

## The Exploration and Practice of Humanization-Based Teaching Mode: Taking the Humanistic Teaching of Political Economy for Example

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Received 20 October 2014; accepted 4 December 2014  
Published online 26 January 2015

### Abstract

Humanization-based education is student-oriented that fits into the development of human nature, keeps shaping and perfecting humanity, and unlocks the best of the individuals' potential. The concept of humanization-based education must be reflected by humanistic teaching. During exploring its way forward in practice, humanistic teaching follows the principles to regard people as the end not instrument, concern with individual differences, respect the students' demands, make the very most of the students' gifts, dovetail knowledge into the system of values, and cultivate people of all-round development and profuse humanity. This study takes the teaching of political economy for example to explore the humanization-based education, designs the questionnaire aimed at the students, analyses the investigation statistically, hereby gets relatively deep knowledge of the students' learning demands and their own learning information, and finally come up with the key points and specific measures of the humanistic teaching mode.

**Key words:** Humanization-based education; Humanistic teaching; Political economy; Empirical study design

Zhang, X. L. (2015). The Exploration and Practice of Humanization-Based Teaching Mode: Taking the Humanistic Teaching of Political Economy for Example. *Higher Education of Social Science*, 8(1), 122-126. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/6307> DOI: <http://dx.doi.org/10.3968/6307>

### INTRODUCTION

The main problem that lies in teaching practice and research in Chinese universities is neglecting the investigation of the objects of teaching, not having strong understanding of the objects' demands and difference and laying one-sided emphasis on the teachers' improvement only. Obviously this kind of teaching mode cannot produce satisfactory effects, and hence the humanistic teaching mode is put forward in the college curriculum. Political economy plays a great role in the Marxist theoretical system in higher education, and as a required basic course in the majors of economics and management, it has an irreplaceable discipline status. However, with the advancement of Chinese economic reform and then the introduction of a series of western economic thoughts to domestic universities, the status of political economy has been shaken. Thus taking political economy for example to discuss how to improve achievements by humanistic teaching is of typical significance.

### 1. HUMANIZATION-BASED EDUCATION AND HUMANISTIC TEACHING

#### 1.1 The Functions and Principles of Humanization-Based Education

Humanization-based education is student-oriented and fits into the development of human nature, constantly cultures and perfects humanity, and makes the most of the students' potential (Jin & Song, 2011). Kant early focused on humanization-based education, and in his opinion, "human, in short all rational animal, exists more as an end-in-itself than to be used as a means only by some will arbitrarily. We must treat him as the end forever in all of his activities, despite of the activities to himself or to other rational animal." Kant attributed this thought to a basic principle of his "moral law". It could be safely

deduced that education was a realistic way in which Kant achieved his philosophical idea. Skill, then intelligence and finally ethics formed the process that made the man into man, during which education was an approach to realize the idea of “Man is the End” (Bai, 2010). Marx also had the statement of “well-rounded person” in his book *Manuscript of Economics and Philosophy in 1844*. This thought has much enlightenment to contemporary education as it implies the concept of humanization-based education in essence. In general, humanization-based education should be people-oriented, focus on the students’ sustainable development, and care for the students’ personality and creativity.

The functions of humanization-based education mainly include the following. a) *To develop potential*. Humanization-based education starts from the individual students, respects their demands and inspires their potential. b) *To construct the humanity*. It fits into the development of human nature, fully constructs and perfects humanity, and realizes the value of the individual. c) *To inherit culture*. The fundamental function of humanization-based education is to choose and create culture (Jin & Song, 2011). d) *To adapt to society*. Humanization-based education speeds up the students’ process of socialization through imparting knowledge, culture and emotion, and offering role experiences on campus. According to this, we regard the doctrine of democracy, humanity, open evaluation and personalization as the fundamental principles of humanization-based education.

## 1.2 Humanistic Teaching—The Application of Humanization-Based Education in Course Teaching

The concrete teaching practice which reflects the implementation of humanization-based education is humanistic teaching. Its contents can be presented as below. Firstly, the teacher should get more information about the students and their personal differences, such as knowledge stock, cognition of the course, efforts and endeavor and others. Secondly, we should value students’ demands, focusing on their requirements for the improvement of curriculum structure, teaching contents and teaching methods. Thirdly, the student’s suggestion should be adopted. Fourthly, make the teaching plan. Based on the information of the teachers have acquired, design the plan which can optimize curriculum structure, rationalize teaching contents and humanized teaching methods.

