

# Research on the Cultivation of Integrated Talents in the Museum and Heritage Major under the Background of New Liberal Arts

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**Abstract:** *Under the background of new liberal arts construction, it is of great significance to study the cultivation of integrated talents in the museum and heritage major. This article first expounds on the progress of new liberal arts construction, leading to the necessity of exploring the cultivation of talents in the museum and heritage major. Subsequently, it deeply analyzes the existing problems in the cultivation of such talents, including insufficient integration of practical courses with the industry, inadequate interdisciplinary integration, and relatively weak faculty. Then, corresponding countermeasures are proposed, such as setting the cultivation paths with core abilities in field archaeology, museum exhibition design, and cultural relics protection technology, strengthening the construction of the teaching staff, creating featured high - quality courses, and constructing an "integrated" practical teaching system. The research shows that clarifying core abilities, strengthening the construction of the teaching staff, and creating high - quality courses can help cultivate students' practical and problem - solving abilities, achieve the training goals of applied and creative talents, promote the museum and heritage major to realize interdisciplinary integration, the combination of production, education, and research, as well as equal emphasis on theory and practice in talent cultivation under the background of new liberal arts, and provide innovative paths and practical bases for the development of the museum and heritage industry.*

**Keywords:** New liberal arts; Museum and heritage major; Talent cultivation; Interdisciplinary integration.

## 1. INTRODUCTION

In 2018, the Ministry of Education was committed to promoting the construction of "Four News" (i.e., new engineering, new medical science, new agricultural science, and new liberal arts), aiming to establish a first-class undergraduate professional group covering all disciplines and further promote the connotative development of higher education. At the same time, colleges and universities are encouraged and supported to offer interdisciplinary, cross - professional, and new cross - education courses and internship programs to enhance students' cross - field knowledge and comprehensive application ability. In November 2020, the Ministry of Education released the "New Liberal Arts Construction Declaration". Thus, "new liberal arts" has shifted from concept proposal to formal implementation. Many scholars at home and abroad have conducted extensive research and exploration on the comprehensive reform of the education field under the background of new liberal arts to promote educational modernization and high - quality development. Research under the background of new liberal arts mainly focuses on three research directions: disciplines, courses, and talent cultivation, such as the integrated development of disciplines; curriculum systems, teaching reforms, teaching models; and talent cultivation models. As one of the important contents of new liberal arts construction, history - related majors, from the perspective of new liberal arts concepts, exploring new paths for the cultivation of cross - boundary integrated talents in the museum and heritage major is of great significance for promoting the cultivation of innovative and high - quality talents integrating history, art, and technology.

## 2. PROBLEMS IN THE CULTIVATION OF MUSEUM AND HERITAGE PROFESSIONALS UNDER THE BACKGROUND OF NEW LIBERAL ARTS

### 2.1 Insufficient Integration of Practical Courses with the Industry

Through in - depth investigations and discussions in colleges and universities and the industry, it is found that the main employment directions of graduates from private schools' museum and heritage majors are at all levels, especially at the city - state and grassroots cultural administrative departments, cultural relics archaeological units, museums (memorial halls, science and technology museums), cultural relics technical protection units (companies), art business companies, customs, press and publication, education, and other institutions. The

education model of schools does not match the actual industry needs. Graduates need to re - learn and adapt to actual work after entering the job - hunting stage and the workplace. The imbalance between the supply and demand sides of technical and skilled talents is particularly serious. Taking "Cultural Relics Protection and Restoration" as an example, cultural relics protection and restoration technology is one of the core abilities of museum and heritage students and an important supplement to theoretical teaching. However, currently, it is difficult to meet the actual needs of industry - education integration and the cultural relics protection industry in terms of both curriculum settings and hardware facilities.

## **2.2 Inadequate Disciplinary Cross - Integration**

The cultivation of museum and heritage professionals cannot be limited to historical archaeology alone; it needs to be cultivated in combination with other disciplines. The museology major has the characteristics of disciplinary intersection and openness, involving knowledge of related disciplines such as architecture, sociology, psychology, aesthetics, environmental design, exhibition design, education, and communication. In the context of comprehensively deepening the teaching reform of higher education, breaking down the barriers of disciplines and majors, and promoting the construction of new liberal arts, clear guidance on the cultivation of students' core abilities should be provided. The cultivation of core abilities is not only an important guarantee for students' all - round development but also a necessary condition for cultivating compound talents with innovative spirit and practical ability. There is a lack of teaching reform oriented by the cultivation of core abilities and the planning and construction of a practical curriculum system. In current teaching practices, the curriculum settings and teaching contents in some related fields have not achieved the coordinated development of new engineering and new liberal arts. Especially in courses such as digital protection of cultural heritage and historical building protection, including architectural engineering, material science, and introduction to scientific archaeology, the interdisciplinary characteristics are not fully reflected.

