

# Exploring the Talent Cultivation Mode of Fine Arts under the Perspective of New Liberal Arts with Multidisciplinary Cross-integration

**Chen Jiajun**

*Longyan College, Longyan, Fujian, 36400, China*

**Abstract:** *The process of globalization continues to accelerate, and the competition for cultural soft power is becoming increasingly fierce, so the traditional professional education of fine arts is facing brand-new opportunities and challenges. The concept of new liberal arts construction has pointed out a new direction for the discipline construction of fine arts, and put forward new ideas for the professional talent training mode, curriculum system and teaching reform. Based on this, this paper takes N College as an example, describes the shortcomings of traditional art major talent training, and explores the implementation path of reforming the talent training mode of art majors in applied undergraduate colleges from the aspects of positioning the talent training goal, constructing the “2+N” course group, and building an all-around nurturing space, with the aim of cultivating applied and composite art education talents adapted to the new era.*

**Keywords:** *New Liberal Arts, Multidisciplinary Cross-Fertilization, Fine Arts Major, Talent Cultivation Mode*

## 1. Introduction

New liberal arts is the core content of philosophical and social sciences with Chinese characteristics, i.e., the liberal arts that reflect, present, and contain Chinese experience, Chinese materials, and Chinese data to a certain extent[1]. In China, Tongji University proposed the creation of “Tongji New Liberal Arts” in 1994[2], and the Department of Higher Education of the Ministry of Education (MOE) specified “New Liberal Arts” in the “Four New” construction in 2018. In November 2020, the Ministry of Education’s New Liberal Arts Construction Working Group held a working conference on the construction of new liberal arts at Shandong University. Releasing the Declaration on the Construction of New Liberal Arts, the meeting studied the innovative development initiatives of higher liberal arts education in China in the new era, made a comprehensive deployment of the construction of new liberal arts [3], and formalized the full launch of the construction of new liberal arts. Since then, the construction of new liberal arts in China has shifted from top-level design to in-depth implementation and full launch. In the past five years, colleges and universities across the country have focused on the fundamental task of cultivating moral character, actively responded to and explored the reform and innovation initiatives of the new liberal arts construction, and carried out theoretical research and practical exploration on the construction of the “new liberal arts” from the perspective of talent cultivation mode, curriculum and teaching system, and pedagogical reform.

Fine Arts is an important specialty for training art teachers and art creation and research talents in basic education. China’s higher teacher art education has developed since the formal establishment of the “Drawing and Handicrafts Section” in Nanjing Liangjiang Superior Teacher Training College[4], and has formed a relatively fixed paradigm of talent cultivation in terms of cultivation objectives, curriculum settings, teaching methods, evaluation mechanisms, etc. N College, founded in 1958, is a demonstrative undergraduate college of applied sciences in Province F. The predecessor of N Normal Higher Collegiate School was N Normal Higher Collegiate School, which was a model undergraduate college of applied sciences. Its predecessor, N Normal College, had a long history of teacher education and had cultivated a large number of excellent teacher elites for basic education in N city. This paper takes the fine arts major of N College as an example to study the practical path of talent cultivation of fine arts majors in applied undergraduate colleges under the background of new liberal arts, and to promote the quality and efficiency of talent cultivation.

## **2. The shortcomings of talent cultivation of fine arts majors under the background of new liberal arts**

Facing the concept of new liberal arts construction and the development trend of art curriculum in China's basic education, the traditional education of fine arts majors is facing new challenges and opportunities. At present, there are problems such as outdated talent cultivation concept, unclear orientation of talent cultivation, weak comprehensive curriculum, low quality of talent cultivation and lagging curriculum system in Fine Arts in N College, which urgently need to be re-examined, optimized, integrated and reconstructed.

