

# Exploration of the "Qualified+" Personalized Talents Training Mode in the New Liberal Arts

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**Abstract:** Accelerating the construction of new liberal arts has undoubtedly become an important choice for colleges and universities to implement major national development strategies under the background of the new era. In the process of cultivating new liberal arts talents, there are problems such as weak interaction between students' individual learning and the university education environment, individual work and resource integration, common training and personality development. To do a good job in the cultivation of "qualified +" personalized talents in the new liberal arts, we can start from four aspects: teaching content, teaching mode, teacher team construction, and promotion of the recognition of new liberal arts majors so that we are able to cultivate outstanding, compound, innovative and entrepreneurial and characteristic talents. The new liberal arts "qualified +" personalized talents. Through these efforts, we hope that we can improve the quality of new liberal arts talent training and promote the construction and development of new liberal arts.

**Keywords:** New Liberal Arts, Talent Training, Individualization, "Qualified+"

## 1. Introduction

New scientific and technological revolution and industrial transformation have become the theme of the times in the world. Risk escalation under the background of globalization has put forward new issues to all mankind. The new era, new situation and new development promote new changes in talents demand. [1] Wu Yan, director of the Higher Education Department of Education Ministry, proposed the construction of four new disciplines, pointing out that China should comprehensively promote the construction of the "four new" (new engineering, new medical, new agricultural and new liberal arts) disciplines, and should form a first-class undergraduate professional group with Chinese characteristics and world level covering all disciplines. [2] The launch conference of "Six Excellence and One Top-notch" plan in 2019 also plans to develop the construction of four new disciplines and win the battle of comprehensively revitalizing undergraduate education. [3] The new liberal arts is one of the "four new" strategies. It is an important measure to innovate the training mechanism of liberal arts talents and improve the quality of higher education in philosophy and social sciences. Facing the current trend of diversified interests demands and growth of college students, how to cultivate "qualified +" new liberal arts personalized talents and meet the personalized development needs of students is still a difficult problem to be solved of the reform of new liberal arts talent training model. Based on the relevant documents of the Ministry of Education and the relevant academic research results of the new liberal arts, this paper discusses the "qualified +" personalized talent model of the new liberal arts, in order to bring some enlightenment to the construction of the new liberal arts in my country.

## 2. Significance of Individualized Talent Training in the New Liberal Arts

The reason for discussing "new liberal arts" is to look forward. The construction of new liberal arts is not only a timely response to the development of the new era, but also an imperative policy. The training of new liberal arts talents presents the universal characteristics of the world's "new liberal arts" such as innovation, interdisciplinary, realistic and technical, and it is also a new liberal arts construction with Chinese characteristics. [4] The training of new liberal arts talents needs to be guided by "new development stage, new development concept, and new development pattern", based on the great practice since China's reform and opening up, and build a top-notch innovative talent training system with world-class and Chinese characteristics. It is of great significance to promote the innovation and development of higher education in China. [5]

The innovation of the new liberal arts is not only reflected in the innovation of liberal arts education itself. The purpose of innovation in liberal arts education is to cultivate innovative liberal arts talents, to promote the innovation of academic research in philosophy and social sciences, and to promote innovative academic systems of philosophy and social sciences, the establishment of a discourse system, and a discipline system, that is, to promote the innovative development of a comprehensive philosophy and social science system that integrates "students, academia, and disciplines". [6] The fundamental of promoting the construction of new liberal arts is to promote the cultivation of new liberal arts talents, and to cultivate new liberal arts talents who adapt to the interdisciplinary and diversified development. On the basis of qualified talents, pay more attention to the cultivation of "qualified +" personalized talents in the new liberal arts, cultivate more personalized professional talents under the mode of interdisciplinary, inter-professional, and inter-college, avoid the limitations of traditional liberal arts talents, and cultivate comprehensive development. Talents who have both personality development, respect the development of personalized talents on the basis of providing a variety of choices, and cultivate new liberal arts "qualified +" personalized talents by combining the two aspects of "professionalism" and "both". It can better realize the cultivation of high-quality talents, based on the development needs of students, aim at students' career goals, identify the problems of students' becoming talents, cultivate personalized new liberal arts talents that meet the requirements of the new era, promote the in-depth development and development of new liberal arts construction, and further give full play to talents The power that drives the development of the times.

