

Under the Background of New Liberal Arts, the Reform of Talent Training Mode for Education Majors in Applied Undergraduate Colleges

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Abstract: With the development of social economy and the updating of educational concepts, the talent training mode for education majors needs to be updated to meet the needs of modern society. This paper reviews the characteristics and problems of traditional talent training mode for education majors, and analyzes the necessity of reforming the talent training mode for education majors in applied undergraduate colleges under the background of new liberal arts. The specific methods and approaches of reform are discussed, including adjustments and innovations in curriculum design, teaching methods, and practical experiences. Drawing on the advanced experience of talent training mode reform for education majors at home and abroad, some feasible suggestions and prospects are put forward to provide reference and inspiration for the reform of talent training mode for education majors in applied undergraduate colleges in China.

Keywords: New Liberal Arts Background; Applied Undergraduate Colleges; Education Major; Talent Training Mode; Reform.

1. Introduction

1.1 Research Background and Significance

With the rapid development of social economy and the updating of educational concepts under the background of new liberal arts, the talent training mode for education majors in applied undergraduate colleges needs to be reformed and innovated. The traditional talent training mode for education majors has revealed some problems and deficiencies when facing the challenges of modern society and the new liberal arts background. Therefore, this study aims to explore the reform of the talent

training mode for education majors in applied undergraduate colleges under the background of new liberal arts, providing beneficial references for the talent training of education majors in China.

1.2 Research Objectives

The objective of this study is to explore the direction and path for the reform of the talent training mode for education majors in applied undergraduate colleges under the background of new liberal arts. By deeply studying the problems and deficiencies of the traditional talent training mode for education majors and drawing on the advanced experience of talent training mode reform for education majors at home and abroad, the study aims to propose an education major talent training mode that meets the needs and trends of the times. Through reform and innovation, the study aims to cultivate education professionals with practical abilities, innovative thinking, and comprehensive qualities to meet the needs of modern educational development. Ultimately, it is hoped that the results of this study will have guiding significance and practical value for the reform and development of talent training for education majors in China.

2. Literature Review

2.1 Characteristics of the Traditional Talent Training Mode for Education Majors

The traditional talent training mode for education majors is primarily focused on theoretical knowledge, emphasizing the cultivation of students' educational theoretical foundation and disciplinary knowledge. This mode emphasizes the cultivation of students' academic research ability and theoretical analysis ability, and focuses on the development of students' disciplinary expertise. The characteristics of the traditional talent

training mode for education majors include relatively fixed curriculum design, emphasis on the transmission of disciplinary knowledge, a lack of close integration between theory and practice, and a lack of alignment with social needs. [1-10]

2.2 Problems of the Traditional Talent Training Mode for Education Majors

One of the primary problems of the traditional talent training mode for education majors is a lack of close connection with the demands of the real world. The traditional mode tends to focus on the transmission of theoretical knowledge but neglects the cultivation of students' practical abilities, which may result in graduates feeling unprepared for actual educational work. Education majors need to develop the ability to apply theoretical knowledge in practical teaching, but traditional teaching often lacks emphasis on this aspect. Related to this issue is the relatively fixed curriculum design in the traditional mode, which lacks flexibility and diversity, making it unable to adapt to the changing social demands and developments in the field of education. For example, emerging educational technologies, teaching methods, and curriculum design concepts need to be incorporated into the curriculum of education majors to cultivate students' ability to meet future educational challenges.

The traditional talent training mode for education majors has also led to rigidity in teaching methods and evaluation systems. In terms of teaching methods, there is still a preference for traditional classroom lectures and written exams, while lacking more flexible and diverse teaching methods such as case studies, group discussions, and practical teaching. This single teaching mode hinders students' interest and initiative in learning and is not conducive to the development of their comprehensive abilities. Similarly, in terms of evaluation systems, there is an excessive emphasis on students' exam scores, while neglecting their comprehensive qualities and practical abilities. Relying solely on exam scores as the sole evaluation criterion can lead to students pursuing grades excessively, neglecting the cultivation of their practical abilities for actual educational work.

The talent training mode of traditional education majors does not match the

requirements of educational development under the background of new liberal arts. With the development of society, education professionals need to possess more diversified abilities and skills to adapt to diverse educational needs and work environments. However, students trained under the traditional mode often possess only one or a few specific professional skills, lacking interdisciplinary and comprehensive qualities. This singular training mode cannot meet the educational demands under the background of new liberal arts and is not conducive to students' personal development and career planning.

