

# The Function of Humanities Education in Russian Language at University

Wei Su

Zhejiang Yuexiu University, China

---

**Abstract:** Humanities education emphasizes humanistic education, aims at perfecting personality, and focuses on achieving and promoting the harmonious development of individual body and mind. Humanities education in universities is mainly embodied in general education courses, but specialized courses education also plays a non-negligible and irreplaceable role in cultivating humanities education for college students. In this paper, we explore the functions of specialized Russian courses in disseminating humanistic knowledge, enlightening humanistic thoughts, cultivating humanistic spirit and shaping a sound personality from the perspective of university Russian education, and discuss the qualities that teachers should possess and the role they should play in it.

**Keywords:** Russian language, Humanities education, University students, Teachers, Function.

---

## 1. Introduction

The university is a source of knowledge and wisdom, a center of academic research, and a center of academic dissemination, and is responsible for three major functions: talent cultivation, scientific and technological innovation, and social service. The University, the first of the Four Books, has a wonderful discussion on education. He said that the way of the university is to understand virtue, to be friendly to the people, and to stop at the highest good, which clearly points out that the essence of education is to cultivate people with high moral character and high quality. At present, under the influence of pragmatism and utilitarianism, some colleges and universities pay more attention to the cultivation of knowledge and skills and to some extent neglect humanistic education, which to a certain extent leads to some college students' poor spiritual pursuit, distorted value orientation, poor psychological quality, poor resistance to frustration, selfishness and self-interest, hedonism and money-worship. In such a situation, it is of special significance to re-examine the status and role of humanities education in talent cultivation.

Humanistic education emphasizes humanistic education, with the purpose of perfecting personality and the cultivation goal of focusing on achieving and promoting the harmonious development of the individual's body and mind. The cultural cultivation of human being refers not only to the level of scientific and cultural knowledge possessed by an individual, but more importantly, to the comprehensive embodiment of the individual's knowledge and humanities such as morality and art, as well as the spirit reflected in these knowledge systems in terms of psychology and behavior. Humanities education for college students is mainly reflected in general courses, such as ideology and politics, law, history, literature, etc. However, education in professional courses plays an unmissable and irreplaceable role in cultivating humanities education for college students. I have been teaching Russian for many years, and I have a deep understanding and insight into this. At present, many scholars focus on the cultivation of Russian language talents, the reform and innovation of Russian language education, the current situation of Russian language teaching and improvement measures, etc. Few

scholars pay attention to the role and influence of Russian language professional education on students' humanistic education. Combining my work and thinking about my work, in this paper, I talk about my thoughts and experiences about the function of humanistic education in Russian.

## 2. Functions of Humanities Education in Russian Language at University

Humanities education is an education with the ultimate goal of imparting humanities knowledge, cultivating humanities spirit, and perfecting individual personality. The function of humanities education is "to internalize humanities knowledge into humanities quality, i.e., through knowledge transfer and environmental inculcation, to internalize the excellent humanities achievements and the values, moral standards, human ecology, aesthetic interests, and ways of thinking contained in them into the character, temperament, and philosophy of the educated, so that they can gain insight into the purpose and meaning of life and find the right way of life"(Wang,2010). The Russian language education is essentially a humanistic education. Russian language education is essentially a part of humanistic education, and plays a unique function in spreading humanistic knowledge, enlightening humanistic thoughts, cultivating humanistic spirit, and shaping a sound personality.

### 2.1. Dissemination of humanistic knowledge

Humanistic knowledge is a kind of human understanding of their own culture, basic knowledge about the humanistic field (mainly the field of spiritual life), such as historical knowledge, literary knowledge, political knowledge, legal knowledge, artistic knowledge, philosophical knowledge, religious knowledge, moral knowledge, linguistic knowledge, etc., which is the wisdom power formed and developed by human beings in the recognition and transformation of the subjective world and in the recognition and treatment of the relationship between things and me It is the knowledge expression form of culture. Humanistic knowledge is mainly measured and evaluated by value standards, aesthetic standards, moral norms, etc. It is mainly expressed in the form of literature, art, ethics, political science and other disciplines.

Russian is both a language subject and a rich source of humanistic elements. The Ministry of Education's "Requirements for Teaching Russian as a Foreign Language", revised in 2007, clearly states: "A university course in Russian is not only a basic language course, but also a course to broaden the knowledge of Russian. It is also a quality education course that broadens knowledge and understanding of world culture." - Therefore, the Russian language should be integrated into the study of language knowledge by teaching humanistic knowledge. In the wave of economic globalization, countries are paying more attention to the humanistic aspects of foreign language education.

