ISSN 2522-6398 Vol. 9, Issue 10: 39-47, DOI: 10.25236/FER.2026.091006

Innovation and Practice of University General Education Curriculum System in the Context of New Liberal Arts Construction

Wang Tingting

Guangxi Normal University, 541006, Guilin, Guangxi, China

Abstract: *Centering on value-oriented guidance, interdisciplinary integration and integration of general and specialized education, the construction of New Liberal Arts provides value compliance and practical orientation for the reform of university general education in the new era. As a vital carrier for implementing the fundamental task of fostering virtue through education and cultivating compound innovative talents, general education in some local universities is still confronted with practical dilemmas including fragmented system construction, disjointed curriculum contents and oversimplified education chains, which restrict the full release of educational effectiveness of general education. Based on the actual conditions of local universities and taking "interdisciplinary integration and systematic reconstruction" as the core philosophy, this study constructs a general education curriculum framework with four intersecting layers (core general education, disciplinary expansion, interdisciplinary integration and practical innovation) supported by three dimensions (interdisciplinary integration, technology empowerment and regional characteristics). It promotes the collaborative reform of five key elements: talent cultivation programs, teaching materials, resource platforms, teaching staff and teaching modes, implements the teaching paradigm of "dual-line blended learning plus project-driven learning", and establishes a phased curriculum setup and full-process closed-loop evaluation mechanism. This reform path can address the practical pain points of traditional general education, realize all-round, in-depth and sustainable development of general education, and offer replicable practical models and experience reference for similar local domestic universities to construct general education curriculum systems under the background of New Liberal Arts.*

Keywords: *New Liberal Arts; general education; interdisciplinary integration; curriculum system*

1. Introduction

In 2019, the Ministry of Education of China officially launched the "Four New Disciplines" initiative. As an essential component of this initiative, the construction of New Liberal Arts calls for breaking traditional disciplinary boundaries, promoting inheritance and innovation of liberal arts education, and fostering compound talents with profound patriotism, interdisciplinary thinking and capabilities to respond to complex real-world problems. General education originates from liberal education in ancient Greece. In modern times, Mei Yiqi put forward the educational philosophy that "general knowledge serves as the foundation while specialized knowledge plays a secondary role", laying the ideological foundation for general education in Chinese universities. New Liberal Arts construction and general education share highly consistent educational logics. New Liberal Arts sets the chronological benchmark for general education reform, and general education consolidates comprehensive literacy for compound talents cultivated by New Liberal Arts. Both serve the fundamental task of fostering virtue through education[1].

At present, comprehensive universities including Peking University, Fudan University and Zhejiang University have developed relatively mature general education models and accumulated rich experience for domestic general education reform. Peking University's Yuanpei Program, Fudan College, and the college-system and broad-major training reforms of Nanjing University represent typical paths for comprehensive universities to advance general education construction. Relying on the Steering Committee for General Education Teaching and the General Education Center, University of International Business and Economics takes the flexible credit system as the starting point to build a five-module core general education curriculum system, providing practical examples of institutional construction for industry-featured universities to carry out general education reform. China University

ISSN 2522-6398 Vol. 9, Issue 10: 39-47, DOI: 10.25236/FER.2026.091006

of Political Science and Law boosts university-local collaboration and develops museum-university joint general education courses in cooperation with the Palace Museum, expanding the boundary of general education resources[2]. Li Fengliang and Chen Yonghua systematically sorted out the development status of domestic university general education, and pointed out four prominent contradictions: cognitive bias, operational missteps, multiple development dilemmas, and disconnection between knowledge and practice. They proposed five reform directions including cross-boundary integration, people-oriented philosophy, resource integration, enhanced practice and innovation-driven development, and emphasized that general education should focus on cultivating students' "hard-core" capabilities such as knowledge integration and complex-problem-solving competence[3]. Nevertheless, restricted by school-running resources, disciplinary foundations and governance mechanisms, general education reform in the majority of local universities still faces numerous practical challenges: insufficient top-level overall planning, decentralized curriculum construction across various schools and departments, disjointed curriculum contents, inadequate supply of interdisciplinary courses, over-emphasis on theoretical classroom lectures while neglecting practical experience, and disconnection between general education and professional education[4]. Combining the general education reform practice of Guangxi Normal University, this paper analyzes the existing practical problems of general education from the perspective of New Liberal Arts, explores the construction path of the "three-dimensional support-four-layer intersection" general education curriculum system, and summarizes the effects of reform practice, so as to provide theoretical reference and practical samples for local universities to promote the connotative development of general education.