### ***2.1 Lagging education concept***

Traditional art education focuses on knowledge-based and skill-based training, and weakens the cultivation of students' creative ability and multidisciplinary knowledge integration, resulting in the phenomenon of enjoying professionalism but lacking of general knowledge. The lack of adequate research and analysis of social development needs in the development of talent training programs, it used to take those teacher training colleges and universities professional talent training programs as a reference to locate the talent training objectives, students were often unable to adapt to the needs of society after graduation. In addition, the expression of talent training specifications was also more general, lack of operability, not precisely pointing to serve the improvement of the quality of local basic education and the development of basic education, not to mention cultivating qualified art teachers needed for the development of local society.

### ***2.2 Subject barriers are solidified***

The construction of new liberal arts requires talent training to meet the needs of economic and social development, break down disciplinary barriers, accelerate the integration of disciplines, dilute the marginal definition between liberal arts and science, engineering and other disciplines, and build a professional knowledge system that integrates art with literature, history, philosophy, science, technology, agriculture, economics, management, law and education to form more new disciplines, and to build a high-quality education development system. When it comes to traditional art major in the training of personnel in the design of the curriculum system, there is often a focus on painting skills and art theory knowledge, but it pays less attention to learning and exchange of related disciplines and professions, and other humanities and social sciences. Therefore, there are knowledge barriers, weakening the students in the knowledge of the breadth of the ability to innovate, the ability to develop sustainable development and the cultivation of other aspects.

### ***2.3 Single platform for educating people***

The construction of new liberal arts advocates "adhering to student-centeredness, output-orientation, and continuous improvement, and constructing a quality assurance system for liberal arts education with Chinese characteristics"[3]. The traditional nurturing platform of Fine Arts majors mainly consists of classroom teaching, educational apprenticeship, educational internship and educational study, which lacks the actual needs of local talent cultivation, cultural characteristics, innovation and practice. In the teaching implementation process of the traditional "three apprenticeships" centralized practice courses, there are also problems such as fixed mode, single form, simple evaluation, etc., which fail to meet the actual needs of the local community and effectively integrate the social resources of the local government, primary and secondary schools, and relevant industrial enterprises, so the quality of art major talent cultivation is weak.

## **3. The exploration of talent cultivation mode for fine arts majors in applied undergraduate colleges under the background of new liberal arts**

### ***3.1 Take social demand as a guide to locate the talent cultivation goal***

Among the eight major disciplines of the new liberal arts of literature, history, philosophy, economics, management, law, teaching and art, art is the youngest and the longest. Art is the academic carrier of perceptible art, pointing to the humanistic science of art and science, heart and hand, interoperability of techniques and laws of nature, and regional and universal values. It cultivates the human mind, perfects

the human heart, and uplifts the human soul by means of figurative thinking, bodily feeling, emotional skill, and original language[5]. The construction of new liberal arts requires taking “establishing morality and educating people” as the fundamental task, practicing the socialist core values, and taking the correct value leadership as the core tenet throughout the whole process of talent cultivation; taking the development needs of the country and the society as the foothold, focusing on the cultivation of students’ innovative consciousness and sustainable development ability, and highlighting the cultivation of information technology literacy, and thus cultivating applied and complex art education talents adapted to the new era.

At present, most of the rural elementary school in N city have reached the basic standard in terms of hardware facilities, equipped with standardized teaching buildings, multimedia classrooms, computer rooms and other modern teaching facilities. Compared with the improvement of hardware facilities, there are obvious deficiencies in the construction of teachers in rural schools, most of which lack excellent art teachers with excellent professionalism and rich teaching experience, which restricts the improvement of the quality of art education in rural areas and leads to a significant gap between the cultivation of core artistic qualities of rural students and urban students. Therefore, under the guidance of the construction of new liberal arts, the fostering of talents should be based on the service of local social and economic development, oriented to the actual needs of the development of regional basic education, and aim at providing excellent art teachers for basic education, clearly position the talent cultivation goal. We need to make it clear that under the background of the new liberal arts, applied undergraduate colleges and universities should cultivate the applied and complex basic education teachers who are able to engage in the teaching of art education in primary and secondary schools and related educational institutions.

