

# Construction of the Core Content and Characteristic Path of First-Class Undergraduate Major under the Background of New Liberal Arts

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**Abstract:** In the context of new liberal arts, the core education of first-class undergraduate majors is an important part of national education, which can improve students' subject knowledge and skills, promote first-class undergraduate colleges and universities to adapt to the national education construction concept, and promote the long-term development of the country. However, there are still some problems to be solved under the background of new liberal arts. Based on this, the paper puts forward some suggestions to improve the cooperation mechanism of industry, university and research and optimize the allocation of teaching resources, in order to further promote the process of first-class undergraduate professional education under the background of new liberal arts.

**Keywords:** New liberal arts; First-class undergraduate program; Path construction

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## 1. Introduction

In 2017, Hiram College in the United States proposed the concept of “new liberal arts” for the first time<sup>[1]</sup>. Under the rapid economic and social development, the development of first-class undergraduate professional education under the background of new liberal arts is the only way for national higher education. Under the background of the new liberal arts, first-class undergraduate professional education can cultivate socialist builders with both virtue and talent insubtly, and undertake the glorious mission of cultivating national talents. The construction of new liberal arts in China began with the “Training Plan 2.0 for Top Students in Basic Disciplines” proposed in 2018<sup>[2]</sup>. The focus of the plan is to comprehensively promote the construction of “new engineering, new medical science, new agricultural science, and new liberal arts”, form a world-class undergraduate major cluster with Chinese characteristics covering all disciplines, and provide strong support for building China into a powerful country of higher education by 2035 and realizing the modernization of China's education. So, what is the core content of first-class undergraduate majors in the new liberal arts context? Exploring the above problems plays an important role in further strengthening the core education of first-class undergraduate majors in our country.

## 2. The significance of first-class undergraduate professional education under the background of new liberal arts

### 2.1 The Influence of New Liberal Arts Construction on First-Class Undergraduate Students

The influence of the new liberal arts on first-class undergraduate students is all-round, not only reflected in the improvement of subject knowledge and skills, but also includes practical ability, international vision and other aspects. First of all, the new liberal arts, through the interdisciplinary integration of disciplines, broadens students' interdisciplinary learning methods, enriches students'

knowledge reserve, and comprehensively cultivates students' innovative ability and expands students' innovative vision with its authenticity, practicality, diversity and inquiry, which helps first-class undergraduate students better adapt to the needs of future social development. Secondly, the first-class undergraduate professional education under the new liberal arts background is popular among students with its international vision and cross-cultural communication ability, as well as international courses and international exchange activities, which can not only broaden students' horizons, but also improve students' cultural communication ability.

## **2.2 The Influence of the Construction of New Liberal Arts on First-Class Undergraduate Institutions**

On the one hand, under the new liberal arts background, first-class undergraduate professional education can promote the organic combination of first-class undergraduate professional development and talent training, which is not only an important driving force to enhance first-class undergraduate professional development, but also a strategic choice for first-class undergraduate professional development and the reconstruction of its relationship with other disciplines. In this process, the first-class undergraduate professional education under the background of new liberal arts aims to cultivate new liberal arts talents, and at the same time entrusts other disciplines such as science, engineering, agriculture, and medicine with social science literacy, and promotes the construction of first-class undergraduate colleges under the background of new liberal arts. On the other hand, first-class undergraduate professional education under the background of new liberal arts aims to cultivate new cultural education with Chinese characteristics, style and style in the new era, promote the cross-integration of first-class undergraduate professional disciplines with a new round of scientific and technological change and industrial innovation, and then form first-class undergraduate professional education under the background of new liberal arts in China. In this process, the university not only pays attention to the basic development of humanities and social sciences, but also makes full use of modern scientific and technological means to conduct humanities and social sciences research, activate the new liberal arts thinking force with new technologies and new ways, create a new situation in the development of humanities and social sciences, and further promote the process of national university construction.

## **3. The current situation of core content education of first-class undergraduate majors under the background of new liberal arts**

### **3.1 Traditional Educational Philosophy, Restricted Personnel Training**

First of all, the traditional education system tends to focus on knowledge imtransfer within disciplines, ignoring interdisciplinary learning and integration, resulting in the compression of interdisciplinary talent training space, leading to the difficulty of first-class undergraduate professional education concepts in the context of the new liberal arts to adapt to the rapid development of social needs, and thus affecting the effectiveness of education. Secondly, some colleges and universities lack interdisciplinary integration in curriculum Settings, and their teaching methods are relatively simple and lack of innovation, which makes it difficult for students to cross disciplinary boundaries in the learning process, which is not conducive to comprehensive learning and practice. Finally, in the context of the rapid development of the new liberal arts, some college teachers may lack interdisciplinary knowledge and experience, which is difficult to effectively conduct interdisciplinary teaching, which limits the possibility of training first-class undergraduate interdisciplinary talents to a certain extent.