2. Practical Dilemmas and Causes of University General Education Curriculum System from the Perspective of New Liberal Arts

Against the construction requirements of New Liberal Arts featuring value-oriented guidance, cross-boundary integration and practice orientation, general education in local universities mainly suffers from three practical dilemmas: fragmented system, disjointed curriculum contents, and disconnection between theoretical learning and practical education in education chains, which reflect multi-layer constraints of institutional governance, disciplinary organization and educational philosophy.

2.1 Manifestations of Practical Dilemmas

2.1.1 Fragmented System Construction and Absence of Top-level Overall Governance Mechanisms

Some local universities have not set up special overall coordination institutions for general education, nor formulated medium- and long-term construction plans for general education from the New Liberal Arts perspective. General education holds an ambiguous position in talent cultivation programs, and progressive relationships have not been formed among compulsory general education courses, categorized elective courses and featured expansion courses. Quality management systems covering curriculum access, project initiation, construction, assessment and exit remain imperfect. Secondary schools and departments develop courses mainly to fulfill credit requirements, leading to spontaneous and scattered curriculum construction. A sound general education system cannot function without physical administrative institutions and a series of institutional documents. However, general education work in many local universities is attached to functional divisions of the Teaching Affairs Office, lacking independent decision-making and operating institutions. This easily gives rise to the school-running tendency of "valuing professional education while despising general education", marginalizing general education and making it difficult to achieve the three-in-one educational objectives of value shaping, competence cultivation and knowledge imparting.

2.1.2 Disjointed Curriculum Contents and Difficulties in Breaking Disciplinary Barriers

Restricted by the traditional disciplinary management system of separate governance among schools and departments, most general education courses are simplified adaptations of professional courses without systematic interdisciplinary integrated design. Knowledge of identical themes is repeatedly taught in multiple courses, resulting in inefficient consumption of teaching resources. Significant barriers exist among humanities and social sciences, science and engineering, as well as art and aesthetic education courses, and the supply of interdisciplinary integrated courses is relatively insufficient. When selecting courses, students can only acquire fragmented and superficial knowledge instead of constructing a complete holistic cognitive framework. This further fosters the utilitarian

ISSN 2522-6398 Vol. 9, Issue 10: 39-47, DOI: 10.25236/FER.2026.091006

tendency of course selection merely for credits, making general education courses prone to becoming high-incidence areas of "shallow courses". Meanwhile, curriculum homogenization is prominent. The general education curriculum systems of many universities are highly convergent, failing to develop school-based general education courses based on their own school-running orientations and regional cultural resources, hence insufficient curriculum uniqueness and recognition.

2.1.3 Oversimplified Education Chains and Disconnection between Theoretical Learning and Practical Education

Existing general education classrooms are still dominated by large-class theoretical lectures. There lacks thematic correlation and competence progression logic among courses, and a complete education chain of "value-oriented guidance — knowledge construction — competence training — practical application" has not been established[5]. Curriculum contents are insufficiently connected with social realities, and efforts are inadequate to transform practical issues such as local ethnic cultures, rural revitalization and opening-up into teaching resources. Practical segments including field investigations, project-based inquiries and social services account for a low proportion, with insufficient guarantees for practical teaching platforms and special funds. Evaluation methods lay stress on summative final examinations while ignoring assessments of learning processes and practical outcomes. Consequently, students "acquire knowledge without practicing it and learn without knowing how to apply it", and their competencies in cross-cultural communication, problem-solving and innovative practice cannot be fully cultivated.

2.2 Analysis of Underlying Causes

2.2.1 Insufficient Institutional Supply and Deficiencies in Inter-departmental Collaborative Governance

Due to the long-standing school-running inertia of "valuing professional education while despising general education", universities lack top-level design for general education and fail to form inter-departmental collaborative governance mechanisms[6]. General education courses are assigned low weight in faculty promotion and teaching achievement recognition, resulting in insufficient internal motivation for teachers to devote themselves to developing general education courses. Reform practices of other domestic universities have proven that the implementation of general education reform requires establishing a steering committee for general education teaching and issuing a series of institutional documents concerning curriculum selection, teaching quality and principal lecturer management.

