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Influence Mechanism, Fundamental Tasks and Key Points of the Construction of New Liberal Arts from the Perspective of Management Majors: A Case Study of Tibet

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Abstract On the basis of combing domestic and foreign related literature and research practice, the influence mechanism of the construction of new liberal arts was analyzed, and the fundamental tasks of the construction of new liberal arts in Tibet were summarized. Based on 173 field questionnaires in Tibet, factor analysis was used to conduct empirical analysis. It is found that the cumulative contribution of the first, second, third and fourth common factor was 24.921%, 21.742%, 17.331%, and 14.206%, respectively. Professional orientation, the reform of talent training mode, teacher ability, quality and level of the teaching team, curriculum system reform, teaching content reform, education training service, and other evaluation indicators are the key points of the construction of new liberal arts. The research conclusion is that the construction of new liberal arts needs to highlight the "three positions"; it is needed to plan and promote various resources to focus on the ability and level of professional teachers' social services; the managers and professional teachers should be the leaders and participants of the innovation of the talent training model respectively. Finally, relevant policy recommendations were put forward.

Key words Construction of new liberal arts, Influence mechanism, Fundamental task, Factor analysis

1 Introduction

From the analysis of new liberal arts from the perspective of social science, it is found that new liberal arts mainly study various human social phenomena and their development laws, mainly using empirical methods to study macroscopic social phenomena, and the sciences include management science. According to the *Catalogue of Undergraduate Majors in General Undergraduate Colleges and Universities (2012)* in China, management science and other disciplines can be included in the category of "liberal arts", so new liberal arts have the distinctive feature of diverse content. New liberal arts are both a factual science and a value science, as well as a science that integrates objective and subjective, fact and value, truth and norms, thus having the dual functions of scientific cognition and ideology. On the one hand, new liberal arts must proceed from objective facts, adhere to scientific principles and laws, follow scientific logic and procedures, and use scientific methods and means to conduct scientific understanding and practice, so as to draw scientific conclusions, maintain scientific theoretical character, and realize the scientific cognitive function. On the other hand, new liberal arts also take the cultural and social phenomena of human beings as the research objects, and therefore

inevitably assume the function of ideology. On the premise of adhering to the scientific nature, they must consciously maintain certain values and social interests. The development of liberal arts has a high degree of complexity and theoretical non-uniqueness and non-standardization. There is no pure philosophical and social science in the world, because researchers live in the real society, and their research and claims will be marked by society and the times. When the research perspectives are different, the research conclusions obtained are still the same. In view of the dual attributes of liberal arts, compared with the majors, courses and research contents of natural sciences, liberal arts have typical humanistic characteristics and social qualities. Therefore, liberal arts have a unique function of educating people, namely cultivating students to establish a correct outlook on life and values and enhance their sense of social responsibility on the basis of mastering scientific knowledge. The important direction of Tibet's new liberal arts construction is management majors, and as a depression for the development of national management majors, it is urgent to find out the key points of construction and the shortcomings of development.

In October 2017, the American Shiram College put forward the educational concept of "new liberal arts". The construction of new liberal arts in China first started in 2018. With the official launch of the "Six Excellent and One Top-notch" plan 2.0 in May 2019, the construction of new liberal arts has attracted widespread attention from the society. On January 20, 2020, in order to implement the *Several Opinions of the General Office of the State Council on Deepening the Integration of Industry and Education* (Guobanfa[2017]No.95), *Opinions on Accelerating the Construc-*

Received: May 5, 2022 Accepted: July 15, 2022

Supported by Teaching and Research Project of Tibet Autonomous Region Education Department (XZJYKTJX18, XZJKY19417); Quality Engineering Project (5333219008).