The reform of the curriculum of the university Russian language has also begun to take into account the cultivation of students' cultural qualities and the transmission of knowledge of international culture, paying more and more attention to students' emotions, shifting from the emphasis on commonality to the emphasis on individuality, and changing from a focus on the transmission of knowledge to a greater concern for the cultivation of students' humanistic qualities. In the teaching process, university Russian teachers should give full play to their creativity, dig deeper into the depth and breadth of the teaching materials and the humanistic factors of thought, sentiment, art and emotion in the materials, optimize the content of teaching, strengthen the explanation and teaching of cultural background, and take the initiative to integrate humanistic knowledge into the classroom. Russian language teachers should follow the rules of language teaching, pay attention to the geography, history, current development, culture, traditions and customs of Russian-speaking countries, and include ideological education in language teaching. Teachers of Russian at university should be able to explore and integrate the content of humanistic knowledge and humanistic qualities in the Russian language textbooks, and infuse them into the teaching practice. According to the actual situation of students at different levels, they should reasonably determine the key points and difficulties of teaching, select subject knowledge and humanistic knowledge, and constantly enrich students with humanistic knowledge.

Teachers of Russian at the university level should also pay attention to social dynamics, relate to students' lives and thoughts, and enhance students' humanistic literacy. Teachers should take into account the teaching materials and flexibly infiltrate humanistic awareness in any aspect of teaching: treat classroom teaching as the main stage and the main position for cultivating students' cross-cultural awareness and ability; at the same time, they should grasp the scale of humanistic infiltration, insist on practicality and avoid vagueness; let students understand different cultural backgrounds, respect multiculturalism, put people first, from the surface to the inside, from the superficial to the deep, and infiltrate the cultivation of students' emotional attitude and values into the learning of language knowledge. The students are taught to understand different cultural backgrounds, to respect multiculturalism, and to develop their emotional and attitudinal values from the superficial to the deep.

The integration of humanistic knowledge into university Russian language teaching should also focus on guiding university students to consciously read some Western classics of literature, history and philosophy. Philosophy can enrich one's mind and exercise one's thinking ability. Western philosophical thought is very rich, and guiding college students to read some Western philosophical books will

constantly reach rational understanding from perceptual awareness and understanding from feeling. Studying these thoughts of western philosophers can not only sharpen the reason, but also sharpen the virtue, and guide college students to have more moral consciousness and humanistic care in practical life. The history of Western civilization covers a wide range of aspects of Western civilization, from social structure and historical events to philosophical thought, literature and art, etc., from the ancient Greek civilization, the foundation of Western civilization, to the modern culture that has steadily advanced and revived in the midst of internal conflicts in Western Europe, linking culture, society and life together and reproducing the historical moments of the development of Western civilization To demonstrate the unique charm of Western civilization. It is necessary to take the initiative to guide students to understand some civilizational history of Western society, and to guide contemporary college students to have Chinese sentiment as well as to form a world vision. Literature is an artistic expression of an individual's understanding of his or her own life, and literary education itself is a kind of aesthetic education and emotional education. Although literary creation belongs to the individual activities of writers, it also has a profound social significance. Western literary classics are the treasures of the world's cultural history. Guiding college students to read the famous Western authors and recite the classics of Western culture can enrich students' humanistic literacy and better adapt to the needs of the future society. Reading these literary works not only enables them to understand the differences and commonalities among different cultures, but also stimulates them to think deeply about human nature and values. Literature does not distinguish between countries, and by guiding students to read and enjoy some western literary classics, they can feel the exotic culture and get the enjoyment of beauty and pleasure from it, and then get the cultivation of sentiment and purification of soul.

## 2.2. Enlighten humanistic thoughts

Humanistic thinking generally refers to "the agglomeration of various social and cultural phenomena centered on human beings, and a rational attitude concerned with the value of life and human destiny. It plays an important role in cohesion, motivation and promotion for human development and social progress" (Wu Xiaoying, 2013). Humanistic thinking mainly develops thinking through four dimensions: first, thinking about the relationship between human beings and themselves, and exploring how to make their lives more meaningful; second, thinking about the relationship between human beings and others, and exploring how to achieve the unity of self-interest and altruism; third, thinking about the relationship between human beings and society, and exploring how to be a responsible person to the country and the nation, and how to be a good global citizen in the globalization pattern; fourth, thinking about the relationship between human beings and nature The fourth is to think about the relationship between human beings and nature, to explore how to deal with the relationship between human beings and other creatures, and how to achieve a harmonious relationship between human beings and the natural world. These questions can help students broaden their horizons and internalize what they know and learn into their own psychological and behavioral guidelines. Russian language at university also has its unique function in enlightening students' humanistic

thoughts and awakening cultural self-awareness.

