

Reflection and Exploration on Integrating Ideological and Political Education into the Construction of the New Liberal Arts Experimental Teaching System

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Abstract: Under the background of "new liberal arts", promoting the high integration of Ideological and political education and experimental teaching system, and constantly innovating the form and content of Ideological and political education in experimental training has become an important task for the reform of financial education and teaching. As an essential experimental training link to improve students' practice and innovation ability, the experimental teaching of Liberal Arts in finance and economics must change ideas, change the traditional teaching mode, and innovate the experimental teaching methods. Firstly, this paper discusses the connotation of Liberal Arts Experimental Teaching System in new liberal arts and finance colleges; Secondly, it analyzes the current situation of the experimental teaching system in Financial Colleges and the existing problems in the integration of Ideological and political teaching; Finally, through intercollegiate comparison, it is proposed to strengthen the guidance of Party building, and realize the transformation of Liberal Arts Experimental Teaching and the deep integration of experimental teaching and curriculum ideological and political education through the optimal design of the new liberal arts experimental teaching system in finance and Economics Universities.

Keywords: Ideological and Political Education; Experimental Teaching System; New Liberal Arts.

1. Introduction

In October, 2018, China's Ministry of Education decided to implement the "six excellence and one excellence" plan 2.0, and China's new liberal arts began to emerge. In April 2019, 13 ministries and commissions including the Ministry of Education officially launched the "six excellence and one excellence" plan 2.0 to comprehensively promote the "four new" construction, namely, the construction of new engineering, new medical, new agricultural and new liberal arts, and strive to improve the ability of colleges and universities to serve economic and social development. Since then, the "new liberal arts" has been formally proposed and listed as the same important level as the "new engineering" construction, and has also received more and more attention and heated discussion. China University teaching, Journal of Shanghai Jiao Tong University (PHILOSOPHY AND SOCIAL SCIENCES EDITION), exploration and contention and other journals have published a series of articles on new liberal arts research, which has triggered a great discussion on the construction of new liberal arts in China. In November 2020, the new liberal arts construction working group of the Ministry of Education issued the Declaration on the construction of the new liberal arts, which made a comprehensive deployment for the construction of the new liberal arts, marking that the construction of the new liberal arts has officially entered the specific implementation stage. The "new liberal arts" has posed new challenges to the educational philosophy, educational objectives, curriculum and experimental practice of the traditional liberal arts.

It has been neglected for a long time in the cultivation of liberal arts talents. In addition, the widespread existence of the idea of emphasizing science over liberal arts has resulted in the lack of systematic planning in the construction of experimental teaching system in liberal arts disciplines compared with science and engineering disciplines, with late

start, less investment and slow development. (1) Education philosophy. Some colleges and universities have insufficient understanding of the importance of liberal arts experiments. Liberal arts majors list the experimental training link as an extension and light attached content in the educational ideology. The experimental teaching plan has less class hours, the experimental courses are less set, the experimental courses are scattered, unsystematic, and the requirements are not standardized, which cannot form an effective echo with the theoretical teaching. (2) Teaching content. In terms of content setting, most of them focus on single professional knowledge and skill training, and the use of new intelligent information technology and tools is less. There are few experiments covering interdisciplinary knowledge and comprehensive ability training, and the development of teaching experiment projects combined with professional characteristics is also insufficient. (3) Experimental platform. At present, the overall lack of top-level design of Liberal Arts Experimental Teaching Platform in Colleges and universities, most of which are carried out independently by secondary colleges and various professional departments, and the laboratory is not smooth in opening and cross department use, resulting in the low starting point of experimental platform construction, small laboratory scale, low utilization rate, and more repeated investment, which can not play its due role. (4) Teaching staff. Liberal arts teachers generally attach importance to theory and despise experiment. The combination of theory and practice is not close enough, and they pay less attention to and directly intervene in experimental teaching. There is a gap between theoretical courses and experimental courses. (5) Management and assessment mechanism. Experimental teaching has a small proportion and low weight in the liberal arts talent training system, and the sources of laboratory technicians are complex and scattered. The lack of an effective incentive mechanism for liberal arts experimental technicians in the assessment

makes it difficult to fully mobilize the enthusiasm of relevant technicians, resulting in the quality of liberal arts experimental courses can not be guaranteed, and the lack of sustained motivation for laboratory maintenance and experimental project innovation.