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tion and Development of New Engineering and Implementing the Excellent Engineer Education and Training Plan 2.0 (Jiaogao [2018]No.3) and other relevant documents, the Ministry of Education stipulates in the *Management Measures for Industry-University Cooperation Collaborative Education Project of the Ministry of Education Industry* that the project-based management idea should be implemented in the industry-university cooperation and collaborative education. In the context of the information age, the research on the construction of management majors needs to introduce the theory of value co-creation to locate and cultivate talents' abilities^[1]. According to the concept of "new liberal arts", management majors mainly implement teaching, scientific research, vocational and technical talent training modes^[2]. Under the background of "new liberal arts", the construction of management majors needs to adhere to the problem orientation^[3], and also need to think about the construction of the industry-university-scientific research institution collaborative education mechanism^[4]. Based on the spirit of the current national conference on undergraduate education in colleges and universities, the construction of management majors requires the construction of a practical teaching system^[5]. In response to the needs of management majors under the background of new liberal arts, it is necessary to reform the talent training system^[6], construct the teaching staff and the quality assurance system^[7]. In response to the call for the construction of new liberal arts advocated by the Ministry of Education, the construction of new liberal arts needs to take the paths of sharing and coordination, integration and intersection, innovation and inheritance^[8], and build an open innovation model for talent training^[9]. In recent years, interdisciplinary training, strengthening school-enterprise cooperation, project-driven and other means are also important ways to train management professionals^[10]. In the construction of management majors, the construction of "golden courses"^[11], laboratory construction^[12], and online digital education promotion^[13] are also the core tasks of constructing management majors. In addition, the construction of management majors also needs to use more appropriate methods (such as fishbone diagram model, quantitative model, *etc.*) to conduct in-depth analysis based on on-the-spot research^[14-15]. From the research point of view, the conclusions of relevant domestic research have made an important foundation for this study. However, in terms of quantitative research methods, it is necessary to carry out empirical research at the regional scale in combination with the mainstream analysis methods in the current social science research field. This is also the direction that this research attempts to break through.

2 Influence mechanism of the construction of new liberal arts, rural revitalization implementation strategy and talent training mode

The core essence of building new liberal arts is to respond to new needs, promote the integration and epochal nature of liberal arts, conform to the new development of humanities and social sci-

ences, and serve the new goal of modernization for people based on regional realities. Promoting the regionalization of construction of new liberal arts and effectively integrating it with the party's long-term work deployment—the implementation of the rural revitalization strategy has also become a historical necessity for research. In the report of the Asia-Pacific OECD Business Leaders Summit held in November 2018, General Secretary Xi pointed out that the new technological revolution and industrial transformation is an all-round transformation, and will have a profound impact on human production patterns, lifestyles, and values; the wave of the new technological revolution and industrial transformation is surging, and if we do not adapt and do not seek change, we will miss development opportunities, and even miss the entire era. From relevant research, it is found that the integration of new technological revolution and liberal arts is mainly carried out from four dimensions, namely new science and technology (Internet, artificial intelligence, big data, blockchain, 5G technology, *etc.*), new industries and new formats (Internet + characterized by cross-border integration (finance, education, and marketing), artificial intelligence +, big data +, *etc.*), new breakthroughs in research (discovering new topics, new academic horizons, and new paradigm shifts), and new demands for talents (knowledge compounding, discipline integration, strengthening practice, new professional positioning, spawning new majors, opening new courses, and exploring new modes). The construction of new liberal arts needs to keep pace with the times, actively implement the implementation strategy of rural revitalization, and then strive to achieve the two centenary goals. This inevitably requires every higher education researcher to start from reality and inject strong support and endogenous power into higher education. Such a move is also a new mission and a new requirement of the era for the construction of new liberal arts with diverse exchanges and integration. To cultivate outstanding talents with the responsibility of the times, new achievements and new atmosphere are required in liberal arts education.

3 Fundamental task of building new liberal arts in Tibet

3.1 Fostering virtue through education

Education is the foundation. To train people for whom, what people to train, and how to train people are the primary issues of higher education. Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping pointed out the important role of fostering virtue through education in his speeches at the Education Work Conference and the symposium for teachers of ideological and political courses. Cultivating talents with both ability and political integrity is one of the main directions of building new liberal arts. In frontier areas, moral leadership is particularly important. The fundamental approach of getting through the "last mile" of fostering virtue through education needs to rely on professional construction. Adhering to the principle of "leading with morality and having both ability and integrity", it is necessary to further

improve the talent training system that conforms to the education laws of new liberal arts and has obvious regional characteristics. To implement the educational concept of fostering virtue through education in frontier areas, students should be guided to establish correct "five views and two theories" and deeply understand "five identities" and "three inseparable thoughts".

