



# Current situation and thinking of humanistic quality education in military schools

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**Abstract.** Starting from the importance of humanistic quality education in universities, this paper clarifies the importance of humanistic quality education to the quality training of military cadets. By finding out the reasons for the lack of humanities education in Chinese universities, combined with the characteristics of humanities education in US military schools, we point out the thinking on the current situation of humanistic quality education in our military schools.

**Keywords:** humanities education; Military academy; Military School

## 1 Introduction

With the development and progress of the times, the thinking of teenagers has become very active and agile, and everyone's ideas can be said to be strange, all strange, and easily affected by external interference. Military cadets, most of whom are 18 or 19 years old, must not only realize the transformation from a high school student to a college student, but also realize the transformation from a local high school student to a military cadet, which puts forward higher requirements for their ability and quality. In the face of an unfamiliar environment and the pressure of all sides, how to strengthen faith and quickly realize transformation are issues that military cadets must have in the undergraduate education stage, and these are inseparable from humanistic quality education. The humanistic quality of military personnel will become one of the determining factors in the comprehensive strength of the army in the future [7]. The talents trained by military academies must be oriented to the battlefield of the future, and humanistic qualities will play an important role in war, and if the army of any nation wants to be invincible, it must first have a high degree of humanistic qualities [10]. As far as military academies and schools are concerned, the requirements for the scientific and technological quality of servicemen in the building of informationized armies and the upgrading of weapons and equipment are constantly increasing, and only when humanistic quality education is integrated and penetrated in all directions in military school education can it achieve the role of mutual promotion and achieve the goal of cultivating high-quality qualified soldiers [4]. However, judging from the current situation of the

posts of cadets graduating from China's military academies, China's military schools still need to be strengthened in terms of humanistic quality education, and most of the graduating cadets do not have the ability and quality required for their posts, such as command, pressure resistance, and dealing with the world.

## 2 The importance of humanistic quality education in universities

University education is not only to cultivate a person who meets the requirements of the times and master professional skills, but more importantly, to cultivate a person with a sound rational spirit and moral feelings. University humanities education can help college students establish a correct world view, values and outlook on life, and can improve their moral quality and moral cultivation [1]. However, from the current educational situation, both schools and students pay more attention to the cultivation of skills, and ignore the shaping of rational spirit and moral feelings. Facts have proved that only professional skills are not enough, for example, as a bachelor's degree officer, no matter what position, only professional skills are far from enough, even professional and technical officers, responsible for professional and technical work, but this does not mean that only deal with technology every day, we are people in society, people in the collective, inevitably to cooperate with others, after work to have a life, cultivate their own hobbies, enrich their lives, which requires us to communicate with people, pursue beauty and other abilities. As an officer, we need noble faith, and the education of faith is very important at the undergraduate level. At present, the lack of faith of military cadets mainly has the following three aspects: First, the irrationalization of faith, the lack of firm ideals and beliefs, and the excessive advocacy of irrationality in some cadets, which is manifested in life as following feelings, following the flow, and living an aimless life. The second is the pluralism of beliefs, which blurs and marginalizes mainstream beliefs. The strength of socialism, including communist dedication, altruism, collectivism, a high sense of human responsibility, and the idea of serving the people, has a low status in the eyes of current military cadets. With the reform of the troop establishment system and the development of the market economy, there is a trend of diversification of cadets' beliefs. The third is the secularization of faith, the secularization of faith means that some students only pursue immediate interests, constantly satisfy their various desires, some students in this real society has produced the idea that the relationship between people is the relationship of interests and money, and believes that the current society is a society where money is omnipotent, positioning people's existence in the pursuit of money and material enjoyment, and paying more attention to some practical interests, rather than pursuing lofty ideals of life. In the view of some students, faith has stepped from the spiritual temple to the practical interests, faith is to constantly satisfy their desires, as long as they can make their needs satisfied, it is worth believing. Faith as a spiritual pursuit of man has become vulgar and realistic.

### **3 The characteristics of the humanistic quality education of the US military**

American universities, especially leading universities, attach great importance to undergraduate general education. The general education of the US military officer schools is not only excellent, but also unique<sup>[3]</sup>.