### 3. The Predicament of Individualized Talent Training in the New Liberal Arts

The universal characteristics embodied in the construction of new liberal arts talents in my country have Chinese characteristics. The first is the top-level design in policy formulation, that is, the "government-led" national project. We must see the guidance and requirements of the top-level design for the construction of new liberal arts talents, and at the same time make good use of the "government-led" support to implement and promote the new liberal arts. Construction in-depth development. The second is the attitude of dialectical sublation of tradition in the content of new liberal arts construction, emphasizing the critical inheritance and development of traditional liberal arts. Proposing the construction of new liberal arts is not a denial and criticism of traditional liberal arts construction, but both affirmation and denial, criticizing inheritance and development, grasping the advantages of traditional liberal arts construction and recognizing the parts of traditional liberal arts construction that are not in line with the development of the times , targeted adjustment, the new liberal arts construction is the inheritance and development of the traditional liberal arts construction, the new liberal arts construction is an innovation to the traditional liberal arts construction, but also a supplement and development of the traditional liberal arts construction. The third is a global perspective on policy trends, emphasizing the global perspective, competing on the world stage, and building a community with a shared future for mankind. [4] General Secretary Xi Jinping emphasized in his speech at the Philosophy and Social Science Work Symposium, "We should look inward to study major issues related to the national economy and people's livelihood, and look outward to actively explore major issues related to the future and destiny of mankind." China's new liberal arts construction needs to have a vision for world development. In the era of globalization, in the face of major development, change and adjustment, it must have a global vision and a global vision, grasp the community of shared future for mankind, jointly solve the proposition of the times, and seek common development plans. How to further carry out the construction of the new liberal arts, on the basis of combining the experience of training new engineering talents, summarize and analyze the following three problems in the training of personalized talents in the new liberal arts:

**The first point** is the interaction between individual student learning and the university educational environment. The new liberal arts "qualified +" personalized talent training model has significantly higher requirements for learning input indicators than the traditional humanities and social sciences training model. The investment in learning indicators will directly affect the quality and effect of individualized talent training in the new liberal arts, that is, the investment in learning indicators directly affects the learning support that students can obtain in the university education environment. "New liberal arts" talents and traditional humanities and social science talents have significantly different requirements for university education environment. There should be changes in teaching content, teaching methods, and teaching methods. New liberal arts talents require students to develop into compound talents. They need to break through the traditional educational environment, strengthen students' individual learning feedback, and enhance the relationship between students' individual learning and the university education environment. Two-way interaction between the two, and to achieve this interaction, it is necessary to

increase the learning input as a guarantee. That is, through targeted educational reform measures, the positive interaction between students' individual learning and the university educational environment has been promoted. There are disciplinary differences between "new liberal arts" and "basic disciplines" as well as differences in talent training paths. It is necessary to formulate more detailed personalized and differentiated talent training programs. However, as far as the current educational construction is concerned, the interaction between the university educational environment and students' individual learning is not strong, and it is necessary to increase investment in order to meet the needs of individualized talent training in the construction of new liberal arts.

**The second point** is the issue of going it alone and integrating resources. The construction of the new liberal arts conforms to the requirements of social development in the new era, and a certain development trend has been formed to promote the construction of the new liberal arts. The "leading" national project attaches great importance to the overall planning and system support, and reflects its superiority in the overall direction and planning. In order to better promote the construction of new liberal arts and cultivate new liberal arts talents, it is required that all universities, provinces and cities break down barriers, strengthen exchanges and cooperation, avoid fighting alone, and realize resource integration. However, in the process of concrete implementation and development of the new liberal arts construction in various places and colleges, the problems of going it alone and integrating resources are still reflected. Different schools, different colleges, and different majors are too independent to explore and cultivate new liberal arts talent training models in their own majors, colleges, and schools, and less consideration and realization of cross-disciplinary, cross-college, and even cross-school talent training for new liberal arts. For example: on the issue of breaking the cultivation of applied talents, it is limited to secondary colleges and schools, resting on its laurels and fighting alone, and the first, second and third classrooms are independent and independent of each other; how to deal with different majors, colleges, The integration of resources between schools; how to realize the cooperation between schools and government departments, enterprises, and scientific research institutes to cultivate personalized talents; these are still problems that need to be solved urgently.

**The last point** is the issue of commonality and personality development. Handling the relationship between commonality training and individuality training is the key aspect of talent training. In the construction of the new liberal arts, there is a problem of ignoring the relationship between generality training and individuality training. Too much emphasis on individuality training in the new liberal arts and ignoring the importance of generality training will easily lead to the lack of most universal talents; or too much emphasis on generality training, limited The talent training mode makes it difficult for talents to achieve characteristic development, there are too many universal talents, and there is a lack of personalized and specialized talents. On the one hand, focusing on the development needs of students majoring in the new liberal arts, it is necessary to ensure the qualified level of the training of new liberal arts talents, that is, the common training of general students, that is, common training; on the other hand, it must be student-centered, based on students Personalized needs in terms of further study, compound development, excellent growth, innovation and entrepreneurship, that is, personality cultivation. We can neither blindly emphasize the cultivation of individuality, overemphasize one aspect of ability and neglect other aspects of ability, nor limit ourselves to equalizing talents, leading to the patterning of talents. It should be on the premise of aiming at the career goals of students and identifying the problems existing in the growth and success of students, adopting precise policies, enhancing the operability and pertinence of the measures, emphasizing the cultivation of compound talents, attaching importance to the development of top-notch and individual talents, and dealing with the new liberal arts. Personalized talent common training and personality development issues.