"We should adhere to the unity of explicit education and implicit education, excavate the ideological and political education resources contained in other courses and teaching methods, and realize the full range of education for all staff" "we should adhere to the unity of value and knowledge, and guide the values in the teaching of knowledge". With the continuous development and deepening of information technology, education informatization has been attached great importance by the state and has been promoted as a national strategy. Under the background of education informatization, promoting the high integration of liberal arts experimental teaching such as ideological and political education and economic management, and constantly innovating the form and content of Ideological and political education in experimental training have become an important task facing the reform of liberal arts education and teaching.

Under the above background, combined with the characteristics of Financial Colleges and universities, this paper explores how to implement the educational concept of the new liberal arts, realize the deep integration of the ideological and political course and the experimental teaching of the new liberal arts, and systematically puts forward the scheme and suggestions for the optimization and reform of the experimental teaching system of the liberal arts.

2. Literature Review

One of the reasons for the construction of "new liberal arts" in China is that "from the perspective of China's development, the new era calls for new liberal arts" (Wu Yan, 2018). Some scholars believe that siram College of the United States was the first to put forward the concept of "new liberal arts" in the context of higher education in Europe and the United States. The new liberal arts they explained is mainly a professional restructuring. Students of different majors break the boundaries of professional courses and carry out comprehensive interdisciplinary learning (Huang Qibing, Tian Xiaoming, 2020). Combined with the era background of China, fanliming (2019) systematically elaborated the integration, modernity, sinicization and internationalization development requirements of social development and Reform on liberal arts from four aspects: the promotion of new scientific and technological revolution and industrial reform, the historical node requirements of the great rejuvenation of the Chinese nation, and the localization and internationalization process of Humanities and social sciences. In the era of intelligence, the identity of culture as an important factor of productivity and the core capital of the times suddenly emerged. Liberal arts have become a universally measurable "cultural property" and an indispensable and social capital. It is a direction that the new liberal arts need to pay attention to in the future to go out of the "isolated island" of disciplines and co create with social integration (chenyuehong, 2020). Liberal arts are increasingly showing a trend of countermeasures, cross-border, technicalization and internationalization, emphasizing social applications, discipline integration, scientific and technological support and international sharing (lifengliang, 2018).

Positive response" has become the basic starting point of

the new liberal arts construction. Wangxuedian (2020) believes that China is undergoing the third major academic transformation, and all fields of Chinese liberal arts are facing the challenge or task of transforming from a westernized discipline system to a discipline system with Chinese characteristics. Re establishing a closer new relationship with reality, society, politics and ideology will constitute the distinctive characteristics of the "new liberal arts". In addition, Yanbing and zhengkeling (2019) believed that the new liberal arts is a new change in philosophy and social sciences after the combination of new cultural elements and the new technological industrial revolution on the basis of inheriting the excellent traditional Chinese culture. The purpose is to cultivate high-level philosophy and social scientists who can make a Chinese voice in the world; Tangyanjun (2020) believes that the new liberal arts is the product of interdisciplinary research and interdisciplinary integration of philosophy and Social Sciences, natural sciences, and engineering technology. Its purpose is to explore new ideas, ideas, methods, and tools to solve problems through the integration of research methods; Fangyanming (2020) believes that the new liberal arts is mainly reflected in the new concept of talents, which pays more attention to the comprehensive ability and social efficiency of talents.