### 3.2 Constructing “2+N” Curriculum Group by Cross-integration of Disciplines

“Curriculum system refers to the different courses of the same specialty arranged in accordance with the order of classes, is the sum of the teaching content and process, the order of classes determines what kind of knowledge structure students will obtain through learning. Curriculum system is the guiding ideology of education activities, is the materialization of the cultivation goal and the support, which stipulates the planning scheme for the implementation of the cultivation goal. The curriculum system is mainly composed of a specific view of the curriculum, curriculum objectives, curriculum content, curriculum structure, and curriculum activities, of which the view of the curriculum plays a dominant role”[6]. Therefore, the scientific and reasonable setting of curriculum system is the key and basics to improve the quality of talent cultivation of Fine Arts majors.

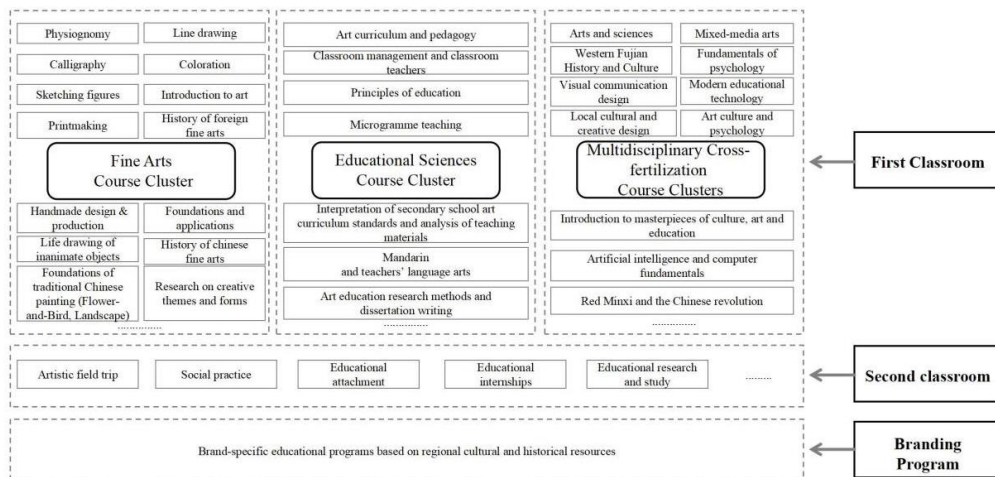


Figure 1 “2+N” Cross-Integrated Multi-Curriculum Cluster

Under the disciplinary development trend of new liberal arts construction, the synthesis and ambiguity of the definition and edge of future disciplinary development are increasing, and the cross-fertilization of fine arts disciplines with science, engineering and other disciplines will become an inevitable trend. In order to implement the concept of new liberal arts construction in applied undergraduate colleges and universities, fine arts majors need to promote the in-depth integration of fine arts, humanities and social sciences in the professional curriculum system, explore the cross-fertilization between fine arts and natural sciences, highlight the shaping of students’ values and ways of thinking in the disciplines, and push forward the transformation of students’ professional knowledge and ability from

a single disciplinary specialization to the fusion of interdisciplinary and inter-professionalism.

In line with the concepts and connotations of the Declaration on the Construction of New Liberal Arts and the 2022 Edition of the Art Curriculum Standard, after fully researching the excellent curriculum system of similar majors in China, and combining with the direction of talent cultivation for the Fine Arts major in College N, we have constructed the “2+N” cross-fertilized and multifaceted curriculum group. As shown in Figure 1, the curriculum group takes fine arts and pedagogy as the main disciplines, radiates design, literature, history, computer and other disciplines, deepens the deep integration and cross-fertilization between disciplines, establishes a dual-mode teaching that combines the theoretical teaching for the purpose of ability cultivation and the practical teaching with task-driven as the carrier. It also provides students with more comprehensive interdisciplinary learning, broadens their professional knowledge, cultivates innovative thinking ability, and builds a curriculum system that meets the needs of applied and complex aesthetic talents engaged in art education and teaching in primary and secondary schools as well as related educational institutions.

