

Integration and Innovation of Primary Education Professionals Training in Border Areas Under the Perspective of New Liberal Arts

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ABSTRACT: The "New Liberal Arts" represents an innovative educational philosophy that integrates modern information technology into traditional humanities disciplines such as philosophy, literature, and linguistics. This approach aims to bridge the gap between arts and sciences while fostering interdisciplinary learning, ultimately driving knowledge expansion and nurturing creative thinking.

KEYWORDS: New liberal arts, Border areas; Primary education, Talent training

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I. RESEARCH SIGNIFICANCE

1.1 Challenges under the new liberal arts perspective

The New Liberal Arts initiative emphasizes reforming talent cultivation models in humanities disciplines, promoting interdisciplinary integration, and focusing on nurturing innovative interdisciplinary talents. This presents both new opportunities and challenges for primary education programs. For instance, it requires innovating talent development philosophies, breaking down disciplinary barriers, fostering cross-disciplinary collaboration, building diversified curriculum systems, and establishing multi-dimensional teacher development frameworks. Currently, some primary education teachers transitioning from traditional liberal arts backgrounds lack modern skills like information technology essential for New Liberal Arts programs. Courses such as "Research Methods in Primary Education" not only demand professional expertise but also require contemporary competencies in information technology. Incomplete knowledge structures among teachers directly impact teaching quality, making it difficult for students to acquire integrated interdisciplinary knowledge and skills from educators.

1.2 The need for reform of talent training mode

In the new era, the talent development model for primary education majors must meet society's growing demand for high-quality basic education teachers. Currently, some curriculum components in primary education programs are disconnected from practical needs. While course outlines include practical teaching components, these elements often become mere formalities in practice. For instance, students are required to design elementary school lesson plans but lack exposure to real classroom environments, resulting in overly idealized designs that prove impractical. Graduates frequently find themselves unable to apply the instructional design and methods they learned in school to actual teaching scenarios, necessitating retraining and adaptation.

1.3 Professional positioning and development dilemma

The primary education program has a clear vocational orientation, with the core mission of training qualified full-time teachers for regular elementary schools. However, as the nation places greater emphasis on basic education and curriculum reforms advance, society now demands higher comprehensive competencies and role expectations from primary school teachers. This presents both new opportunities for leapfrog development in the field and challenges in professional development. Currently, interdisciplinary integration remains challenging. The curriculum includes subjects such as literature, history, pedagogy, and information technology. Yet educators find it difficult to effectively integrate these disciplines in practice. For instance, when teaching the "Primary Chinese Language Teaching Design and Implementation" course, instructors tend to focus on classroom design while neglecting how to incorporate information technology—particularly artificial intelligence—into practical applications. Although

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students acquire knowledge from multiple disciplines, they lack the ability to synthesize different subjects in actual teaching design, making it difficult to create comprehensive and innovative instructional plans.

1.4 The evaluation system is not perfect

The current evaluation system tends to overemphasize exam scores while neglecting the assessment of students' comprehensive qualities and practical skills. Primary education programs currently lack sufficient internship bases and laboratory resources. For instance, when studying scientific experiment design courses, many students cannot conduct hands-on experiments due to limited lab facilities. Their insufficient practical skills fail to meet the competency requirements for primary school teachers. The evaluation framework still prioritizes written exams, lacking effective assessment of students' practical abilities, innovation capabilities, and overall qualities. Take teaching practice as an example: it accounts for only a small portion of the final evaluation. Students tend to focus on theoretical knowledge acquisition while overlooking practical skill development, resulting in graduates who possess extensive theoretical knowledge but lack practical teaching abilities.

2. REFORM MEASURES

2.1 Team building plan

Short-term goals: To meet current educational staffing needs and enhance teacher education quality. Medium-term goals: To establish a stable talent reserve for educators to support sustainable development in the education sector. Long-term goals: To cultivate a first-class faculty team with a new liberal arts perspective, leading educational innovation and development.

2.2 School-enterprise cooperation plan

The curriculum should embody modern educational philosophies, emphasizing student-centered learning, competency-based education, and lifelong learning. It should strengthen interdisciplinary integration by breaking traditional subject boundaries and promoting the convergence of arts and sciences. The course structure should be reorganized to incorporate cross-disciplinary subjects like data analytics and digital humanities, aligning with contemporary demands. To keep pace with social development and technological advancements, course content should be updated regularly to include knowledge from emerging fields. Practical teaching should be enhanced through increased laboratory sessions, internships, and corporate field studies, cultivating students' hands-on skills and problem-solving abilities.

2.3 Curriculum restructuring plan

In the context of new liberal arts education, in-depth research and reforms have been conducted to address the bottleneck in teacher training at normal universities. For instance, by establishing a diversified and deeply integrated blended online-offline teaching model, the disconnect between theory and practice is resolved, thereby enhancing normal students' theoretical knowledge and practical teaching skills in Chinese language education. Additionally, modern information technology has been incorporated into curricula to promote interdisciplinary integration between arts and sciences, reconstruct course content, innovate teaching methods, and reform evaluation systems to improve professional development capabilities. Notably, courses on educational ethics and teacher professional development must integrate ethical content to emphasize cultivating students' professional mission and technical expertise.