Experimental teaching is an organizational form of practical teaching, which aims to cultivate students' practical innovation ability, scientific thinking ability and rigorous work style through experimental means. In recent years, colleges and universities in China have paid more attention to the importance of practical education, emphasizing the combination of experimental teaching and curriculum ideological and political education, Promote the common improvement of students' knowledge literacy and ideological and political literacy. However, at present, the opportunities for teachers' experimental teaching and students' Ideological and political theory teaching exchange in most colleges and universities are not sufficient, and the two cannot be fully integrated, and the educational concept of "comprehensive education" has not been really implemented (wangxuefang et al., 2022).

In summary, although different researchers have different interpretations of the connotation of the new liberal arts, it is certain that the new liberal arts is a comprehensive reflection of the traditional development path and construction mode of philosophy and Social Sciences under the background of the new era, aiming to seek their own new development in the new era, with special emphasis on Chinese style, technological intervention and interdisciplinary and interdisciplinary comprehensive cross research, and attaches great importance to new methods Proposing and solving new ideas and new problems. It should be noted that the construction of the new liberal arts does not mean the total negation and subversion of the traditional philosophy and social science research results and their knowledge system, but on the basis of inheriting the existing excellent research results, through the innovation of research paradigm, ideas and perspectives, to further enhance its function and value of serving social practice and promote the deep integration of theory and practice.

The advent of the era of artificial intelligence has made social changes more dramatic. New science and technology are changing with each passing day. Innovation and connotative development have become the spirit of this era. In the face of the complex and changeable contemporary

society, the construction of the new liberal arts should pay more attention to the new situations and problems in the social transformation, pay more attention to the problem oriented research paradigm, solve the major problems of the times through the introduction of technology, interdisciplinary, interdisciplinary and interdisciplinary comprehensive research, guide the development direction of the spirit of the times with the overall progress and democracy of the society, and enhance its disciplinary status and dignity. The "new liberal arts" has put forward new requirements for talent training, which not only requires innovation in methodology and research paradigm, but also requires synchronous reform of discipline system and teaching mode. This study will enrich the theoretical level and lay a theoretical foundation for subsequent research. As an essential part of experimental training to improve students' practice and innovation ability, experimental teaching in liberal arts must change ideas, fundamentally change the traditional teaching mode, innovate the practical teaching methods, and improve the quality of education. Based on the existing foundation, this topic attempts to reform the experimental teaching system from a higher starting point to make up for the lack of traditional classroom knowledge.

3. Analysis on the Current Situation and Problems of Liberal Arts Experimental Teaching System Construction in Finance and Economics Universities

The humanities laboratory started relatively late and developed relatively slowly. The reasons are as follows: first, humanities and Social Sciences pay attention to human behavior, emotion, values and so on. The experimental process is open and greatly affected by the external environment. Compared with scientific and engineering experiments, the uncertainty is stronger; Second, the research method of Humanities and social sciences is mainly deductive reasoning, and the operability and repeatability of experiments are insufficient; Thirdly, there are strong differences in the research direction and field of Humanities and Social Sciences, which brings some difficulties to the system design of liberal arts experiment content; Fourth, the traditional liberal arts laboratory has a single function and has been restricted by the specialty for a long time, so it is in a relatively discrete position in the process of discipline construction and personnel training. The construction of liberal arts laboratories in the new era pays more attention to discipline reorganization and cross integration, which reflects the goal orientation of serving the national strategy and two-way support for teaching and scientific research.

Experimental teaching has been neglected for a long time in the cultivation of financial and economic talents. It generally pays more attention to science than literature. As a result, compared with science and engineering, the construction of experimental teaching system in finance and economics and even liberal arts is lack of systematic planning, resulting in late start, low investment and slow development. Through expert consultation, on-site investigation and other methods, this paper summarizes the current situation and existing problems of liberal arts experimental teaching concept, experimental teaching content, experimental platform construction, management and operation mechanism in different regions, different types of universities

and different benchmark universities.

