

# Research on the reform model of liberal arts major education and teaching in local colleges and universities under the background of new liberal arts

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## Abstract

Currently, under the background of my country's new liberal arts, liberal arts professional education in local colleges and universities is facing increasingly severe challenges and opportunities. This study aims to explore the reform model of liberal arts major education and teaching in local colleges and universities that adapts to the needs of new liberal arts, in order to improve teaching quality and cultivate students' comprehensive literacy. The study provides an in-depth analysis of the current problems faced by liberal arts majors in local colleges and universities, and proposes a set of innovative reform models. Through the discussion of this study, it aims to provide a feasible reform path for liberal arts major education in local colleges and universities to adapt to the development needs in the new liberal arts background and promote the innovation and upgrading of the liberal arts major training model in local colleges and universities in my country.

## Keywords

local colleges and universities; new liberal arts education; educational reform

## 1. Introduction

In the context of the new liberal arts era, liberal arts professional education in local colleges and universities is facing unprecedented opportunities and challenges. The rapid development of social economy and the rise of knowledge industry have made the demand for liberal arts majors more diversified and complex, which has put forward higher requirements for local colleges and universities. In order to adapt to the trend of the times, local colleges and universities urgently need to deeply reflect and actively explore to better cultivate liberal arts professionals who meet the needs of society.

the new liberal arts background, the education and teaching reform of liberal arts majors in local colleges and universities not only needs to focus on the update and expansion of subject knowledge, but also needs to pay attention to the cultivation of students' comprehensive literacy, including critical thinking, innovative consciousness, practical ability, etc. The purpose of this study is to deeply explore the reform model of liberal arts major education and teaching in local colleges and universities under the new liberal arts background, with the goal of improving subject levels and cultivating students' comprehensive quality, to help local colleges and universities better adapt to the needs of society and cultivate better students. Competitive liberal arts talents.

## 2. The necessity of education and teaching reform in liberal arts majors in local colleges and universities under the new liberal arts background

In the context of the new liberal arts era, the reform of liberal arts professional education and teaching in local colleges and universities is urgent. The rapid development of society and the

diversified knowledge needs have put forward new requirements for liberal arts professionals. The traditional education model has been unable to adapt to today's society's expectations for higher-level literacy of graduates majoring in liberal arts. Therefore, the reform of liberal arts professional education is urgent to meet the challenges of the new era.

The key to reform is to adapt to the needs of society. Modern society's requirements for liberal arts professionals are not just about imparting subject knowledge, but also emphasizing their ability to be comprehensive, innovative and practical. This requires us to re-examine the education and teaching model to make it closer to practical application and place more emphasis on interdisciplinary learning experience.

In addition, reforms also need to pay more attention to the individual development of students. Cultivating compound talents is a top priority for liberal arts professional education, which means that students need to develop interdisciplinary thinking and practical operation capabilities in addition to professional knowledge to cope with the complex and ever-changing social environment. Reforms can better meet the needs of students' individual development by strengthening the cultivation of practice orientation, innovative thinking and problem-solving abilities.

This reform is not only to improve students' employment competitiveness, but also to cultivate liberal arts professionals with a sense of social responsibility and international competitiveness. Through the introduction of international education, students' global awareness and cross-cultural communication skills are cultivated, so that they can better adapt to the international social environment.

The reform of liberal arts education and teaching in local colleges and universities is not only an update of the traditional education model, but also an inevitable choice to meet the challenges of the new era. Only through comprehensive and deepening reforms can liberal arts majors in local colleges and universities better play their unique role in cultivating talents and promoting social progress. Generally speaking, the reform of education and teaching in liberal arts majors in local colleges and universities is urgently necessary to adapt to social development, cultivate comprehensive talents, improve employment competitiveness, and promote innovative thinking. This kind of reform is imperative so that liberal arts majors in local colleges and universities can better adapt to the needs and challenges of today's era.

### **3. Issues on the education and teaching reform of liberal arts majors in local colleges and universities under the background of new liberal arts**

In the context of the new liberal arts, the education and teaching reform of liberal arts majors in local colleges and universities faces a series of challenges and problems. These problems need to be carefully considered and solved to ensure that the education system can better adapt to the development needs of the times.

