

People-Oriented

The Value Orientation of Higher Education Curriculum Construction

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Abstract—People-oriented is the basic value of higher education courses. It requires us to respect life and individuality, and to measure the standards of the cause of higher education courses by emphasizing the human, human nature, humanistic care and the integration of the humanities and science spirit, beyond the fixed course content. The humane management is the spirit of running higher education courses; educational ideas and training targets are necessary ways of ensuring the survival development of institutions of higher education courses.

Keywords—People-oriented; Higher education Course

I. INTRODUCTION

Curriculum is the basis of the student experience. To ensure growth and mental development, higher education curriculum is the blueprint of fostering talents in universities and colleges. It embodies the basic requirement of the state of higher education, and is an important measure in ensuring the quality of higher education is capable of realizing the objective of higher education. The course was set up by the people, for the people, and belongs to the people's practice. The concept is the precursor of action; the higher education curriculum should have what kind of idea? What is the fundamental purpose of the building or the ultimate goal?

II. THE PRESENT SITUATION: PRACTICAL RATIONALITY OF TRESPASS AND RATIONAL VALUE OF LOST

By examining the status quo of the current higher education course, it is not difficult to find that there are many drawbacks. Students are regarded as passive objects, empty vessels ready to be loaded with knowledge; leading to a purely external pressure. Higher education courses will become a trainer and controller of the carrier; in a control between educators and the educated, and the relationship between oppression and the oppressed. In this relationship, the human nature is slaughtered by physical property, the course is becoming a tool, the living things inanimate objects; through the absolute control of life, life lost is a basic quality, freedom was excluded from the teacher's development, and students have been "mutilated". People who do not treat others as free and independent thereby neglect and contempt human dignity.

Rationality itself is comprehensive, and in the external form of rationality, "that is in it for naturalism and objectivism in a paranoid" [1], the practical rationality of trespass, modern people become a "rational" and the lack of "human nature" became the technical tools, became lack of emotion. "The machine" of human nature increasingly led to the loss of the integrity of people's life, people's spiritual world. The rational value is missing; rational becomes a single practice form of science and rational. Utilitarian, shallow, mediocre, and narrow mindedness is sucking whole rich humanity; other parts of the human nature, such as ethics, aesthetic sentiment, and so on are nothing; ultimately, we are witnessing the loss of the existence and development of fundamental care for human life. "I just saw the fact, science caused the fact" [2]; under the hegemony of practical reason in the field of higher education characterized by science and education, we see the decline of humanities education. Higher education course professors became so to teach scientific knowledge, technology and skills, the practical rationality of trespass, however destroy the rational development of comprehensive, make a person lose freedom, instill spiritual emptiness... become a man of "personality".

III. PEOPLE-ORIENTED, THE INEVITABLE CHOICE OF HIGHER EDUCATION CURRICULUM

Higher Education Curriculum not only has to make a living off the extrinsic value of institutions of higher education courses, but also has to ensure the intrinsic value meets people's spiritual needs. While the external value is limited, the intrinsic value is infinite; higher education creates self, self-perfection, and is a main step on the path of self-realization. The ultimate goal of higher education courses is to better life: as life and life of the field, as expression of happiness and responsibility, a requirement for the respect of life, the respect of individuality, people-oriented, guide the complete construction of human nature, pay attention to person's full scale and long-term development. "People-oriented" is not a fashionable empty slogan, but the most valuable, most essential and morally fundamental aspect; it is the basic value of higher education courses.

With the great progress of science and technology, rapid improvement in productivity level and people's conception and comprehensive update, people pay more and more attention to their own spiritual life and social existence, more

and more importance to the realization of personal value. The role and status of the individual should not be ignored, all-round development of personality rights absolute, man is the center of higher education courses. Man is also the starting point of higher education courses, as well as the home; people are the foundation of the higher education curriculum; they are fundamental. The concept "People-oriented" is the inevitable logic of the development of higher education courses; promoting the all-round development of people is the essence and core of higher education courses.

The value orientation of higher education courses adhere to people-oriented, adhere to the principle of human nature rather than physical principles; it is the former education practice that placed too much emphasis on social standards and practical and scientific rationality, not coordinate society and individual, utility and value. A kind of response to the relationship between science and the humanities, it represents a trend of the development of higher education courses. People were treated as purpose rather than tools, the potential of people greatly increasing rich spiritual life, in the narrative of the rich and colorful life, people can, through their own efforts, try to become the creator of a better life. The higher education school spirit, education ideas and training targets have the connotation of higher education courses and image. This is the direction of our efforts, and the only way for the survival of the development of higher education courses.

IV. THE PEOPLE-ORIENTED CONNOTATION OF HIGHER EDUCATION CURRICULUM

The main body of high school students' interests can be effectively safeguarded; thus the relationship between this and school reputation – school is the key point of further development. "People-oriented" in colleges and universities should focus on students, the student is not only a school of vulnerable groups, with a relative lack of social experience, life experience and learning experience; but also childish and immature. [4] People-oriented higher education courses are designed to keep the student at the center; focusing on their development and paying attention to make sure students with broad knowledge build their self-esteem, self-respect, self-confidence, self-improvement and personality. They are devised to establish self-design, self-realization and self-transcendence values, as well as establish a scientific and democratic spirit and social responsibility, inspire their desire of truth, goodness and beauty, and to help shape a good heart.

