

The Logic, Challenges and Pathways of the Digital Transformation of the Chinese Language and Literature Major under the New Liberal Arts Framework

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Abstract: The development of the New Liberal Arts movement and digitalization in education have brought unprecedented opportunities to the innovation and development of the Chinese Language and Literature major, and have also put forward new higher requirements for talent cultivation, curriculum system and teaching paradigm. The Chinese Language and Literature major, as a basic discipline of the humanities in universities, is facing many practical problems in digital transformation, such as the lack of integration of digital elements in the discipline training, the backwardness of the Chinese Language and Literature teaching model, the lack of digital literacy of teachers and the gap between Chinese language and literature training and the digital industry. Digital humanities, rooted in the fundamental values of the New Liberal Arts, will provide the technology and methodology for this transformation of humanities, and will lead to a new level of integration of humanistic literacy and digital skills, one that will cross disciplinary lines.

Keywords: New Liberal Arts; Digital Transformation; Digital Humanities; Talent Cultivation; Chinese Language and Literature

1. Introduction

On March 2nd, 2021, the People's Republic of China's Ministry of Education issued *Notice of the General Office of the Ministry of Education on Recommending New Liberal Arts Research and Reform Practice Projects* (Document No. [2021] 10 of the General Office of the Ministry of Education), marked the beginning of the new liberal arts research and reform projects [1]. The New Liberal Arts construction is geared toward promoting interdisciplinary fusion between traditional humanities subjects and modern

information technologies, re-building the humanities education system and developing multifunctional talents in the humanities and social sciences with a good adaptability to the digital age [2]. This is a key strategic move for the high-quality development of China's higher education. In the process of building a strong education nation, educational digitalization is an important task of universities, which requires universities to accelerate and comprehensively promote the practice of digital innovation in teaching, research and talent cultivation [3], surpass the time and space limitation of traditional education, break the disciplinary barrier, and improve the quality and social value of professional education. The Chinese Language and Literature major has the basic task of inheriting Chinese linguistic culture, cultivating humanistic spirit and providing basic education talents. A century of academic growth has resulted in a fully formed system and training model of discipline. But in the digital age, the classic development paradigm is becoming more and more misaligned with the modern demands and the transformation is becoming essential.

With the development of digital humanities, a new direction of the digital transformation of the Chinese Language and Literature major has been provided, which can not only combine humanities with digital technology, qualitative analysis with quantitative analysis, but also break through the traditional teaching pattern of Chinese Language and Literature, which is only based on qualitative interpretation and text reading [4]. Currently, the digital transformation of this major in universities is still in the exploratory stage, limited by the lack of clear digital transformation ideas, unclear digital transformation directions, and insufficient resource support [5], and unable to fully realize the high degree of integration between New Liberal Arts construction and educational

digitalization. Thus, it is necessary to start from the connotation of the New Liberal Arts, to combine with the development law of the Chinese Language and Literature major, systematically study the problems of digital transformation of the Chinese Language and Literature major and its internal logic, and scientifically put forward the development path, so as to promote the sustainable development of the Chinese Language and Literature major in the digital era.

2. Intrinsic Logic of the Digital Transformation of the Chinese Language and Literature Major under the New Liberal Arts Framework

The New Liberal Arts construction's theory is a solution to the education reform of humanities in the digital era facing industrialization and technological revolution. It is the deconstruction of the closed and over-humanistic humanities disciplines of which the excesses of the humanistic values, the predominance of theory over practice, and disciplinary isolation over integration have been the major features. It is a discipline that, based on the needs of contemporary society, encourages deep interdisciplinary mergers between humanities, natural sciences, information technology and industrial practice, by reconstructing the disciplinary, curricular, pedagogical and evaluative systems [6]. This theory highlights the preservation of the humanistic nature and cultural heritage of humanities education, the breaking of disciplinary barriers and the introduction of digital technology, and the development of humanities talents with humanistic literacy, innovative spirit and practical abilities. This is of great significance to the digital transformation of the Chinese Language and Literature major, which is to “preserve integrity while innovating”, and can give top-level guidance for clarifying digital transformation direction, optimize talent cultivation model, reconstruct curriculum, etc [7].