2.2.2 Rigid Disciplinary Organizations and Imperfect Interdisciplinary Teaching and Research Collaboration Mechanisms

Teaching and research organizations in universities are bounded by traditional schools and disciplines. Teachers' teaching and research assessments fall under single disciplines, and incentive mechanisms for interdisciplinary collective lesson preparation and joint course offering are absent. Universities lack unified knowledge graphs for general education, and syllabuses and teaching contents have not been systematically sorted out and iterated. Interdisciplinary teaching teams are scarce, and teachers receive insufficient special training for interdisciplinary curriculum development. Most teachers tend to design general education courses from the perspective of their own disciplines, incapable of breaking away from monodisciplinary knowledge frameworks, which leads to severe shortage of interdisciplinary courses.

2.2.3 Lagging Transformation of Teaching Philosophies and Weak Mechanisms for Practice and Regional Integration

The renewal of teaching philosophies for general education proceeds slowly. Curriculum design still adheres to knowledge-oriented concepts focusing on knowledge lecturing, instead of shifting toward problem-orientation and literacy cultivation. Universities make inadequate special investment in practical teaching for general education, and channels for transforming regional cultural resources into curriculum resources are obstructed. Evaluations for general education still adopt summative examinations focusing on knowledge memorization, with low weight assigned to process-oriented evaluations covering practical inquiry and literacy development, which cannot support reforms in practical education. Such single evaluation orientation weakens the reform momentum for general education practical teaching, rendering general education book-oriented and formalistic.

ISSN 2522-6398 Vol. 9, Issue 10: 39-47, DOI: 10.25236/FER.2026.091006

3. Theoretical Basis for Reconstructing the General Education Curriculum System Under the Background of New Liberal Arts

Drawing on four theoretical foundations: holistic education theory, collaborative education theory, New Liberal Arts construction philosophy and constructivist learning theory, this reform provides academic support for reconstructing the general education system.

First, the holistic education theory. Holistic education targets the all-round development of individuals, pursuing coordinated development of humanistic literacy, scientific spirit, social responsibility and innovative competence, and stressing simultaneous cultivation of personal integrity and professional competence while opposing instrumental professional training. Against the background of New Liberal Arts, general education returns to the holistic educational objective, which means breaking professional barriers and balancing value shaping, personality cultivation and competence development. This is inherently consistent with the fundamental task of fostering virtue through education, guiding the curriculum system to consolidate basic knowledge while attaching importance to the cultivation of personality, sentiments, aesthetics and responsibility.

Second, the collaborative education theory. Collaborative education emphasizes resource integration across departments, disciplines and universities to build a diverse education community. General education reform is not the sole responsibility of the Teaching Affairs Office. It requires multi-party participation of functional departments, secondary schools, off-campus industry experts and peer universities inside and outside the region to realize co-construction and sharing of teaching staff, courses and practical platform resources, so as to address the realistic challenge of limited resources for local university general education.

Third, the construction philosophy of New Liberal Arts. The core of New Liberal Arts lies in value-oriented guidance, interdisciplinary integration, integration of general and specialized education, technology empowerment and serving regional development. It demands general education to break traditional disciplinary thinking, promote integration among arts, science, engineering and crafts, integrate digital technologies, local cultures and regional development issues into courses, realize organic connection between general education and professional education, and serve the cultivation of local compound talents.

Fourth, the constructivist learning theory. Constructivism advocates a student-centered approach, relying on real problem contexts, project-based inquiry and immersive practice to facilitate students' active knowledge construction rather than passive knowledge reception[7]. It guides general education curriculum reforms to reduce indoctrination-oriented lectures, vigorously promote project-based and inquiry-oriented learning, strengthen practical experience, and guide students to apply multidisciplinary knowledge to solve real-world problems, realizing the transformation from passive listening to active inquiry.

Meanwhile, the reform shall absorb the general education construction experience of well-known domestic universities, take full account of the resource endowments of local universities, avoid mechanically copying general education models of top-tier universities, and explore localized reform paths suitable for local institutions.