#### **3.1. The curriculum system is outdated**

Under the new liberal arts background, a prominent problem in the education and teaching reform of liberal arts majors in local colleges and universities is the obsolete curriculum system. This problem is rooted in multiple factors and reflects deep-seated contradictions in the relatively lagging education system and the incoordination between social needs and subject development.

First, changes in social needs exceed the update speed of the traditional curriculum system. In the new liberal arts era, society has put forward higher-level demands for liberal arts professionals, emphasizing the cultivation of comprehensive qualities, innovative abilities and practical experience. The traditional liberal arts curriculum system may lag behind in meeting

these new needs and fail to adjust the curriculum structure in a timely manner so that it can better serve today's diverse and complex society.

Secondly, the continuous expansion of knowledge fields has made the curriculum in the new liberal arts era more extensive and complex. The field of liberal arts no longer only involves traditional literature, history, philosophy and other disciplines, but also includes emerging fields such as digital humanities and environmental humanities. However, the liberal arts curriculum systems of some local colleges and universities have failed to adjust and expand in a timely manner, making it possible for students to be unable to acquire cutting-edge knowledge in emerging fields, affecting the breadth and depth of their subjects.

The relatively lagging education system is also one of the reasons for the obsolete curriculum system. Local colleges and universities may be restricted by relevant education management systems, policies, resource allocation, etc., which limits the progress of curriculum reform. The lack of flexible management mechanisms and innovation mechanisms results in a relatively conservative curriculum system that cannot quickly adapt to the rapid changes in social development.

Overall, the obsolete curriculum system has become an urgent problem to be solved in the education and teaching reform of liberal arts majors in local colleges and universities under the new liberal arts background. As for the underlying reasons for this problem, it is necessary to conduct more comprehensive thinking and research in terms of paying attention to changes in social needs, expansion of knowledge fields, and innovation in the education system, so as to formulate a more scientific and flexible curriculum update mechanism and promote more liberal arts professional education. Well adapted to the requirements of contemporary society.

### **3.2. Single teaching method**

In the context of the new liberal arts, the singleness of teaching methods is a prominent problem in the reform of liberal arts professional education and teaching in local colleges and universities. The occurrence of this phenomenon involves many factors, including the continuation of traditional educational concepts, the relative solidification of the teaching staff structure, and poor communication mechanisms within and outside the discipline. It comprehensively affects students' subject understanding, innovation ability, and practical application level.

First, the traditional philosophy of liberal arts education may lead to a single teaching method. In the past education model, focusing on instilling and imparting knowledge was the main teaching method. This traditional concept may lead some local colleges and universities to focus too much on teaching in liberal arts professional education and lack more diversified and interactive teaching methods. In the new liberal arts era, educational concepts gradually emphasize the subject status of students and require the cultivation of their critical thinking and innovative consciousness. However, traditional single teaching methods are difficult to meet these requirements.

Secondly, the relatively solid structure of the teaching staff is also a reason for the problem. There may be some teachers in local colleges and universities who have been engaged in traditional teaching methods for a long time and lack interdisciplinary teaching experience. Due to the development of interdisciplinary subjects and the expansion of liberal arts fields, a team of teachers with more diverse backgrounds is needed. However, some local colleges and universities may fail to update and train their teacher structures in a timely manner, resulting in relatively single teaching methods that fail to adapt to the teaching needs of the new liberal arts era.

At the same time, poor communication mechanisms within and outside the discipline are also one of the reasons for the single teaching method. In the new liberal arts era, exchanges and cooperation among various disciplines have become closer, but barriers between disciplines

may exist in some local colleges and universities, and teachers lack opportunities for multi-disciplinary collaboration. This situation may result in the teaching methods of liberal arts majors being limited to narrow subject categories, making it difficult to introduce new teaching concepts and methods.