Digital humanities are an interdisciplinary system that is emerging as a result of the merging of humanities, computer science, data science and information technology and is a revolution in the paradigm of the doing of humanities research. Digital humanities involve the application of digital technologies (such as big data analysis, natural language processing,

data mining, visualization, and virtual simulation) to traditional disciplines in the humanities (such as literature, history, philosophy, and linguistics), and thereby move the humanities from purely qualitative analysis toward a combination of qualitative analysis and quantitative rigor. This overcomes traditional limitations of research for the humanities, including sample size, scope of work and inefficiency. Digital humanities have introduced new modes of teaching, learning and research to the Chinese Language and Literature major, which features digitization of ancient texts, quantitative analysis of literary corpora, monitoring of literary dissemination pathways, and immersive teaching of classical literature, breaks down the barriers between digital technology and Chinese discipline teaching, research and practice. It forms the backbone of the discipline's digital transformation in terms of the technological and theoretical foundation [8].

A thorough examination of the representative domestic and international literature shows a general recognition of the importance of combining the digital technology with humanities and significant advances in digital humanities theory and humanities digital transformation. But there are also obvious research gaps: firstly, although foreign studies have paid attention to the digital transformation of the humanities in general, they lack specific results for Chinese Language and Literature majors, and there is a lack of localization; secondly, although there are some scholars who have noted the need for the digital and interdisciplinary integration of traditional humanities under the New Liberal Arts[9], systematic and theoretical research on the digital transformation of the Chinese Language and Literature major is still lacking, and practical applications are limited. Moreover, most studies either over - or under - emphasize technology and humanistic heritage - with either one being dominant - and fail to reach a balance between them. Additionally, there is a lack of integrated research on curriculum, pedagogy, faculty development and pathways for practical training of teachers in the context of transformation [10,11]. Therefore, in order to fill the gaps in the research and enrich the scholarship in the field of Chinese Language and Literature, it is necessary to systematically explore its logic, problems and directions of digital transformation [12].

The essence of the New Liberal Arts construction is to break the traditional education model of “doing humanities in humanities”, to let the humanities and social sciences deeply fuse with modern technology and social needs, and to achieve the modernization and interdisciplinary sublimation of humanities education. Educational Digitalisation provides the technological basis and concrete opportunities for this change. Digital transformation of the Chinese Language and Literature major is not only a technological addition, but also an inevitable trend with the development of the major, the national language and culture inheritance mission, and the market demand for talents. It is the self-determination of the discipline to adapt to epochal changes and to get sustainable development. It combines national strategic directions with disciplinary autonomy in all aspects of institutional management, talent cultivation, research innovation, and cultural transmission, through its transformation logic.

2.1 An Inevitable Mandate of National Education Strategy

With the construction of the New Liberal Arts and the push towards educational digitalization, the implementation of the two initiatives is going hand in hand to outline a comprehensive path for the digital transformation of traditional humanities majors, aiming to transcend the traditional educational model, combine digital technology with interdisciplinary educational theory, and improve the innovation ability and quality of cultivation of traditional humanities majors in the university. The digitalization of higher education is a key pillar for constructing a strong education [13] and cultural country and humanities digitalization is an important fulcrum to rectify the modernisation gaps in humanities and social sciences and strengthen the national cultural soft power from the perspective of national educational top level design. The major of Chinese Language and Literature is an important part of humanities universities, which takes on basic responsibilities in language teaching, literature research and cultural dissemination. Its digital transformation not only is the tangible execution of national education strategies but also is an inevitable option to “carry on the torch” of China's excellent traditional culture and make contribution to building a culturally strong nation. Today, the

state is actively promoting cultural digitalization strategies: digitization of ancient texts and traditional culture. With the disciplinary advantages it possesses, the Chinese Language and Literature major is a key force in achieving this strategy. Digital transformation can make the discipline grow in line with the national strategic requirements, serve the social values and strategic requirements of higher humanities education reform and cultural development, give traditional Chinese culture a new life, and enable Chinese culture and Chinese studies to go global [14].

