

The rational examination of the connotation characteristics and problems of design major under the background of new liberal arts

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Abstract: In recent years, the new arts call more and more high, the new arts under the background of design professional development research is relatively diverse, provides sufficient theoretical support for research, but involves the development of design professional research is scarce, there is a certain blank, the need researchers to deeper exploration and mining. In the initial research work, the researchers have carried out theoretical innovation and practical results based on the development of professional characteristics through the sorting, research and reflection at the theoretical level, and achieved certain results. Under the background of new liberal arts, design majors can try diversified characteristic development paths. Whether through the adjustment of integration mode or the system level, it can help to form a professional system with more internal vitality, reflecting the integration characteristics, comprehensive characteristics and diversified characteristics of modern design majors.

Keywords: New liberal arts; Design major; Connotation and characteristics; Practical dilemma.

1. Introduction

As a key part of the "new liberal arts", the design discipline has great value in promoting the development of socialist modernization, improving the cultural literacy of the public, and promoting the construction of national cultural awakening. In view of the changes of science and technology and modern industry, the development of big data technology and Internet of Things resources and other related technologies have created huge new opportunities. Universities should implement strategic planning for the construction of design major based on a higher perspective, not only to respond to the practical problems and the present, but also to deal with the future development trend and try the road of characteristic development, and strengthen the innovation guidance. Through the exploration of multi-disciplinary and cross-domain integrated development, the reform of talent training methods, innovative and integrated teaching concepts, and the construction of diversified evaluation system, it provides support for the development of design disciplines in colleges and universities, promotes the characteristic development of design majors in colleges and universities, and then promotes the innovative construction of new liberal arts. The construction of new liberal arts emphasizes the need to change the development trend of discipline specialization and differentiation, and seek a new model of interdisciplinary, interdisciplinary and interdisciplinary integrated development, so as to restore the original appearance of the development of liberal arts and provide students with more comprehensive teaching guidance for students.

2. The connotation and characteristics of the new culture construction and development

"New liberal arts construction" was originally proposed by the Hirlam college in October 2017, should pay attention to

the system level of effective adjustment, especially the adjustment of professional evaluation system and teacher evaluation system, through the system level, to pull the integration of curriculum system development, and output conform to the social construction of talents. Up to now, the development of the new liberal arts has really entered into our eyes. The new liberal arts have influenced the higher education industry in a short period of time since giving the concept. New arts development must have perfect talent base, form a strong comprehensive ability of teacher's team, can make the new arts concept to the ground in the teaching, the new arts construction is a drive internal development, from the outside from the passive processing to actively try to higher education quality optimization action, and the development of new arts industry related scholars gives the meaning of different characteristics.

2.1. More comprehensive discipline and professional attributes

Generally, liberal arts have corresponding comprehensive attributes. Generally, they combine simple or similar disciplines, course content and relevant research methods to construct a new type of humanities and social science majors, that is, "literature + literature", "literature + science" and other related methods. However, this kind of combination has its own shortcomings, especially the poor level of integration between majors and the lack of integration between knowledge. The development of the new liberal arts has enlarged the object, space and content of the integration, Not only can it better connect with the new academic rising points, To improve and optimize the general disciplines, It can also be based on a broad academic vision, excellent problem awareness and deep academic precipitation, Learn and apply new knowledge and technology, To achieve innovations in theory, system and way, Assist in the overlapping, integration, influence and breakthrough between disciplines and technologies, To build a new form of "new arts +" professional development with the integration of arts,

literature and art, and arts. Its discipline, the knowledge nature is more comprehensive, More able to meet the needs of the actual situation.

2.2. Higher level of personnel training requirements

New liberal arts have set stricter standards for talent training in the fields of values, abilities and qualities. First is in the values of the global, national, social, individual value will be highly integrated, integration into a community, need students to have the corresponding global vision, patriotism, social responsibility, form a big discipline, professional correct education thought and learning attitude, can scientifically solve their needs and social demand between contradiction and conflict, automatically build to achieve mastery through a comprehensive study, serve the society and the masses of professional consciousness and values. Secondly, in terms of ability and literacy, the theoretical knowledge, technical ability and cultural literacy are integrated, and the output talent standard of "diversified, comprehensive and innovative" is given. Students are required to not only strive to master the professional knowledge required by different overlapping majors, Should also actively learn how to further master the future life may use some psychology, mentality and other related fields of knowledge; Not only should we firmly learn all kinds of knowledge in the classroom, Should also actively feel all kinds of knowledge outside the classroom; Not only should we learn the various operational techniques needed in the subject, Should also have the level of self-study and lifelong learning, We can combine what we have learned and the technology to comprehensively study and deal with the problems, To reasonably solve the interactive problems in personal life and the contradictions between the ecological community and social objects, To improve human foothold and communication skills in society.

