classroom, as these behaviors may be seen as impolite [7]. As a result, classroom discussion and interaction among Chinese students become scarce.

The "student-centered" was firstly described around 1900 in The United States, meaning planning, teaching and assessment around student needs and abilities [8]. Teachers at American colleges and universities encourage students to challenge authority and come up with new ways of learning and research. Brown shows an example of "student-centered" music learning, "Comprehensive Musicianship through Performance (CMP)" that encourages students to truly understand what ensemble music means, rather than learning for the sake of performance. In CMP's student-centered classroom, the teacher's role is to enlighten students with their playing forms, melodies, etc.. Based on this, we can generally understand the "student-centered" classroom model in the United States as the classroom is only an auxiliary role, and students need to learn independently according to their own learning needs.

The student-centered teaching model is rife with democracy and inclusion. In the process of teaching, in addition to teaching knowledge, teachers should also pay more attention to the changes in students' psychological states. How to create and build a healthy, comfortable learning environment for students that can stimulate learning vitality has become a problem that the school attaches importance to. Furthermore, after higher education, students choose the direction of life that is roughly divided into graduate school or employment. Consequently, whether in China or the United States, universities or colleges play an important role in

improving students' academic performance and guiding employment.

3. THE CURRENT SITUATION OF THE PRACTICAL TEACHING SYSTEM FOR TEACHERS IN HIGHER EDUCATION IN CHINA AND THE UNITED STATES

The exploration of humanistic education in China and the United States from the teacher level deserves the attention of educators. The first thing we should compare is the humanist embodiment of the teaching model of Teachers in Higher Education in China and the United States. In addition, we should also consider the teaching purpose of teachers in both countries, especially the purpose with humanistic elements, so as to explore the impact of education on society. Meanwhile, the Western education model is a variety of assessment methods, not only exams, but also by exams, writing, discussions, speeches and other ways. It is worth thinking about whether these assessments really help with learning and deepen the understanding of knowledge compared to the exam model. At the same time, there are more exams in STEM disciplines such as mathematics and computer science than in liberal arts such as sociology and management. Based on these issues and circumstances, the influence of humanistic overtones on the discipline in the evaluation of teaching models will be reviewed.

3.1. The embodiment of humanism in the teaching model of Teachers in Higher Education in China and The United States

The core model of Chinese education is the Confucian humanistic model, which highlights the moral relationships of individuals or groups in a social context [9]. The central framework is that everyone can equally improve love, justice and development. However, as mentioned above, Chinese Confucian thought focuses on the identity of the teacher, believing that the teacher has a more respectable social status. The Confucianism proposes states that teachers teach according to one's aptitude (因材施教, yin cai shi jiao) [10]. However, the "student-centered" teaching model described above as defined in Western education is uncommon in Chinese universities. "Teaching according to aptitude" is a unique Chinese teaching method, which represents the teacher's teaching according to the actual ability and personality of each student, but the student is not encouraged to challenge the teacher's teaching, because it will be regarded as disrespectful.

The most significant model of higher education in the United States is the student-centered model. Teachers act as mentors and facilitators in teaching, encouraging students rather than criticizing and judging them [4]. In addition, Chen and Schmidtke stated that teachers must ensure that students' self-expression and creativity are at

the forefront of learning, giving students a great sense of meaning to the learning experience. In addition, in U.S. higher education, teamwork is considered a potential benefit because it helps students better understand and develop critical thinking [4]. At the same time, teamwork is seen as an effective form of disseminating knowledge.

The trend of globalization has promoted cultural exchanges between different countries, including the exchange of university education models. Both countries need to develop appropriate teaching model policies that combine their own development trends and students' basic education. In addition, every university needs to continue to explore more effective teaching models and innovate. The role of teachers in teaching is worth constantly discussing. I do not think a fully student-centered model is always valid. On the contrary, teachers need to give clear learning directions and knowledge support. In addition, the teaching mode of different disciplines is also different. Reading and discussion teaching models are more common in the liberal arts, while teacher-led lectures are more common in STEM courses.