4. Practical Reform Paths for University General Education Curriculum System Under the Background of New Liberal Arts

Taking the comprehensive general education reform of Guangxi Normal University as a practical sample, this research follows the systematic reform logic of "problem diagnosis—mechanism analysis—system reconstruction—curriculum re-creation—mode iteration—closed-loop evaluation". It carries out coordinated efforts from five dimensions: top-level institutional framework, curriculum system construction, classroom teaching paradigm, teaching staff development and quality assurance mechanism, so as to build a general education ecosystem adapted to the talent-training orientation of comprehensive normal universities in the new era, and form replicable and promotable practical paths for general education reform in local universities.

4.1 Strengthen Top-level Institutional Design and Build a Multi-element Collaborative Governance System

To address practical dilemmas of local university general education such as fragmentation,

ISSN 2522-6398 Vol. 9, Issue 10: 39-47, DOI: 10.25236/FER.2026.091006

homogenization and disconnection between general and specialized education, this study explores and constructs a "five-in-one" systematic implementation system for general education. It conducts integrated planning, standardized design and holistic advancement of five core elements: talent cultivation programs, curriculum structural modules, curriculum education systems, teaching material construction systems and teaching resource platforms, so as to realize institutionalization, systematization and long-term development of general education reform. By revising undergraduate talent cultivation programs, this study clarifies general education credit allocation, hierarchical curriculum structures and integrated education standards for general-specialized integration, incorporates educational values, implementation norms and reform requirements of general education into talent-training institutional systems, and consolidates the institutional foundation for reform.

In terms of curriculum implementation systems, a phased curriculum offering mechanism with progressive and well-connected layers is established to construct a gradient general education chain. Basic and inclusive general education courses are offered for lower-grade students, focusing on comprehensive literacy cultivation to consolidate their humanistic heritage, scientific literacy and physical and mental qualities. Advanced and inquiry-oriented general education courses are set for senior-grade students to strengthen the in-depth coupling between general education and professional education. An integrated education chain of "general education foundation building—professional empowerment—integrated innovation" is constructed, effectively eliminating the "two separate systems" dilemma of disconnection between general education and professional education and realizing organic integration and collaborative empowerment of general and specialized education.

At the governance level, a university-level coordinated and multi-department collaborative governance framework for general education is established. Led by university leaders, a special working group for general education reform is set up to coordinate educational forces from the Teaching Affairs Office, Publicity Department of the Party Committee, Development Planning Office, Human Resources Office and all secondary schools and departments. Regular consultation, research and collaborative advancement mechanisms are formulated to carry out core work including compiling general education development plans, reviewing curriculum project initiation, integrating high-quality resources and dynamically monitoring teaching quality. This effectively addresses previous governance shortcomings such as decentralized curriculum offering by secondary schools, scattered resource allocation, inconsistent construction standards and insufficient overall coordination, and forms a university-wide collaborative general education governance pattern with clear rights and responsibilities and high efficiency.

4.2 Consolidate the Three-dimensional Support Foundation for Curricula and Shape Connotative Education with Distinctive Characteristics

Based on its school-running endowments and regional geographical advantages, Guangxi Normal University leverages Guangxi ethnic resources, ASEAN geographical resources and digital educational resources to build a three-dimensionally collaborative general education curriculum construction support system featuring interdisciplinary integration, technology empowerment and regional characteristics. It breaks the limitations of traditional general education characterized by simplification and knowledge-orientation and homogenization, enriches the educational connotation of general education curricula in an all-round way, and constructs a curriculum education system with comprehensiveness, forward-looking nature and local features.

From the perspective of interdisciplinary integration, interdisciplinary educational resources are integrated. Relying on the co-construction of more than ten featured venues including the Guixue Museum, Art Museum, Biodiversity Museum, Museum of the Brief History of the Communist Party of China and Vietnam School Memorial Hall, resource integration across disciplines such as science, engineering, literature, history, philosophy and art is realized. Interdisciplinary talent cultivation programs are improved. Making full use of interdisciplinary resources, the design of cultivation programs is innovated to develop general education courses for interdisciplinary cultural education. Nearly 800 general education lectures have been held. Relying on the Duxiu Experimental Class and innovation and entrepreneurship projects, the scope of credit conversion and recognition is expanded to release students’ space for autonomous learning.

