

The construction of "new liberal arts" empowers the exploration and practice of the reform path of modern Chinese curriculum in colleges and universities

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ABSTRACT

This paper discusses the path and practice of modern Chinese curriculum reform in colleges and universities from the perspective of new liberal arts. By analyzing the challenges faced by the modern Chinese curriculum, the corresponding reform paths are proposed, including updating the teaching content and integrating the perspective of emerging language research. Innovate teaching methods to enhance interactivity and practice; Improve the evaluation system and pay attention to the comprehensive quality evaluation; Adjust the training program and blur the boundaries between theory and practice. It aims to create a new type of modern Chinese course that is "compatible with arts and sciences", and cultivate students' multi-dimensional perspectives and cross-integrated ways of thinking, so as to meet the needs of modern social development. In the context of the global new technological revolution and new economic development, these reform measures are of great significance for talent training and discipline development.

KEYWORDS

"New liberal arts"; Modern; Curriculum reform; Interdisciplinary

1 Introduction

New quality productivity is a form of productivity driven by emerging technologies such as information technology, artificial intelligence, and big data, which is profoundly changing the production mode, lifestyle, and even thinking mode of the entire society. It mainly emphasizes the leading role of technological innovation, and innovative talents are the key resources for developing new quality productivity. Universities are important bases for cultivating innovative talents and an important force for developing new quality productivity[1]. Vigorously developing new quality productive forces is not only an important measure to grasp the direction of technological revolution and industrial transformation in the new era, but also points out the direction for talent construction and training. At the same time, the field of higher education is vigorously carrying out the construction of "new liberal arts", emphasizing interdisciplinary and cross disciplinary integration and innovation, focusing on cultivating students' knowledge learning ability, innovative and creative ability, and digital application ability [2], and cultivating application-oriented composite liberal arts talents that meet the requirements of the new era. As an indispensable part of liberal arts higher education, the teaching objectives, content, methods, and evaluation system of modern Chinese courses need to be adapted to the development of new quality productivity to meet the demand of society for high-quality language talents.

The application goal of the Chinese Language and Literature major is mainly to enhance students' language and writing application ability. Under this goal, the linguistics course will achieve a parallel situation with the literature course. However, in the traditional perception of students in this major, linguistic courses are believed to be highly theoretical and difficult to accept knowledge, which has led to the current phenomenon of emphasizing literature over linguistics. In recent years, the research direction of linguistics has shifted from traditional language theory research to language application research. Modern Chinese language course is the first course for undergraduate students majoring in Chinese language and literature to be exposed to linguistics. Its course content should closely follow the forefront knowledge of the subject, broaden academic horizons, dilute disciplinary boundaries, break down disciplinary and professional barriers, promote deep integration between liberal arts majors, integrate modern information technology teaching, and achieve self-renewal of the course. So this article will take the reform of modern Chinese language curriculum as an example to explore the plan and path of digital reform of language courses in universities.

2 The Challenges Faced by Modern Chinese Curriculum from the Perspective of New Liberal Arts

The Modern Chinese course, as a core compulsory course for undergraduate students in higher education institutions, has strong foundational, theoretical, and logical characteristics. The course content is based on the Chinese language knowledge accumulated by students in the early stage, but it also subverts their understanding of traditional Chinese language knowledge. Therefore, students generally believe that its theoretical nature is strong, the content is relatively dry, and it creates a fear of difficulty in the learning process. At present, the teaching content of modern Chinese courses in many domestic universities still follows the textbook content step by step, with low student participation and dull

classrooms. This situation no longer meets the requirements for university classroom teaching in the current new curriculum reform environment. Based on the current situation, modern Chinese language courses in universities are facing the following problems.

2.1 Teaching objectives are not aligned with employment needs

Modern Chinese language teaching, as an important component of linguistic education, is generally offered as a course in the first year of college. At this time, students are still in a confused stage, and the goals of modern Chinese language teaching are not closely related to their future employment needs. Moreover, teachers rarely provide targeted employment oriented teaching to students during classroom teaching, resulting in students not knowing the significance of learning this course and losing interest in learning.