The Fine Arts major of College N is designed to meet the requirements for graduation by focusing on the characteristics of the discipline, and to cultivate students' abilities and qualities in eight dimensions, namely, teacher ethics, educational sentiment, disciplinary literacy, teaching ability, classroom guidance, comprehensive parenting, reflection, and communication and cooperation, so as to emphasize the orientation of disciplinary parenting. The “2+N” cross-fertilization and diversified course cluster consists of three major course clusters, namely, the fine arts course cluster, the teacher education course cluster, and the multidisciplinary course cluster, and the talent cultivation objectives are carried out throughout the entire course system. The curriculum system is based on consolidating the basic theoretical knowledge and technical methods of the disciplines, then expanding the depth and breadth of knowledge, and then cultivating innovation and practical ability, horizontally opening up the space for human cultivation, and vertically advancing the cultivation of talents to improve the effectiveness of human cultivation. The interdisciplinary cross-integrated professional curriculum system focuses on the foundation of the disciplines in the students' first year and second year stage, emphasizing the basic general knowledge teaching and cultivating the main position of the classroom. In the third year, it focuses on disciplinary literacy, emphasizes the improvement of professional ability, deepens the field of study, and broadens the horizon of knowledge; in the fourth year of students, it focuses on innovation and practice, emphasizes the connection of theory to practice, and promotes multi-dimensional collaborative cultivation. Through the construction of the curriculum system, theory and practice are organically combined to enhance students' professionalism and vocational awareness, and to cultivate applied and complex talents who can engage in art teaching in primary and secondary schools as well as art education in related educational institutions.

### ***3.3 Build an all-around space for nurturing people with the goal of cultivating newcomers of the times***

Innovation is the core difference between the new liberal arts and the traditional liberal arts. Driven by new concepts, new missions and new methods, we should change the education mode, break the disciplinary barriers, and build a new interdisciplinary professional knowledge structure in continuous cross-development to meet the requirements of high-quality development of liberal arts construction in the new era. The construction of the Fine Arts program should be based on professional education to cultivate students with solid professional knowledge and skills in the discipline of fine arts, good artistic thinking, artistic understanding and practical innovation. With practical innovation as a guide, we strive to cultivate students' sense of creativity and sustainable development by highlighting the cultivation of information technology literacy and encouraging students to actively participate in all kinds of practical activities. We also aim at keeping abreast of the times and sustainable development in practical teaching. With the concept of realizing the all-round development of morality, intelligence, physicality, aesthetics and labor, we insist on the five aspects cultivation of education. Based on serving the local social and economic development, we aim to cultivate the applied and compound aesthetic talents who can be engaged in the teaching of art education in primary and middle schools as well as the related educational institutions.

Based on this, College N builds an all-round and three-dimensional space for disciplinary education, carries out “G-U-S-S” multi-party collaborative education, and encourages students to improve their educational and teaching abilities in the first classroom, the second classroom, and branded practical activities, in order to adapt to the needs of basic education and grass-roots work for art professionals. Specifically, as shown in Figure 2, firstly, in the first classroom, a “2+N” cross-fertilization multifaceted course group is established to deepen the in-depth integration and cross-fertilization of disciplines, provide students with more comprehensive interdisciplinary learning, broaden the horizons of

professional knowledge, and cultivate the ability of innovative thinking. Secondly, in the second classroom, a “G-U-S” multi-party collaborative education is built to meet the needs of basic education and grassroots work for art majors. Secondly, in the second classroom, we build the “G-U-S-S” multi-party collaborative education mechanism, jointly build practice teaching bases with local governments, primary and secondary schools, and the society, and set up a platform for education and teaching practice, so as to strengthen the cultivation of students’ theoretical analysis and practical ability. On this basis, based on the regional cultural and artistic characteristics and historical and cultural resources of education and teaching to develop brand characteristics of the project, it provides effective guarantee for the successful landing of cultivating applied composite talents.

