

Research on Pathways for Cultivating Foreign Language Talents in China Under the New Humanities Background

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Abstract: In the context of globalization and informatization, the introduction of the New Humanities concept presents new challenges and opportunities for cultivating foreign language talents in China. This study aims to explore theoretical pathways for foreign language talent cultivation under the New Humanities framework. Through literature review, theoretical analysis, and comparative studies, the core connotations of the New Humanities and their impacts on foreign language talent cultivation are systematically examined. The study first defines the concept of the New Humanities and analyzes its distinctions from traditional humanities, then explores the reconfiguration of objectives, content, methods, and evaluation systems for foreign language talent cultivation under this new framework. The research highlights that the New Humanities emphasize interdisciplinary, cross-cultural, innovative thinking, and practical abilities, necessitating comprehensive reforms in curriculum design, teaching methods, faculty development, and evaluation mechanisms in foreign language education. The conclusion suggests that, under the New Humanities framework, foreign language talent cultivation in China should focus on developing students' global perspectives, cross-cultural communication skills, and innovative thinking, while aligning with international standards to enhance the global competitiveness of foreign language talents. This study offers theoretical support and practical guidance for the reform of foreign language education in China, with significant implications for innovating foreign language talent cultivation models.

Keywords: New Humanities; Foreign Language Talent Cultivation; Interdisciplinary; Cross-cultural Communication; Innovative Thinking

1. Introduction

1.1 Research Background and Significance

In the context of globalization and informatization, the demand for foreign language talents has been increasing, particularly in areas such as international communication, cultural dissemination, and economic cooperation. the introduction of the New Humanities concept has brought new perspectives and challenges to the cultivation of foreign language talents. the New Humanities emphasize the development of interdisciplinary, cross-cultural, innovative thinking, and practical abilities, which significantly differ from traditional humanities education. Therefore, exploring the pathways for cultivating foreign language talents under the New Humanities background is of great theoretical and practical significance for enhancing the international competitiveness of China's foreign language talents and promoting cultural exchange and international cooperation.

1.2 Review of Domestic and International Research Status

In the rapidly developing global knowledge economy and information society, the cultivation system for foreign language talents faces new challenges and opportunities. Particularly in China, with the proposal of the "New Humanities" construction concept, the research on the pathways for cultivating foreign language talents has become important. This article provides a detailed review of the domestic and international research status, combining the spirit of the two sessions and current social hotspots. In recent years, as the country's openness continues to deepen and the "Belt and Road" initiative advances, the demand for foreign language talents in China has been growing. Under the New Humanities background, scholars have achieved rich

results in the research on the pathways for cultivating foreign language talents.

Yang Li (2020) proposed in the study of cultivating "multilingual+" outstanding international talents that foreign language talent cultivation should be based on multilingual education, emphasizing the development of cross-cultural communication skills, aiming to provide high-quality language talents for international cooperation. This research emphasizes the organic combination of language education and cross-cultural competence cultivation, proposing an innovative model for foreign language talent cultivation. [1] Cui Yanbo and Chen Jingjing (2023) pointed out in the study of the construction of ideological and political curriculum groups for English majors that ideological and political education is an important part of higher education in the new era, and integrating ideological and political content into English courses can enhance students' ideological and political literacy and cultivate well-rounded foreign language talents. [2] Deng Shiping and Wang Xuemei (2020) analyzed the new pathways for foreign language talent cultivation under the New Humanities background in the review of the "multilingual+" outstanding international talent cultivation forum, emphasizing the close connection between multilingual education and international talent cultivation and the importance of international vision and cross-cultural literacy for foreign language talents. [3] Guo Lili et al. (2021) pointed out in the exploration of strategies for cultivating translation talents in non-English majors that the cultivation of translation talents should focus on practical operation abilities and professional ethics, and proposed a series of cultivation strategies. This provides new ideas and references for the cultivation of foreign language talents in non-English majors. [4] Zhang Jianfang (2022) proposed in the study of cultivating the core competencies of foreign language talents that the cultivation of core competencies includes language skills, cultural understanding, and cross-cultural communication skills. She emphasized that the comprehensive cultivation of core competencies is crucial for the long-term development of foreign language talents. [5] Tao Lin (2022) pointed out in the study of cultivating local legal English translation