2.2 The teaching content did not follow the pace of subject development

Linguistics is one of the leading disciplines of the 21st century, and its development has gone through various studies including historical comparative linguistics in the 19th century, descriptive linguistics in the early 20th century, and generative linguistics in the late 20th century. It is a discipline with a wide range of connotations. In recent years, the study of linguistic theories has made significant progress. At present, linguistic theories are not only closely related to social sciences such as philosophy, sociology, anthropology, and history, but also to natural sciences such as physiology, physics, psychology, and neurology, giving rise to many new branches of linguistics. However, modern Chinese language courses still adhere to the traditional teaching methods, with a focus on traditional language knowledge and skill training such as phonetics, vocabulary, grammar, etc., and little mention of emerging language phenomena and language technologies. This obviously cannot meet the needs of students' development, nor can it meet their diverse needs for language knowledge.

2.3 The teaching method is mainly based on lectures, and the mode is too single

Due to the limitation of class hours, traditional teaching methods mainly rely on lectures, supplemented by exercises and tests, lacking interactivity and practicality. Moreover, most students are in a passive absorption state, unable to form a complete subject framework in their minds. This 'cramming' teaching model is difficult to stimulate students' interest and initiative in learning, and cannot effectively cultivate students' critical thinking and innovation abilities. Although more and more universities are paying attention to practical teaching, the practical teaching aspect is still relatively weak in modern Chinese language courses. Students lack opportunities to apply their learned knowledge to practical scenarios, resulting in insufficient language proficiency and difficulty in adapting to future work and life needs.

2.4 The teaching method is mainly based on lectures, and the mode is too single

The current evaluation system is mainly based on exam scores. Although teachers pay attention to the assessment of language analysis ability in test papers, they still neglect the evaluation of students' comprehensive qualities. This evaluation method cannot comprehensively reflect students' language ability, learning attitude, innovative thinking, and practical ability, nor can it provide effective guidance for students' personalized development.

3 The Path of Modern Chinese Curriculum Content Reform from the Perspective of New Liberal Arts

3.1 Update teaching content and integrate emerging language research perspectives

In response to the problem of traditional teaching content being disconnected from the development of the times, it is necessary to update the textbook content in a timely manner, incorporating emerging language phenomena and research results. For each chapter of modern Chinese, emerging research directions can be appropriately introduced, and corresponding research results can be presented. In this process, it can also establish interdisciplinary awareness for students, guide them to broaden their academic horizons, and enhance their ability to integrate and apply knowledge across disciplines.

When discussing the division of Chinese dialects in the introduction chapter, relevant knowledge of dialect geography can be combined to display dialect maps to students. If conditions permit, language materials can be selected and ArcGIS software can be used in class to create dialect maps, which can help students better understand the geographical distribution and historical evolution of Chinese dialects. At the same time, this content can also mobilize students' previous geographical knowledge and provide a more intuitive understanding of dialects as regional variants of language.

Although there is only a small section on experimental phonetics in the speech section, I believe that if the methods of speech experiments can be demonstrated in the classroom, students can have a deeper understanding of related concepts. When teaching consonants, vowels, and tones, students can be grouped to organize their phonology, and use speech analysis software to extract and analyze acoustic parameters of speech signals, such as fundamental frequency, resonance peak, and sound intensity, to help teachers and students understand the acoustic characteristics of speech more intuitively. For example, acoustic analysis can help students better understand and master phonetic characteristics such as tone and intonation. By observing the movement and changes of the vocal organs, analyzing the physiological mechanisms of speech production, and helping students understand the movement and changes of the vocal organs, the accuracy of pronunciation can be improved. The updates of these teaching contents not only exercise students' practical abilities, but also promote their understanding of dialects and language systems.

The text section mainly includes the evolution of Chinese character forms and the construction of Chinese characters. Here, relevant knowledge of "digital humanities" can be introduced, and data visualization technology can be used to allow students to intuitively experience the evolution process of Chinese character forms that have been passed down for thousands of years. This changes the previous dull way of presenting pictures, enhances learning interest, and combines digitization with humanities to bring students a new learning perspective.

The vocabulary section mainly focuses on learning the structure and meaning of words. Here, corpus linguistics related knowledge can be introduced, including the frequency of words, the use of idioms, the coverage of words, the distribution of parts of speech, etc. At the same time, taking "internet buzzwords" as an example, relevant data collection and calculation can be carried out to cultivate students' ability in data statistical analysis. Introducing the concept of semantic dependency construction on the knowledge point of semantic field, reconstructing the semantic description system, using relevant corpora, and automatically extracting and calculating syntactic and semantic complexity features through Python programming, in order to construct the model.

