

Cultivation of University Teachers' Literacy from the Perspective of New Liberal Arts Construction: Core Elements and Promotion Measures

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Abstract

In November 2020, the Ministry of Education of China issued the Declaration on the Construction of New Liberal Arts, which put forward the overall requirements and tasks for the innovative development of liberal arts education from six links: clarifying the overall goal, strengthening value guidance, promoting professional optimization, consolidating the curriculum system, promoting model innovation, and creating quality culture. Colleges and universities are required to build new classrooms dedicated to cultivating students' innovative thinking and critical spirit around the future growth and development goals of students, cultivate high-level liberal arts talents who meet the requirements of the new era. The new liberal arts construction plan puts forward higher requirements for the quality of school teaching, and teachers' literacy is the core element to determine the quality of teaching, so this paper, from the perspective of education administrators, compared with the requirements of the new liberal arts construction plan, discusses the literacy that university teachers should have, and puts forward the measures and methods to improve the quality of university teachers.

Keywords

New liberal arts construction teachers' accomplishment.

1. Introduction

In recent years, with the development of social productivity and the acceleration of the new technological revolution, the society has continuously put forward higher requirements for talents. The traditional university talent training model has been greatly challenged, especially in the field of liberal arts, where the traditional liberal arts boundaries are relatively clear. Most of them focus on theoretical teaching, and the teaching method is relatively single. Teachers mostly carry out scripted classroom teaching around textbooks, while students mostly focus on reciting and memorizing knowledge points, the talents trained in this mode often have a single professional background, and lack the necessary logical thinking ability and innovative consciousness, which is far from meeting the needs of social production practice, which leads to the low influence of liberal arts education in China. Graduates of traditional liberal arts face many difficulties in employment, and the unemployment rate is high. As a response to the demand for new talent training, the Ministry of Education of China proposed the "New Liberal Arts Construction" in November 2020. As an important education reform project led by the state, the importance of the "new liberal arts construction" is self-evident, and the reform of the university talent training model with the new liberal arts concept has also become a widespread concern in the education sector. Where is the new liberal arts? What direction should the construction of the new liberal arts follow? Many scholars have conducted in-depth discussions on this and put forward insights that are beneficial to the development of the discipline. Xu Fei (2021) proposed that the biggest feature of the new liberal arts is the intersection of liberal arts and sciences. Therefore, it is necessary to clarify new positioning,

new concepts, new disciplines, new directions, new majors, new courses, new models, and new teaching systems and evaluation systems. Jin Xiangrong and Zhu Yihong (2022) believe that the fundamental requirement of the construction of new liberal arts lies in strengthening value guidance, and the effective way to promote the construction of new liberal arts lies in professional optimization, curriculum quality improvement and mode innovation. Tian Xianpeng (2023) proposed to promote the critical construction of theoretical knowledge of liberal arts based on problem orientation, and improve the ability of theoretical interpretation and problem solving. Wu Daguang (2023), vice president of the Chinese Higher Education Association, combined with the practice of Xiamen University, proposed that the construction of new liberal arts must conform to the digital trend brought about by the international higher education reform and change the research paradigm of humanities. It can be seen that the new liberal arts construction plan hopes to solve the problem of mismatch between traditional liberal arts and talent training objectives in the new era by expanding the inherent scope of liberal arts disciplines and updating teaching methods and research paradigms. Teachers are the organizers and guides of teaching activities, and teacher literacy plays a vital role in talent training. Therefore, to promote the implementation of the new liberal arts construction plan, we must first fully understand the new requirements of the plan for teacher literacy, and compare and analyze the current difficulties in the construction of the teaching team, so as to put forward relevant measures, and then build a teaching team that meets the needs of the new era.