#### **4. The Main Types of the New Liberal Arts Individualized Talent Training Model**

According to the new liberal arts construction and talent training goals, combined with the background of the new era, the "qualified +" personalized talent training in the new liberal arts mainly includes four directions: **outstanding, compound, innovative and characteristic talents.**

Outstanding talents refer to the cultivation of elite talents under the background of interdisciplinary integration. Strengthen professional knowledge according to the differences of different talents, and cultivate a group of outstanding new liberal arts talents with outstanding professional ability, great development potential and strong innovation ability; compound talents refer to the background of knowledge integration and cross-border intersection, cultivate and cultivate a group of abilities Multi-functional new liberal arts talents with compound, compound thinking, compound knowledge and comprehensive quality; innovative talents refer to the era background of mass entrepreneurship and

innovation. New liberal arts talents should also focus on the cultivation of innovative and entrepreneurial talents, and cultivate a group of innovative talents High-quality innovative and applied new liberal arts talents with entrepreneurial theoretical knowledge and practical skills; characteristic talent cultivation refers to the cultivation of talents with outstanding individual characteristics on the basis of the above three models, taking students as the center, building personalized , Specialized talent training mode, stimulate the potential of talents, and cultivate characteristic talents that adapt to local economic and social development. [7]

## 5. Implementation Measures of the New Liberal Arts Individualized Talent Training Model

Committed to cultivating "qualified +" personalized talents in the new liberal arts, in line with the concept of cross-border integration education, this paper believes that new explorations should be made in terms of teaching content, teaching mode, teacher team construction, and promotion of the recognition of new liberal arts majors:

In terms of teaching content, an interdisciplinary curriculum system is set up. It is one of the current problems in the construction of new liberal arts that the management mechanism that breaks the barriers of disciplines and majors, realizes the in-depth cross-integration of liberal arts, liberal arts, and liberal arts and generates new disciplines and professional directions has not yet been formed<sup>[8]</sup>. "Cultivate high-level talents." Zhang Duanhong, associate professor of the Institute of Higher Education, Tongji University, said that setting up "interdisciplinary" categories and exploring the setting of first-level disciplines under the category will help break through the traditional management model and provide high-level scientific and technological innovation and interdisciplinary fields. Talent development provides a new framework. [9] The establishment of the "interdisciplinary" curriculum system is conducive to helping the construction of the new liberal arts and cultivating "qualified +" personalized talents in the new liberal arts. The construction of the new liberal arts requires new technologies such as cloud computing, big data, and biological genetic engineering to be organically integrated into China. In the system of characteristic humanities and social sciences. The new liberal arts talents cultivated should not only master disciplinary professional knowledge, but also absorb interdisciplinary knowledge, improve technical and humanistic accomplishments, and cultivate holistic thinking. The establishment of various humanistic quality courses is conducive to improving students' moral cultivation and thinking ability. In a word, it is necessary to form a multi-angle and all-round professional curriculum education system, make a comprehensive plan for the compilation of professional textbooks and corresponding study guide reference materials, etc., and form a whole with course materials as the core, study guide, practice guide, etc. as supplements. Sex education system. In the professional development curriculum setting, attention should be paid to the collaborative innovation and development of related disciplines. Through the cross-border curriculum system that integrates arts and sciences, it adapts to the training requirements of new liberal arts compound talents, and provides conditions for the training of personalized talents. [10]

In terms of teaching mode, it emphasizes both theory and practice, and the integration of production and education. Pay more attention to the training of theoretical knowledge and the practical application of professional knowledge, and establish a collaborative education and training model of the integration of production and education. The requirement of interdisciplinary talent training mode is based on the deficiency of pure theoretical education of traditional liberal arts talents. However, pure theoretical study is more difficult to achieve the requirements of new liberal arts construction and cultivate individualized talents of new liberal arts. Under the background of interdisciplinary and integration of arts and sciences, through professional practice bases, cognition practice and experiments, practical training and other links, it is conducive to better strengthen the study of professional theoretical knowledge, and the teaching mode of both theory and practice, and the integration of production and education is more effective. It is conducive to adapting to the "qualified +" personalized talent training requirements of the new liberal arts. Focus on providing practical opportunities from theoretical learning to practical learning, truly realize the integration of production and education, and the integration of production and education, improve the teaching model of personalized talent training in the new liberal arts, provide multiple education methods, deepen the integration of production and education, school-enterprise cooperation, and promote the education chain and talents. The chain is effectively connected with the industrial chain and the innovation chain. Further stimulate the development of personalized talents, and promote the cultivation of "qualified +" personalized talents in the new liberal arts.