The grammar section includes the relevant content of parts of speech, phrases, simple sentences, and complex sentences. In this section, relevant knowledge of syntax diagrams and distributed morphology can be introduced. For example, when speaking about function words, corresponding distribution levels and functional features can be given to multiple function word components based on the hierarchical nature of language, and a hierarchical diagram of domains and layers can be established following the basic operational assumptions of low to high and real to virtual, in order to illustrate the universality of function words in distribution and the parameterization between languages.

The rhetoric section includes teaching focuses on word sentence structures and discourse rhetoric. Here, knowledge related to discourse analysis can be introduced. Taking a familiar internet buzzword as an example, students can use Python to capture relevant text, examine its generation, dissemination, and diffusion process, and analyze its interaction with social context, in order to better understand the meaning of words and use rhetorical devices.

In addition, it is also possible to appropriately increase the research perspective of cognitive linguistics, introducing different levels of language operation mechanisms such as phonetics, vocabulary, syntax, semantics, pragmatics, etc. in the process of language generation, understanding, and acquisition. At the same time, students can also understand the interdisciplinary and applied fields between linguistics, psychology, and cognitive science.

The rich content above can help students understand the specific application scenarios of each part, and they can also re evaluate their major from the perspective of interdisciplinary learning, establish awareness of interdisciplinary learning, and guide students to pay attention to the latest trends and hot issues in language development. At the same time, targeted elective courses or specialized research can be developed based on professional characteristics and student needs to meet the needs of students of different levels and types.

3.2 Innovative teaching methods to enhance interactivity and practicality

In order to stimulate students' interest and initiative in learning, diverse teaching methods and tools should be actively explored. Modern teaching methods such as case-based teaching, project-based teaching, and flipped classroom can be used to involve students in real or simulated situations, improving their understanding and application of classroom knowledge, practical skills, and problem-solving abilities. For example, in the practical activity of drawing a language map through a dialect survey of all students in the class, the content of the introduction and phonetics chapters can be integrated. During the project implementation process, students need to comprehensively apply their learned knowledge to plan design, data collection, analysis and processing; Finally, it is necessary to present the results and defend them. This teaching mode not only exercises students' practical ability and teamwork ability, but also cultivates their innovative consciousness and problem-solving ability. For example, providing students with Python code to collect and search for internet buzzwords based on a corpus, and create statistical reports, can allow students to experience the convenience and fun of using computer programs to simplify workflows and improve their learning motivation through the use of Python programs. In addition, multimedia and online resources can be utilized to carry out blended learning that

combines online and offline teaching, providing students with a richer and more convenient learning experience.

3.3 Improve the evaluation system and focus on comprehensive ability evaluation

In order to comprehensively reflect students' language ability, learning attitude, innovative thinking, and practical ability, the evaluation system should be improved and comprehensive quality evaluation should be emphasized. In the traditional evaluation system, there is too much emphasis on textual assessment, but the reform of the new liberal arts focuses more on the development of students' practical abilities and innovative thinking. Therefore, practical homework assessment is added to daily grades, and students' comprehensive abilities are evaluated by setting challenging tasks or projects. Secondly, a combination of formative evaluation and summative evaluation can also be used, which not only focuses on students' daily performance and progress, but also attaches importance to the quality of their final results. The final exam question types can also be adjusted to increase understanding and application question types.

4 Summary and Prospect

Against the backdrop of the global new technological revolution, the development of the new economy, it has become a trend for talent cultivation to break through the traditional thinking mode of humanities. However, academic research related to linguistics has already achieved interdisciplinary linkage, but the curriculum of undergraduate education has not yet developed relevant content well, forming a situation of separation between learning and research. This is not only detrimental to talent cultivation, but also to the development of the discipline. This article advocates inheriting and innovating on the basis of the Modern Chinese course, achieving interdisciplinary intersection and integration, and creating a new type of Modern Chinese course that is compatible with both arts and sciences. We hope to break through the traditional purely liberal arts teaching and innovatively introduce knowledge from experimental phonetics, cognitive linguistics, corpus linguistics, computational linguistics, and dialectal geography into modern Chinese classrooms, incorporating relevant statistical methods to cultivate students' ability to reconstruct theoretical knowledge of Modern Chinese from a multidimensional perspective. At the same time, while learning, cultivate students to form a cross disciplinary and integrated thinking mode, and cultivate "new liberal arts" talents who adapt to the development of modern society with the concept of "new liberal arts".

Funding

This article was funded by the "2024 Sichuan University of Science & Engineering Teaching Reform Research Project (B40101678)"

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