



Research On the Construction of Parent Education Curriculum System for Preschool Education in Higher Education Under the Background of New Liberal Arts Construction

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Abstract: With the advancement of the construction of new liberal arts, higher education is facing new challenges such as interdisciplinary integration and the cultivation of innovative talents. As an important part of the preschool education major, the content system of the parent education curriculum needs to adapt to this change. Starting from the core requirements of the construction of new liberal arts, this paper analyzes the main problems faced by the current parent education curriculum of preschool education in higher education majors, and puts forward how to construct a more scientific and reasonable parent education curriculum content system through strategies such as interdisciplinary integration, strengthening practical teaching, paying attention to social hotspots, using information technology and cultivating comprehensive quality in the context of new liberal arts construction. The purpose of this study is to provide theoretical basis and practical guidance for the reform of the parent education curriculum of preschool education in higher education for higher teachers.

Keywords: New Liberal Arts Construction, Preschool Education for Higher Education Teachers, Parent Education Curriculum, Content System Construction, Interdisciplinary Integration and Practical Teaching

In 2017, Hiram College first proposed the concept of "new liberal arts", advocating the reorganization of traditional liberal arts and the intersection of arts and sciences, and the use of new technologies to provide students with comprehensive interdisciplinary learning. On November 3, 2020, the Declaration on the Construction of New Liberal Arts was issued at the New Liberal Arts Construction Work Conference held at Shandong University (Weihai), which put forward new requirements for the education model and discipline system of higher education, especially in the field of humanities and social sciences [1]. In this context, as the cradle of cultivating future preschool educators, it is of great significance to build a new

system of parent education curriculum content that meets the development of the times and meets the practical needs of students, so as to improve the quality of education, promote the all-round development of students, and guide students' future family education practice. Taking the preschool education course of Zunyi Normal University as an example, this paper discusses the problems existing in the construction of the content system of the parent education course and puts forward corresponding strategies to adapt to the new trend of college education reform and new liberal arts construction in the new era.



1 ORIENTATION AND OBJECTIVES OF THE PARENT EDUCATION CURRICULUM

Article 11 of the "Law of the People's Republic of China on the Promotion of Family Education", promulgated and implemented on January 1, 2020, clearly stipulates: "The State encourages the development of research on family education, encourages institutions of higher learning to set up specialized courses in family education, supports normal schools and institutions of higher learning with the capacity to strengthen the establishment of family education disciplines, cultivates professional personnel for family education services, and carries out training for family education service personnel." [2] The promulgation and implementation of the law laid a legal foundation for the preschool education major of Zunyi Normal University to offer a "parent education" course. In line with this, the Zunyi Women's Federation established the first family education college in Guizhou Province in July 2020 at the Teacher Education College of Zunyi Normal University, aiming to promote the construction of family education majors, curriculum and disciplines, and provide conditions for the construction of "parent education" courses for preschool education.

Zunyi Normal University is a local undergraduate college, which is committed to cultivating high-quality undergraduate applied talents with dedication, innovation awareness, practical ability and development ability who can be retained, removed and used. Founded in 2000, the preschool education major became a key supporting discipline in Guizhou Province in 2011, passed the evaluation of undergraduate majors in Guizhou Province in 2020, and was approved as a provincial first-class undergraduate major construction site in 2022, can adapt to the development of modern society and professional needs, in kindergartens and related educational institutions engaged in education, class management, family education guidance work of preschool education backbone teachers". In May 2022, Zunyi Normal University approved the "Development and Practice of Parent Education Curriculum for Preschool Majors of Higher Education Teachers" as an education and teaching reform project. In order to promote the implementation of the project, it is necessary to clarify the status and curriculum objectives of "parent education" according to the school's orientation and professional training goals.

