

Research on Training Model of English Talents under the Background of New Liberal Arts

-- A Case Study of Liaoning Communication University

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Abstract. Under the background of the construction of the new liberal arts, local application-oriented universities should explore the inter-disciplinarity of foreign language courses and application-oriented professional courses in combination with school-based characteristics and talent training objectives, and establish interdisciplinary curriculum groups. The model proposed in this paper combines the instrumental goal of improving students' language foundation and cross-cultural ability with the humanistic goal of cultivating students' independent learning ability, critical thinking ability and cultural accomplishment, so as to enable regional economic and social development.

Keywords: English Talents; Applied; New Liberal Arts.

1. Introduction

In 2017, Hiram College in the United States proposed the concept of "new liberal arts" for the first time, which advocated the integration of higher education into modern information technology means, reorganized traditional liberal arts majors, and created a new model of interdisciplinary liberal arts education and talent training [1]. In 2019, the Ministry of Education comprehensively recommended the construction of "Four new", and proposed that the three key points of the construction of new liberal arts are "professional optimization, curriculum quality improvement, and model innovation" [2]. Wu Yan (2019) pointed out in the Fourth National Forum on the Reform and Development of Higher Education that under the new situation, foreign language education in colleges and universities should strengthen the cross-integration of foreign language and other disciplines, and cultivate foreign language talents who can adapt to the construction of the new liberal arts [3]. Zhang Junzong (2019) pointed out that the difference between the new liberal arts and the traditional liberal arts is that it highlights the importance of humanistic spirit and encourages interdisciplinary and integration, reform of educational methods and informatization of learning methods [4]. Wang Mingyu (2019) believes that the new liberal arts should essentially realize the cross-integration of different disciplines, and promote the upgrading of traditional liberal arts through inheritance and innovation, cross-integration, collaboration and sharing [5]. An important way of the development of the new liberal arts is to use information technology to realize interdisciplinary, and the transdisciplinarity is its dominant feature.

The concept of "interdisciplinary" was first proposed by R.S. Woodworth of Columbia University in 1926; American scholar Julie T. Klein (1990) reviewed the historical origin of transdisciplinarity and explained important theories in her book *Transdisciplinarity: History, Theory, and Practice* [6]. The idea of interdisciplinarity is fully elaborated in the National Academy of Sciences' *Promoting Interdisciplinary Research* (2004) report, Australia

Asian scholar Victoria Millar (2016) commented on the setting of modern curriculum system, pointing out that interdisciplinarity is a scheme that can be used for reference [7].

The interdisciplinary concept was introduced in China in the 1980s. Zhang Yantao (2015) believes that interdisciplinarity reflects the comprehensive development of disciplines and is also an inevitable trend of deepening academic research [8]. Liu Haitao (2018) pointed out that knowledge production

in modern education has gradually shifted from "discipline-centered" to "problem-oriented", while talent training has moved from "professional education" to "interdisciplinary education" [9].

Interdisciplinary talent training has become the goal of higher education in the new era, curriculum setting, curriculum construction and teacher development will play a great guiding role.

2. The Cultivation of Interdisciplinary Foreign Language Talents is an Inevitable Requirement of the New Era

The output-oriented approach, a foreign language learning concept proposed by Professor Wen Qiufang of Beijing Foreign Studies University (2017), holds that foreign language education should focus on the unification of instrumental goals and humanistic goals [10]. Liu Sen (2018) pointed out that the cultivation of foreign language professionals should shift from foreign language teaching to foreign language education, so as to promote cross-cultural communication and whole-person development [11]. Similar to Professor Wen Qiufang, Li Weiping (2018) believes that Chinese foreign language discipline is shifting from instrumental and applied to humanistic and innovative, and Chinese elements in its knowledge system are gradually prominent, especially in the fields of translation studies, cross-cultural studies and national and regional studies [12]. Jiang Hongxin (2018) from Hunan Normal University believes that foreign language disciplines in the new era should take the road of multi-disciplinary collaborative development, and strengthen mutual support among disciplines on the basis of consolidating language and cultural education [13]. Ning Qi of Beijing Foreign Studies University proposed at the "Multilingual +" Excellent International Talent Training Forum held in 2019 under the new liberal arts background that, under the new liberal arts background, the foreign language discipline should seek the transformation of talent training mode from the internal and interdisciplinary levels, and promote the deep integration of majors and foreign languages [15].

