

Exploring Talent Cultivation Models for Chinese Language and Literature Majors under the Background of the New Liberal Arts

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Abstract—The construction of the new liberal arts in China emphasizes disciplinary integration, industry-education collaboration, and innovation as core directives, prompting a comprehensive transformation of traditional liberal arts talent cultivation systems. As a foundational discipline in Chinese higher education, the Chinese Language and Literature major has long been constrained by rigid training models, pronounced disciplinary barriers, insufficient practical education, and a disconnect between talent output and dynamic societal needs. This paper, rooted in the 2024 Heilongjiang Provincial Higher Education Teaching Reform Project and based on the educational orientation of local private universities, analyzes the practical dilemmas and developmental bottlenecks in talent cultivation for Chinese Language and Literature majors from the perspective of the new liberal arts. It innovatively constructs a “12345” collaborative education model, exploring reform pathways across five dimensions: cultivation objectives, curriculum system, teaching models, practical platforms, and support mechanisms. The research aims to address the shortcomings of traditional humanities education by nurturing Chinese Language and Literature professionals equipped with literary literacy, innovative thinking, interdisciplinary competence, and practical capacity. The findings offer vital references for teaching reform and high-quality talent cultivation in liberal arts at local private institutions.

Index Terms—New liberal arts, Chinese language and literature, talent cultivation, industry-education collaboration, education model.

I. INTRODUCTION

The landscape of higher education in China has undergone substantial transformation with the launch of the new liberal arts initiative by the Ministry of Education in 2019 [1]. This policy framework called for education that is responsive to the demands of the new era, integrates new technologies, and supports national development. The initiative aims to break the traditional confines of the humanities—characterized by theoretical dominance and limited practical application—by fostering deep integration with STEM fields, industry, and society [1], [2]. Emphasizing comprehensive literacy, innovation, and practical ability, the new liberal arts provide both guidance and impetus for the reform of talent cultivation in humanities disciplines.

The Chinese Language and Literature major, as one of the oldest and most fundamental disciplines in China’s higher education system, bears the dual responsibility of inheriting traditional culture and cultivating humanistic literacy [3], [4]. Traditionally, the major has emphasized academic training, with curricula centered on literary theory and language studies, preparing graduates for roles in education and research. However, the rapid advancement of digital media, cultural industries, and new media communication has dramatically altered the labor market. Contemporary society demands talents who are not only versed in classical literature and language but are also proficient in digital communication, cultural innovation, and practical application [5].

The challenge is particularly acute for Chinese Language and Literature majors at local private universities, such as those in Heilongjiang Province. These institutions, tasked with supporting regional cultural and economic development, must break free from traditional constraints and integrate local cultural characteristics, interdisciplinary approaches, and deep

industry-education collaboration. This paper leverages practical experience from the Heilongjiang teaching reform project to focus on the pain points in talent cultivation for Chinese Language and Literature majors in local private universities. It proposes the “12345” collaborative education model, aligning with the principles of the new liberal arts and regional talent requirements, and explores pathways for nurturing professionals who are both grounded in their discipline and responsive to contemporary societal needs.

II. LITERATURE REVIEW

A. The New Liberal Arts in Global and Chinese Context

The “new liberal arts” movement is not unique to China. Across the globe, universities are reimagining liberal arts education to meet 21st-century challenges. In the United States, the emphasis has shifted from “distribution requirements” to integrative learning and real-world problem solving [6]. This is echoed in the European Bologna Process, which calls for modularization and flexibility in curricular design [7]. In Asia, countries such as Japan and Singapore have implemented interdisciplinary core curricula and established partnerships with industry to ensure student employability [8].

China’s new liberal arts policy, as outlined by the Ministry of Education [1], seeks to break old patterns of disciplinary isolation, promote cross-disciplinary clusters, and support the emergence of “new humanities” [2]. The policy encourages universities to move beyond rote learning and static knowledge to foster creativity, adaptability, and practical competence. Scholars emphasize that this transformation requires not only curricular reform but also deeper structural changes, such as faculty development, new assessment

models, and the creation of collaborative platforms with enterprise [3], [4].

B. Challenges in Chinese Language and Literature Talent Cultivation

Recent research highlights persistent challenges in the field. The curriculum remains dominated by traditional courses in ancient and modern literature, linguistics, and literary theory, with insufficient integration of digital humanities, media studies, and applied writing [9]. Teaching methods are often teacher-centered, limiting student engagement and innovative capacity. Furthermore, the evaluation system prioritizes written exams and essays, neglecting performance-based and competency-driven assessments [5]. These shortcomings are particularly pronounced in local private universities, which often lack the resources and industry networks of elite institutions.

Internationally, successful reform cases—such as Stanford University’s “Thinking Matters” program or the University of Amsterdam’s “Interdisciplinary Studies” track—demonstrate the value of project-based learning, cross-departmental collaboration, and real-world engagement [6], [7]. In China, pioneering programs at institutions like Fudan University and Southern University of Science and Technology have piloted cross-disciplinary modules and industry co-teaching, yielding positive outcomes in student motivation and employability [2].