3.2. The teaching purpose of Higher Education in China and The United States embodied in humanism

In a broad way, as a socialist country, the primary goal of higher education in China is to promote the virtues of labor, cultivate talents in all aspects, and contribute to the spiritual and material life of socialist collectives [11]. However, this intention, along with the onslaught of globalization, has gradually changed to cultivate talent according to the needs of the market. Personally, the purpose of students studying at the university is to achieve outstanding grades, so as to gain access to a university with a better reputation in the postgraduate examinations and contribute to their future development.

Unlike China, higher education schools in the United States operate as corporate industries. Economic goals and market orientation are intended to stimulate the development of American colleges and universities, and colleges and universities have emerged with privatization, commercialization and corporatization of industrial models [12]. At the same time, Chan noted that the mission of the higher education system is to prepare for active citizenship, which is seen as a personal development of students, requiring students not only to have the ability to complete their studies, but also to enhance their core abilities in higher education, such as logical thinking and the ability to challenge status [12].

The purpose of the teacher's teaching is to cultivate people who are in need of society. It is undeniable that the country needs a large number of technical talents in the national defense, science and technology,

manufacturing and other technical industries to help innovate to meet the potential scientific and technological competition under globalization. However, humanist intervention is required in this process. The lack of humanism can lead to the recurrence of highly educated crimes, which means crimes committed by people with higher education. Therefore, the teaching purpose of teachers in higher education should first of all be to cultivate humanism represented by human dignity, tolerance, freedom and equality.

3.3. Assessment of learning outcomes of students in Higher Education

Guo and Shi's research found that in Chinese higher education, the impact of paper and report writing on student learning is the largest in classroom assessment methods [13]. At the same time, students believe that the stimulation effect of the exam on students is greater than that of essay writing, because the questions of the exam are very meticulous, and students need to follow the thinking of the teacher who is the author of the questions to answer the questions. On the contrary, in the form of papers, students have more independent ideas to write articles, and teachers need to correct according to students' ideas when reviewing papers. In addition, formative assessments are designed to produce immediately useful results that guide follow-up; summative assessments are designed to respond to the responsibilities of certain organizations that require higher authority and involve judging the performance of decisions or records [14]. Guo and Shi stated that there is a need for Chinese higher education institutions to find more diverse classroom assessment methods to facilitate students to formative way rather than a summative way [13].

At the University of Waterloo in Canada, the learning outcomes were assessed in the form of exams, weekly quizzes, essays, presentations, etc.. STEM courses include more exams and weekly quizzes, while liberal arts such as sociology do not have exams and weekly quizzes but are evaluated in the form of essays. The reason for this phenomenon is that the humanities are more inclined to students' autonomous views of social phenomena, and question-and-answer exam leads to the solidification of students' thinking.

The evaluation of individual learning outcomes is on the one hand the grades, because the grades are the most straightforward quantitative results of the student's 4 years of study in college. However, humanism as an intrinsic quality cannot be directly reflected through assessment methods such as examinations. Therefore, social phenomena such as social inclusion, democracy and freedom are the direct embodiment of humanistic education in a region or country.

4. HUMANISTIC SOCIAL EXPLORATION IN HIGHER EDUCATION IN CHINA AND THE UNITED STATES

Two questions are worth pondering for educators. What has humanism brought to our societies? Why should we explore and promote humanism in higher education? The first to bear the brunt is the social character of the supply-side assessment system of higher education in both countries, including what is the supply side and its connection to humanistic education. In today's society, humanistic education has different influences on China and the United States. Social phenomena and social problems affect each other's citizens differently in two different societies. Moreover, the advantages and disadvantages of social nature are fully displayed in both countries. Finally, the question for all to ponder is whether the two countries can overcome geographical constraints, learn from each other's societies, and work together to enhance social harmony and stability. Reform should start with education, constantly discuss and excavate from different cases, and strive to cultivate humanist talents for an idealized society.

4.1. The social characteristics of the assessment system aimed at the supply side of higher education in China and The United States

"Supply side" as an economic term means supply side in supply and demand. In November 2015, Chinese President Xi Jinping proposed supply-side structural reforms aimed at closing factories with excess capacity such as coal and steel. With the development of China's economy, the prosperous life pursued by Chinese is no longer limited to food and clothing, but has higher demand. However, China's supply still faces a shortage in terms of high-end demand. The People's Republic of China was founded in 1949 and experienced the early construction of socialism and the 10-year Cultural Revolution. There is a saying in China called "learn mathematics, physics and chemistry well, and you are not afraid to go all over the world." From this sentence, we can see that Chinese attaches great importance to the science represented by STEM. Interestingly, the phenomenon of Emphasizing Science and Light Liberal Arts in China began in the late Qing Dynasty when science and technology and industry were used to save the country, while the previous traditional Chinese education emphasized the emphasis on liberal arts over science.