talents for ASEAN that talents with legal translation abilities should be cultivated according to the needs of regional economic cooperation. This research provides practical pathways and theoretical support for regional foreign language talent cultivation. [6] Zhang Chen (2020) proposed in the study of ecological English teaching in local undergraduate institutions under the background of big data that the use of big data technology can effectively improve the quality and efficiency of foreign language teaching, enhance students' learning effects through data analysis and intelligent teaching. [7] Li Yuanxia (2023) pointed out in the analysis of pathways for cultivating international communication talents that the cultivation of international communication talents should focus on the improvement of language skills and cross-cultural communication skills, providing high-quality talents for national external communication and international exchange. [8] Yin Rui (2022) emphasized in the exploration of innovative education in university Japanese courses that the innovation of Japanese courses is an important way to enhance students' Japanese abilities and cross-cultural understanding, providing new ideas for the cultivation of Japanese talents. [9] Fang Xiucui (2021) proposed in the study of the construction framework of English teacher education majors that the construction of English teacher education majors should focus on the combination of teaching practice and educational theory, cultivating high-quality English teachers with teaching abilities and innovative consciousness. [10] He Ning and Wang Shouren (2022) pointed out in the study of talent cultivation in foreign language majors in universities in the new era that the cultivation of talents in foreign language majors should follow the principles of internationalization, compound, and application-oriented, cultivating foreign language talents that meet the requirements of the new era. [11] These studies not only explore the pathways for cultivating foreign language talents under the New Humanities background from different angles but also propose many innovative viewpoints and practical plans, providing theoretical support and practical guidance for the cultivation of foreign language talents.

Internationally, research on the cultivation of

foreign language talents has also achieved significant results. Foreign scholars mainly focus on the following aspects: Cultivation of Cross-Cultural Communication Skills: Many studies emphasize that foreign language teaching should focus on the cultivation of students' cross-cultural communication skills, enhancing their cross-cultural communication abilities through cultural courses and cross-cultural exchange projects. Such research emphasizes the integration of cultural content in foreign language teaching to improve students' language application abilities and cultural understanding. Language+Professional Compound Talent Cultivation: Some foreign universities have gradually popularized the teaching model of combining language with professional knowledge, such as "language+international relations, " "language+business, " etc. This compound talent cultivation model aims to cultivate high-quality talents who master foreign languages and possess professional knowledge. Digital Language Teaching: With the rapid development of information technology, digital language teaching has become an important trend in foreign language education. Many foreign universities use technologies such as virtual reality and artificial intelligence to enhance the interactivity and effectiveness of language teaching. Research shows that digital language teaching can improve students' learning interest and learning effect, while also expanding the content and form of teaching. Multilingual Education: Many countries promote the cultivation of foreign language talents through multilingual education strategies. Research on multilingual education shows that a multilingual environment can cultivate students' language sensitivity and multilingual communication skills, providing multilingual and multicultural international talents for the globalized era. Interdisciplinary Cooperation: Foreign universities promote the cultivation of foreign language talents through interdisciplinary cooperation. For example, combining foreign languages with international politics, economics, law, and other disciplines to cultivate talents with international vision and interdisciplinary knowledge. Such research emphasizes the importance of interdisciplinary cooperation and proposes specific implementation paths and methods. Career-Oriented Foreign

Language Education: Career-oriented foreign language education is an important trend in foreign language education abroad, focusing on how to enhance students' career abilities through language education. Such research emphasizes the close combination of language teaching and career needs, proposing career-demand-based foreign language education models and strategies.