## 2. EMPIRICAL STUDY DESIGN

### 2.1 Questionnaire Design

The questionnaire is designed from the authors’ practical teaching and the communicating with the students. It is

divided into two parts: Basic information and learning information that the students, aiming to know their majors, sex, levels of study, liberal art or science, cognition of political economy, how much effort they have made, proposals or requests for the improvements of teaching, etc..

### 2.2 The Collection of Questionnaire

The collection of questionnaires was from December 2013 to February 2014, the objects of this collection were undergraduates from Chongqing, Sichuan, Guangxi, Hunan, Beijing, Jiangxi, Guangdong, Fujian, Hubei and etc, and most of them were freshmen who had just completed political economy. We distributed questionnaires to the college students by sending out paper questionnaires and taking them back on the spot. This research put out 1,600 questionnaires, and received 1,139 available ones; valid return rate was 71.19%.

## 3. ANALYSIS OF THE SURVEY RESULT

### 3.1 Basic Statistical Information of the Samples

**Table 1**  
**Basic Information of the Samples**

	Major		Sex		Liberal art or science	
	Economics	Management	Male	Female	Liberal art	Science
	44.16%	55.84%	38.73%	61.27%	58.45%	41.55%

### 3.2 Cognition of Political Economy

This includes two types of general questions: the importance and difficulty of political economy, with several sub-questions to get more specific information, covering “if you think political economy is important, the reason is”, “if you think political economy is not important, the reason is”, “if political economy is difficult, the reason is”, “what contents make its difficulty?” and so on.

**Table 2**  
**Cognition of the Difficulty of Political Economy**

Items	The importance of political economy	Percentage
Choice	Important	91.13%
	It helps to master basic knowledge of economics and lay the foundation for further study.	81.32%
Reasons	It will be helpful for academic research in the future.	6.43%
	It is a core curriculum (in fact not ware of the real reasons).	5.15%
	To acquire credits.	7.10%
Choice	Not important	8.87%
	Too abstract and theoretical to be integrated with practice.	87.56%
Reasons	It is useful for the government but of no use for the individuals.	5.97%
	It is out of date.	6.47%

Vast majority of the respondents affirm the importance of political economy, comparing with the small part (8.87%) that holds the opposite opinion. However, note that when it comes to the question why it is important, 5.15 percent of the students choose the answer “It is a core curriculum, but in fact I’m not ware of the real reasons”, and 7.10% select the one “To acquire credits”, both of which reveal that part of the

respondents belong to the type of passive learners but not active ones.

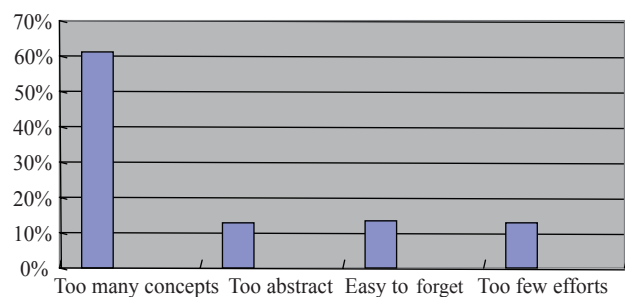
Considering it is too abstract and theoretical to be integrated with practice, 87.56% of the samples offer the answer “political economy is not important”, which is much close to what the authors of the paper have anticipated, and this also points out the general direction to improve teaching techniques.

### 3.3 Difficulty of Political Economy

**Table 3**  
**Understanding of the Difficulty of Political Economy**

	Difficult extremely	Difficult moderately	Moderate	Easy slightly	Easy
Percentage of the overall sample	16.90%	35.92%	38.73%	8.45%	0
Percentage of boys	14.55%	23.64%	52.72%	9.09%	0
Percentage of girls	18.39%	43.68%	29.88%	8.05%	0
Percentage of arts students	9.64%	39.76%	37.35%	13.25%	0
Percentage of science students	27.12%	30.51%	40.68%	1.69%	0

As it is shown in Table 3, boys feel it is moderately easier to learn political economy than girls. Nevertheless, it does not mean their actual learning outcomes will be more satisfactory than that of girls. And we have to say it is hard to obtain the learning outcomes because of its unavailability, which is a regret of this study. Furthermore, arts students feel better about political economy than science students on the whole, which demonstrates the gap between them persists.