From the perspective of technology empowerment, closely responding to the strategic transformation of educational digitalization, this study promotes the deep integration of new-generation information technologies including artificial intelligence, big-data analysis and virtual simulation with general education[8]. Relying on digital teaching resources, new interdisciplinary general education

ISSN 2522-6398 Vol. 9, Issue 10: 39-47, DOI: 10.25236/FER.2026.091006

courses such as "Artificial Intelligence plus Humanistic Literacy" and "Digital Humanities" are developed. Immersive and scenario-based virtual-simulation teaching environments are built. Digital-intelligent technologies are adopted to improve the quality and efficiency of general education classrooms, and systematically cultivate students' core digital literacy in digital cognition, digital application and digital innovation. The Work Plan for the Reform of "Artificial Intelligence plus" Undergraduate Courses in Guangxi Normal University is formulated to explore and build a three-stage progressive "AI-plus" curriculum system of "general education-professional integration-high-order innovation", striving to cultivate new-era compound talents capable of making good use of and harnessing artificial intelligence.

From the perspective of regional characteristics, high-quality local educational resources including Guangxi ethnic cultures, Guilin regional cultures and China-ASEAN cross-border exchanges are deeply explored and integrated to build a school-based general education curriculum system with distinct Bagui regional marks. Major regional development issues such as ethnic unity and progress, the rural revitalization strategy, and China-ASEAN economic, trade and cultural cooperation are transformed into curriculum contents, typical teaching cases and innovative practical topics. General education courses such as Cultures of ASEAN Countries, Ethnic Costume Crafts and Rural Revitalization and Industrial Development are offered, enabling general education to keep pace with regional development and highlighting the differentiated, featured and localized educational advantages of general education in local universities.

4.3 Build a Four-layer Intersecting Curriculum Framework to Realize Targeted Educational Supply by Layer and Category

In accordance with the fundamental task of fostering virtue through education and the layered development needs of students, general education courses are systematically sorted out, screened, restructured and upgraded. A four-layer intersecting and progressively advancing general education curriculum framework (general education core layer, disciplinary expansion layer, interdisciplinary integration layer and practical innovation layer) with virtual-real complementarity is constructed to realize precise, structured and systematic supply of general education courses.

The general education core layer is a compulsory curriculum module. Centering on the objective of value-oriented guidance, it integrates and optimizes basic compulsory general education curriculum resources, focusing on core educational dimensions such as patriotism, scientific spirit, moral cultivation and social responsibility to consolidate students' ideological quality, knowledge foundation and comprehensive competence. Meanwhile, the standardization, normalization and systematization construction of core general education courses are promoted to consolidate the foundation of general education[9].

The disciplinary expansion layer is an elective curriculum module. In accordance with disciplinary attributes and literacy cultivation dimensions, it is divided into five curriculum modules: humanistic classics and cultural inheritance, social sciences and civic literacy, scientific exploration and technological innovation, literature and art & aesthetic appreciation, and personal development and comprehensive literacy. Repeated, inefficient and outdated courses are eliminated, and high-quality featured courses are developed targeting core literacy objectives of each module, so as to effectively broaden students' knowledge horizons and improve their literacy structures.

The interdisciplinary integration layer is an elective curriculum module. Targeting the cultivation of capabilities for solving complex problems and innovative thinking, it reconstructs curriculum knowledge systems and teaching contents and offers cross-boundary thematic courses such as "AI plus humanities", "digital plus ASEAN" and "culture plus technology". Relying on regular general education academic lectures and interdisciplinary thematic seminars, students are guided to analyze and judge complex social issues from multidisciplinary perspectives and theories, so as to systematically cultivate their interdisciplinary critical thinking and comprehensive inquiry capabilities.