Increase investment in school construction and teacher team construction. Strengthening the construction of teaching staff and improving the professional quality, academic level and practical ability

of teachers are the keys to improving the ability of talents training in colleges and universities. [11] The interdisciplinary talent training model also puts forward corresponding requirements for the teaching staff. Teachers with high comprehensive quality and excellent professional knowledge are all that the school needs to pay attention to and invest in construction, and create a combination of compound and outstanding under the background of new liberal arts. It is of great significance to promote the cultivation of personalized talents in the new liberal arts. Equipping students with off-campus vocational tutors with practical experience, and forming a cross-border teacher team that connects inside and outside, can solve the problem of weak teachers in practice teaching and realize the effective connection between theoretical teaching and practical teaching. By expanding off-campus experiments, practical training, and internship platforms, expanding the scale of dual-skilled and dual-energy teachers combining practical theory, setting up practical courses guided by experts from industry, industry, and scientific research institutes, vigorously promoting cooperation with government departments and industry departments, large enterprises, international organizations, etc. have reached cooperation and co-construction to realize the integration of production and education, and the combination of production and education to educate people. Some scholars have pointed out that in the face of the new stage of innovation and entrepreneurship education under the background of new liberal arts construction, the lack of innovation and entrepreneurship tutors has become a bottleneck in the reform of business education. Optimizing the teaching staff of business and promoting the transformation of teachers is a breakthrough in innovation and entrepreneurship education in business. [12] Business talents among liberal arts talents are also faced with the dilemma of lack of innovation and entrepreneurship mentor resources in the mentor team. The cultivation of new liberal arts talents needs to strengthen the construction of mentor team, enrich and diverse mentor teams, cross-border mentors, innovation and entrepreneurship mentors, etc., through school construction and the construction of the teaching team is adapted to the requirements of the new liberal arts construction, and further provides conditions for cultivating "qualified +" individualized talents in the new liberal arts.

In terms of promoting the accreditation of new liberal arts majors, the accreditation of new liberal arts majors has been launched. Establish and improve the professional dynamic adjustment mechanism to promote the quality evaluation of liberal arts education. [13] In order to cultivate diversified and compound talents and cultivate "qualified +" personalized talents in the new liberal arts, it is necessary to build a talent training base and start the professional certification of the new liberal arts. Promote the certification of new liberal arts majors, innovate talent training models, teach students in accordance with their aptitude, create advantageous majors according to interdisciplinary characteristics, and establish matching professional certifications. Innovate teaching, innovate professional assessment methods, and introduce practical and feasible new liberal arts professional talent assessment and certification standards in combination with different talent training needs. Change the tendency of single evaluation index, quantitative evaluation standard, and simple evaluation method, through the transformation of scientific research evaluation method from "result-oriented" to "process-oriented", optimize the evaluation method to promote the optimization of scientific research and production methods, and promote the innovation of liberal arts power enhanced. [14] The teaching assessment in colleges and universities should adopt a diversified assessment system. In addition to traditional examinations, various forms such as experiments, patents, small papers, and research projects can be used. Set up appropriate innovation and entrepreneurship credits, establish an innovation and entrepreneurship credit accumulation and conversion system, convert students' innovative experiments, publication of papers, patent acquisition and self-employment into credits, and students' participation in project research, project experiments and other activities are recognized as classrooms Learn. Formulate innovation and entrepreneurship ability training plans for willing and potential students, establish innovation and entrepreneurship files and transcripts, objectively record and quantitatively evaluate students' innovation and entrepreneurship activities. At the same time, make full use of the relevant educational resources outside the school, and recognize the credits of some high-quality innovation and entrepreneurship courses and training outside the school. [11] Through the combination of professional identification and talent identification, the personalized talent training mode is standardized, and the "qualified +" personalized talent training in the new liberal arts is promoted.

## 6. Conclusion

The new liberal arts is an innovative exploration to build a powerful country in education. It is of exploratory significance to the reform and development of China's higher education to build a higher new liberal arts talent training system with Chinese characteristics and improve the quality of new liberal arts talent training. With the further deepening of the understanding of the connotation of the new liberal

arts, the core essence of the construction of the new liberal arts is to base on the new era, respond to the new needs, promote the integration, modernization, sinicization and internationalization of liberal arts education, lead the new development of humanities and social sciences and serve the new goal of human modernization. It is more and more important to do a good job in the cultivation of "qualified + personalized talents of the new liberal arts. From the aspects of teaching content, teaching mode, teacher team construction, and promotion of the recognition of new liberal arts majors, we should innovate the talent training model and cultivate excellent, compound, and innovative talents, helping to improve the quality of new liberal arts talents training.

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