**Figure 1**  
**The Reasons for Its Difficulty**

To make a further analysis about the reasons for its difficulty, we find 61.02% of the respondents attribute the

difficulty to its obscure concepts, 12.81% take their learning background (liberal art or science) as the major cause, 12.61 % hold their poor effort is the leading reason, and finally 13.56% prefer the answer “it is easy to understand with the help of teachers but hard to learn on their own”, which shows this group of students have less independent learning capabilities. In general, about six in ten link the complex and obscure concepts to its difficulty, and this is in accord with what the authors experience in teaching practice and after assessing the students’ learning outcomes. Hence, the breakthrough in fundamental concepts will be the key point during the improvement of teaching mode.

### 3.4 Efforts of the Respondents in Self-Study

We have to select index that can measure students’ own efforts in independent study, therefore the word time steps into our study. Here we devise preview rate and review rate. The preview rate refers to the ratio of the hours of previewing before class to the whole total class hours, and the review rate means the ratio of the hours of reviewing after class to the whole total class hours. For example, if the total class hours are 60, and it costs a student altogether 15 hours to preview, then we get the preview rate of 25%.

**Table 4**  
**Efforts of the Respondents n Self-Study**

	0%-10%	10%-20%	20%-40%	40%-60%	60%-80%	80%-100%
Preview rate						
Percentage	31.91%	12.06%	19.16%	19.86%	12.05%	4.97%
Review rate						
percentage	24.29%	11.43%	6.84%	7.96%	2.86%	4.29%

The statistical result is far below satisfaction. Only 4.97 percent of the respondents have endeavored in self-learning, the preview rate of which reaches 80-100

percent, in comparison with the 31.91 % whose preview rate is under 10 percent, including some who never preview before class. Now observe the review rate. There

are 24.29% of the respondents (the largest share among all levels, like that of preview rate) who show the review rate less than 10%. Besides, it is a remarkable fact that there exist 20% whose preview and review rate are both below 10%, indicating that this part almost never preview and review.

### 3.5 Proposals or Requests of the Respondents

On teaching method, the proposals are most concentrated in “A few minutes should be set aside in the class for students to digest what have been imparted”, with the percentage of 41%, followed by “More post-class tasks”, with the percentage of 26%. There are other 22.5% of the respondents, who attach the most importance to more

discussion in class, and the remainders (with 10.83%) ascribe the key point to more teachers’ classroom questioning. On teaching contents, approximately 60% of college students believe the emphasis should go to apply theory to real-life situations in teaching, which focus on the teachers’ explanation and impartation, making the listeners understand the real economic problems in China. Beyond that, 34.29% of the objects consider case teaching with class discussion and free statement should be implemented. Only 7% choose “To briefly explain or even skip what is extremely abstruse” and “To introduce more related knowledge from other economics courses”.

**Table 5**  
**Proposals or Requests of the Respondents for Teaching-Improving**

Items	Choices	Percentage
For teaching method	More discussion in class.	22.5%
	More teachers’ classroom questioning.	10.83%
	More post-class tasks.	25.84%
For teaching contents	A few minutes should be set aside in the class for students to digest what have been imparted.	40.83%
	To implement case teaching with class discussion and free statement (focusing on the students participation).	34.29%
	To briefly explain or even skip what is extremely abstruse.	4.36%
	To apply theory to real-life situations in teaching, making the listeners understand the real economic problems in China (focusing on the teachers’ explanation and impartation).	58.57%
	To introduce more related knowledge from other economics courses.	2.78%

## 4. THE MEASURES ABOUT HOW TO EXPLORE THE HUMANIZATION-BASED TEACHING MODE

### 4.1 Guide the Students to Cultivate Positive and Healthy Values

It will be a underlying serious obstacle in individual physical and mental health, future development, family life and even the whole society if positive and healthy values are not cultivated successfully. In fact, the cultivation of students’ values is one of the weaknesses in Chinese current education system. For a long time, with the dogmatic understanding of Marxism and the special international political environment, economic growth is over-emphasized, and as a result a vulgar pragmatism value is born to some extent unfortunately, which enforces an adverse impact on adolescents in the stage of values formation. Hence, we should pay more attention to the guidance on the formation and development of the youth values than to the improvement of the teaching itself. In practice, we can exploit the essence of Confucian culture in the teaching, such as Five Constant Virtues (benevolence, justice, ceremony, wisdom, and credibility), conscientiousness of social responsibility, social harmony and so on

(Zhang, 2010), and together with the socialist core values to help the students develop positive and healthy values.