2.4 Education Community Project

The innovative "1+M+N" collaborative support model involves a leading university, multiple partner institutions, and several assisted basic education schools forming a coordinated team to deliver more precise and effective assistance. By enhancing the educational quality of teacher training colleges, this initiative indirectly elevates the standards of local basic education. Throughout its implementation, the program emphasizes joint discipline development and talent cultivation, providing high-quality teaching resources for regional education systems.

2.5 Local service plan

We are committed to strengthening collaboration with basic education and continuously enhancing our capacity to serve local cultural development. This encompasses not only educational services but also support and contributions to local culture, arts, and related fields. By engaging in community service initiatives and volunteer activities, we aim to promote socioeconomic progress in our communities.

3. Expected accomplishments

3.1 Promoting equity in education

Educational resources in border regions remain relatively scarce. Exploring talent cultivation models through the lens of New Liberal Arts can enhance educational quality in these areas, narrow the educational gap with developed inland regions, and promote equity. The New Liberal Arts approach emphasizes interdisciplinary integration, which helps break traditional resource

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allocation patterns and facilitates balanced distribution of educational resources. By applying knowledge and technologies from various disciplines to primary education, we can improve teaching quality—particularly in resource-constrained regions—thereby reducing disparities between urban-rural and regional education. This educational model encourages diverse talent development pathways, providing students from varied backgrounds with more diversified learning opportunities. Such open and inclusive educational environments help overcome social class barriers and geographical limitations, enabling students from different social strata to access high-quality education.

3.2 Adapt to regional characteristics

Frontier regions possess unique cultural, linguistic, and social environments. Developing tailored talent cultivation models for primary education in these areas helps nurture professionals who can adapt to and serve local social development needs. Embracing regional characteristics is a crucial aspect of cultivating applied primary education talents through the New Liberal Arts program. Integrating local cultural elements into curriculum design makes teaching content more relevant to students' life experiences and backgrounds. By conducting research on regional economic development, social structures, and cultural features, we can better define talent development objectives. Creating regionally-themed courses such as local history, geography, and folk culture enhances students' sense of regional identity. Combining natural resources and cultural traits, practical courses like school-based textbooks and handicrafts are designed. Local educational resources including museums, cultural heritage sites, and enterprises serve as teaching and internship venues. Collaborating with local governments, businesses, and NGOs jointly advances educational initiatives.

3.3 Promoting educational innovation

New liberal arts education fosters innovative thinking and practical application, which is crucial for addressing educational inequality. Through educational innovation, we can develop diverse teaching models and methods that meet varied needs, making education more equitable and effective. Driving educational innovation is key to improving quality, adapting to societal development, and fulfilling students' diverse demands. Shifting the focus from teachers to students encourages active learning and exploration. Cultivating lifelong learning awareness and capabilities helps students adapt to rapidly changing societies. Practical projects allow students to learn and apply knowledge through real-world experiences. Promoting peer collaboration enhances teamwork skills. Providing continuous professional development opportunities enables teachers to update their expertise. Encouraging pedagogical research drives the exploration of innovative teaching methods. Leveraging information technology improves efficiency through smart classrooms and online learning platforms. Analyzing educational data informs instructional decisions and curriculum design. Implementing formative assessments focuses on students' learning processes with timely feedback. Establishing diversified evaluation systems evaluates not only knowledge mastery but also innovative thinking and practical skills. Creating schools that encourage innovation and tolerate failure. Collaborating with businesses and industries to co-develop curricula and internships. Inviting communities to participate enriches teaching content with local resources.

3.4 Serving local economic and social development

Cultivating talents capable of meeting the socio-economic development needs of border regions is crucial for driving local economic growth and maintaining regional stability. By conducting research to understand the characteristics of local economic development and talent demands, we can adjust academic programs and curriculum content to nurture professionals aligned with regional needs. Emphasizing practical skill development through internships and hands-on training, students become better equipped to meet local economic demands. Establishing close partnerships with local governments, enterprises, and industries enables collaborative talent cultivation and research projects. Promoting industry-academia-research collaboration transforms research outcomes into practical productivity, boosting regional economic growth. Providing diverse educational services enhances professionals' technical expertise and comprehensive competencies. Leveraging specialized knowledge, we offer decision-making consulting services to local authorities and businesses. Conducting cultural studies fosters regional cultural industry development. Through educational initiatives, we promote local culture to strengthen regional cultural soft power. Transferring university research achievements to local enterprises drives technological upgrades and industrial transformation.

Epilogue

In summary, research on talent cultivation models for primary education in border regions through the lens of New Liberal Arts holds profound significance for advancing educational development, enhancing talent quality, and supporting local socioeconomic progress. The implementation of teacher training programs under this framework is expected to cultivate a cohort of high-caliber educators who not only meet the demands of basic education but also spearhead pedagogical innovation, ultimately contributing to sustainable societal development.

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