2.2 The Discipline's Own Imperative for Innovation

The Chinese Language and Literature major has been dominated by the teaching and research of Chinese language and Chinese literature, with a single disciplinary focus, a lack of interdisciplinary integration, a single teaching method and weak practical training, which is unable to adapt to the diversified requirements of today's student development [15]. In the traditional education, the focus is mainly on qualitative interpretation of classical texts, while quantitative analysis of literary achievements is lacking, and the education of written ability is basically training. On the one hand, research mainly focuses on qualitative interpretation of literary work, and lacks quantitative analysis and interdisciplinary research. This has created a problem in education which is more theoretical than practical and more traditional than innovative [16]. This one-dimensional development model has revealed a number of weaknesses in the digital era: the content of the disciplines is not aligned with the latest developments, the teaching and learning approach is not attractive, the students' skills and creativity are not sufficient, and the competitiveness of the discipline continues to drop [17]. Digital transformation can revitalize the discipline by taking advantage of digital technologies to break through the limitations of time and space, enhance the teaching content delivery, innovate teaching and research methods, and enlarge training scenarios. This allows a shift from a purely theoretical approach toward a “theory plus practice” composite model, from a closed disciplinary loop to an open interdisciplinary system, and from the traditional approach of humanities research to the approach of Digital humanities scholarship,

which essentially overcomes the development bottlenecks and meets the intrinsic need of the discipline to preserve its integrity while self-innovating and self-renewing.

2.3 The Practical Needs of Talent Training in the New Era

Today, in the digital era, the social-industrial structures and the requirements of talent have changed significantly and old-fashioned talents in the single disciplines of the humanities are no longer in demand. The demand for such humanistic talents that are versatile in various industries is urgent and they must also have a strong foundation in the professional field and be practically skilled in using digital technologies. The new media industry and other cultural industries have been growing, and for the practitioners, they need to not only have a solid Chinese language foundation, but also have a literary aesthetic viewpoint, cultural understanding, and hands-on skills such as digital editing, data processing, new media management, visual communication, and digital cultural innovation planning. On the other hand, the traditional talent cultivation model of the Chinese Language and Literature major focuses mainly on the basic education, academic research, traditional clerical work, print publishing, and the curriculum lacks systematically and there is not enough systematic training on digital skill application. This therefore leads to a lack of digital literacy, poor cross-functional adaptability and low competitiveness in the job market among graduates. The digital transformation of the Chinese Language and Literature major can not only accurately match the needs of talents demanded by society but also break traditional educational boundaries, and build a talent development system that is efficient and suitable for new media, while cultivating talents who are not only knowledgeable in Chinese culture but also skilled in the use of modern digital tools, digital cultural innovation, new media dissemination, and ancient text digitization. This further develops students' employment opportunities and improves the adaptability and core competitiveness of the discipline in society.

2.4 The Epochal Mission of Cultural Inheritance and Innovation

Carrying on and innovating China's excellent traditional culture is an important aspect of

