

# *The construction path of business majors merging into new liberal arts philosophy*

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**Abstract:** At this stage, the construction of New Liberal Arts in the sphere of higher education in China is in full swing, while how to effectively integrate business majors into the New Liberal Arts philosophy is still a challenge in reality. In this regard, this paper analyzes the situation and problems faced by the construction of New Liberal Arts, the actual difficulties faced by business majors in the process of integrating into the philosophy of New Liberal Arts, and how to better promote the integration of business majors into the concept of New Liberal Arts. In this process, an effective implementation of some special action programs has very important theoretical and practical significance, in order to enhance the in-depth guiding significance of the New Liberal Arts philosophy in business majors, thereby extending the value of the New Liberal Arts philosophy to a broader range of disciplines.

## 1. Introduction

In order to accelerate the connotative and innovative development of China's higher education and cultivate more high-level business talents for social development and economic progress, the business majors in China's colleges and universities urgently need to carry out teaching, scientific research, and personnel training with new philosophies, new attitudes, and new programs. The introduction of the New Liberal Arts philosophy provides a new idea for the high-quality development of the humanities and social sciences in China. However, in reality, business majors face a series of common and individual difficulties in the process of integrating into the New Liberal Arts philosophy. According to the strategic deployment of the Ministry of Education of the People's Republic of China, Ministry of Science and Technology of the People's Republic of China, and other government departments for the construction of New Liberal Arts in colleges and universities, colleges and universities need to rethink deeply about how to promote high-quality professional construction of business majors under the guidance of the New Liberal Arts philosophy. The core of the New Liberal Arts philosophy is to promote the integration, modernization,

sinicization, and internationalization of liberal arts education, lead the new development of humanities and social sciences, and serve the goal of China's path to modernization. For this reason, colleges and universities need to clearly clarify the situation faced by the construction of New Liberal Arts at this stage and the weaknesses of their own business majors, in order to accurately formulate the development plan of business majors.

## **2. The main situation faced by the construction of New Liberal Arts at the present stage**

### **2.1. The need of the times for new scientific and technological revolution and industrial transformation**

In recent years, the rapid development of Internet, big data, artificial intelligence, block-chain, and other emerging technologies has promoted a new round of scientific and technological revolution and industrial revolution, and gradually formed a new economic and social system consisting of real space and virtual space, providing new opportunities and challenges for the construction of business majors [1]. Therefore, the construction of business majors merging into New Liberal Arts philosophy is an inherent demand of the new scientific and technological revolution and industrial transformation.

### **2.2. The realistic needs of high-quality China's practice and China's governance**

At this stage, the Western theories and methods can no longer explain the new phenomena, new things, new models and new achievements that are taking place in China's economic and social fields. It is necessary to comprehensively promote the construction of New Liberal Arts in China, constantly enhance the autonomy and innovation of the construction of business undergraduate majors and talent training, use advanced theories rooted in China's situation to explain China's practice, and use Chinese words to tell Chinese stories [2-3]. Therefore, the construction of New Liberal Arts majors in business is a positive response to the call for academic support and guidance in China's practice and governance.

### **2.3. The mission of building a philosophy and social science system with Chinese characteristics**

It is the mission of Chinese philosophy and social science workers in the new era to speed up the construction of the Chinese philosophy and social science system, promote the innovation of the discipline system, academic system and discourse system, and strive to build a philosophy and social science system with all aspects, all perspectives and all elements. Therefore, to comprehensively promote the construction of New Liberal Arts in business is to proactively undertake the historical mission and responsibility of building a philosophy and social science system with Chinese characteristics.

### **2.4. The necessary way to build a powerful higher education country and cultivate talents for national revival**

The New Liberal Arts is proposed and developed by the state in the context of revitalizing undergraduate education. It is the strategic deployment and the only way to comprehensively revitalize undergraduate education in the new era and build a "Quality China" for higher education. Therefore, in accordance with the principle of "improving quality, optimizing structure, and maintaining integrity and innovation", planning a specific plan for the construction of New Liberal

Arts majors in business is an era response of colleges and universities to building a powerful country in higher education and cultivating talents for national rejuvenation, as well as a strong support for promoting the internal development of colleges and universities.

### **3. The main problems in the construction of business majors in colleges and universities in China at the present stage**

#### **3.1. The main problems in discipline construction**

At this stage, the construction of business majors in colleges and universities in China mainly has following problems: (1) The renewal of the professional system is relatively backward, and its talent training concept, training mode, curriculum system, teaching methods, etc. are still unable to adapt to the training needs of outstanding management talents in the digital and intellectual era. (2) The professional layout needs to be optimized. The layout of doctoral programs is single, and the comprehensive integration of undergraduate, master and doctoral programs has not been formed, the school running resources of professional degree postgraduates and undergraduate talent training have not been effectively integrated, and the school running efficiency needs to be improved. (3) The degree of cross disciplinary integration is low, the degree of integration of New Liberal Arts and Emerging Engineering Education is not close, and the Big Data philosophy has no obvious supporting effect on the current undergraduate majors.