Cultural self-awareness is the cultural root of the Russian-language enlightened humanistic thinking of the university. From the point of view of cultural prosperity, the revival of Chinese civilization does not mean the rejection of foreign cultures. Chinese civilization has always been open and inclusive, absorbing and integrating heterogeneous cultures, enriching, enriching and developing its own national culture, which in itself is a high degree of cultural self-awareness. In order to cope with the development of global integration, Mr. Fei Xiaotong first proposed the concept of "cultural consciousness" in the Second Senior Seminar on Social and Cultural Anthropology to address the relationship between people. In other words, in dealing with people of different cultures, "we must have a broad mind to treat others, and at the same time, we must reflect on our own culture and understand its origins, so that we can take advantage of its strengths and complement its weaknesses and promote world peace. In other words, cultural self-awareness is the self-awakening, self-reflection and self-creation of culture. Only on the basis of knowing one's own culture, understanding and coming into contact with many cultures, can one be in a position to establish one's place in this multicultural world, and then, through autonomous adaptation, together with other cultures, take advantage of their strengths and complement their weaknesses, and together establish a basic order with common recognition and a set of principles for the peaceful coexistence of many cultures. Each culture can coexist peacefully and take advantage of its strengths" (Fei Xiaotong, 2000). "The culture of the 21st century should be a culture in which East and West complement each other, complement each other and coexist, and continuously integrate with each other." (Sun Youzhong, 2008). The key to cultural self-awareness in college Russian lies in understanding, digesting, and transmitting foreign cultures based on the recognition and inheritance of one's own national culture. In the educational content and curriculum of university Russian, it is necessary to put Chinese history and culture education in an important position, and on this basis, become a bridge between China and the world.

Intercultural critical thinking is an effective way to enlighten humanistic thinking in university Russian language teaching. While appreciating foreign cultures, it is more important to cultivate critical thinking and intercultural awareness among contemporary university students. The different social cultures and ways of thinking of Chinese and Western societies and different ethnic groups are often expressed through language, which in turn forms different linguistic structures. Through comparing and analyzing these different structures students can understand and master a way of observing and thinking about the world, so that they can better identify with others and understand the world. At the same time, the approach to multiculturalism in the teaching of foreign languages and cultures helps students to develop a correct attitude of mind and an inclusive mind, etc. The development of intercultural communication skills in the teaching of Russian language at the university level is not about the students' tendency to accept the values of a particular ethnic group's culture or to identify with the values and behavioral norms of that culture in a single way, but should pay attention to the development of students' critical thinking skills. "In the process of assimilating other ethnic cultures, we should strive to incorporate the excellent contents of foreign cultures into our own cultural system, and

at the same time have a correct understanding and grasp of our own culture and other cultures." (Xi Feng, 2008) The correct attitude of multicultural teaching is to develop judgment and analysis skills by helping college students understand foreign cultures, properly handle the relationship between their own culture and other cultures and make correct choices among multiculturalism. In other words, in cultural teaching, students are taught to understand their own culture and to understand other cultures, and to be able to accept the differences of the same culture and to confirm and accept different cultures in terms of understanding and emotion.

### 2.3. Cultivating the humanistic spirit

Humanistic spirit refers to a value intention of human beings based on life, humanity and personality, which is the process and realm of pursuing truth, goodness and beauty and realizing human dignity and value from human knowledge, emotion and intention. Zhou Guoping defines the connotation of humanism as three levels: first, humanity, the pursuit of human happiness and dignity, which is humanitarianism in a broad sense; second, rationality, the pursuit of truth, which is scientific spirit in a broad sense; third, transcendence, the pursuit of the meaning of life, which is religious spirit in a broad sense. Simply put, it is concern for people, especially for their spiritual life; respect for human values, especially for the value of human beings as spiritual beings (respect for spiritual values) (Zhou, 2015)

The humanistic spirit is the soul of culture, the soul of intellectuals, and the soul of university Russian language education. The ability to cultivate humanistic talents should be the decisive criterion for the success or failure of university Russian language education. The Russian language education must be reformed for the sake of language or ignoring the humanistic spirit. The pedagogue Chomsky pointed out that language learning is essentially an inside-out (spiritual) cultivation and growth. The teaching of Russian at university should not only enable students to understand and master the linguistic knowledge and skills of the Russian language and to develop certain language skills, but also to pay attention to the cultivation of the humanistic spirit of university students. Language learning itself is the cultivation of the spirit of the subject, and it is also the construction of the spiritual subject of the language learner. The cultivation of humanistic spirit in Russian language teaching is a concept with a rich connotation, including both the inculcation of humanistic knowledge in the teaching content and the cultivation of humanistic spirit of caring for people, respecting people and improving people in the teaching process. Therefore, Russian language has a very important role in the cultivation of humanistic spirit of university students.