## **2.3 Relatively Weak Faculty**

Compared with other majors, the proportion of the museum and heritage major offered in colleges and universities is relatively low, and the number of teachers is generally small, facing significant recruitment difficulties. At the same time, most teachers enter colleges and universities directly after obtaining their doctorates or master's degrees. They are relatively weak in teaching experience in combining professional theoretical knowledge with actual projects, and there is a shortage of "dual - qualified" teachers with both scientific research capabilities and practical experience. Under the background of new liberal arts construction, the teaching of the museum and heritage major poses higher requirements for teachers' interdisciplinary teaching abilities. Teachers are required not only to have a profound academic background but also to have rich practical experience to meet the teaching needs of multi - disciplinary integration.

# **3. COUNTERMEASURES FOR THE CULTIVATION OF MUSEUM AND HERITAGE PROFESSIONALS UNDER THE BACKGROUND OF NEW LIBERAL ARTS**

## **3.1 Setting the Cultivation Path of Students' Core Abilities**

The curriculum system of the museum and heritage major consists of multiple curriculum groups, each supporting different professional directions. Its core courses are cultural relics - related courses, museology - related courses, and archaeology - related courses. Based on this, when setting the cultivation path of students' core abilities, the abilities in the three directions of field archaeology, museum exhibition design, and cultural relics protection technology are regarded as the core abilities for cultivation. Through preset goals and teaching design, the goal of talent cultivation is achieved, and applied and in - demand talents are cultivated. With "application and creation" as the core abilities, a talent cultivation model integrating art and technology, classrooms and studios, and practice and industrial projects is constructed, with an outcome - oriented approach as the characteristic talent cultivation idea. Starting from the three core abilities, theoretical courses are taught in large classes, while practical courses focus on cultivating students' practical abilities and comprehensive problem - solving abilities, enabling them to apply theory to practice.

## **3.2 Strengthening the Construction of the Teaching Staff**

Increasing the number and improving the quality of the teaching staff are important means to improve the quality of talent cultivation in the museum and heritage major. To better implement the new liberal arts cultivation plan, it is necessary to make full use of existing resources within the school to establish an inter - college mutual - assistance system and use external resources to make up for the deficiencies in the existing teaching structure. Cross - border integrated teaching staff can be cultivated in practice by forming cross - professional teams. Teachers can also promote the combination of theory and practice by participating in practical projects and scientific research activities. At the same time, the school should give full play to the functions of the teacher development center to comprehensively serve teacher development. It should coordinate the development and capacity training of teachers within the school, build a scientific hierarchical and classified teacher training system, scientifically plan training projects, and give appropriate preference to the cultivation of dual - qualified teachers and young teachers. It should continuously carry out various special training programs to continuously improve the accuracy and effectiveness of training. The teaching evaluation model should be reformed. Instead of using students' grades as the only assessment model, teacher self - evaluation, peer evaluation, student evaluation, students' practical abilities, and competition results should be included in the evaluation system.

### **3.3 Creating Featured High - Quality Courses**

Align with the development needs of the regional economy and society and optimize the layout of disciplines and majors. Focus on national and regional economic and social development strategies, accurately grasp the needs of industrial development, and integrate its own advantageous resources. Reflecting on the construction of traditional liberal arts and talent cultivation models, based on the analysis of the current problems in the cultivation of museum and heritage professionals, the practical courses are integrated and optimized. Featured high - quality courses are created. Taking the core ability of museum exhibition design as an example, the professional high - quality course "Museum Exhibition Design and Project Management" is created. Using the top ten national high - quality exhibitions selected each year as the teaching content and the museum curation competition as the project - oriented guidance, students are taught step - by - step how to plan a museum exhibition design, from the design of the exhibition outline of different types of museums, the classification of collection types, the combination of collections, to the selection of museum display cases and the coordination of lighting effects. Under the guidance of the "1 + X Certificate System", the requirements of certificates are integrated into the classroom, with the market and competitions as the orientation. Using the museum exhibition model as the carrier, the practical teaching base as the guarantee, and the combination of "production, education, and research" as the goal, an "integrated" practical teaching system is constructed.

## **4. CONCLUSION**

In general, under the background of new liberal arts construction, the research and exploration of the cultivation model of integrated talents in the museum and heritage major have important theoretical and practical significance and also provide innovative paths and practical bases for the development of the museum and heritage industry. By analyzing the main problems in the cultivation of museum and heritage professionals, a series of targeted countermeasures are proposed. By clarifying the three core abilities of field archaeology, museum exhibition design, and cultural relics protection technology, strengthening the construction of the teaching staff, creating featured high - quality courses, and focusing on cultivating students' practical abilities and problem - solving abilities, the training goals of applied and creative talents are achieved. It promotes the museum and heritage major to achieve the talent cultivation goals of interdisciplinary integration, the combination of production, education, and research, and equal emphasis on theory and practice under the background of new liberal arts.

## **PROJECT NAME**

Teaching Research and Quality Engineering Project of Sichuan University of Culture and Arts in 2023:2023JY17  
Research on the Cultivation of Integrated Talents and Practical Teaching in the Undergraduate Museum and Heritage Major under the Background of New Liberal Arts

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