To sum up, the single teaching method has become a significant problem in the education and teaching reform of liberal arts majors in local colleges and universities under the new liberal arts background. This is mainly rooted in the persistence of traditional educational concepts, the relative lag in the structure of the teaching staff, and the poor communication mechanisms within and outside the discipline. To solve this problem, local colleges and universities need to change their thinking on educational concepts, focus on interdisciplinary training and professional development of teachers, promote exchanges and cooperation between disciplines, and introduce more diversified and interactive teaching methods to better To adapt to the development trend of the new liberal arts era and cultivate liberal arts professionals with more comprehensive qualities and practical abilities.

### **3.3. Insufficient practical links**

Insufficient practice links are an important issue in the education and teaching reform of liberal arts majors in local colleges and universities under the new liberal arts background. Its emergence is mainly affected by many factors, including changes in social demand for talents, the continuation of traditional educational concepts, and the relative structure of the teaching staff. lag and many other levels.

First of all, changes in society's demand for talents are one of the important reasons leading to insufficient practice links. In the new liberal arts era, society has put forward higher-level requirements for liberal arts professionals, which not only require them to have solid theoretical knowledge, but also emphasize their application capabilities and practical experience in practical work. However, due to the limitations of the traditional education model, some local colleges and universities failed to adjust the curriculum structure in time, so that the practical link could not be effectively integrated into the students' learning process, resulting in their lack of practical operations and social practice opportunities during their school days.

Secondly, the continuation of traditional educational concepts is another important reason for the problem of insufficient practice links. Traditional concepts tend to focus on imparting theoretical knowledge and ignore the importance of practical operations and practical applications. The continuation of this concept makes some local colleges and universities still prefer classroom explanations in liberal arts professional education, while ignoring students' needs to cultivate innovative consciousness and practical problem-solving abilities in practice.

The relative lag in the structure of the teaching staff is also a reason for the lack of practical links. The teaching staff of some local colleges and universities may have relatively single teaching experience and lack of practical work experience. In the new liberal arts era, the continuous expansion and development of disciplines requires teachers with practical experience to lead students to better apply theoretical knowledge to practice. However, the lagging structure of the teaching staff prevents the practical link from being fully valued.

In addition, the problem of insufficient practical links may also be limited by the resources and conditions of local colleges and universities. Lack of relevant practical facilities, training bases and cooperation opportunities with enterprises makes it difficult for local colleges and universities to provide students with sufficient practical opportunities. This is also a practical constraint that leads to insufficient practice links.

To sum up, the lack of practical links is an urgent problem that needs to be solved in the education and teaching reform of liberal arts majors in local colleges and universities under the background of new liberal arts. Its emergence involves many factors such as changes in social demand for talents, the continuation of traditional educational concepts, the relative lag in the

structure of the teaching staff, and the limitations of local school resource conditions. To solve this problem, local colleges and universities need to constantly adjust their educational concepts, emphasize the combination of practice and theory, strengthen the training and introduction of teaching staff, and actively carry out the construction and cooperation of practice bases to ensure that students can obtain substantial practice during their time in school. experience to better adapt to the needs of society and lay a solid foundation for their future career development.

### **3.4. Insufficient integration of disciplines**

Insufficient subject integration is a key issue in the education and teaching reform of liberal arts majors in local colleges and universities under the background of the new liberal arts. It arises from multiple factors such as society's demand for compound talents, interdisciplinary integration of knowledge fields, and the relative lag of the education system in local colleges and universities. factors are closely related.

First of all, changes in society's demand for talents are one of the root causes of the problem of insufficient subject integration. In the new liberal arts era, society has put forward higher-level requirements for liberal arts professionals, hoping that they can possess interdisciplinary comprehensive qualities, not only have profound knowledge in professional fields, but also be able to span multiple subject areas and solve complex problems. However, the liberal arts professional education in some local colleges and universities is still relatively narrow, lacks organic integration between disciplines, and fails to meet society's demand for comprehensive talents.

Secondly, the interdisciplinary integration of knowledge fields calls for innovation in liberal arts professional education. In the new liberal arts era, knowledge fields no longer exist in isolation, but interpenetrate, intersect and integrate. Traditional subject divisions and professional settings may no longer fully meet the needs of social development. However, some local colleges and universities may have failed to actively promote interdisciplinary integration among liberal arts majors due to limitations of the education system, resulting in a relatively rigid disciplinary structure and insufficient disciplinary integration.