(1) In philosophy of education. Due to the long-term development of liberal arts and the difference in talent training idea, the traditional liberal arts teaching does not pay enough attention to the experimental course. Some universities also lack awareness of the importance of liberal arts laboratories. Therefore, liberal arts majors list the experimental training link as extensible, and do not pay much attention to the attribute content of educational thought. In the cultivation of liberal arts talents, they emphasize classroom theory teaching, mainly book teaching, emphasize the speculative and knowledge of knowledge teaching, emphasize a lot of reading, and pay less attention to practical education. The direct performance is that the experimental teaching plan in the talent training plan for liberal arts majors has few class hours, few experimental courses, scattered, unsystematic and nonstandard experimental course groups, which can not form an effective response with the theoretical teaching, and it is difficult to really achieve the corresponding support and complementary effect. This is obviously not in line with the core essence of the new liberal arts construction.

(2) In terms of teaching content. In terms of content setting, liberal arts experimental courses mainly focus on simple basic application of office automation or single professional knowledge and skill training. There are few applications of new intelligent information technologies and tools, and few experiments covering interdisciplinary knowledge and comprehensive ability training. The development of teaching experiment projects combined with professional characteristics is also insufficient. Some content is outdated and not closely integrated with professional knowledge. The experimental content is lack of innovation, interest and novelty, and is not attractive to students. The effectiveness of experimental teaching can not be guaranteed, resulting in the role of experimental teaching in cultivating innovative and compound talents being reduced and weakened, which can not meet the requirements of talent cultivation in the construction of "new humanities".

(3) In terms of experimental platform. Strengthening the construction of experimental platform is not only an important carrier to promote the upgrading and innovation of liberal arts experimental teaching, but also a necessary part of the construction of "new liberal arts". At present, the overall design of Liberal Arts Experimental Teaching Platform in Colleges and universities lacks top-level design, and is mostly carried out independently by secondary colleges and professional departments. The starting point of the construction of the experimental platform is not high, the laboratory is small, the utilization rate is low, and there are many repeated investments, which cannot play its due role. With the gradual emphasis on the establishment of the National Humanities comprehensive experimental teaching center, some universities began to integrate resources for practice earlier. For example, universities such as Beijing Union University and South China University of technology, which have entered the national construction unit, have made beneficial attempts in the concept, mode and mechanism of the comprehensive experimental teaching platform for Humanities, and have made some progress and achievements. But in general, the level of liberal arts experimental platform is still at a relatively low level, at the stage of partial breakthrough, and the construction of experimental platform is still not coordinated and does not match the new changes in talent cultivation.

(4) In terms of management and evaluation mechanism. Experimental teaching has a small proportion and low weight in the humanities talent training system, and the sources of laboratory technical talents are complex and scattered. Therefore, the daily management of liberal arts laboratory technicians has also been ignored to a certain extent, often simply following the unified requirements of science and engineering laboratory technicians for management and assessment. Due to the significant differences between the science and engineering laboratory and the existing liberal arts laboratory in terms of functional orientation, teaching organization, scope of use, utilization rate and workload, the lack of effective incentive mechanism for liberal arts experimental technicians in the assessment makes it difficult to fully mobilize the enthusiasm of relevant technicians, resulting in the inability to guarantee the quality of liberal arts experimental courses, and the lack of sustained motivation for laboratory maintenance and experimental project innovation.

(5) In terms of Ideological and political integration in the curriculum. Although the enthusiasm for the ideological and political construction of courses in Colleges and universities is high, it can be seen from the academic literature and other research results that, compared with the ideological and political construction of general education and professional theory courses, most colleges and universities update their ideas about the ideological and political construction of experimental teaching courses slowly, and can not keep up with the pace of educational reform, which makes the ideological and political construction of courses face policy and technical obstacles in experimental teaching. Even liberal arts experimental teaching has not been listed as the key support object of Ideological and political construction in various colleges and universities.