Parent education courses occupy a pivotal position in the preschool education major of higher education and should be classified as the core compulsory courses of the major. Its positioning should focus on cultivating preschool education professionals who have modern educational concepts, professional theories of parental roles, professional skills of parental roles, and professional norms of parental roles [3], and can be engaged in preschool education and family education guidance. The objectives of the curriculum should cover the following aspects: first, to master the relevant theories of parental education and understand the connotation of parents' roles; second, to change the concept and attitude of parenting and to form a scientific outlook on parenting; third, to have a

comprehensive understanding of children's development and to master scientific parenting methods; fourth, to enhance the sense of responsibility and mission of education, and to form a good atmosphere for family education; fifth, to strengthen family education, The synergy between kindergarten education and community education cultivates the ability of home-kindergarten-community cooperation, and the sixth is to cultivate critical thinking and innovation ability to effectively deal with the complex problems of family education. In order to achieve these goals, the construction of the curriculum content system should keep up with the pace of the times, focus on the problems that arise in the teaching process, and take the background of the construction of new liberal arts as an opportunity to make timely adjustments and changes.

2 THE BACKGROUND OF THE CONSTRUCTION OF THE NEW LIBERAL ARTS AND ITS IMPACT ON THE CONTENT OF THE PRESCHOOL PARENT EDUCATION CURRICULUM OF HIGHER EDUCATION TEACHERS

In the context of the era of new knowledge, new technology and new economy, the construction of new liberal arts is mainly to closely follow the trend of social development, promote the transformation and upgrading of the original liberal arts majors in combination with the background of the times, and actively develop new liberal arts majors are the new contents of the liberal arts construction given by the times. [4] The construction of new liberal arts is an important direction of China's higher education reform, and the core concept is to promote interdisciplinary integration and cultivate compound talents with innovative spirit and practical ability

First of all, the construction of new liberal arts focuses on the comprehensiveness and application of knowledge. This means that in the parent education curriculum of the preschool education major, theory and practice should be combined, not only to impart professional knowledge, but also to teach how to apply this knowledge to practical homeschooling scenarios. For example, the course can include child psychology, parental education theory and practice, and combine case studies to guide students to think about and solve problems in actual family education.

Second, the construction of the new liberal arts advocates interdisciplinary learning and research. Therefore, the content construction of parent education curriculum should transcend the traditional disciplinary boundaries and integrate the knowledge and methods of psychology, sociology, pedagogy, child development science, childcare, family education and other disciplines to form an interdisciplinary content system. This interdisciplinary approach to learning helps students fully understand the complexities of homeschooling and analyze and deal with problems in homeschooling from multiple perspectives.



Thirdly, the construction of new liberal arts focuses on cultivating students' critical thinking and innovation ability. In the parent education curriculum, teachers should design some open discussion and research projects, and encourage students to ask questions, think independently and conduct innovative research through case studies and role plays. In this way, students will not only gain an in-depth understanding of the theory and practice of family education, but will also be able to develop the ability to solve practical problems.

Finally, the construction of new liberal arts emphasizes the focus on social hot issues. In the content system of parent education curriculum, corresponding social hot issues should be added, and how the role of parents can adapt to the needs of social development should be discussed, such as adding gender equality, marriage and love education, multicultural integration, child abuse and abandonment, modern society and the transformation of parents' roles, etc., so as to cultivate students' sense of social responsibility.

In summary, the construction of new liberal arts has had a profound impact on the construction of the content system of parent education curriculum. By emphasizing the comprehensiveness and application of knowledge, advocating interdisciplinary learning, focusing on the cultivation of critical thinking and innovation ability, and paying attention to social hot issues, the professional quality and practical ability of preschool education students can be effectively improved, and a solid foundation can be laid for future family education work.

3 PROBLEMS IN THE CONSTRUCTION OF THE CONTENT SYSTEM OF THE PARENT EDUCATION CURRICULUM FOR PRESCHOOL TEACHERS

Although the parent education curriculum occupies a pivotal position in the preschool education profession of higher education, it has encountered a series of problems in the actual construction process. These problems are manifested in the unclear definition of the concept of parental education, the imperfect content system, the lack of characteristics of the times, the insufficient application of practice, and the weak comprehensive quality of students.

