

Multi-culture and School Humanistic Quality Education Practice

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Abstract: With the accelerated development of globalization and the increasingly frequent international exchanges, various cultures blend into each other and form a multi-cultural phenomenon in which different cultural backgrounds, values and social habits are interwoven. In this context, school education has brought new opportunities and challenges for development, and how schools deal with the deviation of values and core literacy under the multicultural environment has become the main direction of school education reform. Humanistic literacy is embodied by students' understanding and appreciation of human culture, respect and pursuit of human wisdom, and recognition and practice of human values. Humanistic quality education under multi-culture can cultivate students' cultural sensitivity and cross-cultural understanding ability, make them more open and inclusive, and better understand China's traditional culture and socialist core values. Enhance students' cultural confidence. The purpose of this study is to explore the relationship and interaction between multicultural education and the practice of humanistic quality education in schools, and to explore how to promote the development of students' humanistic quality through multicultural education.

Keywords: Multi-culture; School; Humanistic quality education; Practice

1. Introduction

In the modern society with the continuous advancement of globalization, UNESCO and other global organizations have clearly pointed out the importance of multiculturalism, which can help countries carry out better exchanges and interactions. Every country should actively respond to the current situation of multiculturalism, so as to promote social harmony, stability and sustainable development. However, under the impact of multi-culture, students are easy to be influenced by foreign cultures, and there are deviations in values and cognition. If effective measures are not taken for correct guidance, it is easy to bring threats to the construction of social civilization in China. As an important base for training high-quality talents, school education needs to integrate multi-culture into educational practice, cultivate humanistic quality, help students enhance their understanding and respect for different cultures, cultivate their cross-cultural communication ability and cooperation consciousness, and on this basis, better understand and understand China's traditional culture.

2. Opportunities and challenges brought by multi-culture to school humanistic quality education

2.1 Opportunities

2.1.1 Help enhance students' cultural inclusion

In a multicultural social environment, students will be exposed to the cultural backgrounds and folk customs of more countries and regions, understand the differences and similarities between different cultures, realize that each country has its own unique cultural identity and background, and no culture is absolutely superior, help students to discard prejudice and discrimination, and cultivate their inclusive and respectful attitude towards other cultures. To better understand and respect other cultures and foster their cultural inclusiveness; The school itself is a multicultural community, especially the university campus, where students come from different cultural backgrounds. Through multicultural education, the school can create an inclusive and harmonious learning environment, so that every student can feel that their cultural identity is respected and valued, and it is easier to communicate and cooperate effectively

with classmates from different cultural backgrounds. It is very important for students' personal development and future career.

2.1.2 Cultivate students' intercultural communication ability and international awareness

With the development of globalization, cross-cultural communication has become more and more important, and English is also the main subject of school education in various stages in China. Multicultural education can help students understand the culture, values and traditional customs of different countries and regions when learning English and other foreign languages and serving you well, and communicate and cooperate with classmates from different cultural backgrounds. Learn how to respect, understand and tolerate other cultures, cultivate students' intercultural communication ability, so that they can freely cooperate and communicate with people from different cultural backgrounds, especially in English and other subjects, understand the cultural differences of other countries and regions, recognize the diversity and complexity of the world, and cultivate students' international vision and global awareness. Better adapt to the requirements of career development in the era of globalization.

2.1.3 Cultivate students' critical thinking and awareness of multiple viewpoints

Multicultural education provides students with a diverse and inclusive learning environment, so that students can be exposed to different cultures, different views and different values, through learning and understanding the views and values of other cultures, students will learn to question and analyze the rationality and feasibility of different views, so as to form their own independent way of thinking.

2. Challenge

2.1 The multi-values under the multi-culture influence the students' socialist core values

In the context of multicultural education, students are exposed to views and values from different cultural backgrounds, and there are bound to be certain differences in culture and values under multicultural culture, even contradictions and conflicts, and there are differences with China's socialist core values and Marxist ideology. It is easy to be affected by Western hedonism and money worship, and may face confusion and conflict about its own cultural identity and core values, resulting in value deviation.