2. The Performance of Teachers' Insufficient Literacy under the Background of "New Liberal Arts" Construction

The Declaration on the Construction of New Liberal Arts clearly puts forward the development goals of liberal arts disciplines, that is, "literature, history and philosophy promote self-cultivation and soul casting, economic management law helps to govern the country, pedagogy cultivates talents, and cultivating aesthetic perception through art education". It also proposes to build a training system for liberal arts talents from the aspects of value guidance, professional optimization, curriculum system reform, training mode innovation, and improvement of quality and culture. By comparing these requirements one by one, we can find the shortcomings of the current liberal arts teachers' literacy.

2.1. The deviation between teacher's role orientation and the goal of new liberal arts construction

The new liberal arts construction plan reflects on the traditional liberal arts in many aspects, first of all, the value of the existence of liberal arts. Many teachers and students believe that traditional liberal arts, such as philosophy and literature, are not practical subjects. The main reason for this kind of cognition is that the teaching of traditional liberal arts pays attention to the transmission of knowledge rather than the creation and integration of knowledge, and the simple transmission of knowledge is difficult to reflect the usefulness of creating value, which is what people call practical value. Over the years, this inherent cognition of traditional liberal arts has also caused the deviation of teachers' role orientation-traditional liberal arts teachers are more immersed in the knowledge imparting mode, pay attention to the indoctrination of knowledge points in classroom teaching, and focus on the cultivation of students' memory and understanding ability rather than the inspiration of wisdom. Under the background of the construction of new liberal arts, this inherent role orientation is obviously insufficient.

2.2. Limitations of a single disciplinary background

One of the key words in the construction of new liberal arts is "interdisciplinary", which emphasizes interdisciplinary communication and integration. Throughout the history of the

development of the humanities and social sciences, the evolution of the humanities is a process of constantly discovering and facing new problems. In the past ten years, the development of traditional liberal arts has encountered major obstacles. The essential reason is that liberal arts disciplines stick to the boundary for a long time and pay too much attention to indirect experience, which leads to the lack of practical attention and practical value of professional knowledge, so it is gradually out of touch with the actual needs of society. Facing the challenges of the new era, the construction of new liberal arts re-examines its own research objects and methods, proposes to break the professional gap caused by the separation of the original disciplines, and shapes a new liberal arts that integrates technology and humanities. It is precisely to rebuild the reality of disciplines and social and economic development. Contact, so as to better answer new questions in the field of human society. However, due to the limitation of a single subject background, some teachers can not effectively carry out interdisciplinary teaching design in teaching, resulting in students can only learn within the scope of a discipline, can not obtain a wider range of knowledge and thinking inspiration, a single subject background restrictions not only affect the teaching effect, but also limit the teacher's career development and academic innovation.

2.3. Lack of technical capacity

The construction of "new liberal arts" means the innovation of educational methods. In the current information age, digitalization and networking are gradually integrated into education, which also puts forward new requirements for teachers' technical ability. Especially during the outbreak of the new coronary pneumonia, online education and learning methods have become the mainstream learning methods, and this new learning mode has brought subversion and challenges to traditional classroom teaching. Many traditional liberal arts teachers have exposed obstacles to the application of modern technology. Due to the lack of necessary technical capabilities, they may not be able to master new technologies such as multimedia teaching and online teaching, it is also unable to use information technology to interact and communicate effectively with students. 72/5000

This lack of technical ability caused teachers can not make full use of teaching resources, but also lead to the lack of teachers' ability to control the classroom, the impact on the teaching effect, and then limit the innovation of teachers' teaching mode and method.

Discussion: the core elements of "new liberal arts" teacher literacy

According to the construction goal of "new liberal arts" and in view of the lack of teachers' quality, the excellent teachers' quality of "new liberal arts" should have the following four core elements.

knowledge transformation and innovation ability

The goal of new liberal arts education is to cultivate students' innovative thinking and comprehensive quality, emphasizing students' active learning, critical thinking and interdisciplinary ability. In this context, teachers need to re-understand their role and positioning, and fully understand that the essence of education should be the transformation and innovation of knowledge. The so-called transformation means that knowledge produces corresponding economic value, social value or spiritual value. Innovation, on the other hand, is the response and change to constantly deal with problems, so as to promote social progress and development. if there is a lack of in-depth understanding of this 1 of educational concepts, it will not be able to effectively guide students to think and explore actively. so as to limit the development potential of students.