3.1 THE CONCEPT OF PARENTAL EDUCATION IS NOT CLEARLY DEFINED

In recent years, although family education has become one of the hot topics in academic research, there is still a lack of relevant theoretical research on parents with family education subject qualifications, which makes the theoretical research on parent education in China lag behind obviously. Up to now, there is no unified normative definition of the concept of parental education in China's academic circles, parental education lacks its own discourse system, the explanation of the concept and characteristics of parental education in the parent education curriculum is not clear enough, and the definition of the concept lacks unity and clarity, resulting in the confusion

and lack of pertinence of the curriculum content system, and the students' vague understanding of the curriculum and the difficulty of forming a systematic understanding.

3.2 THE STRUCTURE OF THE COURSE CONTENT IS NOT PERFECT

The existing content of parent education curriculum lacks the integration of interdisciplinary knowledge, and the structural design lacks systematization and hierarchy, and fails to form a systematic and complete subject knowledge system and skill framework. For example, although the content of the course mentions the difference between the concepts of parental education and family education, the subject content system based on its own discourse system has not yet been formed, and some of the contents involve the theory of parental education and the law of child development, but there is a lack of logical connection between these contents, which makes it difficult for students to form systematic concepts and methods of parental education. The content of the curriculum is often too theoretical and lacks a connection to the actual practice of family education, making it difficult for students to apply what they have learned to real life.

3.3 THE CHARACTERISTICS OF THE COURSE CONTENT ARE NOT OBVIOUS

With the rapid development of society and the continuous change of family form, parents are facing many new challenges and problems in the process of fulfilling their roles. However, the current parent education curriculum lacks modernity and forward-looking in content, the curriculum content is lagging behind, and little attention is paid to social hotspots, which cannot timely reflect the new concepts and methods of parent education and the latest research results and practical trends in the field of court education. For example, in the parent education curriculum, there is a lack of introduction and discussion of the application of modern technology to family education, which makes the curriculum content outdated and outdated.

3.4 THE PRACTICAL APPLICATION OF THE COURSE CONTENT IS INSUFFICIENT

Parent education courses should focus on practice and application, and help parents transform theoretical knowledge into practical operation. However, existing curricula are often too theoretical, lacking specific practical guidance and case studies, making it difficult for parents to apply what they have learned to actual family education. For example, in the existing parent education curriculum teaching, although there are some theoretical explanations about parent education, there is a lack of specific practical links and case analysis, which makes it difficult for students to transform theoretical knowledge into practical operation, and students lack practical experience and it is difficult to apply the knowledge they have learned in the real environment.

3.5 THE COMPREHENSIVE QUALITY OF STUDENTS IS NOT STRONG



In the construction of the content system of the preschool parent education curriculum for higher education teachers, a significant problem is that the comprehensive quality of students is not strong, and the existence of this problem is mainly reflected in the "lack of students' critical thinking and problem-solving ability, students' lack of communication ability and emotional understanding, students' weak innovation ability and independent learning ability, and students' insufficient sensitivity to social hotspots and family education trends" The reasons for this problem are many, and it needs to be comprehensively solved through the reform of the parent education curriculum and the innovation of teaching methods.

4 THE CONSTRUCTION STRATEGY OF THE CONTENT SYSTEM OF PARENT EDUCATION CURRICULUM FOR PRESCHOOL EDUCATION IN HIGHER EDUCATION

In order to cultivate preschool educators with professional quality and educational ability, we need to start from multiple aspects to build a professional, comprehensive, systematic and scientific parent education curriculum content system. In view of the problems existing in the construction of the content system of the parent education curriculum of preschool education in higher education, combined with the core concept of the construction of new liberal arts, this paper proposes the following construction strategies:

4.1 INTERDISCIPLINARY INTEGRATION

Interdisciplinary integration is a strategy that cannot be ignored when constructing the content system of parent education curriculum for preschool education in higher education for higher teachers, and the following two points should be paid attention to to achieve interdisciplinary integration

Define and reinforce the conceptual features of parental education, including its interdisciplinary nature. By integrating knowledge from multiple disciplines such as psychology, pedagogy, sociology, etc., it provides students with a comprehensive perspective on parental education. In order to clarify the conceptual characteristics of parental education, the first chapter of the course can be named "Understanding Parental Education", which helps students form a correct understanding of parental education by explaining the concept, purpose and necessity, development process and role of parental education, and relevant case analysis.

Improve the curriculum content structure system. Parent education covers many disciplines such as education, psychology, sociology, biology, health and hygiene, and family education. Therefore, when constructing the curriculum content system, we should emphasize the integration and complementarity of these disciplines, so that students can fully grasp the multiple dimensions of children's development. For example, the content of psychology can help students develop a

deeper understanding of children's cognitive and emotional development, while the knowledge of sociology can help students gain insight into the influence of the social environment in which children grow up on their development. In order to improve the content structure system of parent education curriculum, we can organize the course content according to the modules of "Understanding Parent Education, Stages and Processes of Parenthood, Parent-Child Relationship, Parent Education Theory, Child Development Stage and Parental Roles, Diversified Family and Parent Roles, Parent Education Methods and Skills, Parent Education Practice Simulation, and Home-Garden-Community Collaborative Education" to build a comprehensive and systematic knowledge system and skill framework. In the process of constructing the content system of parent education curriculum, we should not only pay attention to the integration of subject knowledge, but also pay attention to the close combination of theory and practice.

4.2 STRENGTHEN PRACTICAL TEACHING

In order to strengthen the practical teaching effect of the parent education course, the following two aspects can be started.

(1) Highlight the characteristics of the times in the course content. Combined with the current social development and the new trend of family education, update and enrich the course content to make it more contemporary. In order to highlight the characteristics of the times in the course content, the introduction and discussion of the application of modern technology in parent education can be added to the curriculum. For example, in the first chapter of the parent education course for preschool teachers, "changes in modern society and the role of parents", a course on "technology helps family education" can be added, introducing how to use modern technology tools to assist family education, such as online education platforms, smart educational toys, etc.

(2) Strengthen the practicality and application of the course content. Hands-on teaching is essential for preschool students to integrate their theoretical knowledge with practical skills and improve their educational skills.

In the construction of the curriculum content system, we should strengthen the practical teaching links, such as organizing students to carry out parent education internships, internships, studies, field trips, on-site observations, case analysis, participation in workshops, simulation teaching, etc. In this way, students can not only cultivate their practical ability, but also enable them to learn and apply the theoretical knowledge of parental education in practice, find and solve problems, deepen their knowledge and understanding of preschool education, and improve the comprehensive quality of their education.

4.3 PAY ATTENTION TO SOCIAL HOT SPOTS

When structuring the content of the parent education curriculum, it is important to integrate the discussion of current social hot issues. This helps to enhance students' sense of social responsibility and the times, and promotes their in-depth understanding and practical application ability in the field of parent education. The following social hot issues can be discussed:



(1) Parent-child relationship issues in the digital age. For example, children's dependence on digital devices, cyber security, and family interaction in the digital environment are all new challenges faced by families today, and the role of parents must adapt to the new requirements of the digital age. The course should include case studies of these issues to guide students to explore how to build and maintain healthy parent-child relationships in a digital context, and how to use digital tools to promote positive interactions between family members.

(2) Maternal and adolescent mental health problems. Maternal and adolescent anxiety and depression are becoming increasingly prominent in modern society, and the curriculum should cover how to identify and respond to these psychological problems, how to provide support through family education and social resources, and how to establish a family environment that promotes the mental health of pregnant women and adolescents.