American educator Robert Maynard Hutchins said, "The purpose of education is not to produce Christians, democrats, communists, workers, citizens, legal persons, or businessmen, but to cultivate human wisdom, and thereby to develop benevolence in order to become benevolent" (Liu, Xinke, 2010). Albert Einstein also pointed out that "a young person should leave school as a harmoniously developed person, not just a specialist" (Einstein, 1979). The cultivation of humanistic spirit is an urgent requirement for higher education. Cultivating the humanistic spirit in the process of teaching Russian language in universities is an integral part of higher education and one of the important elements of the reform of teaching Russian language in universities. The reform of Russian language teaching in universities must be

adapted to the requirements of the times of diversification and individualization of higher education and reflect the development strategy of cultivating humanistic spirit in higher education. It is necessary to incorporate the cultivation of humanistic spirit into the university Russian teaching program, break the traditional concept of language only, combine the content of teaching materials with the cultivation of humanistic spirit, improve students' humanistic literacy and aesthetic ability, and focus on cultivating contemporary university students with broad-mindedness, rich knowledge, high morality and perfect personality. University Russian teachers are both the implementers and practitioners of humanistic spirit cultivation. To improve the humanistic spirit of Russian teachers themselves is to integrate humanistic spirit into university Russian teaching. Teachers of Russian should have a rich knowledge of humanities, a noble humanistic sentiment, a distinctive personality and be able to stimulate students' motivation and interest in learning Russian at university, so that university students will be inspired by the humanistic spirit.

Teaching is a process of emotional activity of both teachers and students, and the most important and valuable manifestation of teaching is students' participation. Therefore, it is necessary to focus on the implementation of humanistic teaching mode in the teaching of Russian language in universities. The whole teaching process should fully reflect the cultivation of humanistic spirit in students, strengthen the learning of Western humanistic knowledge, cultivate the concept of self-actualization of students, respect their human dignity, develop their personality, potential, creative consciousness and abilities, and enable them to become fully developed individuals needed by society. There are many humanistic resources in the university Russian language textbooks and teaching aids that contain profound humanistic spirit, advocate the beauty of humanity, and promote humanistic care. We should deeply explore the humanistic resources in the university Russian language teaching resources, actively guide students so that they can be elevated in their thinking, inculcated in their hearts and spirits, and promote the formation of their healthy and perfect personalities.

#### **2.4. Building a sound personality**

Personality, generally refers to the unified integration of psychological characteristics of social subjects, is a relatively stable structural organization, and affects the inner and outer psychological characteristics and behavior patterns of subjects in different regions, environments and times. Personality education is the promotion of the individual's human realm enhancement ideal personality building and value realization. University education is the period of individual soul development. Cai Yuanpei once pointed out: "Education is the cause of personality formation. If it only serves to instill knowledge and practice skills, but does not incorporate ideals, it is a mechanical education, not one that is applied to human beings" (Zhang Xuelong, 2003). In the current university education, most of them put professional teaching in the first place, while the concern and investment on the spiritual adulthood of college students are far from enough, summarized as three more and three less: too much micro-education, too little macro-education; too much skill knowledge education, too little personality education; too much education of doing things, too little education of being human (Wu Xiaoying, 2013). If higher education neglects to

pay attention to the harmonious development of students' mind, the talents in the future society will no longer have a noble personality realm, and its ending will not benefit the society and even more so the individuals. Therefore, colleges and universities should strengthen the education of students' healthy personality. As a basic course for Russian majors, college Russian has many hours, long duration and wide influence, so we can make full use of college Russian teaching to increase students' knowledge of Russian and cultural awareness to trigger some deeper thinking, and help students form a better self-awareness and sound personality.