building a culturally strong nation. The Chinese Language and Literature major is an important medium for the transmission of Chinese culture, and the modernization and innovativeness of Chinese culture has been an inherent mission of this major. The discipline, including ancient literature, classical texts, modern Chinese and classical Chinese, has been the foundation for excavating, inheriting and promoting the rich traditional culture, revolutionary culture of China. In the digital age, traditional culture dissemination methods have the problems of single dissemination mode, small dissemination scope, and low dissemination efficiency. Digital technologies can provide new solutions to these problems. With the aid of big data, cloud computing, virtual simulation and visual communication, the Chinese Language and Literature major can achieve the digital collation and proofreading of ancient texts, immersive dissemination of classical literature, digital preservation of dialects and intangible linguistic heritage, and digital adaptation of literary classics. These activities overcome the time and space limits of traditional cultural dissemination and turn esoteric literary classics and traditional culture into popular forms like short videos, digital picture books, immersion exhibition and cultural creative products. In this way, traditional culture is brought closer to the younger generation and the people, so as to truly achieve the innovative transformation and development of China's excellent traditional culture. It allows the Chinese Language and Literature major to show its contemporary value in inheriting culture and its mission of cultural transmission for the era.

3. Realistic Dilemmas of the Digital Transformation of the Chinese Language and Literature Major under the New Liberal Arts Framework

Although the construction of the New Liberal Arts and the educational digitalization strategy are continuously deepened and implemented, and some universities have started exploratory digitalization of Chinese Language and Literature; the vast majority of universities are still in the shallow exploration stage under the influence of various factors such as traditional school running philosophies, faculty composition, resource investment, discipline management mechanisms and other factors. The change is hampered by practical challenges on

multiple levels, ranging from ideas and curricula, to teaching and teacher training, and practical training and resources, and it lacks depth, breadth and intensity to truly allow for a genuine interdisciplinary integration and a digital upgrade. The overall transformation process is rather slow and the results are not satisfactory. Specific dilemmas can be distilled into five aspects of the dilemmas.

3.1 Lagging Transformation Concepts and Insufficient Digital Integration of the Curriculum System

There is a lack of deep and comprehensive understanding of the New Liberal Arts construction and the educational digitalization strategy in some universities, with one-sided perception. The school-running concept of the Chinese Language and Literature major is still based on the traditional concept of school running, has a weak awareness of digital transformation, and has a low school-running level. The use of digital technologies and digital humanities concepts is not yet fully embedded in the whole process of professional development, talent cultivation, teaching courses and conducting scientific research. On the other hand, the cognitions of some university leaders and professional teaching and research teams are shallow, considering digital transformation as simply changing their teaching materials and using multimedia to teach, and neglecting the digital humanities and their deep integration with Chinese major, the construction of an interdisciplinary education system, and the innovation of talent cultivation models. Conversely, under traditional disciplinary thinking, they overvalue the humanistic attribute of Chinese majors, reject the combination of digital technology and professional teaching and research, and are afraid of the digitalization impacting on the humanistic foundation of Chinese, leading to a conservative and backward transformation philosophy. Under these circumstances the rigidity of the curriculum system is highlighted even more. Language and literary theory classes, as well as traditional classes are still the core of the curriculum, and the proportion of digital humanities, computational linguistics, digitization of ancient texts, creative writing based on new media, literary data mining and other digital classes is still very small or even lacks such classes. The professional development of interdisciplinary

elective courses is still at a formal stage, students' skills of using digital technology are still blank, students' knowledge structure is single and rigid, and it cannot meet the needs of cultivating talents in digital times, resulting in serious mismatch between students' professional development and social needs in the digital times.

3.2 Traditional Teaching Paradigms and Shallow Application of Digital Instruction

Digital teaching is still kept in the traditional teaching mode of “teacher teaching, student learning” and can only be used superficially in the form of PPT teaching, sharing of digital teaching resources, and online examinations. The new digital teaching paradigms such as virtual simulation, immersive teaching, project-based learning and inquiry-based learning are not included. Digital technology is still used as a supplement to traditional teaching, and has not been fundamentally changed in teaching model. It has not been well integrated into classroom teaching high-quality digital resources: digital humanities analysis tools, literary big data platforms, Chinese ancient book digitization databases, literary corpora, etc. The main methods of teachers reading texts, instilling knowledge and appreciating literature are still paper-based, and their teaching is monotonous and single. Students are still in the passive receiving position which is not conducive to fostering the ability of autonomous inquiry, ability to innovate, and digital learning ability effectively. Meanwhile, the assessment methods continue to rely primarily on written examinations and written papers, and do not include the assessment of students' practical skills in the digital world and ability to apply interdisciplinary knowledge. As a result, the teaching and learning are a “two-way street”, and digital teaching is still a formality, constantly limiting the quality of teaching and talent cultivation, unable to meet the needs of digital education.