4. Intercollegiate Comparison and Optimization Design of Liberal Arts Experimental Teaching System in Finance and Economics Universities under the Background of New Liberal Arts

Through the information mining of the materials summarized after the preliminary consultation and interview, we compared the experimental teaching systems of different regions and different types of universities, as well as the benchmark universities (including the objectives of liberal arts experimental courses, experimental course system settings, teaching methods, teacher configuration, experimental equipment, experimental environment, management and operation mechanism, laboratory development, etc.), The experimental curriculum system of China's top universities of Finance and Economics (top 10 in Soft Science) has a certain foundation. It usually balances foundation and innovation, and also emphasizes the important factors of transforming scientific research achievements into teaching achievements. There are significant differences in the experimental teaching system among universities of Finance and economics, especially in the course level and the differentiated training of top financial talents. Each school pays attention to the transformation of scientific research achievements into experimental teaching and the common development of schools and enterprises. In general, it is necessary to reshape and optimize the Liberal Arts

Experimental Teaching System under the background of "new liberal arts". Specifically, based on the basic theories such as curriculum theory and evaluation theory, and guided by the new liberal arts education concept of Finance and Economics Universities, the traditional teaching mode is reformed. From the aspects of training objectives, training plans, laboratory operation mechanism, interdisciplinary integration, and experimental teacher team construction, the optimization design of curriculum ideological and political integration into experimental teaching system matching the construction of "new liberal arts" is proposed.

First of all, update the talent training objectives to adapt to the new trend of the development of higher education. The core of the construction of new humanities should adhere to the problem orientation and carry out interdisciplinary research. Adhere to the fundamental task of cultivating morality, integrate new technologies and concepts into traditional humanities, promote the integration and integration between Humanities and engineering, medicine, agriculture and other disciplines, and realize the transformation from a single discipline professional education mode to a diversified and innovative education mode combining general education and professional education. On the one hand, the research of traditional liberal arts has been extended to new fields, resulting in new growth points of disciplines, such as the rapid development of network information technology, the rule of law of network and artificial intelligence, the social psychology of cyberspace groups, the public governance of cyberspace, and the culture of Cyberspace. On the other hand, we should make full use of new technologies and tools from different disciplines to assist the research of Humanities and Social Sciences, rather than simply using some basic information technologies. It is necessary to strengthen the cultivation of students' diversified knowledge system and interdisciplinary technology application ability by fully considering the changes of the new humanities and the potential technical or professional requirements for talents' ability. On the basis of maintaining the key discipline characteristics of the discipline and the core requirements of talent cultivation, improve the students' comprehensive knowledge structure and expand the students' professional quality.

Secondly, reform the personnel training plan and redefine the new status of experimental teaching. The main goal of the construction of new humanities is not to solve some development bottlenecks of traditional humanities, but to create a new pattern. It is necessary to strengthen the research on the construction of "new humanities", establish a new concept paradigm and apply it to specific teaching practice. According to the connotation of the new liberal arts and the law of talent training, we should formulate a training plan that conforms to the core of the construction of the new liberal arts, set up different quality training curriculum modules, and form more complete links such as general education, professional basic education, professional quality development, interdisciplinary education, as well as practical experience education. Liberal arts experimental teaching is a necessary means, an important carrier and an indispensable part to support the cultivation of new liberal arts talents. In the teaching plan, we should increase the experimental teaching links and hours, make scientific planning, and form a complete and logical experimental teaching system. Optimize the syllabus in the specific course content, introduce new knowledge system, promote the integration of

interdisciplinary knowledge, accelerate the transformation of traditional liberal arts experimental teaching content, and strengthen the integration of Ideological and political education in the experimental teaching. In particular, the design of the ideological and political content system of the experimental course should not only include the basic general content module of the course Ideological and political education, but also have the course Ideological and political module that reflects the characteristics of each professional content, organically integrate the teaching resources of the course Ideological and political education into the existing curriculum standards, syllabus and teaching plan, compile relevant experimental teaching materials or experimental guidance, and formulate the evaluation index system of students' practical training based on "professional practice+ ideological and political guidance".