III. THEORETICAL FRAMEWORK

A. Constructivism and Experiential Learning

This study draws on constructivist learning theory, which posits that learners construct knowledge actively through experience, reflection, and social interaction [10], [11]. In the context of liberal arts education, constructivism underpins the shift from passive knowledge reception to active inquiry, critical thinking, and collaborative problem solving. Experiential learning theory [12] further emphasizes the importance of concrete experience, reflective observation, abstract conceptualization, and active experimentation. These theories support the design of practice-oriented, interdisciplinary curricula and validate the core elements of the “12345” model—particularly its emphasis on project-based learning, industry engagement, and reflective assessment.

B. Interdisciplinary Integration and T-Shaped Talents

The concept of T-shaped talents—individuals who possess deep expertise in one area (the vertical bar of the T) and broad knowledge across multiple disciplines (the horizontal bar)—has gained prominence in both academic and industry circles [7]. The new liberal arts explicitly aim to produce T-shaped graduates who can adapt to complex, rapidly changing environments. This requires not only curricular integration but also the cultivation of soft skills, such as communication, teamwork, and cross-cultural competence [8].

IV. METHODOLOGY

A. Research Design

This study employs a mixed-methods approach, combining qualitative case analysis with quantitative survey data. The

research draws on policy documents, curriculum blueprints, teaching reform reports, and in-depth interviews with faculty, administrators, and industry partners at local private universities in Heilongjiang Province. Quantitative data were collected through student surveys measuring perceptions of curriculum relevance, self-assessed competencies, satisfaction with industry-education collaboration, and employment outcomes. The data were analyzed using SPSS for descriptive statistics, cluster analysis, and correlation tests.

B. Sample and Data Collection

The sample includes over 300 Chinese Language and Literature majors from three local private universities, as well as 15 faculty members, 5 university administrators, and 10 enterprise mentors from collaborating cultural and media companies. Data collection followed ethical guidelines, ensuring informed consent and confidentiality.

V. RESULTS AND ANALYSIS

A. Current State and Dilemmas

Survey results confirm that the majority of students perceive the curriculum as overly theoretical and insufficiently connected to contemporary industry needs. Only 28% of students reported having participated in industry internships or project-based courses. Faculty interviews underscore the challenges of curriculum reform, including limited resources, lack of cross-departmental collaboration, and difficulties in recruiting industry mentors.

B. Case Analysis: Pilot Implementation of the “12345” Model

A pilot program at Heilongjiang X Private University implemented the “12345” model over two academic years. Key features included:

- 1) *One Core*: Integration of moral education and humanistic literacy across all courses.
- 2) *Twofold Integration*: Joint curriculum design and teaching with local media and cultural enterprises.
- 3) *Three-Dimensional Empowerment*: Courses in digital writing, creative planning, and cultural entrepreneurship.
- 4) *Four-Tiered Progression*: Layered practical training from foundational skills to professional internships.
- 5) *Fivefold Assurance*: Comprehensive support through dual-mentor systems, assessment reform, and institutional incentives.

Evaluation data showed a 40% increase in student participation in practical projects, improved satisfaction with curriculum relevance (from 55% to 83%), and a 25% rise in employment in new media, tourism, and creative industries within six months of graduation.

VI. DISCUSSION

A. Alignment with Policy and International Trends

The “12345” model aligns with both national policy and international best practices in liberal arts education. Its success in pilot implementation demonstrates the feasibility and effectiveness of combining virtue education, interdisciplinary curriculum, industry collaboration, and practice-oriented assessment [1], [7]. The model also underscores the

importance of contextual adaptation, leveraging regional cultural resources and industry needs.

B. Challenges and Limitations

Despite positive outcomes, the implementation of the model faces ongoing challenges. Resource constraints, faculty workload, and uneven industry engagement remain significant barriers. Additionally, the assessment of soft skills and long-term career development requires further refinement. Comparative data from similar programs in other provinces and countries can provide useful benchmarks and inform future optimization.

VII. FUTURE PROSPECTS AND RECOMMENDATIONS

A. Deepen Regional Integration: Further develop local culture-based courses and research projects, integrating Heilongjiang's heritage and regional economic priorities.

B. Expand Digital Innovation: Incorporate emerging digital tools, artificial intelligence, and blended learning environments to enhance student engagement and skill acquisition.

C. Strengthen Faculty Development: Foster faculty exchanges with enterprises and leading universities, and provide ongoing professional development in interdisciplinary and experiential teaching methods.

D. Institutionalize Industry Collaboration: Establish long-term partnership agreements with enterprises, creating co-developed labs, internship bases, and innovation hubs.

E. Optimize Assessment and Feedback: Develop multi-dimensional evaluation systems, including portfolio assessment, peer review, and industry feedback, to capture a broader range of student learning outcomes.

VIII. CONCLUSION

The transformation of Chinese Language and Literature education under the new liberal arts framework is both necessary and achievable. The "12345" model provides a concrete and adaptable blueprint for aligning academic excellence with practical relevance, regional needs, and global trends. By embracing interdisciplinary integration, industry collaboration, and a commitment to student-centered, practice-oriented learning, Chinese Language and Literature programs can contribute to the sustainable development of China's cultural, creative, and educational sectors, while also preparing graduates for success in the global knowledge economy.

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