Interdisciplinary integration ability

In the construction of new liberal arts, interdisciplinary integration and application has become an important requirement. Teachers need to be able to combine the knowledge of multiple disciplines and ways of thinking organically to help students think and solve problems in

multiple dimensions. In order to break through the limitation of this single subject area, teachers need to actively broaden their academic horizons and actively learn and master the basic knowledge of other subjects. Schools should also strengthen the construction of interdisciplinary teams, build a platform for interdisciplinary exchanges, stimulate interdisciplinary exchanges and cooperation among teachers, and enhance teachers' ability of interdisciplinary integration and application.

International Vision with Local Feelings

The research objects of liberal arts disciplines are mainly politics, economy, culture, etc. Faced with the reality of the increasing diversity and integration of the world, teachers of liberal arts disciplines need to have an international perspective, understand the academic attitudes, concepts and ways of thinking of foreign disciplines, and be tolerant and respectful to diversified academic concepts, but at the same time, they must realize that the construction of Chinese disciplines is based on China's national conditions, there are bound to be differences between China's new liberal arts construction and foreign liberal arts construction in terms of expression, value pursuit and thinking consideration. Therefore, teachers' international vision must integrate local feelings and reflect on teaching, which is to train students to not only see and learn the excellent culture of the external world, but also have a deep understanding of their own culture, history and current development, and cultivate high-quality talents with both local feelings and international vision.

Digital Humanistic Competence

In the era of big data, the rapid development of information technology and digital tools has had a great impact on the research methods of humanities and social sciences. Under the goal of new liberal arts construction, digital humanities ability is also one of the core qualities necessary for teachers. It is mainly manifested in having the necessary digital technology foundation, integrating the research methods of natural disciplines, breaking the research ideas of academic for academic and combining mathematical logic Innovation research paradigm, effective use of data, research on new changes and new problems brought about by technological change.

Conclusion: Under the overall goal of promoting teacher cultivation, based on the perspective of new liberal arts construction, from the perspective of managers, universities should take the cultivation and improvement of teacher literacy as the starting point and foothold, and improve the teacher team construction mechanism from the perspectives of school governance, teacher academic development, and talent training needs. The specific measures can be refined into the following three aspects:

Optimize teacher training courses

Almost all universities form training programs and detailed training courses every year, but the current training courses do not pay close attention to the core literacy of teachers, and the training content is relatively old. In order to meet the needs of the construction of new liberal arts, school administrators need to take active measures to optimize teacher training courses, pay more attention to updating teachers' educational concepts, improving teachers' interdisciplinary literacy, and strengthening teachers' technical ability training, so as to realize the sustainable development of teachers and improve the overall quality of teachers.

Continuous Improvement of Teacher Evaluation System

The cultivation and promotion of teacher literacy runs through the whole process of teacher professional development. Therefore, schools need to actively act in all aspects of teacher induction, training, performance appraisal, and professional title evaluation, and integrate teacher literacy indicators into the teacher evaluation system to give full play to the evaluation system. Positive guiding role. Specifically, in the process of introducing teachers, we should combine the requirements of core literacy and continuously optimize the evaluation index of

teachers' introduction. In the assessment indicators, we should combine the core literacy content, strengthen the knowledge transformation ability and other related indicators, establish the assessment view based on the comprehensive quality of teachers from the source, and provide the momentum and growth space for the follow-up professional development of teachers.

Constructing the Guarantee System of Teacher's Quality Cultivation

High-quality teachers are an important goal of educational development. From the perspective of management, if the security system supporting teachers is not perfect, it will lead to frequent educational problems. School administrators should provide financial and human support for teacher literacy related training, and solidify relevant security measures in the form of system, so as to provide long-term support for the cultivation and improvement of teachers' literacy.

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