Because they are built on their own system of very different cultural backgrounds, Chinese and Western civilizations have very different interests in value pursuit and ethical orientation, which makes people's realistic personality characteristics different. "China emphasizes the whole, the West emphasizes the individual; China emphasizes the spiritual, the West emphasizes the material; China emphasizes the good, the West emphasizes the truth; China emphasizes conformity, the West emphasizes innovation; China advocates the same, the West seeks differences; China seeks stability, the West likes adventure." (Wang Zhe, Qu Lina, 2011). The characteristics of independence, equality, freedom and dignity in the Western personality embodied in foreign languages as the ideographic system of foreign cultures are the spiritual wealth that should be shared by all human beings and are valuable resources for the personality cultivation of contemporary college students. In the current educational situation, strengthening the cultivation of the above-mentioned personality characteristics can make up for the lack of Chinese traditional personality in these aspects, which is conducive to the progress of society and the development of individuals.

Implementing personality development in college Russian language teaching is a complex and difficult task. First, it is necessary to use both textbooks and teachers to deepen the connotation of human development. There are many vivid and touching stories in the Russian language textbook series, which reproduce and solidify the excellent humanistic spirit of human beings, as well as the struggle for self-improvement, the realm of caring for the world, and the taste for simplicity in life. While completing the task of language teaching, students are actively guided to identify with the excellent qualities common to human beings, so that they can be inculcated in a subtle way and thus get out of their narrow self and improve their taste in life. The teacher's own charisma also directly affects the effect of cultivating students' personalities. As a Russian teacher, the first thing is to have high requirements in terms of ideology and morality, and should love his job, love students, be caring and responsible; have a healthy physique, a positive attitude towards life, a warm, generous and cheerful personality, etc. All these will greatly affect the formation of students' personalities. Second, to improve teaching methods. Get rid of the shackles of traditional teaching concepts, change the role of the educator and the educated, encourage students to learn diligently, think positively, master what they have learned flexibly, and effectively guide them to find problems and solve them. We should break the unchanging pattern of teaching Russian language at university, implement open and diversified teaching according to the requirements of innovative education, fully mobilize non-intellectual factors, and give full play to students' creative potential.

### 3. Summary and Discussion

The role of humanities education in cultivating, influencing, and shaping people cannot be overemphasized. Combining years of experience and thinking about Russian language teaching, this paper explores the functions of humanities education from the perspective of Russian language teaching in four aspects: spreading humanistic knowledge, enlightening humanistic thoughts, cultivating humanistic spirit, and shaping a sound personality. These four aspects are interrelated and interdependent, reflecting the gradual upgrading process of humanities education from low to high and from simple to complex. Russian culture is an important part of the world culture. To shape a unique humanistic education in Russian with traditional Chinese culture as the main focus and Russian culture as the supplement, not only requires students' active participation, hard study and digestion, but also requires teachers' deep cultural background and strong awareness of humanistic education, active guidance, various forms and persistent practice, in order to achieve The aim is to shape people with culture.

### References

- [1] Einstein, The Collected Works of Albert Einstein (Volume III), compiled by Xu Lianying, Zhao Zhongli and Zhang Yisan, Commercial Press, 1979 edition, p. 42.
- [2] Fei Xiaotong. Cultural Consciousness in the Process of Social Change and Globalization in China over the Past 100 Years: Speech at the International Anthropological Symposium on Human Survival and Development in the 21st Century[J]. Journal of Xiamen University (Philosophy and Social Science Edition), 2000(04):5-11+140.
- [3] Liu Xinke. The theory of "learning society" and university education: an interpretation of Hutchins' idea of "learning society"[J]. Journal of Hefei Normal College, 2010, 28(04): 44-46.
- [4] Sun Youzhong, English Education and Humanistic Liberal Education, Foreign Language Teaching and Research Press, 2008, p. 88
- [5] Wang Zhe, Qu Lina. Personality differences between Chinese and Western cultures[J]. Journal of Jilin Engineering and Technology Teacher's College, 2011, 27(01): 57-59.
- [6] Wang Su-Ping. Internalization of humanistic knowledge is an important way to improve the humanistic quality of college students[J]. Journal of Hebei Youth Management Cadre College, 2010, 22(05): 15-17.
- [7] Wu Xiaoying: "A New Theory of University Humanities Education", Zhejiang University Press, 2013, p. 134.
- [8] Xi Feng. Humanities Education in Foreign Language Teaching [D]. Shandong Normal University, 2008
- [9] Zhou Guoping. Philosophical Reflections on the Spirit of Humanity [M]. Beijing: China Braille Press, 2015: 6
- [10] Zhang Xueyong. Cai Yuanpei's Worldview Educational Thought and its Realistic Inspiration [J]. Journal of Ningbo University (Education Science Edition), 2003(04): 45-48.