3.3 Weak Digital Literacy of Faculty and Shortage of Interdisciplinary Teachers

The current staff of the Chinese Language and Literature major are mostly deeply rooted in traditional literacy, linguistics and philology and have relatively similar academic backgrounds. They have not been systematically trained on digital technology and knowledge of digital

humanities during their teaching career. In general, they have poor digital literacy skills, lack adequate digital teaching capacity and do not have the ability to carry out digital teaching and research tasks. Many middle-aged and elderly teachers have limited knowledge of the use of digital humanities tools, big data analysis, operation and skills of new media and other technologies, and some are even resistant. Young teachers are equipped with basic digital skills yet have not received training on systematic and professional digital humanities teaching and research, so it is impossible to reach the level of deep integration of digital technology with Chinese teaching. At the same time, there is no good mechanism for interdisciplinary talents to be introduced and nurtured at the universities. Faculty exchange between the Chinese major and other fields like computer science, journalism and communication, digital media and library and information science is impeded. There is little interdisciplinary teaching and research cooperation within the university and there is also a lack of bringing in compound talents from outside. The level of the cross-disciplinary team of teaching and research, combining deep Chinese professional literacy and strong digital technology skills, has not been built. The system of faculty is the main limitation to the digital transformation of the Chinese Language and Literature major and does not provide sufficient talent support for the digital transformation.

3.4 Weak Practical Training and Disconnection from the Digital Industry

Practical teaching is a fundamental connection in the process of digital transformation. But, at present the teaching of Chinese Language and Literature major still relies on one or two forms of practice such as education internship, simple document writing, social survey and so on. There are no digital practical courses or platforms and students' practical ability in digital field is a blank. There are no digital practice training venues on campus; no digital cultural and creative R&D center, ancient text digitization training center, new media creative studio, etc., have been established. Outside the school, cooperation between school and enterprises is not deep enough. The linkage between universities and digital cultural industries represented by digital publishing, new media business, digital cultural creation,

digitization protection of ancient books and converged media dissemination is weak. No stable, long-term and deep integration of practical training mechanism has been built. There is no chance for students to engage in actual DH projects, cultural digitalization practices or new media operation exercises, and students' learning of DH is totally separated from practice. The talent gap with digital industry job demand is high. Students are unable to adjust to job positions immediately after graduating and there is a large gap between the students' ability and industry needs. The shortfall in the digital part of practical training has a direct impact on the effectiveness of professional transformation, the quality of talent cultivation.

3.5 Insufficient Resource Support and Lack of Interdisciplinary Integration Mechanisms

The hardware and software facilities of universities are very inadequate for the digital transformation of the Chinese Language and Literature major. Financial resources are limited, the allocation of resources is behind, and various teaching and research bases and platforms required by the development of the discipline, such as digital humanities laboratories, ancient text digitization training bases, ancient literature big data databases, ancient literature new media practice bases, etc., are missing. There is a lack of development of digital teaching resource repositories, which renders it difficult to provide daily digital teaching, research and training. More seriously, no long term mechanisms for interdisciplinary integration exist. These disciplines—the Chinese major, computer science, library and information science, cultural industry management, journalism and communication and other traditional disciplines, are still working separately due to traditional management of academic disciplines. There is limited structure for the development of interdisciplinary courses, collaboration, sharing of resources and faculty exchange. There are no resources which can be shared between different disciplines in the field of digital humanities, and it is hard to build up a synergy in interdisciplinary collaboration in education and collaborative research among different disciplines. Meanwhile, the supporting management system and assessment-evaluation mechanism of professional digital transformation are incomplete. There is also a

lack of incentive and evaluation mechanism for digital teaching, interdisciplinary teaching and research, as well as practical training, which further hinders the comprehensive digital transformation of the Chinese Language and Literature major.