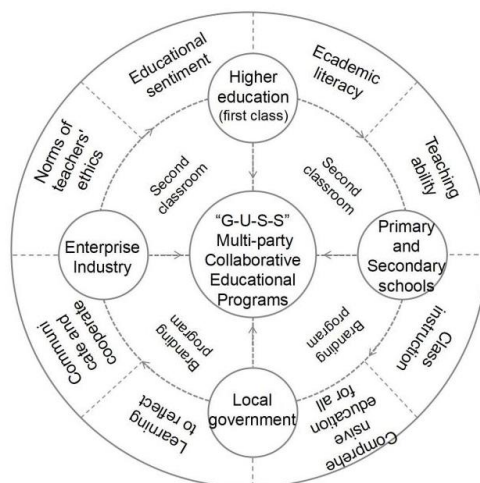


Figure 2 “G-U-S-S” Multi-party Collaborative Educational Programs

#### 4. Conclusion

The reform of the new liberal arts talent cultivation mode, as the axis of action for the construction of the new liberal arts, is not only a key to enhance the independent cultivation capacity of China’s liberal arts professionals, but also a key to implement the “Action Plan for Quality Development of Philosophy and Social Sciences in Colleges and Universities for 2035”, which emphasizes “innovation of philosophy and social science talent cultivation mode” and “better play the function of educating people in philosophy and social sciences in colleges and universities in the new era”[7]. Under the trend of the development of new liberal arts construction and the reform of basic education, majors of fine arts in applied undergraduate colleges and universities are facing the development bottleneck of lagging behind in the concept of nurturing, solidification of disciplinary barriers, and a single platform for nurturing. However, the construction of new liberal arts construction points out the new direction of the construction of fine arts disciplines, and puts forward a new way of thinking for the professional personnel training mode, curriculum system and course teaching reform. In the context of the era of the construction of new liberal arts, applied undergraduate colleges and universities need to explore the direction of the construction of applied talent training, and innovate the concept and path of professional construction so as to fulfill the mission of the times. That is to say, they need to implement the fundamental task of cultivating moral integrity, continuously improve the quality and level of teaching in higher education, and help the construction of a strong country in higher education.

#### Acknowledgements

General Project of Educational Research Program for Young and Middle-aged Teachers in Fujian Province (Social Sciences), “Exploration and Practice of Talent Cultivation Mode of Fine Arts under the Perspective of New Liberal Arts and Sciences with Multi-disciplinary Cross-fertilization” (Project No.: JAS21339)

#### References

[1] Wang Xuedian . What is “New Liberal Arts”? [N]. China Reading News .2020.06.03.Page 05:

*Outlook.*

[2] Xu Jinwen. *College of Liberal Arts and Law Holds Conference on “Welcoming the 21st New Century and Building New Liberal Arts in Tongji”* [J]. *Journal of Tongji University (Humanities - Social Sciences Edition)*, 1994(2).

[3] *New Liberal Arts Construction Workshop Held at Shandong University* - Government Portal of the Ministry of Education of the People's Republic of China (moe.gov.cn)[EB/OL].[http://www.moe.gov.cn/jyb\\_xwfb/gzdt\\_gzdt/s5987/202011/t20201103\\_498067.html](http://www.moe.gov.cn/jyb_xwfb/gzdt_gzdt/s5987/202011/t20201103_498067.html)

[4] Kang Yiping. *Discussion on the relationship between “fine art” and “teacher training” in the art education program of high teachers* [D]. *Central Academy of Fine Arts*, 2017.

[5] Xu Jiang. *Reflections on the Construction of Art Disciplines in the Context of New Liberal Arts* [J]. *China Higher Education*, 2021, (01):13-15.

[6] Zhang Zi-chuan. *Several suggestions in the implementation of curriculum system reform of applied statistics*[J]. *Business intelligence*, 2014(51):101.

[7] *The Propaganda Department of the CPC Central Committee and the Ministry of Education jointly issued an action plan for the high-quality development of philosophical and social sciences in colleges and universities for 2035* [N]. *People's Daily*, 2022-05-28(24).