#### **3.1 Attach importance to history education**

The history courses of the three military academies in the United States are not only comprehensive, but also have high academic standards. Through studying history, learn to identify and understand the historical views of others to form your own more reasonable views. Learn different laws of historical development and have more profound historical knowledge; Integrate content from other disciplines into the learning process and understand the importance of interdisciplinary analysis; Gain insights from different perspectives on the main historical processes. The US Military Academy "emphasizes history" in the humanities and social science courses because of the unique reference function of history.

#### **3.2 Emphasis on leadership development**

The professional and foundational courses of the United States Military Academy are designed around the purpose of America's needs. The purpose of the course is to establish the knowledge base for officers and to develop the necessary leadership, moral courage and integrity<sup>[2]</sup>. The U.S. Army Academy targets leaders.

Soldiers take obeying orders as their duty, but the U.S. military advocates in the education of obeying orders that the execution of any order cannot be mechanical, but relies on the executive officer according to his authority, ability, training, intelligence, skills, environment, within the scope of morality to complete through personal means, which is also the embodiment of the art of leadership, leaders will not let subordinates complete tasks that are inconsistent with their abilities and authority. In the process of cultivating command and leadership ability, it is also necessary to educate students to adhere to principles, be calm-headed, be flexible, maintain unity, and pay attention to titles.

#### **3.3 Attach importance to general education**

General education is the most prominent educational model commonly used in American colleges and universities<sup>[5]</sup>, In U.S. military academies, emphasis is generally placed on disseminating a concept of free human development in humanities education, encouraging students to innovate, and assuming various responsibilities assigned by society<sup>[8]</sup>. Students' judgment, ability to distinguish between truth and falsehood, ability to understand, ability to distinguish between chance and universality, civic responsibility, and social values should be the most basic educational goals of universities.

And these are called personal qualities, and have nothing to do with specific techniques. At the same time, the four main goals of education are: first, to prepare students for the future, second, to make students realize that they are both products and participants of traditional culture, ideas and values, third, to cultivate critical and constructive thinking to prepare for future changes, and fourth, to develop students' ethical cognition of their words and actions. In order to provide a progressive intellectual foundation for the command and staff duties that graduates face, officer schools must offer a broader range of general subjects than engineering colleges, more engineering subjects than liberal arts colleges, and impart sufficient professional military knowledge necessary for junior officers to pursue their careers.

From the perspective of the nature of education, general education is an integral part of higher education, is a non-professional, non-vocational education, in essence is the integration of freedom and humanistic traditions, from the purpose of education, is to cultivate sound individuals and sound citizens in a free society, aiming to educate talents with far-sightedness, inclusive insight, liberal arts spirit and beautiful emotions, emphasizing the harmonious development of human life, morality, emotion and reason, from the content point of view, general education is suitable for the age group of 20-25 years old. It happens to be the age of the military school undergraduate, and what is learned is an accurate and general knowledge of all subjects of human interest, and the education of knowledge and abilities that does not directly prepare for a career, which covers a wide and comprehensive scope.

## 4 Reflections on the humanistic quality education of China's military academies

### 4.1 Emphasis on science education and light on humanities education

China's education has attached importance to science education since high school, and the saying "learn mathematics, physics and chemistry well, and go all over the world without fear" is well known. At the undergraduate level, the proportion of humanities education is also less than that of science education. The blind worship of science has formed a one-sided "scientism", emphasizing scientific and technological knowledge education, and the country's requirements for education are full of quantitative characteristics. Science education has swelled dramatically, and the humanistic spirit has been neglected. Military schools also have this tendency to varying degrees. When we study classical theories such as ideology and politics, Ma Yuan, and Mao Yuan, we only focus on memorizing theories, study for the sake of examinations, and lack thinking about these classical theories, so we lack more subjective initiative. The weakness of cadets' humanistic knowledge is mainly manifested in the following aspects: First, there is a lack of knowledge of literature and history; at present, military cadets have little study of party history and military history, which will make cadets lack historical recognition of our party and our army, and it is easy for them to be unable to withstand temptation in this materialistic society. Second, the language expression ability is not strong, after taking up the post, you need to communicate with your superiors and subordinates so