4. Specific Pathways for the Digital Transformation of the Chinese Language and Literature Major under the New Liberal Arts Framework

So we need to start from the connotation of the interdisciplinary integration under the New Liberal Arts, regard digital humanities as an important carrier, and focus on cultivating talents to solve the practical difficulties in the process of digital transformation of Chinese Language and Literature major. A comprehensive, multi-level, and three-dimensional transformation system should be built, based on five key dimensions: the transformation of the curriculum system, the transformation of the teaching paradigm, the construction of the faculty, the construction of the teaching practical platform, and the construction of the teaching disciplinary ecology, while considering both the professional humanistic foundation and the needs of digital empowerment. This will help realize the deep integration of the traditional Chinese major with digital technologies, establish a compound talent cultivation model that matches the digital times and support the effective application of professional digital transformation.

4.1 Reconstructing the Curriculum System: Building a “Humanities + Digital” Interdisciplinary Curriculum Matrix

With the concept of interdisciplinary integration of the New Liberal Arts as the core, the humanistic nature of Chinese Language and Literature major is respected, the single-disciplinary concept of traditional courses is broken, and a four-in-one three-dimensional curriculum system of “traditional core courses + digital humanities courses + interdisciplinary elective courses + digital practical courses” is built to achieve the organic integration and simultaneous development of humanistic literacy and digital skills, comprehensively improve students' knowledge structure. To maintain the professional core foundation, traditional core courses like Modern Chinese, Ancient Chinese, Chinese Ancient Literature,

Chinese Modern and Contemporary Literature, Introduction to literature, Aesthetics and Writing studies are still kept. While developing courses, take the opportunity to optimize the course content, reduce redundant theory, enhance the cultivation of humanistic quality, literary ability, literary aesthetic sense and consolidate the foundation of professional development, do not mistake to abandon the tradition in digital transformation. Second, include core DH courses. Focus on the digital needs of the major and provide courses in Introduction to *Digital Humanities*, *Ancient Book Digitization and Document Collation*, *Corpus Linguistics*, *Literary Data Mining and Visualization*, *New Media Creative Writing*, *Digital Publishing and Cultural Creative Planning*, and *Online Literature Studies*, which are all required and elective. To systematically teach students theoretical knowledge and practical skills of digital humanities so that students can master the basic methods of digital research and creation. Thirdly, increase the number of interdisciplinary elective courses. Transcend disciplines with disciplinary courses, like Python for Humanities Data Processing, Historical GIS, Communication Studies, Cultural Industry Management, Digital Media Technology and Converged Media Operations. Establish a credit mutual recognition mechanism to be able to expand students' subject fields. Fourthly, reinforce the percentage of practical courses. Insert digital practice courses in the four-year undergraduate curriculum, establish practical courses like the operation of digital humanities projects, training of ancient text digitization and proofreading, new media operation practice, digital cultural and creative design, literary short video creation, etc. Construct an integrated curriculum system of “theory + practice”, comprehensively improve students' digital practical ability.