In short, the research on the reform of the interdisciplinary talent training model for foreign language majors has achieved fruitful results. The traditional training of "foreign language +" (that is, foreign language + professional knowledge) has gradually changed, but it overemphasizes the instrumental and communicative goals of foreign language, lacks the cultivation of humanistic spirit and innovative ability, and neglects the cultivation of critical thinking, which cannot meet the needs of the new era. In addition, most of the research objects are affiliated universities, foreign language colleges and normal colleges, which explore the reform of foreign language talent training mode and interdisciplinary education path under the background of new liberal arts, and rarely involve the talent training reform of local application-oriented undergraduate universities. More extensive and in-depth exploration is needed for the realization of interdisciplinary foreign language talents training with regional characteristics and school characteristics.

3. Construction of Training Model for Interdisciplinary Foreign Language Talents in Applied Universities

This paper takes local application-oriented undergraduate colleges and universities in Liaoning Province as the research object to explore how the foreign language courses of such colleges and universities can innovate the talent training model under the background of the construction of new liberal arts, and achieve the goal of cultivating foreign language talents with interdisciplinary knowledge system in the new era.

3.1. Strengthen Top-level Design and Condense School-based Characteristics

Based on *the National Standards for the Teaching Quality of Foreign Languages and Literature* and *the Guide for the Teaching of Foreign Languages and Literature Majors for Undergraduate Students in Colleges and Universities*, the personnel training program is revised according to the needs of Liaoning's regional economic and social development and the university's positioning as an application-oriented university, with a focus on the cultivation of critical thinking ability, innovative

ability and humanistic quality. Develop interdisciplinary foreign language majors. At the same time, we will optimize the curriculum and teaching design, help the deep integration of foreign languages and interdisciplinary majors, and improve the quality of talent training.

3.2. Building a Multi-modal Foreign Language "Golden Lesson"

Minister of Education Chen Baosheng (2018) proposed that the construction of "double first-class" should focus on promoting the updating of curriculum content, timely adjusting personnel training programs, building a curriculum system that organically integrates ideological and political education with professional education, and building a new interdisciplinary curriculum group [14]. The cross-subject curriculum system can be realized through the two channels of the same direction of curriculum ideology and politics and the establishment of curriculum groups.

3.2.1. We will Give Full Play to the Exemplary Role of First-class Courses.

Give full play to the exemplary role of first-class courses and provincial-level online high-quality courses, use modern information technology means, continue to carry out mixed teaching, and create more provincial-level and school-level first-class courses. Through the construction of online, offline and mixed foreign language "golden course", students' independent learning ability and critical thinking ability are cultivated.

3.2.2. Carry out Curriculum Ideological and Political Education, and Build Curriculum Ideological and Political Model Courses.

The integration of ideological and political education into the foreign language curriculum is itself a cross integration of literature and sociology. Building school-level and provincial-level ideological and political model courses can cultivate students' international vision and feelings of home and country, achieve value leadership with socialist core values, enhance institutional confidence and cultural confidence, and enable the cultivation of international composite and applied foreign language talents.

3.3. Establish a Multimodal Teacher Learning Community

According to the needs of curriculum system construction, lessons preparation and discussion activities across disciplines and colleges are carried out to form an education community.

3.3.1. Jointly Build Courses with Marxist College

Foreign language teachers and teachers of ideological and political courses of the School of Marxism jointly applied to build a model course of ideological and political courses, supplement online and offline ideological and political teaching resources, and innovate the path of integrating ideological and political education in foreign language courses.

3.3.2. Jointly Carry out Cross-cultural Communication Research with the School of Communication

In the process of overseas translation and cross-cultural communication of Chinese culture and traditional culture series works, foreign language teachers can communicate and cooperate with teachers of communication studies, news media and other disciplines in media colleges and universities, so as to enable the export of Chinese culture overseas

4. Conclusion

From the perspective of interdisciplinary development of foreign language major, this study explores the reform path of talent training mode in local application-oriented universities, hoping to build a school-based interdisciplinary talent training mode by exploiting the "internal and external interdisciplinary characteristics" of foreign language major, and empower the interdisciplinary education of foreign language major in the new era.

This study will improve the quality of foreign language talents training in local applied colleges and universities in Liaoning Province, and promote the economic and cultural construction and social development of Liaoning Province. National strategies such as the "Belt and Road Initiative", the Human Destiny Community, global governance and Henan's strategy of building a culturally strong province are in urgent need of interdisciplinary and composite foreign language talents with excellent language application ability and profound humanistic literacy.

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