Third, innovate the laboratory construction mechanism and build a three-dimensional and diversified platform for ideological and political integration into experimental teaching. The process and results of liberal arts experiments are different from those of science. The standards and models of constructing science laboratories cannot be used to construct liberal arts laboratories. According to the characteristics of the new liberal arts, we should adopt systematic thinking and increase the top-level design of the liberal arts experimental platform system. We should not only consider the commonness of different liberal arts disciplines, but also fully respect the uniqueness of each liberal arts discipline. Establish a three-dimensional comprehensive experimental platform construction system with clear subjects, clear responsibilities, three-level linkage of schools, colleges and departments, organic integration of disciplines, close cooperation between schools and enterprises, and effective cooperation of multiple disciplines. Establish a liberal arts laboratory management center or a coordination working group composed of relevant functional departments at the school level, focusing on the construction of a modular, menu oriented, professional, universal and multidisciplinary school level liberal arts comprehensive experimental platform, promoting the organic integration of disciplines, and improving the quality and scale efficiency of the construction of liberal arts comprehensive laboratory. At the college level, it focuses on the construction of professional laboratories that are closely combined with the characteristics of disciplines, relatively small and important for the cultivation of professional talents, such as moot court, news editing room and social work psychological counseling room. Fully rely on professional departments to promote the construction of laboratory soft environment, including mobilizing professional teachers to gather experimental resources and participate in the development and design of experimental projects.

In the practice of the construction of experimental teaching system, on the one hand, we can strengthen the extended course teaching of national functions such as real-world market supervision, taxation, social security, etc., and introduce the rapid progress and changes of the country to students through the reform, development and changes of these national functional departments. On the other hand, we need to continue to strengthen supply side reform, promote interdisciplinary collaboration, actively introduce social forces to participate in the construction of experimental teaching platforms at the school and college levels, promote the co construction of laboratories by different disciplines and

enterprises outside the school, and vigorously carry out multidisciplinary collaborative education. Actively promote the project-based reform of experimental and practical teaching, and implement the cultivation of students' innovation ability, entrepreneurial ability and professional ability on the experimental platform of subject integration and production education integration.

5. Conclusion and Prospect

With the continuous changes in the process of national development and construction, especially the new demand for the modernization of social governance, it is increasingly important to cultivate new talents in the field of Humanities and Social Sciences, and the liberal arts experimental teaching system will also be paid more and more attention.

The construction of new liberal arts laboratories in local undergraduate colleges is a new topic facing the construction of "new liberal arts", which involves many problems, such as the management mechanism, personnel arrangement, benefit redistribution brought by laboratory reconstruction, and the integration of Ideological and political education in experimental teaching. In the construction of the new liberal arts laboratory, it is necessary to base on the actual situation of the school and local needs, make scientific planning, be down-to-earth, innovate thinking, clarify ideas, do a good job in top-level design, adhere to the fundamental task of cultivating talents with morality, and build an experimental teaching system for cultivating innovative liberal arts talents. It is necessary to highlight the characteristics of cross integration, build an intelligent platform, and provide a comprehensive, interdisciplinary and local intelligent laboratory for cultivating innovative talents with cultural connotation in the new era, achieving talent training objectives, and serving the national development strategy. The experimental teaching system needs to put the idea of Ideological and political construction in the experimental classroom with Entrepreneurship and national feelings as the core throughout the whole process of students' experimental training, and carry out continuous reform and redesign from the aspects of curriculum content system, classroom ideological and political organization and curriculum evaluation system, so as to give full play to the educational function of new liberal arts experimental teaching.

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