3. Reform of the Talent Training Mode for Education Majors in Applied Undergraduate Colleges Under the Background of New Liberal Arts

3.1 Necessity and Motivations for Reform

With the rapid development of society and the transformation of the education field, it is necessary to reform the talent training mode for education majors in applied undergraduate colleges under the background of new liberal arts. The necessity and motivations for this reform can be summarized as follows.

Under the background of new liberal arts, education professionals need to possess more diversified abilities and skills. The traditional talent training mode for education majors emphasizes academic research and the transmission of theoretical knowledge, but lacks the cultivation of practical skills and innovative thinking required for actual educational work. However, under the background of new liberal arts, education professionals need to have a broader interdisciplinary perspective, comprehensive abilities, and practical experiences to meet the diverse demands of society for education.

The reform of the talent training mode for education majors is also necessary to adapt to the development of modern educational technology and teaching methods. With the widespread application of information technology and the digital transformation of teaching environments, education professionals need to master the application of modern educational technology and innovative teaching methods. This requires the talent training mode for education majors to keep pace with the times, incorporating emerging

educational technologies and teaching methods into curriculum design and teaching practice to enhance students' information literacy and educational technology application abilities.

3.2 Innovations

In terms of curriculum design, adjustments and innovations are needed. the traditional talent training mode for education majors focuses on the transmission of disciplinary knowledge but neglects the cultivation of practical and interdisciplinary abilities. Therefore, the talent training mode for education majors in applied undergraduate colleges under the background of new liberal arts should place more emphasis on practical teaching and interdisciplinary integration. This can be achieved by increasing practical courses, organizing thematic discussions, and conducting internships to cultivate the abilities and qualities required for actual educational work.

In terms of teaching methods, improvements and innovations are needed. the traditional talent training mode for education majors is primarily lecture-based, lacking interactivity and student participation. However, the talent training mode for education majors in applied undergraduate colleges under the background of new liberal arts should focus on cultivating student autonomy and innovative abilities. This can be achieved by introducing teaching methods such as case studies, group discussions, and project research to stimulate students' interest in learning and develop their teamwork and problem-solving abilities.

In terms of practical experiences, optimization and innovation are needed. the talent training mode for education majors in applied undergraduate colleges under the background of new liberal arts should place greater emphasis on the quality and depth of practical experiences. This can be achieved by collaborating with actual educational institutions, conducting practical projects, and engaging in social practices to provide students with opportunities for practical activities in real educational environments, enhancing their practical skills and operational abilities.

4. Reform Methods and Approaches

4.1 Adjustment and Innovation of Curriculum Design

Curriculum design is one of the core elements

of the reform of the talent cultivation model in the field of education. In the context of the new liberal arts, the reform of the talent cultivation model of education majors in applied undergraduate colleges requires adjustments and innovations in the curriculum. Specifically, reforms can be made in the following aspects. Firstly, emphasis should be placed on interdisciplinary integration. As a comprehensive discipline, education majors need to be effectively integrated with other disciplines. Interdisciplinary courses can be offered to integrate education with psychology, sociology, management, and other disciplines, cultivating students' interdisciplinary thinking and comprehensive abilities. Secondly, practical courses should be increased. the traditional education major talent cultivation model tends to focus too much on the impartation of theoretical knowledge while lacking in practical skills development. Therefore, practical courses such as internships, educational practice courses, and project research courses can be added to allow students to engage in practical activities in real educational environments, enhancing their practical and applied abilities. Thirdly, attention should be paid to the application of educational technology. With the development of information technology, the role of educational technology in the educational process is becoming increasingly important. Therefore, courses on educational technology can be added to cultivate students' ability to apply educational technology, enabling them to flexibly use modern educational technology in teaching activities.

4.2 Improvement and Innovation of Teaching Methods

Teaching methods are crucial aspects of the reform of the talent cultivation model in education majors. In the context of the new liberal arts, reforming the talent cultivation model of education majors in applied undergraduate colleges requires improvements and innovations in teaching methods. the following are some methods that can be adopted: Firstly, the use of case analysis method. Case analysis can help students develop problem-solving abilities and innovative thinking through the analysis and discussion of real cases. By introducing real cases, students can better understand the

problems and challenges in educational practice, cultivating their adaptability and decision-making abilities. Secondly, the use of group discussion method. Group discussions can promote communication and cooperation among students, cultivating their teamwork and social skills. Through group discussions, students can consider and solve problems from different perspectives, stimulating their creativity and innovation. Thirdly, the introduction of project research method. Project research allows students to conduct in-depth research and practice in actual projects, cultivating their research and practical abilities. By participating in project research, students can learn practical skills such as project management, data analysis, and report writing, enhancing their practical level and competitiveness.