The spirit of the two sessions repeatedly mentions that talents are the core competitiveness for national development, especially pointing out the need to vigorously cultivate compound and international talents, which provides a direction for the cultivation of foreign language talents. the state emphasizes strengthening the deep integration of education and industry, promoting the integrated development of industry and education, and creating better environments and conditions for the cultivation of foreign language talents. In the current social hotspots, with the in-depth advancement of the "Belt and Road" initiative, China's demand for international talents continues to increase. Taking countries along the "Belt and Road" as an example, different language backgrounds and cultural needs require us to cultivate foreign language talents who can adapt to different language and cultural environments. This not only requires traditional language skills but also the ability to communicate across cultures. At the same time, digital transformation has become a global hotspot. During the pandemic, the popularity of online teaching has drawn widespread attention to digital language teaching. the application of technologies such as big data and artificial intelligence in language teaching has greatly improved teaching effects and learning experiences.

The research on the cultivation of foreign language talents under the New Humanities background both domestically and internationally provides us with rich theoretical resources and practical experiences. Whether it is from the aspects of cross-cultural communication skills, multilingual education, digital language teaching, or career-oriented foreign language education, it provides important references for us to explore the pathways for cultivating foreign language talents in the new era. In combination with the spirit of the two sessions and current social

hotspots, we need to continue to deepen interdisciplinary integration, promote digital teaching, focus on career orientation, and cultivate foreign language talents with international vision and cross-cultural abilities, providing solid talent support for the country's international development and external exchange.

1.3 Research Objectives and Questions

This study aims to systematically explore the theoretical pathways for cultivating foreign language talents in China under the New Humanities background. the specific research questions include: How does the New Humanities concept affect the objectives and content of foreign language talent cultivation? How should the methods and evaluation system for foreign language talent cultivation be constructed under the New Humanities background? How can interdisciplinary integration, the cultivation of cross-cultural communication skills, and the enhancement of innovative thinking and practical abilities be used to optimize the pathways for foreign language talent cultivation?

1.4 Research Methods and Thesis Structure

This study employs methods such as literature review, theoretical analysis, and comparative research. By systematically examining the core connotations of the New Humanities and their impact on foreign language talent cultivation, it constructs the theoretical pathways for foreign language talent cultivation under the New Humanities background. the thesis structure includes the introduction, the and characteristics of the New Humanities concept, the impact of the New Humanities on foreign language talent cultivation, the theoretical pathways for foreign language talent cultivation under the New Humanities background, the construction of the evaluation system for foreign language talent cultivation under the New Humanities background, conclusions, and recommendations.

2. The Connotations and Characteristics of the New Humanities Concept

2.1 Definition of the New Humanities

The definition of the New Humanities deepens our understanding of modern educational objectives. It is not merely an extension of

traditional humanities knowledge but a revolution in educational philosophy. the core of the New Humanities lies in integrating a diverse knowledge system, which includes, but is not limited to, the latest developments in modern technology, theories and practices in social sciences, and principles and applications in natural sciences. Through this interdisciplinary knowledge integration, the New Humanities aims to break down barriers between disciplines and promote a comprehensive and in-depth understanding of the world among students. Additionally, the New Humanities emphasizes interdisciplinary learning, encouraging students to examine issues from multiple perspectives and cultivate their ability to synthesize and apply knowledge from different disciplines to solve practical problems. This ability is not limited to theoretical learning but also emphasizes practical operations, enabling students to apply their knowledge in real-world situations, thereby enhancing their practical skills and innovative abilities. the cultivation of cross-cultural communication skills is also a crucial component of New Humanities education. In the context of globalization, effective cross-cultural communication skills are key to connecting different cultures and promoting international cooperation. the New Humanities education provides a multicultural learning environment and international exchange opportunities to help students understand and respect the values and behavioral patterns in different cultural backgrounds, making them more confident and effective in communication and cooperation on the global stage.

In summary, the definition of the New Humanities reflects new requirements for talent cultivation in the education sector. It not only focuses on the transmission of knowledge but also emphasizes the cultivation of abilities and the development of individuality, aiming to provide students with a comprehensive, open, and innovative learning platform to adapt to the ever-changing global social and economic environment.