The relative lag in the structure of the teaching staff is also one of the reasons for the insufficient integration of disciplines. Due to the persistence of traditional educational concepts and professional division of labor, the teaching staff of some local colleges and universities may be relatively single and difficult to cover multiple subject areas. This makes it difficult for the concept of subject integration to be fully reflected in the teaching process, limiting students' deeper cross-learning between different subjects.

At the same time, some local colleges and universities may be subject to traditional subject evaluation and ranking systems, resulting in large boundaries between disciplines and making it difficult to form an organic interdisciplinary cooperation mechanism. This institutional limitation may hinder the development of subject integration, making local colleges and universities face challenges in cultivating compound talents with comprehensive qualities between subjects.

To solve the problem of insufficient subject integration, local colleges and universities need to deeply understand the demand for comprehensive talents in the new liberal arts era, strengthen the transformation of educational concepts, and promote innovation in subject integration. By adjusting professional settings, expanding the structure of the teaching staff, promoting in-depth cooperation and exchanges between disciplines, building an interdisciplinary curriculum system, and cultivating students with interdisciplinary thinking and practical application abilities, local colleges and universities can better adapt to the new liberal arts era. meet the development needs and provide students with a more colorful subject learning experience.

#### **4. The reform path of liberal arts major education and teaching in local colleges and universities under the background of new liberal arts**

In the context of the new liberal arts, it is imperative to reform the education and teaching of liberal arts majors in local colleges and universities. In the face of society's new requirements for talents and the rapid expansion of knowledge fields, traditional teaching methods and curriculum settings can obviously no longer fully meet the extensive knowledge and comprehensive qualities students need in contemporary society. Therefore, in order to better cultivate liberal arts professionals with innovative spirit, practical application ability and interdisciplinary comprehensive quality, local colleges and universities urgently need to implement a series of innovative education and teaching reform measures. Through the organic combination of strategies such as updating the curriculum system, diversifying teaching methods, strengthening practical links, and promoting subject integration, the liberal arts major education and teaching in local colleges and universities will be closer to social needs, laying a more solid foundation for students to become all-round professional talents.

##### **4.1. Update the curriculum system**

In the context of the new liberal arts, the core of the education and teaching reform of liberal arts majors in local colleges and universities lies in updating the curriculum system. This reform measure is of strategic significance and aims to respond to society's new demand for talents, promote interdisciplinary integration of knowledge fields, and promote the comprehensive development of liberal arts professionals.

First, market demand research becomes the basis for updating the curriculum system. Local colleges and universities need to conduct regular market demand surveys, establish close ties with enterprises and social organizations, and gain an in-depth understanding of society's actual demand for liberal arts professionals. Through this process, the school can adjust the curriculum in a timely manner to ensure that it cultivates liberal arts professionals that are more in line with society's expectations. Secondly, the introduction of cutting-edge knowledge and research results is a key part of updating the curriculum system. Local colleges and universities should establish a special curriculum review mechanism with the participation of industry experts and authorities in the subject field to ensure that the course content is timely and forward-looking. This not only helps to improve the scientific research level of the subject, but also enables students to be exposed to the latest subject developments during the learning process. In promoting interdisciplinary curriculum, local colleges and universities need to break the boundaries between traditional disciplines and establish interdisciplinary core courses. Such initiatives help cultivate students' interdisciplinary thinking and application abilities, and improve their comprehensive literacy in solving complex problems. Finally, teacher training and updating are key guarantees for the implementation of updated curriculum systems. Schools need to provide relevant training for teachers so that they can adapt to the new curriculum system and teaching concepts. Encourage teachers to participate in cutting-edge research in the subject and continuously improve their subject literacy and teaching level to better lead curriculum reform.