that the work can proceed smoothly. The third is the lack of appreciation of art, especially the lack of understanding of some excellent culture and art. In the face of the struggle in the ideological field of other countries, some students prefer to watch British dramas and American dramas and commercial blockbusters, but they ignore domestic epic masterpieces, which is easy to produce ideological Westernization, and are led by the individual heroism advocated by Europe and the United States. Fourth, there is a lack of responsibility, and some cadets do not understand their responsibilities clearly, just regard officers as a salaried profession, but ignore the responsibility on their shoulders and ignore the country behind them. Military academies should enhance cadets' sense of mission and honor in a variety of ways, learn heroic deeds, continuously improve cadets' sense of mission, and support the construction of national defense rooted in the frontiers.

#### **4.2 Emphasize the cultivation of obedience consciousness and light the cultivation of command consciousness**

Military academies are schools for training future command officers and technical officers, and they must be strictly administered. During the school period, students should develop the awareness of obeying orders and obeying commands<sup>[6]</sup>, But if it is too rigid, it is easy to control the trainees to death, lacking the flamboyance of personality. At the undergraduate level of most military academies, cadets rarely have the opportunity to exercise their leadership skills, but when they reach their posts, they need to organize training as platoon leaders, as technical cadres they need to take on the role of technical backbone to solve equipment problems, and as staff assistants of organs, they need to know how to plan, think, and provide advice for leaders. However, at the undergraduate level, it is limited to learning basic and professional courses and doing a good job in graduation projects, and this educational model is out of touch with the actual job needs of the troops. During the school period, the identity is that the student is managed, do not need to have too many ideas, only need to complete their studies on time, in the cadet team is more subordinate to the management of the team cadres, this practice makes the students who do not understand management always play the role of the managed. After taking up a post in the army, you need to have the ability to be independent, and for the work to be implemented, the trainees no longer need to be passively executed as managed, but to think about the method of implementation and lead the soldiers to implement. As an officer, we carry heavier responsibilities than soldiers, and the effective improvement of leadership skills allows us to better adapt to the rhythm of the troops.

#### **4.3 The quality of team cadres needs to be improved**

As the first impression of the cadets of the undergraduate cadets on the officers, and as the cadets' first leaders in the army, the cadres of the brigade should teach by word and deed, promote the cultivation of the humanistic spirit of the cadets, and enable the cadets to have an independent and healthy personality through their own military temperament, rigorous attitude, literacy and cultivation and ideal pursuit. First of all, we must

set an example, whether it is grooming and grooming, or drill training should be with the cadets, so that it can also stimulate the enthusiasm of the trainees for training, such words and deeds can also cultivate the sense of consistency of the cadets and officers and soldiers, and also achieve the unity of officers and soldiers in the cadets to the post, and be a commander who makes the soldiers believe. Secondly, team cadres should understand the methods of humanistic spirit education, and team cadres are not only managers, but also educators of humanistic spirit, and should instill a correct, positive and upward mental state in the trainees through a variety of methods. For example, it is necessary to make good use of party group activities to carry out party history education, cultivate the spirit of hard struggle while studying political ideology, cultivate the fighting spirit of "not afraid of hardship and not afraid of death" while carrying out physical training, and cultivate the team consciousness of taking the team as home when carrying out collective activities. The cadres of the team should have rich experience in the army, convey more positive energy from the grassroots units to the cadets, contact the grassroots units more, and grasp the dynamics of the troops in real time. Persist in the integrated design and promotion of ideological and political education, teaching training, daily management and other activities, and internalize the military humanistic spirit of cadets into ideological consciousness, externalize it into behavioral habits, and solidify it into lifelong literacy [9].

## 5 Conclusions

As the main cradle of military personnel training, military schools should attach greater importance to the humanistic quality education of cadets and train more high-quality new-type military personnel to better forge the excellent combat effectiveness of the troops.

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