2.2 Comparison Between the New Humanities and Traditional Humanities

The New Humanities and traditional humanities differ significantly in several aspects, reflecting profound changes in

educational philosophy and methods. In terms of educational objectives, traditional humanities primarily aim to cultivate deep knowledge and academic literacy in specific disciplines. For example, disciplines such as literature, history, and philosophy emphasize in-depth interpretation and academic research of classical texts. In contrast, the New Humanities focuses more on cultivating interdisciplinary knowledge and comprehensive abilities, aiming to enable students to solve problems in complex and ever-changing global environments. This shift reflects a response to modern social needs, emphasizing adaptability and innovative capabilities. In terms of curriculum design, traditional humanities typically center around a single discipline, with curriculum design emphasizing the systematicity and depth of the discipline's internal logic. In comparison, the curriculum design of the New Humanities is more flexible and diverse, emphasizing interdisciplinary integration. For example, a New Humanities course might cover literature, data science, and sociology, cultivating students' comprehensive qualities through multi-dimensional learning. In terms of teaching methods, traditional humanities primarily use a lecture-based approach, with teachers acting as knowledge transmitters in the classroom, and students primarily receiving and memorizing information. Although this method is effective, it may limit students' ability to actively explore and innovate. the New Humanities, on the other hand, places greater emphasis on interactive, inquiry-based, and project-based learning. Interactive learning encourages two-way communication between teachers and students, as well as among students, inquiry-based learning encourages students to independently explore and research problems, and project-based learning cultivates students' practical abilities and teamwork spirit through the implementation of actual projects. In terms of evaluation systems, traditional humanities often use exams and essays to assess students' theoretical knowledge and academic abilities. the New Humanities evaluation system, however, is more diverse, including not only traditional exams and essays but also project reports, internships, practicals, teamwork, and other forms, comprehensively evaluating students' comprehensive abilities and practical levels.

For example, by assessing students' interdisciplinary projects, one can better understand their performance and innovative thinking in practical applications.

The differences between the New Humanities and traditional humanities in educational objectives, curriculum design, teaching methods, and evaluation systems reflect a response to modern social needs and a pursuit of educational innovation. the New Humanities, through interdisciplinary integration, interactive teaching, and diverse evaluations, aims to cultivate high-quality talents with global vision, cross-cultural communication skills, and innovative thinking, preparing them for the complex and ever-changing social environment of the future.

2.3 Core Characteristics of the New Humanities

The core characteristics of the New Humanities not only define its educational philosophy but also guide its implementation strategies and teaching methods. In New Humanities education, interdisciplinary integration is key to solving complex problems. This requires educators not only to but also to encourage students to explore the connections and interactions between different disciplines. For example, by combining historical, economic, and political perspectives to analyze global issues, students can gain a more comprehensive understanding. This integration is not limited to theoretical learning but also includes the cross-application of methodologies, such as using data analysis techniques to study social phenomena. In today's increasingly globalized world, cross-cultural communication skills have become particularly important. the New Humanities education emphasizes the cultivation of effective communication and collaboration abilities in multicultural environments. This includes understanding the values, customs, and communication styles of different cultures, as well as the ability to function in cross-cultural teams. Through international exchange programs, multicultural courses, and practical activities simulating cross-cultural situations, students can enhance this crucial skill. Innovative thinking is a core element of New Humanities education. It requires students not only to absorb and understand existing knowledge but also to propose new

perspectives, methods, and solutions. This way of thinking encourages students to challenge traditional notions, explore unknown fields, and solve problems through creative thinking. the cultivation of innovative thinking can be achieved through open problem-solving, creative workshops, and innovative projects. the combination of theory and practice is another important characteristic of New Humanities education. Students need to apply their theoretical knowledge to real-world situations to solve practical problems. This ability can be cultivated through internships, field trips, project work, and community service. Through practical activities, students not only deepen their understanding of theoretical knowledge but also enhance their ability to solve practical problems, preparing them for future careers.

In summary, the core characteristics of the New Humanities reflect a deep understanding of modern educational objectives and a proactive response to future social needs. By emphasizing interdisciplinary integration, cross-cultural communication, innovative thinking, and practical abilities, New Humanities education aims to cultivate high-quality talents with a global vision, adaptability, and outstanding innovative capabilities. These characteristics not only provide students with a platform for comprehensive development but also offer educators guiding principles for innovative teaching.