Therefore, people need to think about the question of why a large number of Chinese students now choose the United States as a study destination. In what ways is U.S. college education better than China's? The answer is undoubtedly that China's education supply lags behind

that of the United States. However, as political and economic conflicts between China and the United States have intensified in recent years, the humanistic values of Western countries have not been as popular in China as they once were. China is trying to explore humanistic values that are in line with socialism with Chinese characteristics.

The purpose of the supply-side assessment system is to cultivate people who can solve problems. The process is long and complex, as society is constantly changing with the times. Therefore, from the perspective of the supply side alone, it is impossible to solve social problems from the perspective of education.

4.2. The impact of humanistic education on Chinese and American societies

China's economic take-off is after the reform and opening up, and the people's living standards have increased qualitatively with the increase of income. However, in this process, people seek excessive material wealth and reduce social moral standards, so that the whole society faces a crisis of humanism [15]. To restrain the decline of social humanism, China gradually attached importance to the cultivation of teacher humanism. China's humanistic education relies on Confucian academic thought. The Confucian classic *Analects* mentions the phrase "pushing oneself and others," which means to guess the meaning of others with one's own mind, in other words, to put oneself in the places of others. Therefore, in daily education, the school teaches the education of students, and should also teach students moral standards. At the same time, students' independent thinking about social phenomena helps them to put forward different views on the social problems that need to be solved urgently.

Humanistic education is an integral part of American universities, and it is not only understanding but also a perception of life, moreover, it is taken with a serious mind as the idea of a lifetime [16]. At the same time, Sheng indicated that the quality of humanistic education can directly affect students' future work ethics and achievements. The democratic and liberal parts of humanism are evident in American society, such as free and fair elections and multi-ethnic societies. In recent years, however, social tensions in the United States have intensified, such as the Black Lives Matter movement. Different partisan camps and different races in the United States represent a potential risk of social fragmentation. It is undeniable that the United States does encompass and develop humanism in college education. Therefore, how can the conflict in today's American society be resolved by a more innovative humanism? This is an urgent problem to be solved.

4.3. The integration of Humanistic Education in China and The United States

The most significant feature of educational integration in China and the United States is the internationalization of schooling. The meaning of international education is broad, and in addition to the international curriculum, it also aims to prepare the younger generation for different curriculum and educational goals for globalization, including English proficiency, intercultural studies, international understanding, global citizenship, etc. [6]. The purpose of introducing humanistic ideas into the teaching curriculum is to promote the tolerance of students from different cultural backgrounds, such as anti-discrimination, in the internationalization of education. Equality and respect are the foundation of educational and cultural exchanges. International students are messengers in international educational culture, and the diverse educational environment has created their ideas about the educational concepts of the two countries.

5. CONCLUSION

This study shows the manifestations of humanism in the higher education practice system in China and the United States and the current shortcomings by analyzing the student's needs, teaching system and the societies of the two countries. Moreover, this study is based on humanistic ideas and social cognitive theories, and is studied with comparative pedagogical methods. The difference does not mean that there is an overwhelming victory for the humanism of higher education in any one country, but rather provides a reference opinion for the complement of humanism in the two countries. As a cross-cultural education study, it provides a comparison of education between the two countries and a comparison of humanism, which can provide extended ideas in the study of the relationship between sociology and education in the two countries. In the future, the different humanistic ideas of higher education in the two countries may be applied as a training reference for the training of transnational exchange personnel in the process of school internationalization. It has to be admitted that as China and the United States as two countries with large populations and universities, the study did not specifically target a certain university. As each generation of students changes, the teaching methods of universities and the individual needs of students are constantly evolving. As a social science, education needs to firmly grasp the social foundation. Therefore, researchers' constant attention to social phenomena and constant reflections on higher education are indispensable for the continuous study of humanism in universities.

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