To sum up, updating the curriculum system is the core strategy for the education and teaching reform of liberal arts majors in local colleges and universities. Through a series of comprehensive measures such as market demand research, introducing cutting-edge knowledge, promoting interdisciplinary settings, increasing practical courses, introducing flexible elective systems, international curriculum, information technology integration, and teacher training and updating, local colleges and universities can more effectively adapt to the development needs of the new liberal arts era and cultivate liberal arts professionals with more comprehensive qualities and practical application capabilities.

## 4.2. Diversified teaching methods

In the new liberal arts era, in the reform of liberal arts major education and teaching in local colleges and universities, diversified teaching methods are considered to be a key part of improving teaching quality and stimulating students' interest in learning.

First of all, the introduction of case analysis teaching method is a specific method. By selecting actual cases, covering different fields and complex situations, students can deeply participate in analysis and discussion, thereby better understanding and applying abstract theoretical knowledge. This practical problem-oriented teaching method helps cultivate students' critical thinking and problem analysis abilities, allowing them to more flexibly apply the knowledge they have learned in academic and practical applications. Secondly, using group discussions and cooperative learning is an effective way to promote diversified teaching methods. By organizing students to conduct group discussions, we encourage them to share their views, exchange ideas, and stimulate more innovative thinking. This not only strengthens the interaction between classmates, but also cultivates students' teamwork skills, allowing them to better adapt to future work and social environments. Third, the introduction of practical projects and experimental courses is an important part of diversified teaching methods. By combining theoretical knowledge with practical applications, students are able to master professional skills in practice and deepen their understanding of theoretical knowledge. This practice-oriented learning method helps cultivate students' practical problem-solving abilities and improves their competitiveness in the professional field. In addition, the use of online education and digital learning platforms is also an innovation in diversified teaching methods. By leveraging modern technology, local colleges and universities can offer more flexible learning methods to meet the individual learning needs of students. Online education platforms can not only expand course coverage, but also provide students with more colorful learning resources and stimulate their enthusiasm for independent learning. When implementing diversified teaching methods, the role of teachers is also undergoing positive changes. Teachers are no longer just transmitters of knowledge, but also play the role of guides and facilitators. They need to focus on stimulating students' initiative, guide students to explore learning, and improve their ability to learn independently. Therefore, teacher training and development should also be a link that cannot be ignored in the reform process.

In summary, diversified teaching methods play a key role in the reform of liberal arts major education and teaching in local colleges and universities. By introducing case analysis teaching methods, group discussions, practical projects and experimental courses, as well as digital learning platforms and other methods, local colleges and universities can better adapt to the development needs of the new liberal arts era and cultivate more comprehensive literacy and practical application capabilities. of liberal arts professionals. This diversified teaching method is expected to stimulate students' interest in learning, improve the quality of education and teaching, and lay a solid foundation for students to become beneficial participants in future society.

## 4.3. Strengthening the practical link

In the context of the new liberal arts, strengthening practice has become a key measure in the reform of liberal arts major education and teaching in local colleges and universities.

First of all, by expanding internship opportunities and establishing in-depth cooperation with companies and institutions, we will provide students with more opportunities to participate in actual work scenarios. This will not only enable students to better understand industry operations, but also improve their adaptability in practical work. The increase in internship opportunities should not only focus on quantity, but also on quality to ensure that students can truly apply the knowledge they have learned and gain practical experience during internships. Secondly, building a practical training base is also an effective means to strengthen practice.

This can include establishing a training base on campus or with a partner institution to simulate a real work environment. Students can conduct practical operations in these training bases, consolidate theoretical knowledge, and improve practical skills. This hands-on experience has a positive impact on students' future career development. Project cooperation and actual case analysis are effective ways to cultivate students' practical ability to solve problems. Through project cooperation with enterprises or social organizations, students can participate in real projects to better understand and apply professional knowledge. Practical case analysis helps students combine abstract theory with practical problems and develop critical thinking and problem-solving abilities through in-depth study of real cases. Mentorship plays an important role in strengthening practice. By establishing a good mentorship system, students can receive personalized guidance and support. Tutors can guide students to choose suitable practical projects based on their interests and career plans, and provide professional advice and feedback. This one-on-one mentoring relationship helps students gain a deeper understanding of the professional field and thus be better prepared to enter the workforce. Social practice activities are also one of the effective ways to strengthen practice. By organizing students to participate in practical activities such as community service and volunteer work, students' sense of civic responsibility and social participation abilities can be cultivated. This kind of social practice activity not only broadens students' horizons, but also cultivates their attitude of active participation in society. Entrepreneurship education is a key means to cultivate students' innovation and entrepreneurial spirit. By introducing elements of entrepreneurship education, local colleges and universities can organize entrepreneurship lectures, entrepreneurship training and other activities to stimulate students' innovative consciousness. Provide relevant support to students who are willing to start a business, including entrepreneurial guidance, entrepreneurial resources, etc., to help them better transform theoretical knowledge into practical actions.