2.3. More cutting-edge education and teaching concepts

Hiram college new arts program especially focus on the cultivation of students 'core ability, training file in correction clearly pointed out that students must be in areas such as theory, practice learn to communication skills, critical thinking ability, comprehensive design thinking skills, team spirit and accounting five technologies, and improve students' ability to deal with various problems in daily life, and set up a variety of new ideas, new technology disciplines, motivate students to interdisciplinary learning. This is a representative education method that takes the expected learning output as the core organization and carries out teaching. The academic circle calls it OBE concept, namely achievement-oriented education, which is the core trend of university education reform in the United States, Britain, Canada and Canada at the present stage. Its core characteristics are mainly manifested in the following three aspects. First of all, it emphasizes the emphasis on students, puts students 'development, growth and character needs in the first place in education and teaching, pays attention to students' subjectivity, and shows students' learning hobbies and more possibilities. Followed by emphasize output trend, more actively join various needs of economic and social development, more focused on the service content, the main quality, service industry, professional characteristics and other related elements, efficiently set up talent output target

and the main points of attention, improve personnel training countermeasures, optimize course arrangement, improve the teaching content, continue to improve the goal of talent training level, social adaptation level, conditions to ensure level, quality assurance effect and satisfactory results. Finally, it emphasizes continuous optimization, pays attention to the establishment of a new evaluation mechanism, focuses on the standards of students' core competence and accomplishment, and establishes a full, comprehensive and comprehensive teaching tracking and evaluation system that can ensure the realization of talent training goals, so as to build a scientific and reasonable closed-loop system.

3. The practical dilemma facing the development of design major in colleges and universities

In the development of the design major in recent years, the influence of the new liberal arts concept has played an important role in promoting, accelerated the adjustment of the professional system and the optimization of the professional development, and effectively promoted the structural upgrading of the professional system. However, due to the shackles of the existing professional development system, the promotion role of new liberal arts ideas in practical teaching is not obvious enough, and it has not been really implemented into practical teaching. At the beginning, design has been continuously embodied into detailed majors and related majors. The common problems in design have not been paid attention to, and there is no platform for efficient collaboration in all aspects of design directions. The traditional education mode and management mechanism make the trend of talent training methods of design education is not diversified enough and the homogenization of teaching content is quite severe. In the field of promoting school-enterprise cooperation and industry-education integration, the cooperation level is poor, the interests of enterprises and art institutions have less motivation for cooperation, the cooperation is less; and the intermediary service mechanism is not advanced enough, and there are some problems in cooperation and communication. The level of innovation-driven development planning in the service region is poor, and the support to respond to the large strategic needs of the region and the frontier of industrial technology is poor. In the construction of curriculum overlapping and integration, compared with other new liberal arts majors, it is very difficult to integrate design disciplines and other disciplines, and most of them are mere formality. For the sake of integration, there is no real change in the fields of professional talent output countermeasures, curriculum mechanism and standards establishment.

3.1. Lack of endogenous comprehensiveness

In the current development process of design major, teachers mainly try to integrate the arts and sciences in the major, the discipline or the course. In addition, design major itself is relatively strong dependence on technology, so a series of integration innovation results have been formed in a short period of time. However, this is limited to relatively narrow field of fusion, and the new arts of interdisciplinary concept exist certain deviation, and limited to the constraints of professional teaching mechanism and professional teaching experience, want to carry out a wider range of interdisciplinary integration, there is a huge difficulty, is not

accepted by the teachers, also difficult to achieve the ideal breakthrough in the short term, which further intensified the design professional characteristic development is not bright, the overall development of innovation, fusion limited practical problems.

3.2. Insufficient effectiveness of new recruitment

In the process of new liberal arts development, more emphasis on the timeliness of professional development, but in the process of design professional development, but long teaching lag, teaching content often with the current social external environment has certain time difference, even time, this undoubtedly makes the students from the real development environment, not through effective knowledge update, ability to update and technology update, to adapt to the new development environment, grasp the new development concept, form a new development concept. In the long run, the lag of the subject will certainly lead to the disconnection between students and the development environment, thus limiting the effective development of their creative development. They can only follow the innovation of others and become a professional passive professional follower.

3.3. Lack of institutional rationality

In the current design major, the assessment system for students and teachers is still mainly results-oriented, emphasizing the objective assessment of students' awards, teachers' ability, teaching evaluation, the number of papers and quantitative indicators. However, this kind of only evaluation way, obviously ignored the design professional adaptability, process and integration, blindly results oriented, guide students to the specific direction, will greatly limit the students' personality make public, let teachers can only around a specific Angle and direction, rigid teaching and guidance, this obviously against the development trend of new liberal arts, difficult to really help new arts idea in the effective landing in practice teaching.

4. Conclusion

To sum up, under the background of new liberal arts design professional characteristic development path is not smooth, there are objective problems, must be able to according to the requirements of the new concept, promote systematic adjustment and optimization, meet the requirements of the current news and development characteristic path system, can

really contribute to design professional development of further transition. In order to effectively break through the existing development obstacles, the researchers put forward the research on the characteristic development path of design majors under the background of new liberal arts. In view of the current problems, the theoretical achievements have carried out effective innovation at the theoretical level and continuous promotion at the practical level, so as to effectively promote the characteristic development of design majors.

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