A. *Maintain the dignity of the life and activate the subject consciousness*

The pursuit of the essence of life is the inevitable requirement of the people-oriented institutions of higher education courses. In terms of the essence of life, happy life is a meaningful life, happiness is more important than success; people can not succeed without happiness - the pursuit of happiness is not to be ignored by humanity. A higher education course without happiness is like a sky without the sun. If institutions only pay attention to the rules and focus solely on employment, ignoring students'

happiness – sacrificing students for the success of a particular aspect of happiness – then the one-sided higher education curriculum must be deemed a failure. The success of the higher education curriculum must be people-oriented; it must comply with the inherent requirements of people, the satisfaction of the demand and its realization process, and be educated in the process of the growth of body and mind. To successfully complete a higher education course, not only in a blind, passive pursuit of employment, the process must allow happiness – even if the matter is vigorous, the profession flat with no waves, it is a success. A successful company must also be a happy one in order to claim real success. In higher education, in the process of curriculum implementation, the 'people-oriented' concept must be adhered to; the pedagogue as a "subject", as a "life", the students as an implementer of life itself: with respect for life, reflection on the human nature, sufficient space given to the development of personality, waking life, exciting life, the ability to guide the student to the power of life, to motivate students to pursue a better life and infinite power. The goal can only be reached through the participation of students, with their transparency; students must be stimulated, curiosity must be rewarded and learning must be fun; so as to inspire the students' ability of intuition, imagination and thinking in images. The higher education curriculum implementation process must become a life of passion, heart, and heart communication dialogue.

In the practice of the higher education curriculum, the teacher must jump out and go beyond the role of traditional knowledge transfer, recognizing that he does not only have the duty "teaching", but of creating new spiritual life. Teachers must shift from "professional teacher" to the teachers of "life". "Teachers" of the life not only have human nature, but also spiritual. Spirituality is the state of the language - not words but meanings. It is instinct, it is the most intelligent, the most sensitive, something even the most intelligent robot can never be, it embodies the knowledge, embodies the thinking, embodies the unity of humanity and the spiritual teacher. There must be great passion, great creativity, the potential to burst into this obsession, sublimate the spirit world; as that is the soul of the teacher, higher education is the soul of the engineering course. Type of teachers can in their own life awaken the potential of students, with their own way of cultivating students' noble moral character; the wisdom of the students with their own wisdom, with their own spirit giving rise to the students' intelligence. Therefore, higher education courses must focus not only on student life, but also pay close attention to teachers' life development, because the teacher's students are a 'life' for a 'life'.

The human-oriented cause of higher education courses is like a giant tree, not only flourishing and wanting deep roots, not only having the "length" and "breadth", but namely to the person's life care and concern for all people all aspects of life. A higher education course must have more to it than "depth", namely the awareness of the ultimate meaning and ultimate concern about life, the improvement of people's mental state, enabling humanity to purification, sublimation. People-oriented transcend the stakes of institutions of higher

education courses, into a kind of "I left two", "harmoniously blended" mental state, in the peace of nature together; here, the teacher's spirit with the intelligence of the students' spirit inspire each other. Here, the teacher and the students do the same table, with their secular meal and the meal of eternal life. Change the past that passively adapted to the current situation of the development of social economy and politics; and guide the development of social economy and politics to help people in the direction of development. Teachers try to create a harmonious atmosphere and unrestrained thinking space; to let the students spirits and active thinking run amuck, and make their thoughts stretch for thousands of miles.

B. Of science, humanities, and take care of education essence

At present, our country's higher education courses generally ignore the study of the humanities. The students know the normal society; to participate in social activities in the future will bring adverse impact. The scientific world and human world homologous symbiosis complement each other. The human world is at the core of human survival, the humanities world known to participate in is: created, embodies the purpose, significance and value, also shows the human subjectivity in the human world and freedom. Of the scientific rationality that exists in the scientific world, a slave to the rational, spiritual crisis, unable to go deep into the student's heart and touch a chord in life. Of course, knowledge will not be denied, technology and efficiency in higher education courses play an important role, but we should also see clearly that their range is limited, growth is more important than achievement, the adult is more important than success; life, production ability and knowledge is not the same thing, life can't back into the production problems, and having the knowledge does not represent ability - life is not a pure can include the efficiency principle.

People-oriented higher education course curriculum should not stem only from the fields of science, and should draw nourishment from the field of humanities. Scientific truth, humanistic service as good, truthfulness is responsible for the objective world and its rules, the service is responsible to the people of society, seeking for good blend, is a comprehensive real responsibility. No higher education curriculum program is complete, of course higher education courses should have scientific basis and J brand, but also, not for the good of higher education curriculum program, they should have cultural connotation and spirit. Higher education course construction should be the humanities and natural sciences, humanities value and the scientific spirit in areas such as the integrated essence of science and humanities knowledge. The single skill bias and defect mode of thinking should be challenged in order to make the choice of the development of the curriculum system into a dynamic, sustainable ecosystem and complete culture.