#### **3.2. The main problems in curriculum design**

At this stage, there are mainly the following problems in the curriculum design of business majors in colleges and universities in China: (1) There are fewer cutting-edge cross cutting courses. The number of New Liberal Arts courses embodying new theories, new methods and new technologies in the existing talent training program is small. (2) The curriculum structure still needs to be optimized. The existing curriculum system has not been set up in a modular way, and some courses have problems such as weak cohesion and overlapping knowledge, which need to be strengthened to support the “5 Cultivations” goal of outstanding business talents. (3) The practical training courses need to be innovated. The practical training courses have not effectively connected with the actual business processes of firms and financial institutions, and the practical training methods are relatively simple with weak virtual simulation.

#### **3.3. The main problems in talents cultivation mode**

At this stage, there are the following problems in the cultivation mode of business talents in colleges and universities in China: (1) The cultivation mode is relatively traditional. At this stage, only the traditional training modes, e.g. “undergraduate tutorial system” and “large category enrollment and classified training”, are implemented, and the personalized, characteristic, and diversified training is not carried out for top innovative talents in business majors. (2) The teaching methods are not advanced enough. The teaching methods are still relatively traditional. Some teachers are unable to skillfully use digital and intelligent teaching tools, and the utilization rate of MOOC, SPOC, micro-size classes, and other new curriculum resources is low. (3) The training quality evaluation is single. The quality evaluation of talent training mainly focuses on the assessment of curriculum knowledge and learning quality. A scientific and systematic dynamic comprehensive quality evaluation system has not been established, and a closed-loop feedback has not been formed.

## **4. The development goal of business majors merging into the New Liberal Arts philosophy**

### **4.1. Creating a new ecology for the development of business majors**

The business majors of China's colleges and universities need to face the development needs of national key demand fields, emerging industries, and local pillar industries, rely on the school running characteristics, promote the cross integration of disciplines and specialties, optimize and adjust the layout of specialties, and accelerate the development of emerging specialties.

### **4.2. Integrating the new system of business courses**

The business majors in China's colleges and universities need to reform the teaching mode, innovate the teaching methods, update the teaching content, build a "Digital Intellectualization+" curriculum system that combines arts and science, and prepare a number of new economic management textbooks that reflect China's position, China's wisdom, and China's value.

### **4.3. Optimizing the cultivation mode of business talents**

The business majors in China's colleges and universities need to benchmark international famous universities and domestic first-class universities, integrate educational and teaching resources inside and outside the university, promote the deep integration of production, teaching and research, promote the cross-border collaborative education of multiple subjects, and explore a diversified cultivation mode.

## **5. The special action programs for business majors merging into the New Liberal Arts philosophy**

### **5.1. Focusing on the new needs of social development and developing new majors**

The business majors in China's colleges and universities should integrate the educational resources of intelligent science, data science and other majors, set up a new major of "big data management and application", set up a cross integrated curriculum system covering mathematics and physics, economics, management, and data analysis, and cultivate high-quality composite talents in the digital and intellectual era in accordance with the principle of "through design, long-term training, and gradual progress".

### **5.2. Optimizing the ideological and political education system of the curriculum**

The business majors in China's colleges and universities should promote the connotative integration of ideological and political elements into the curriculum, in-depth teaching materials, and into the classroom to achieve the effective combination of knowledge teaching and value guidance. On this basis, it is necessary for colleges and universities to jointly build the ideological and political practice education base of courses with government departments, enterprises and institutions, build a diversified ideological and political education practice platform, and strive to create a "big ideological and political" education pattern of multi subject co construction and integration.

### **5.3. Promoting the intellectualization of teaching methods**

The business majors in China's colleges and universities should introduce more smart teaching

tools, use big data, and information technology to establish links with smart teaching platforms, and promote the application of smart teaching tools in the classroom. Further, it is necessary to introduce diversified teaching methods, e.g. “flipped classroom” and “smart classroom” into classroom teaching, in order to promote heuristic, situational, project-based, and other teaching methods, and create cooperation within and outside the school, which would jointly build courses at home and abroad and improve the teaching effect.

## 6. Conclusions

In general, China’s colleges and universities should firmly follow the law of business talent education and growth in the new era, deepen the reform and innovation of business education, and develop the major optimization, curriculum improvement, and model innovation as the main line. What’s more, China’s colleges and universities should take the deep integration of industry, education, research and application as the driving force, promote the research and practice of the construction of New Liberal Arts majors, achieve the optimization and upgrading of majors, and build a domestic first-class and distinctive high-level commercial New Liberal Arts professional system, in order to lay the foundation for cultivating high-quality and compound talents.

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