The practical innovation layer is an elective curriculum module. In response to the structural shortcoming of traditional general education which prioritizes theories over practices, practical general education courses including field social surveys, digital-humanistic project research and development, and intangible-cultural-heritage cultural and creative innovative design are offered relying on educational carriers such as humanities laboratories, STEAM interdisciplinary practical training platforms and the STEAM-education virtual teaching-research office. A typical example is the general education course STEAM Interdisciplinary Design Thinking and Innovative Practice. The

ISSN 2522-6398 Vol. 9, Issue 10: 39-47, DOI: 10.25236/FER.2026.091006

project-based learning paradigm is fully implemented to guide students to carry out investigation, practice and cultural innovation based on real social scenarios, opening up the educational chain of theoretical cognition, practical application and innovation generation and making up for shortcomings in practical education of general education.

Meanwhile, joint construction and sharing of inter-university courses are promoted. Relying on the Guangxi New Liberal Arts Education Research Center, forums on New Liberal Arts construction in Guangxi are held. Guangxi General Undergraduate University Micro-major Construction Alliance is initiated to explore mechanisms for cross-university course selection and credit mutual recognition. A dynamic curriculum update mechanism is established. Partial curriculum contents are iterated every semester to incorporate cutting-edge academic achievements and hot social issues and guarantee the timeliness of courses.

4.4 Innovate Classroom Teaching Paradigms and Construct the "Dual-line Blended plus Project-driven" Education Mode

Abandoning the traditional one-way lecturing mode for large-class general education courses and adhering to the modern student-centered teaching philosophy, this study innovatively constructs a three-dimensional teaching paradigm of "dual-line blended learning plus project-driven learning", promoting the in-depth transformation of general education classrooms from knowledge indoctrination to competence generation and literacy advancement.

In terms of dual-line blended teaching, an online autonomous learning system is built relying on intelligent teaching platforms, integrating digital teaching contents such as micro-lecture resources, virtual-simulation materials and expanded reading resources. Artificial-intelligence-based learning situation analysis technology is adopted to realize personalized learning diagnosis and precise teaching intervention. Off-line, taking smart classrooms as core scenarios, thematic seminars, case analysis, group collaboration and project defenses are carried out focusing on key and difficult curriculum points, cutting-edge topics and real-world problems. The weights of online and offline teaching are rationally allocated to realize complementary advantages and organic integration of online autonomous inquiry and in-depth offline seminars.

In terms of project-driven education, inquiry-oriented general education projects are designed based on real regional social issues. Interdisciplinary collaborative learning teams are formed to conduct special research and practical creation centering on local themes including digital protection of Guangxi intangible cultural heritage, inheritance and innovation of ethnic cultures, and cultural and creative communication of ASEAN cultures. A closed-loop learning system of "knowledge input — technology empowerment — practical implementation — value output" is constructed. Virtual-simulation technologies are leveraged to build immersive teaching scenarios for ethnic cultures and ASEAN history and cultures, enriching students' situational learning experience and effectively improving their problem-solving competence, innovative practical capabilities and social responsibility literacy.

4.5 Strengthen Teaching Staff Development and Closed-loop Evaluation System to Consolidate the Foundation of Educational Quality

Teaching staff constitute the core support for high-quality development of general education. A compound general education teaching team of "in-house principal lecturers plus interdisciplinary teaching assistants plus industry practical supervisors" is constructed to break the single structure of on-campus teaching staff. Relying on autonomous-region-level modern industrial colleges and industry-education-integrated professional groups, enterprise executives, industry experts and local cultural researchers and other practical talents are recruited to participate in general education teaching, optimizing teaching staff structures and diversifying educational perspectives. Special teaching and research training for general education is regularly carried out. Taking platforms such as the Dongchun Lecture Hall of the Teaching Affairs Office / Faculty Teaching Development Center as carriers, teaching and research empowerment is conducted focusing on core contents including interdisciplinary curriculum development, blended teaching design and project-based teaching implementation. Meanwhile, incentive mechanisms for general education teaching are improved. Policy preferences are implemented in selection for awards and honors, faculty promotion and teaching achievement recognition to fully stimulate teachers' internal motivation to participate in general education reform and curriculum construction.