C. Beyond the fixed content, pay attention to experience

The humanist curriculum knowledge cannot be discipline, oppressive students' heart and soul, language, physical

strength and so on various aspects of alienation. This is the most basic of aspects; otherwise, the curriculum knowledge is most likely to clash with educational function of the reactionary. First of all, higher education must face up to the relativity of the teaching material, teaching activities, and open materials. Teaching material must be enriched, and beyond the teaching material, teaching must become the real "springboard" for teaching activities, it must be strong for student learning and innovational activities. Course content cannot be confined to the teaching material, social development and the latest achievements of scientific and technological progress. To function as good teaching materials and fully reflect the condition of subject knowledge and practice "contact", the "text" of teaching for the teachers and students must remain continuously fresh. Second, the preset of lesson planning should be flexible, elastic. An American scholar investigated the relationship between the curriculum and teaching: as course can be considered music; playing is the work of teaching. Each player can have a different experience to the same music; the outcome and effect will be very different. Why are some conductor and bands particularly popular; not primarily because they play music, but because of their understanding of music and their performance techniques. [6] In the process of curriculum implementation, there may be some unexpected things teachers must improve. The occasion, bold creation, full development and utilization of education resources, the rich "multidimensional conversational language", the integrated use of text narration and image rendering, realizing the paper textbooks and the combination of network course - it is based on network support, with each chapter of knowledge of the curriculum and teaching activities of sex or artistic records/like, so as to bridge the text description and the actual activity. Each chapter of the main concepts and basic theory of vivid intends to ascend the learner's affinity and appeal, make the content more close to the truth, and reaffirms the purpose of the teachers and students - to learn and improve together. Again, to go beyond the mechanical ability, institutions of higher education courses must have a nurturing ability; the ability should not be engaged in specific professional skills, but should be ability focused on survival and developmental talents. To be able to adapt to society with an ability to accept new things, cope with change and setbacks within a higher education course - the education cannot be one-sided, the cultivation of ability cannot go to extremes. Otherwise, it can affect to students' skill certificate, the death of one's personality, and higher education courses may run aground. Curriculum must instill the knowledge "of learning is to learn, but also to see and experience the world, and thus get more fully in the sense of mind".

D. Improve the school management, provide the system guarantee

Higher education courses, in addition to relying on our clear and meaningful the goal as stated above, must also have a people-oriented management. To maintain the status quo of institutions of higher education courses, the victims of the bureaucracy and corruption recession, is mainly aimed at the traditional education management of heavy "thing",

"content" and despising "people" problems. At the forefront of schools that carry out the program, the primary school curriculum management is of great significance to the realization of the objective. Modern society, the concept of service management is more and more accepted by more and more managers, management forever is only a means, not purpose, thoughtful and efficient service should be the goal of any management. Human-oriented curriculum management must strengthen the service consciousness, the constraint and the command, not condescending control and intervention, but everyone as both fighters and commanders. Great importance must be attached to the human factors, prominent peoples status, people-centered, people's full realization of the value, dignity, freedom, and potential. "Around people, rely on the people, for the sake of the people", [8], of course, this "person" includes the higher education curriculum development, implementation and evaluation of relevant personnel, not specifically referring to the students.

V. CONCLUSION

Higher education curriculum management has the primary role of serving the development of students, teachers and schools of thought. They must jump out of the bureaucratic model, get rid of the shackles of formalism, play down the military and administrative command, and control and relationship, highlight a cooperative, win-win, friendship-type equal relationship, attach great importance to the professional, technical curriculum management means, reduce administrative means of intervention, let the teachers and students "politically participate", total business school, combining management and self management, give full play to people's subjective initiative. Therefore, for managers, the first thing to constantly adjust are the management decisions and measures to establish or adjust the relevant agencies, to provide the necessary equipment and funds, improve the related management system, guarantee the quality of the curriculum implementation, the opening of the course, teachers, evaluation standard; the arrangement of each teaching link should be in the form of a system, and integrated into the daily education school activities. Second, the center of management should lean more towards the direction of guidance; gaining experience, specific help and creating the right conditions, the emphasis on humanistic care, respect the students and teachers, attach great importance to the cooperation and exchanges, to provide teachers with some basic, directional, demonstration of the case, admit that there are all kinds of differences between teachers, help teachers in different starting point for development, according to the needs of students for teachers to provide services. Essentially, through effective management and service, teachers should be helped to become the "teacher" of life as soon as possible. Again, it must be strived for, as much as possible, to create a perfect curriculum implementation environment. Through the institutional construction, the school forms a kind of advocating science - advocating the atmosphere created between teachers and students. Teachers and students must learn to care for each other, help each other, engage in mutual communication and a dialogue of school culture; to

make the school not only a place for students' growth, but a place where teachers can continue learning and the learning organization can be constantly improved. Finally, the people-oriented relationship must deal with the system construction, and strict management. System construction is the necessary means to assure curriculum management standardization - humanist curriculum management cannot fully realize the function and value of a standardized management system.

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