(3) Sex education, child abuse and abandonment, anti-bullying education, etc. In today's society, the issues of sex education, child abuse and abandonment, and anti-bullying education have become the focus of public attention. These problems not only affect children's physical and mental health, but also affect family harmony and social stability. Therefore, it is particularly important to pay attention to these hot issues in the parent education curriculum.

(4) The latest research results on family education. The introduction of the latest research results in family education, such as parent-child communication skills, multiple intelligences theory, marriage and love education, into the curriculum content can not only help students better understand the growth needs of children, improve the effectiveness of parental education, but also help improve the family relationship of today's students, and make positive contributions to the harmonious development of society.

4.4 MAKE USE OF INFORMATION TECHNOLOGY

In today's digital era, the application of information technology in the field of education has become an important trend, bringing revolutionary changes to education. In the construction of the content system of parent education curriculum for preschool education in higher education, information technology should be fully utilized.

(1) Integrate online learning resources. By integrating various online learning platforms and resources, such as MOOCs, TED Talks, educational blogs, video accounts, etc., teachers can provide students with a rich variety of learning materials. These resources not only cover the theoretical knowledge of family education, but also include practical case studies, expert lectures, etc., which help students understand and master the core content of parent education from multiple perspectives.

(2) Use of educational technology tools. The use of digital tools and applications, such as online discussion boards, interactive Q&A platforms, virtual simulation software, etc., can increase the interactivity and practicality of the course. For example, setting up virtual scenarios for students to take on the role of parents and solve specific homeschooling problems can not only

increase students' engagement, but also deepen their understanding and application of theoretical knowledge.

(3) Carry out online collaborative learning. Students are encouraged to use information technology to collaborate in groups, such as online discussions through web conferencing tools, and working together on projects using cloud documents. This approach not only develops students' teamwork skills, but also allows them to learn how to communicate and collaborate effectively using modern technology.

(4) Adopt a flipped classroom model. Reversing the order of traditional lectures and assignments, students learn theory independently through online resources before class, while class time is spent discussing, asking questions, and solving problems.

This model can make full use of information technology resources, mobilize students' awareness of active learning, and improve classroom efficiency.

4.5 CULTIVATE COMPREHENSIVE QUALITY

A qualified preschool educator is indispensable for both professional knowledge and skills. In the context of the construction of new liberal arts, the problem of the comprehensive quality of students in the parent education curriculum needs to be solved urgently. In order to construct an effective parent education curriculum content system, the following aspects can be started:

4.5.1 ENHANCE CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

In order to strengthen students' critical thinking and problem-solving skills, the case method and the debate method have proven to be effective.

The case method allows teachers to introduce real-life examples of homeschooling, encouraging students to analyze and explore potential solutions. This approach not only helps students apply theoretical knowledge to real-world situations, but also effectively hones students' critical thinking and problem-solving skills through interactive methods such as teamwork or role-playing. The rules of debate and discussion provide a stage for students to demonstrate and exercise their critical thinking. Through the organization of debate competitions and seminars, students have the opportunity to express their personal opinions on hot topics in home education, supplemented by logical evidence. This dialectical thinking not only stimulates students' thinking, but also teaches them how to present their ideas in a clear and logical way in public, thereby further enhancing their critical thinking skills.

4.5.2 IMPROVE COMMUNICATION SKILLS AND EMOTIONAL UNDERSTANDING

In order to improve students' communication skills and emotional comprehension, two strategies of scenario simulation and emotional education courses have significant effects.

Scenario simulation activities allow students to be exposed to the actual communication environment by designing scenarios closely related to family education, such as simulating communication situations between parents and children,



teachers and parents. This approach not only allows students to learn and master effective communication skills through practice, but also enhances students' understanding of other people's emotions and the cultivation of empathy through role-playing. Through this interactive learning, students are able to better understand the emotional dynamics of the communication process, so that they can communicate more effectively with parents and children in the real world.