In general, strengthening practice is a key part of the education and teaching reform of liberal arts majors in local colleges and universities. Through a variety of specific methods such as expanding internship opportunities, building practical training bases, project cooperation and actual case analysis, mentor systems, social practice activities and entrepreneurship education, local colleges and universities can better integrate students into practical work and cultivate problem-solving skills. practical ability, improve their comprehensive quality and lay a solid foundation for their future career development. Such practical strengthening not only makes students more competitive, but also helps meet society's demand for professional talents in the new liberal arts era.

#### **4.4. Promote the integration of disciplines**

In the new liberal arts era, promoting the integration of disciplines is considered to be a key part of the education and teaching reform of liberal arts majors in local colleges and universities. In order to achieve this goal, local colleges and universities can establish interdisciplinary core courses, through which the knowledge of different disciplines can be integrated, so that students can have a comprehensive understanding of multiple subject areas and cultivate comprehensive literacy and the ability to think from multiple perspectives. In addition, interdisciplinary project cooperation is also an effective means to promote disciplinary integration. By encouraging students to participate in various interdisciplinary practical projects, they can learn knowledge and skills from different disciplines in teamwork and promote the integration between disciplines.

In order to further promote the integration of disciplines, local colleges and universities can establish interdisciplinary research centers to provide teachers and students with a platform for exchange and cooperation. In this center, interdisciplinary academic seminars, special lectures and other activities can be organized to promote the collision of ideas and cooperation



between different disciplines. In addition, the joint training program is also a useful initiative. Cooperate with other related disciplines to formulate a joint training program so that students can receive courses from other related disciplines while majoring in liberal arts, break traditional professional barriers, broaden students' knowledge, and improve its interdisciplinary comprehensive literacy.

Innovation in the form of teaching organization is also one of the keys to promoting subject integration. Local colleges and universities can use interdisciplinary teaching teams, composed of teachers from different subject backgrounds, to jointly undertake a course. This novel organizational form provides students with diverse teaching perspectives and promotes interaction and integration between disciplines. In addition, setting up a cross-disciplinary innovation laboratory is also a feasible initiative to provide students with a practical platform where they can conduct interdisciplinary experiments and innovative research and combine theoretical knowledge with practical problems.

To sum up, promoting the integration of disciplines is a key task in the education and teaching reform of liberal arts majors in local colleges and universities. By establishing interdisciplinary core courses, promoting interdisciplinary project cooperation, establishing interdisciplinary research centers, implementing joint training programs, innovating teaching organization forms, and setting up interdisciplinary innovation laboratories, local colleges and universities can better adapt to the new situation. The development needs of the liberal arts era are to cultivate liberal arts professionals with more comprehensive qualities and practical application capabilities. Such initiatives not only help improve the quality of education and teaching, but also help meet society's demand for professional talents in the new liberal arts era and lay a solid foundation for students' broader career development.

## 5. Conclusion

In the wave of new liberal arts, it is imperative to reform the education and teaching of liberal arts majors in local colleges and universities. Through the cultivation of comprehensive literacy, the promotion of subject integration, the strengthening of practice, the practice of diversified teaching, and the introduction of innovative models, local colleges and universities can better meet social needs and cultivate liberal arts professionals that adapt to the requirements of the new era. This series of reforms will provide students with a broader space for development and lay a solid foundation for the rise of local colleges and universities in the new liberal arts era.

## 6. Conclusion

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