4.3 Optimization and Innovation of Practical Components

Practical components are important parts of the reform of the talent cultivation model in education majors. In the context of the new liberal arts, optimizing and innovating practical components is necessary for the reform of the talent cultivation model of education majors in applied undergraduate colleges. the following are some methods that can be adopted: Firstly, strengthening cooperation with actual educational institutions. Cooperation with actual educational institutions allows students to be exposed to real educational environments and understand the needs and challenges of actual educational work. Through cooperation with actual educational institutions, students can participate in real educational projects and engage in practical activities, enhancing their practical and applied abilities. Secondly, conducting social practice activities. Social practice allows students to be exposed to educational activities in various sectors of society, understanding the needs and changes of society regarding education. By participating in social practice activities, students can cultivate keen observation and understanding, enhancing their sense of social responsibility and innovation. Thirdly, optimizing the practical assessment mechanism. Practical assessment evaluates students' practical abilities and professional qualities. To make practical assessment more

scientific and effective, multiple assessment methods can be used, such as practical reports, presentations of practical achievements, and oral defenses of practical work. Additionally, assessment standards and indicator systems can be established to ensure the objectivity and fairness of assessment results.

5. Advanced Experiences in The Reform of Talent Training Mode for Education Majors at Home and Abroad

5.1 Summary of Domestic Advanced Experiences

In China, some universities have begun to explore and implement the reform of talent training mode for education majors, achieving positive results. For example, the reform of the talent training mode for education majors at the School of Education, Beijing Normal University, is worth attention. the establishment of teacher education practice bases allows students to engage in practical activities in actual educational settings, enhancing their practical abilities and educational literacy [1]. In addition, in the reform of talent training mode for education majors at Shanghai Normal University, emphasis is placed on the integration of education with other disciplines, offering interdisciplinary courses to cultivate students' comprehensive abilities and independent thinking [2].

The reform of talent training mode for education majors in China still faces challenges and issues. Firstly, the integration of talent training mode reform with educational practice is necessary, but some universities still face difficulties in arranging and implementing practical experiences. Secondly, talent training mode reform requires considerable human, material, and financial resources, and some universities have not provided sufficient support and investment in this regard. Furthermore, talent training mode reform requires close collaboration with educational departments and institutions, but cooperation mechanisms in some regions are not yet well-established.

5.2 Lessons Learned from International Advanced Experiences

Internationally, some countries and regions have implemented reforms in the talent

training mode for education majors, achieving successful experiences. For example, in the United States, the talent training mode for education majors emphasizes the cultivation of practical abilities and innovative spirit, providing practical opportunities and project research for students to engage in real educational settings, cultivating their educational leadership and practical abilities [3]. Additionally, in Finland, the talent training mode for education majors focuses on the integration of education with other disciplines, encouraging interdisciplinary research and practices to develop students' comprehensive abilities and innovative thinking [4].

The reform of talent training mode for education majors internationally also faces challenges and issues. Firstly, there are significant differences in education backgrounds and cultural contexts among different countries and regions. Therefore, when drawing lessons from international experiences, it is necessary to fully consider local demands and characteristics. Secondly, the integration of talent training mode reform with educational practice is necessary, but in some countries and regions, there is an uneven distribution of educational practice resources, which limits the progress of reform. Furthermore, talent training mode reform requires close collaboration between universities and educational institutions, and in some countries and regions, cooperation mechanisms need further improvement.

6. Conclusion

This paper discusses the reform of the talent training mode for education majors in applied undergraduate colleges under the background of new liberal arts, and analyzes the problems and deficiencies of the traditional talent training mode for education majors. In response to these issues, the necessity and motivations for reform are proposed, and the innovations in the reform are explored. Regarding the methods and approaches of reform, the paper focuses on the adjustments and innovations in curriculum design, improvements and innovations in teaching methods, and optimization and innovation in practical experiences. Finally, the paper summarizes the advanced experiences in the reform of talent training mode for education majors at home and abroad and presents the

conclusions.

In conclusion, the reform of the talent training mode for education majors in applied undergraduate colleges under the background of new liberal arts is an important issue in the field of education talent training. Through reform and innovation, education professionals who meet the requirements of modern educational development can be cultivated. However, the reform process also faces challenges and issues that require joint efforts from universities, educational departments, and educational institutions. It is hoped that the research findings of this paper can provide useful references and insights for the reform and development of talent training for education majors in China.

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