The addition of emotional education courses helps students gain an in-depth understanding of emotional management and empathy cultivation from both theoretical and practical levels. These courses not only provide a theoretical foundation for emotional understanding and interpersonal communication, but also enable students to apply what they have learned in practice and improve their emotional understanding and interpersonal skills through a variety of interactive activities and practical exercises. In this way, students can deal with emotional problems in home education more effectively and establish a more harmonious teacher-student and parent-parent relationship.

4.5.3 *STIMULATE INNOVATION ABILITY AND SELF-DIRECTED LEARNING ABILITY*

In the construction of the content system of the parent education curriculum for preschool teachers, it is very important to stimulate students' innovation and independent learning ability. To achieve this goal, two methods, project-based learning and technology application, are effective.

Project-based learning encourages students to independently design and implement research projects with the theme of family education, so as to cultivate students' research interest, innovation ability and self-directed learning ability. In this process, students are required to set their own research goals, plan the research process, collect and analyze data, and finally draw conclusions. This learning method not only allows students to actively explore unknown areas, but also learns how to solve problems independently in practice, thus greatly improving their ability to innovate and learn independently.

The application of technology is the use of modern information technology, such as online learning platforms, educational software, etc., to encourage students to find resources and learn new knowledge independently. In this process, students can make use of a wealth of online resources for self-learning and exploration according to their own learning needs and interests. This method can improve students' ability to retrieve information, and at the same time allow students to discover new knowledge and skills in self-directed learning, so as to enhance their self-directed learning ability.

4.5.4 *ENHANCE SENSITIVITY TO SOCIAL HOTSPOTS AND FAMILY EDUCATION TRENDS*

In the construction of the content system of the parent education curriculum for preschool teachers, it is very important to improve students' sensitivity to social hotspots and family education trends. Combined with current affairs lectures, workshops and social practices, it can effectively enhance students' social sensitivity and understanding of family education trends.

By regularly inviting experts and scholars in the field of family education to hold current affairs lectures and workshops, students can directly get in touch with the latest research results and cutting-edge trends in family education. This method not only provides a platform for students to learn and understand the latest developments in family education, but also stimulates students' interest in learning and improves their sensitivity and attention to social hot events. The sharing and discussion of experts and scholars can enable students to understand various issues and challenges in family education from a professional perspective, so as to better prepare for their future work and research.

At the same time, students are encouraged to participate in social practice activities such as community family education services and family education consultation, so that students can experience social hot issues through actual participation and improve their awareness and understanding of family education trends. This kind of practical activity not only enables students to apply theoretical knowledge to practice, but also enables them to gain an in-depth understanding of the actual needs and challenges of family education through direct communication with parents and children, so as to have a deeper understanding of social hotspots and the development trend of family education.

Through the implementation of the above countermeasures, the comprehensive literacy of students can be improved in an all-round way, so that they can make significant progress in many aspects such as critical thinking, communication and collaboration, innovation and creativity, independent learning, and understanding of social hotspots and family education dynamics, so as to lay a solid foundation for students to engage in work and research in the field of family education in the future.

5 CONCLUSION

The construction of the content system of the parent education curriculum for preschool teachers is a process of systematic engineering and dynamic adjustment. In the context of the new liberal arts, in view of the current problems of the content of the parent education curriculum, such as unclear concepts, imperfect structure, inobvious characteristics of the times, insufficient practical application and weak comprehensive quality of students, a professional, systematic, comprehensive and scientific curriculum content system can be constructed through strategies such as interdisciplinary integration, practical teaching, attention to social hotspots, information technology application and comprehensive quality training. This will help students better understand and master the theoretical and practical knowledge of parent education, improve the quality of the curriculum and the learning effect of students, provide support for the cultivation of preschool educators with professional quality and educational ability, and lay the foundation for their future work in the field of family education. In the future, it is necessary to strengthen research and practice, and continuously improve the curriculum content system to adapt to the new changes and new requirements of social development and family education needs.



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