4.2 Innovating Teaching Paradigms: Advancing Digital Teaching Reform and Methodological Innovation

The one-way traditional teaching method of “teacher-centred, student-centred” is completely changed; the integration of digital technology with in-class teaching, out-of-class learning and assessment evaluation is deepened. A diversified and efficient digital teaching paradigm, which is online and offline, theory and practice, in-class and out-of-class, is developed, and digital

technology is used to truly empower the whole teaching process. High quality digital teaching resources and tools are introduced in a comprehensive manner. The Chinese classical ancient books database, literature database, digital humanities analysis platform, big data analysis tools, and visualization software are embedded into the whole classroom teaching, afterschool self-study and research training. Students are helped to make a transition from single text close reading to a digital tool-based “big data distant reading + refined close reading” to facilitate research-based learning, text analysis, data mining, document collation and literary research. Secondly, blending teaching and project-based learning is encouraged. Online resources (national good online courses, digital humanities open courses) are mixed with offline classroom teaching in-depth. Group discussions, academic salons and flip classrooms are held. Real projects such as Digital collation of Ancient Books, Analysis of Literati social network, Campus new media operation, Digital dissemination of local culture, Digital cultural and creative design, etc., are taken in as carriers. Project teaching and task teaching are adopted, and students are allowed to work in groups and self-study, improving the comprehensive ability through practice. Third, immersive teaching scenarios are developed. Virtual simulation technology is taken advantage of to develop platforms for virtual simulation of reading classical literature, virtual simulation of teaching ancient Chinese with context, and virtual simulation of ancient book restoration, improving the interest, intuitiveness and attractiveness of teaching. Fourth, the teaching assessment system is upended. The single written exam mode is given up, a diversified evaluation system of “daily performance + practical operation + project achievements + theoretical assessment” is established, and the evaluation of students' digital practical operation ability, interdisciplinary application ability and innovation ability is emphasized, with assessment being used to promote teaching and learning.

4.3 Strengthening Faculty Construction: Cultivating Compound Interdisciplinary Teaching Teams

Faculty is the foundation of support for digital transformation. Create a three-in-one faculty cultivation system of “in-school training +

external recruitment + school-enterprise cooperation”, cross disciplinary boundaries and form a compound interdisciplinary faculty training team of high-level humanities, with solid professional bases, and strong digital skills, and comprehensively provide talent support for the professional transformation. Firstly, fully develop the digital training of current teachers. Create systematic and normalized training plan. Improve teachers' digital literacy, digital teaching capability and interdisciplinary research capability through digital humanities workshops, interdisciplinary academic exchanges, visits to universities, enterprise practice programs, and digital teaching skills competitions. Promote the transformation of all teachers from traditional academic type to interdisciplinary compound type, and encourage middle-aged/elderly teachers to assist young teachers with their teaching experience while learning digital skills from them. On the other hand, increase the recruitment of interdisciplinary talents. Pay attention to introducing professionals from various fields like digital humanities, computational linguistics, digital media and journalism and communication to enrich the professional faculty. Overcome in-school disciplinary barriers, encourage the Chinese major to appoint and exchange between the disciplines of computer science, journalism and communication and library science, and establish multi-disciplinary teaching and research teams. Meanwhile, strengthen the school-enterprise linkage. Invite experts and technical support from digital publishing, new media, ancient book digitisation and cultural and creative industry to be off-campus part-time mentors. Invite them into the classroom to do practical education, establish a school-enterprise collaborative education faculty, and comprehensively improve the education faculty level.

4.4 Building Practical Platforms: Deepening Industry-Education Integration and Practical Training

Closely aligned with the needs of digital talent cultivation, a thorough practical online platform is constructed and the practical training system is modified, with the on-campus and off-campus coordinated and the combination of theory and practice deepened. The linkage of practice teaching is improved, seamless docking of talent