### **3.2 The Degree of Discipline Collaboration is Not High, and the Curriculum System Lacks Toughness**

On the one hand, in the context of the new liberal arts, the cohesion of academic community within disciplines and fields in some first-class undergraduate colleges is not strong, resulting in the lagging effect of first-class undergraduate professional education in the context of the new liberal arts. Within the same discipline, due to the vertical structure of academic organizations and the existence of bureaucratic governance, the autonomy space of grass-roots academic organizations is compressed to a certain extent, and the process of first-class undergraduate professional education under the background of new liberal arts is hindered. On the other hand, discipline institution is the product of the interaction between discipline connotation derivation and external institution, including endogenous institution and external institution. Endogenous institutions are closely related to internal knowledge production and academic development, while external institutions are closely related to external policies. At this stage, the discipline system construction of some first-class undergraduate colleges is keen on the external, leading to the dynamic imbalance between the endogenous system and the external system, affecting the development momentum of interdisciplinary disciplines and curriculum flexibility, causing a certain block to the first-class undergraduate professional education under the background of the new liberal arts.

### **3.3 There is a Mismatch Between the Input of Teaching Resources and the Production Effect**

On the one hand, in the development of first-class undergraduate professional education under the background of the new liberal arts, some teachers are used to imparting knowledge by infusing lectures, and rarely adopt teaching methods that are compatible

with students' emotional experience and moral practice, which seriously affects the classroom teaching efficiency of first-class undergraduate professional education under the background of the new liberal arts, and weakens the distinct educational function of first-class undergraduate professional education curriculum under the background of the new liberal arts. On the other hand, teaching means is a component of the dynamic dimension of classroom teaching efficiency, and the proper choice directly affects the classroom teaching efficiency. At present, there are two kinds of tendency for teachers to choose teaching means: one is to choose traditional teaching means, which lacks the elements of modern educational technology, which affects teaching efficiency; The other is the excessive and excessive use of modern teaching methods, the pursuit of trends and "traversing", and the dilution of students' sensibility and understanding. These two tendencies are not conducive to the improvement of the benefits of first-class undergraduate education under the background of new liberal arts.

## **4. The construction of first-class undergraduate specialty characteristic path under the background of new liberal arts**

### **4.1 Improve the Cooperation Mechanism of Industry, University and Research**

To improve the cooperation mechanism of production, university and research, we should, on the basis of the original talent training model, firmly promote the "trinity" talent training model with "government, enterprise and school" as the main body, enrich the student practice mechanism, enhance multi-regional disciplinary exchanges and multidimensional overall planning, make full use of the characteristics and advantages of first-class undergraduate professional education in the new liberal arts background, and maximize the utilization of teaching resources. On the one hand, we will deepen the cooperation mechanism between enterprises, universities and research institutes. Through practice, students continue to explore and learn, find and solve problems, so as to improve their practical ability and comprehensive quality. At the same time, the joint tutor system will be implemented. Through cooperation projects or practice bases with enterprises, the university selects enterprise tutors and teachers with rich experience and teaching ability as tutors to jointly develop school-based courses, systematically integrate educational resources between the university and enterprises, compile textbooks, combine practical experience and academic research, and promote the process of first-class undergraduate professional education in the context of new liberal arts. On the other hand, build an effective operating mechanism. The government should give policy guidance, coordinate the relationship between universities, enterprises and scientific research institutions, and give full play to their respective advantages. Universities should take the lead and actively seek cooperation opportunities with enterprises and research institutions to combine education with professional development and future career needs.

### **4.2 Optimize the Allocation of Teaching Resources**

Optimizing the allocation of teaching resources requires the joint efforts of the government, schools and all sectors of society to find a dynamic balance point through continuous exploration and innovation. On the premise of ensuring the quality of first-class undergraduate professional education under the background of new liberal arts, the characteristics of first-class undergraduate professional education under the background of new liberal arts should be given full play to expand students' knowledge reserve. To improve the teaching effect of first-class undergraduate professional education under the background of new liberal arts. First, policy guidance and resource introduction. Through the formulation of specific policies, the government will expand high-quality resources for basic education, strengthen the overall planning and resource introduction at the provincial level, ensure that educational resources can accurately meet regional needs, and help first-class undergraduate professional education in the context of new liberal arts. Secondly, technology application and innovation. Schools should make full use of smart education technologies, such as online education platforms and virtual classrooms, to break the limitations of physical space, promote mutual recognition of educational experiences, and promote first-class undergraduate professional education in the context of the new liberal arts. Finally, schools should strengthen teacher training, improve teachers' understanding and application ability of teaching resources, and encourage students to participate in the development and utilization of teaching resources, so as to further promote the process of first-class undergraduate professional education under the background of new liberal arts.

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