3. Impact of the New Humanities on Foreign Language Talent Cultivation

3.1 Transformation of Talent Cultivation Objectives

The introduction of the New Humanities concept has significantly transformed the objectives of foreign language talent cultivation. Traditional foreign language education primarily focuses on the transmission of language knowledge and the training of language skills, aiming to cultivate professionals with solid language foundations. However, under the New Humanities background, the objectives of foreign language talent cultivation have become more diversified and comprehensive, emphasizing the cultivation of interdisciplinary knowledge, cross-cultural communication skills,

innovative thinking, and practical abilities. New Humanities-oriented foreign language talents not only need to master language knowledge but also require a broad range of cultural knowledge and interdisciplinary comprehensive qualities. This shift demands that foreign language education move from single language skill training to the holistic enhancement of comprehensive qualities. Specifically, the objectives of foreign language talent cultivation should include the following aspects:

Global Vision: Cultivate students with a global vision, enabling them to understand and respect different cultures and possess cross-cultural communication and cooperation abilities.

Interdisciplinary Knowledge: Cultivate students with interdisciplinary knowledge and abilities, enabling them to combine language knowledge with other disciplines to solve complex problems.

Innovative Thinking: Cultivate students with innovative thinking, enabling them to propose new perspectives, methods, and solutions.

Practical Abilities: Cultivate students with practical abilities, enabling them to apply theoretical knowledge to practical problems and possess the ability to solve actual problems.

3.2 Innovation in Curriculum Content and Teaching Methods

Under the New Humanities background, foreign language curriculum content and teaching methods need comprehensive innovation to adapt to new cultivation objectives. Curriculum content should place greater emphasis on the integration of interdisciplinary knowledge and the introduction of cross-cultural content, while teaching methods should focus more on interactivity, inquiry, and practicality.

Innovation in Curriculum Content: the curriculum content of foreign languages under the New Humanities background should include language knowledge, cultural knowledge, and interdisciplinary knowledge. Language knowledge includes basic skills such as listening, speaking, reading, and writing; cultural knowledge includes the history, culture, society, etc., of the target language country; interdisciplinary knowledge includes knowledge from fields such as economics, politics, and technology. Through the

integration of these contents, students' comprehensive qualities and interdisciplinary abilities are cultivated.

Innovation in Teaching Methods: the teaching methods of foreign languages under the New Humanities background should place greater emphasis on interactivity, inquiry, and practicality. Interactive teaching methods include group discussions, role-playing, simulated negotiations, etc.; inquiry-based teaching methods include project-based learning, problem-oriented learning, etc.; practical teaching methods include field trips, social practice, etc. Through the innovation of these teaching methods, students' cross-cultural communication skills and practical abilities are cultivated.

3.3 Challenges and Opportunities in Faculty Development

Under the New Humanities background, foreign language education places higher demands on the faculty, requiring teachers not only to possess solid language knowledge and teaching abilities but also to have interdisciplinary knowledge, cross-cultural communication skills, and innovative thinking. This poses new challenges to faculty development but also brings new opportunities. **Challenges:** Under the New Humanities background, foreign language teachers need to continuously update their knowledge structure and enhance their interdisciplinary knowledge and cross-cultural communication skills. This requires teachers to have a lifelong learning consciousness and ability to continuously adapt to new educational needs. Additionally, teachers also need to possess innovative thinking to continuously explore and apply new teaching methods in their teaching.

Opportunities: Under the New Humanities background, foreign language teachers have more opportunities to participate in interdisciplinary research and international exchanges, enhancing their academic level and international vision. Through interdisciplinary research, teachers can broaden their knowledge base and improve their comprehensive qualities; through international exchanges, teachers can enhance their cross-cultural communication skills and stay abreast of the latest developments in international education.

4. Theoretical Pathways for Foreign

Language Talent Cultivation Under the New Humanities Background

4.1 Pathways of Interdisciplinary Integration

Under the New Humanities background, interdisciplinary integration is an important pathway for foreign language talent cultivation. Interdisciplinary integration can not only broaden students' knowledge base and enhance their comprehensive qualities but also cultivate their innovative thinking and ability to solve complex problems.