### 4.2 Diversify the Teaching Mode and Enrich the Teaching Contents to Explore the Students’ Learning Potential

Non-intelligence elements hit the teaching outcomes more and more, so how to stimulate students’ interest in learning comes first. We should transform the traditional and simplex teaching mode to a diversified one to encourage students’ learning interest and motivation. Based on the investigation result, here we put forward the following measures. First and most important of all, apply theory to real-life situations in teaching; make the students get more knowledge about the actual economic problems and its possible solutions. Second, appropriately implement case teaching, together with class discussion and free statement. A good case is an instrument that brings part of the real life into classroom to make teachers and students to carry on the analysis and study, and it also can foster the ability to seek out multiple perspectives from an issue. Third, set aside a few minutes in the class for the teacher to answer the questions that put forward by his students, and for the students to digest what have been imparted. Fourth, help the students to develop positive and healthy values in teaching.



### 4.3 The Students' Demands Should Be Taken Into Full Consideration in Textbook Designing

There are several drawbacks of the current textbooks. Its contents are outmoded; it is too theoretical to be integrated with practice; it is without related exercises and its answers; its interface is too serious. In selecting the political economy textbook, from the recommendation of the college teachers (Wei, 2004), *Political Economy* (with the authors Pang Jinju, Hong Yinxing, Lin Gang and Liu Wei) (Liu, 2009), *Modern Political Economy* (with the authors Bai Yongxiu and Ren Baoping) (he, 2009), *New Modern Political Economics* (with the author Cheng Enfu) are commented on favorably (liu, 2008). In addition, we think the book *Capital Circulation- Das Kapital and market economy* (with the author Gong Mengqian) and *Political Economy* (with the author Luo Qing-he and Lu Zhi-guo) can be considered.

### 4.4 Respect the Students' Demands and Rationalize the Emphasis of the Teaching Contents

Optimization of the course structure and rationalization of the teaching contents is a crucial approach to improve the teaching efficiency, and therefore the teachers should more comprehend the students' real learning information and their psychology to rationally manage teaching content. There lies certain discrepancy in different courses, and when it comes to political economy, we think it is critical to explain the profound in simple terms, make clear comparison of those related key concepts, and arrange cases and exercises to help the students to understand and master what they have study.

### 4.5 Urge the Students to Make More Endeavors

According to China Youth Daily, it is prevalent for college students to skip classes, neglect assignments and occupy themselves with too much entertainment, which coincide with our investigation results. Teaching and learning should be unified, while only teachers' efforts without students' endeavors definitely cannot bear fruit. So in order to urge the students' dedication, the teachers should leave assignment. The primary two kinds of the assignment are oral work and written work. Written work is of more supervision, whereas it involves the increasing of teachers' workload, and if this workload cannot be reflected in remunerations, then their enthusiasm will decrease. Oral work, previewing and reviewing assignments with random check by questioning in class, and discussing assignments with the topic informed beforehand and the students searching information

afterwards, is a proper and reasonable teaching method that can improve teaching efficiency and promote the students' learning interest.

## CONCLUSION

This article firstly discusses the fundamental theory about humanization-based education and humanistic teaching, including its functions and principles, the basic patterns and steps of applying the humanization-based education into course teaching. Then on the basis of the theory and patterns of humanization-based education and humanistic teaching, the paper takes the teaching of political economy for instance to analyze the practice of humanization-based education. For that, we design the questionnaire aiming to get deep knowledge about the students during their studying and after collecting the questionnaires, we make certain statistical analysis based on them, and next, from the aspects of cultivation of positive and healthy values, the diversification of the teaching mode, the enrichment and rationalization of teaching contents, the designing of textbook and the inspiration of the students' endeavors, we come up with several key points and specific measures of the humanistic teaching mode. In this way, the paper establishes a rounded system of humanization-based education and humanistic teaching.

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