ISSN 2522-6398 Vol. 9, Issue 10: 39-47, DOI: 10.25236/FER.2026.091006

In terms of quality evaluation, a full-process closed-loop evaluation system of "pre-class access — in-class supervision—post-class review" is built. A multi-party collaborative comprehensive evaluation mechanism integrating student evaluation of teaching, peer mutual assessment, expert supervision, graduate feedback and social evaluation is established to realize whole-process, multi-dimensional and three-dimensional monitoring of teaching quality. The dynamic management system of "access—construction—evaluation—exit" for general education courses is strictly implemented. Special analyses on curriculum achievement degree, teaching satisfaction and educational effectiveness are conducted every semester. Curriculum contents are continuously updated, teaching modes are optimized and teaching problems are rectified based on evaluation data. Inefficient and inferior courses are dynamically eliminated to achieve spiral improvement and sustainable development of general education curriculum construction quality.

5. Conclusion and Prospects

Reconstructing the general education curriculum system of local universities against the background of New Liberal Arts construction constitutes a systematic project, requiring coordinated advancement across educational philosophies, management systems, curriculum frameworks, teaching modes, teaching staff and evaluation mechanisms. Adopting "interdisciplinary integration and systematic reconstruction" as the core philosophy, constructing the "three-dimensional support-four-layer intersection" general education curriculum system, coordinating five educational elements, adhering to integration of general and specialized education, technology empowerment and rooting in local regions can effectively address practical dilemmas of fragmentation, disjointed contents and disconnection between knowledge and practice in general education of local universities.

Looking ahead, the general education reform of local universities still faces arduous tasks. It is necessary to continuously strengthen the cultivation of interdisciplinary teaching staff, enrich practical teaching carriers, deepen the joint construction and sharing of inter-university general education resources, and continuously enhance the higher-order nature, innovation and challenge level of general education courses, so as to fully release the educational effectiveness of fostering virtue through education in general education and deliver a continuous supply of compound talents of the times with patriotism, global vision and comprehensive literacy for the construction of New Liberal Arts.

Acknowledgements

(1) 2026 Guangxi Undergraduate Teaching Reform Project Interdisciplinary Integration and Systematic Reconstruction: Innovation and Practical Research on General Education Curriculum System in Universities Against the Background of New Liberal Arts Construction (2026JGA199);

(2) 2025 Undergraduate Teaching Reform Project of Guangxi Normal University Three-core Leadership, Four-element Integration and Multi-dimensional Collaboration—Research and Practice on the Innovation of General Education System Against the Background of New Liberal Arts Construction (2025JGZ21).

References

[1] Tang Yanjun, Jiang Cuizhen. Cross-boundary Integration: A New Approach to Talent Cultivation in New Liberal Arts in the New Era[J]. Contemporary Educational Science, 2020(2):71-74.
[2] Wei Wei. Exploration and Practice of General Education Against the Background of New Liberal Arts — A Case Study of University-Museum Cooperation Between China University of Political Science and Law and the Palace Museum[J]. China Legal Education Research, 2022(3):161-175.
[3] Li Fengliang, Chen Yonghua. University General Education from the Perspective of New Liberal Arts[J]. Journal of Shandong University (Philosophy and Social Sciences), 2021(4):170-176.
[4] Su Jiangping, Fang Xiaonan. Research on the Current Situation of General Education Curriculum Construction in Domestic Universities in the New Era — Based on General Education Courses for Undergraduates in 14 Domestic Top-tier Universities[J]. Journal of Yangzhou University (Higher Education Research Edition), 2025,29(5):108-118.
[5] Zhang Yahong. Practical Dilemmas and Breakthrough Paths of General Education in Local Universities[J]. University Education Science, 2022(03):78-85.
[6] Xia Wenbin. Innovative Practice of General Education System Against the Background of New

ISSN 2522-6398 Vol. 9, Issue 10: 39-47, DOI: 10.25236/FER.2026.091006

Liberal Arts[J]. China Higher Education, 2021(12):20-21.
[7] Lu Yuanxin. Research on the Construction of Humanistic Quality Education Curriculum System in Universities of Science and Engineering from the Perspective of New Liberal Arts Construction[J]. Journal of Higher Education, 2025(18):112-116.
[8] Yu Hao, Dong Yan. The Usefulness of "Uselessness": Value Re-evaluation and Paradigm Transformation of Liberal Arts in the Digital-intelligent Era[J]. Modern University Education, 2026(02):28-36.
[9] Qian Xuefeng, Wang Qin. Construction of General Education System Against the Background of New Liberal Arts Construction[J]. Higher Education Review, 2025,13(2):45-55.