Curriculum Design: In terms of curriculum design, language courses should be combined with other discipline courses to form an interdisciplinary curriculum system. For example, interdisciplinary courses such as "Language and Culture," "Language and Technology," "Language and Economics" can be offered. Through the study of these courses, students' interdisciplinary knowledge and comprehensive qualities are cultivated.

Teaching Methods: In terms of teaching methods, interdisciplinary teaching methods should be adopted, such as project-based learning and problem-oriented learning. Through these teaching methods, students' interdisciplinary thinking and problem-solving abilities are cultivated.

Faculty Development: In terms of faculty development, teachers should be encouraged to participate in interdisciplinary research and teaching to enhance their interdisciplinary knowledge and teaching abilities. For example, through teacher training and academic exchanges, teachers' interdisciplinary literacy can be improved.

4.2 Pathways of Cultivating Cross-Cultural Communication Skills

Under the New Humanities background, cross-cultural communication skills are an important quality for foreign language talents. Cross-cultural communication skills not only include language abilities but also cultural understanding and cross-cultural communication abilities.

Curriculum Content: In terms of curriculum content, cross-cultural content should be emphasized. For example, courses such as "Cross-Cultural Communication" and "Cultural Comparative Studies" can be offered. Through the study of these courses, students'

cross-cultural understanding and communication abilities are enhanced.

Teaching Methods: In terms of teaching methods, interactive and practical teaching methods should be adopted. For example, role-playing and simulated negotiations can be used to cultivate students' cross-cultural communication abilities; field trips and social practice can be used to enhance students' cross-cultural understanding abilities.

International Exchanges: In terms of international exchanges, students should be encouraged to participate in international exchange programs, such as studying abroad and exchange student programs. Through these programs, students' cross-cultural communication skills and international vision are enhanced.

4.3 Pathways of Cultivating Innovative Thinking and Practical Abilities

Under the New Humanities background, innovative thinking and practical abilities are important qualities for foreign language talents. Innovative thinking and practical abilities not only include the ability to propose new perspectives, methods, and solutions but also the ability to apply theoretical knowledge to practical problems.

Curriculum Content: In terms of curriculum content, the cultivation of innovative thinking and practical abilities should be emphasized. For example, courses such as "Innovative Thinking and Practice" and "Project Management" can be offered. Through the study of these courses, students' innovative thinking and practical abilities are cultivated.

Teaching Methods: In terms of teaching methods, inquiry-based and practical teaching methods should be adopted. For example, project-based learning and problem-oriented learning can be used to cultivate students' innovative thinking; field trips and social practice can be used to enhance students' practical abilities.

Practical Platforms: In terms of practical platforms, more opportunities and platforms should be provided for students. For example, through university-enterprise cooperation and internship bases, students can be provided with practical opportunities to enhance their practical abilities.

5. Construction of the Evaluation System

for Foreign Language Talent Cultivation Under the New Humanities Background

5.1 Evaluation Objectives and Principles

Under the New Humanities background, the evaluation system for foreign language talent cultivation needs to be re-constructed to align with the new cultivation objectives and educational philosophy. the objectives of the evaluation system should focus on students' comprehensive qualities and abilities, including language skills, interdisciplinary knowledge, cross-cultural communication abilities, innovative thinking, and practical abilities. the evaluation principles should emphasize comprehensiveness, processuality, and developmental nature, ensuring that the evaluation results reflect students' learning achievements and growth processes comprehensively.

The evaluation system should cover multiple aspects such as students' language skills, cultural knowledge, interdisciplinary abilities, and practical abilities, ensuring the comprehensiveness and objectivity of the evaluation results. the evaluation system should pay attention to the learning process, including learning attitudes, participation, and collaboration abilities, rather than just the final learning outcomes. the evaluation system should encourage continuous development and self-improvement among students, with the evaluation results providing feedback and guidance to help students identify their strengths and weaknesses, promoting their personalized development.