2.2 Negative values affect students' sense of national identity

Under the environment of multi-culture and information age, students have more and more channels to contact diversified information and multi-culture, and the quality of Internet information varies from good to bad, and students may be exposed to some negative values, especially negative values such as discrimination, prejudice and exclusion, which may have an impact on students' faith, political literacy and national identity. Especially the impact on Chinese traditional culture, many of our traditional culture is facing the threat of loss, while Western music culture, festival culture has been concerned, affecting students' national identity.

2.3 Entertaining popular culture impacts students' moral quality

Under multi-culture, there are more forms of expression, such as popular culture and traditional culture, etc. In particular, popular culture is a cultural form that is widely popular among the public and easy to understand and accept. It gradually shows the characteristics of entertainment and so on. While bringing joy to students and enriching their entertainment life, many recreational popular cultures also pay more attention to commercial interests. In particular, the cultural impact brought by the entertainment culture of Japan and South Korea to our young students, as well as the wrong value orientation contained in various bad film and television works, entertainment programs and other contents, many young people have excessive consumption, opportunistic and other wrong moral behaviors, affecting the moral quality of students.

3. Multi-culture and school humanistic quality education practice strategy

3.1 Explore the humanities content in various disciplines and join the curriculum integration

Schools can actively collect educational resources on multi-culture, especially the multi-culture in China's traditional culture, such as Confucianism, Taoism, traditional etiquette culture, national culture, etc., and integrate them into the humanistic quality education of schools. Schools can set up special humanities courses, such as philosophy, ethics, etc., to help students explore the wisdom and value of human civilization, and integrate multicultural understanding and the inheritance of excellent traditional Chinese culture into teaching to enrich students' learning content and experience. Schools can also integrate humanistic quality education into the teaching of various disciplines, especially the courses of history, politics, humanities and art.

3.2 Enrich the education mode and realize the comprehensive humanistic quality education

3.2.1 Carry out various theoretical education activities such as lectures and exchange meetings

The school can invite experts, scholars or professionals in the industry to hold thematic lectures in the school to introduce and interpret theoretical knowledge and latest research results related to multiculturalism, guide students to pay attention to social hot spots, think about the meaning of life, and cultivate their humanistic care and sense of responsibility; Students can also be encouraged

to participate in humanistic quality education clubs, such as traditional opera clubs, classical musical instrument clubs, classic book reading clubs, etc., to provide a platform for students who are interested in humanistic quality education to learn, communicate and practice, so that students can have a deeper understanding and reflection on multi-culture; The school should also use the school information teaching platform, broadcasting station and so on to promote humanistic quality education, establish a good cultural atmosphere of humanistic quality education on campus, and strengthen education in a subtle way.

3.2.2 Organize cultural exchange activities to stimulate students' awareness of participation

Schools can organize students to visit art exhibitions, historical relic museums, cultural sites and other places to let students personally feel the charm and heavy of our country's excellent traditional culture, stimulate students' interest in culture. Students can also be organized to participate in calligraphy, painting, music, dance, drama and other cultural experience activities, so that students can experience the fun of culture and art; Students can also be organized to participate in community service, volunteer activities, cultural protection and inheritance and other practical projects, so that students can personally participate, experience the practical significance of humanistic quality education, and cultivate students' good sense of responsibility and patriotism, so that practical activities become an important part of humanistic quality education in schools.

3.3 Strengthen the cooperation with society and family, and realize the diversified development of humanistic quality education

The practice of humanistic quality education in multi-culture schools not only depends on school education, but also the cooperation between parents and society is crucial, especially the publicity of social media and the creation of social environment. Relevant government departments should strengthen the management of facilities around the campus, reduce the setting of Internet cafes, dance halls and other cities, and require the new media industry to strengthen the management of bad information on the Internet, and actively promote the sharing of correct values such as excellent traditional Chinese culture and socialist core values, so as to create a good humanistic quality education environment for students.

4. Peroration

Under the background of multicultural times, on the basis of expanding students' vision and enhancing their cross-cultural awareness, it also brings a great impact on students' values and cultural cognition. It is necessary for schools to strengthen the practice of humanistic quality education, promote students' multicultural identity and quality development, cultivate their humanistic care and social responsibility, and better cope with the needs of society. The society and family should also strengthen the cooperation of the school's humanistic quality education to realize the comprehensive development of humanistic education.

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