cultivation and the needs of the industry and jobs is realized, and students' adaptability to employment and competitiveness in employment are further cultivated. On campus, the investment in practical resources is enhanced. These platforms are provided with professional digital equipment such as digital humanities laboratories, ancient text digitization training bases, new media creative bases, campus converged media centres and digital cultural and creative R&D bases, etc. They are also provided with professional digital software resources and database resources that are open to all students, and normalized and professional digital training scenarios are provided to satisfy the daily teaching, research training and project operating needs. Outside the school, the school-enterprise and school-local collaboration is strengthened. Proactive contact is made with local museums, libraries, archives, digital publishing companies, new media companies, cultural creative institutions, and units of protection of old books. Long-term and stable off-campus bases for practical teaching are set up and comprehensive cooperation agreements in talent cultivation are signed. Students are organized to participate in field internships, practices and project operations in enterprises and engage in real industrial projects such as digital collation of ancient books, digital museum curation, local culture new media operations, digital cultural and creative product development, and converged media content creation. Students are provided with opportunities to apply and build upon theory and develop digital skills. Meanwhile, students are encouraged to participate in competitions, innovation and entrepreneurship competition, cultural creative design competition, rely on competition to motivate learning and practice, and all-round improve students' innovation ability.

4.5 Optimizing the Disciplinary Ecology: Improving Resource Guarantee and Integration Mechanisms

Digital transformation is inseparable from complete guarantees of resources and support for a well-organized disciplinary ecology. There needs to be an increase in resource investment, system and mechanism innovation, school-running philosophy reform, and an atmosphere conducive to interdisciplinary integration and digital development to provide full support for

the transformation of professionals. Increase resource investment for digital transformation, first. Arrange and coordinate school funding, equipment, resources, and give priority to the digital construction of the Chinese Language and Literature major. Enhance the facilities of digital teaching, research and practical training hardware and software. Create a common infrastructure for the teaching and research of digital humanities. Compose a comprehensive resource base for digital ancient book resources, literary big data resources, digital cultural and creative development resources and online teaching resources, and achieve resource sharing and interconnection. Second, develop and strengthen sustainable mechanisms for the interdisciplinary integration. Dismantle disciplines' administrative barriers. Propose schemes for co-construction of courses, cooperation of research and exchange of faculty and credit recognition among different disciplines. Encourage in-depth cross-integration between the Chinese major and computer, library and information, cultural industry and journalism and communication etc. Collaborate on digital humanities project research, interdisciplinary course creation, and compound talents cultivation and let them synergize to form a joint work education. Thirdly, revise the school-wide school-running philosophy and professional development philosophy. Fuse digital transformation into the overall work of professional talent cultivation plan, teaching and research, faculty evaluation and student management. Set up and enhance incentive and evaluation systems for digital teaching, interdisciplinary teaching and research and skills training. Invite teachers and students to be enthusiastic to join transformation. Establish a good disciplinary ecology, highlight the characteristics of digital humanities, carry out interdisciplinary integration and innovative teaching, and make reasonable institutional, resource, and environmental support for the digital transformation of Chinese Language and Literature major.

5. Conclusion

With the gradual implementation of the New Liberal Arts construction and the education digitalization strategy, the Chinese Language and Literature major in China has new opportunities for transformation and development, but also many problems and

difficulties. But digital transformation is not a reason to abandon the professional traditional humanistic foundations. Rather, it is about the fusion of digital technology, interdisciplinary ideas, and digital humanities methods with the mission of language and culture inheritance and the cultivation of humanistic literacy and comprehensive innovation in professional school running models, talent cultivation, teaching and research. Nowadays, there are still a lot of practical dilemmas in the digital transformation of the Chinese Language and Literature major. Universities and professional teachers must be “digital” and make digital humanities the “lever”, systematically push for the “professional digital transformation”, readjust the school-running philosophy, rebuild the school-running system, innovate the teaching system, build the faculty, and deepen the integration of industry and education.

In this digital context and the background of the construction of the New Liberal Arts, it is necessary to stand firmly on the humanistic foundation, strengthen digital empowerment, continually break through the traditional development restriction, construct the professional development ecology, cultivate compound talents of the Chinese Language and Literature major with both humanistic literacy and digital skills, and complete the cultural inheritance, innovation and social service mission of the major in this era, realize high-quality and sustainable development and promote digital transformation of higher education and cultural building of a strong nation.

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