5.2 Evaluation Content and Methods

Under the New Humanities background, the evaluation content and methods for foreign language talent cultivation need to be innovated to align with the new educational objectives and teaching methods. the evaluation content should include multiple aspects such as language skills, interdisciplinary knowledge, cross-cultural communication abilities, innovative thinking, and practical abilities. the evaluation methods should be diversified, including formative evaluation, summative evaluation, self-evaluation, and peer evaluation.

Language Skills: Evaluate students' listening, speaking, reading, and writing skills through standardized tests, classroom performance,

assignments, and projects.

Interdisciplinary Knowledge: Evaluate students' mastery of interdisciplinary knowledge through interdisciplinary projects, research reports, and papers.

Cross-Cultural Communication Abilities: Evaluate students' cross-cultural understanding and communication abilities through role-playing, simulated negotiations, and cultural comparative studies.

Innovative Thinking: Evaluate students' innovative thinking abilities through innovative projects, problem-solving tasks, and creative works.

Practical Abilities: Evaluate students' practical abilities through field trips, social practice, and internship experiences.

5.3 Optimization of Evaluation Mechanisms

Under the New Humanities background, the evaluation mechanisms for foreign language talent cultivation need to be optimized to improve the efficiency and effectiveness of the evaluations. the optimization of evaluation mechanisms should include the development of evaluation standards, the creation of evaluation tools, the supervision of evaluation processes, and the feedback of evaluation results.

Development of Evaluation Standards: Establish clear evaluation standards to ensure the objectivity and fairness of the evaluation results. the standards should align with the cultivation objectives, covering multiple aspects such as language skills, interdisciplinary knowledge, cross-cultural communication abilities, innovative thinking, and practical abilities.

Creation of Evaluation Tools: Develop diversified evaluation tools, including standardized tests, project assessments, self-evaluation forms, and peer evaluation forms, to accommodate different evaluation contents and methods.

Supervision of Evaluation Processes: Establish a supervision mechanism for the evaluation processes to ensure the fairness and effectiveness of the evaluations. the supervision mechanism should include the training of evaluators, the recording of evaluation processes, and the auditing of evaluation results.

Feedback of Evaluation Results: Provide timely feedback on evaluation results to

students, helping them understand their learning achievements and growth processes. the feedback should be specific and clear, offering suggestions and guidance for improvement.

6. Conclusion

This study systematically explored the pathways for foreign language talent cultivation in China under the New Humanities background, including the transformation of talent cultivation objectives, the innovation of curriculum content and teaching methods, the challenges and opportunities in faculty development, the pathways of interdisciplinary integration, the cultivation of cross-cultural communication abilities, the development of innovative thinking and practical abilities, and the construction of the evaluation system. the research results indicate that the New Humanities concept provides a new theoretical framework and practical pathways for foreign language talent cultivation.

To meet the demands of foreign language talent cultivation under the New Humanities background, the following policy recommendations are proposed:

Strengthen Policy Support: the government should increase policy support for foreign language education under the New Humanities background, providing more resources and funding to promote the reform and innovation of foreign language education.

Advance Curriculum Reform: Universities should conduct curriculum reform based on the New Humanities concept, emphasizing the integration of interdisciplinary knowledge and cross-cultural content, and enhancing students' comprehensive qualities.

Enhance Faculty Level: Universities should strengthen the training of foreign language teachers, improving their interdisciplinary knowledge, cross-cultural communication abilities, and innovative thinking, and promoting the professional development of the faculty.

Strengthen International Exchange: Universities should enhance cooperation with international universities, promoting international exchanges for students and teachers, and elevating the internationalization level of foreign language education.

Future research can further explore the specific implementation pathways and effectiveness

evaluation of foreign language talent cultivation under the New Humanities background, particularly how to effectively apply the New Humanities concept in actual teaching to improve the quality of foreign language talent cultivation. Additionally, empirical research can be conducted to verify the effectiveness of foreign language talent cultivation under the New Humanities background, providing more theoretical and practical support for the reform and innovation of foreign language education.

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