3.2 Inheriting traditional excellent culture In the process of economic and social development, the excellent traditional culture is the fundamental source of the endless growth and prosperity of all ethnic groups in China. The construction of new liberal arts is an important channel for carrying traditional excellent culture. Therefore, the construction of new liberal arts must have cultural self-confidence. Facing the current new situation, new tasks and new challenges in Tibet, new liberal arts should uphold the academic and cultural support provided by traditional culture, and put forward new knowledge, new ideas and new theories to promote social progress and economic development on the basis of traditional excellent culture. To systematically sort out the origin and configuration of excellent traditional culture, understand its development law, excavate its value of the times, and explore the path of new liberal arts construction are also the fundamental essence of inheriting traditional excellent culture.

3.3 Cultivating qualified talents Whether Tibet's new liberal arts can do well depends on whether socialist builders and successors with comprehensive development of morality, intelligence, physique, beauty and labor can be cultivated for the regional society. Based on the realities of frontier areas, the construction of new liberal arts in Tibet takes the training of socialist builders and successors as a fundamental responsibility, and cultivates useful talents who are determined to serve the economic and social development of Tibet. Therefore, the construction of new liberal arts in Tibet needs to further break down professional barriers and disciplinary barriers, adhere to problem orientation, and rely on solid knowledge to provide professional students with literacy training that meets actual needs.

3.4 Serving the actual needs of social development From the history of Tibet's liberal arts construction, it is not difficult to find that focusing on regional development strategies and serving development needs are its invariable themes. With the continuous development of Tibet's economy and society, the society's requirements for the quality of talents have increased significantly. Currently, Tibet is vigorously implementing a series of major strategies such as the innovation-driven development strategy, the rural revitalization strategy, the regional coordinated development strategy, and the sustainable development strategy. Therefore, the construction of new liberal arts in Tibet should focus on the integrated design, research and application of industries, universities, and scientific research institutions, as well as the construction of a mechanism that can effectively promote regional economic and social development. Facing the new situation, new opportunities and new challenges emerging in the process of Tibet's economic and social

development, new liberal arts need to thoroughly implement the spirit of the 18th National Congress of the Communist Party of China, thoroughly study and implement the spirit of General Secretary Xi's important instructions on education, and effectively integrate education resources of new liberal arts, actively expand the service field of new liberal arts, continuously improve the construction level, and strive to meet the needs of regional economic and social development.

4 Empirical analysis of key points in the construction of new liberal arts in Tibet

4.1 Construction of the evaluation index system On the basis of relevant literature, according to the current situation of construction of new liberal arts in Tibet, drawing on the experience of related researches, through the selection of field investigations, combined with professional opinions, the evaluation index system for the construction of new liberal arts in Tibet is finally determined (Table 1).

4.2 Choice of research method Factor analysis, which is an important multivariate statistical analysis method, is widely used in the field of social science research. The main principle of factor analysis is as follows: when the key points of the construction of new liberal arts in Tibet is studied, for the needs of comprehensive and systematic research, the selected evaluation indicators are often as detailed as possible. However, too many evaluation indicators have caused certain difficulties for the research on the key points of the construction of new liberal arts in Tibet, and there may be a certain degree of correlation between the indicators, which is likely to cause overlap of information, which has a great impact on the research results of key points of the construction of new liberal arts in Tibet. The research on the key points of the construction of new liberal arts in Tibet adopts the idea of dimension reduction, and adopts the orthogonal rotation method with Kaiser standardization to convert multiple evaluation indicators into a few comprehensive dimensions (*i. e.* factors); each of these factors can objectively reflect most of the information of the original evaluation indicators for the construction of new liberal arts in Tibet, and the information contained is irrelevant and non-repetitive. This method, while introducing the original evaluation indicators of the construction of new liberal arts in Tibet, reduces the complex factors to several factors, which simplifies the research on the key points of the construction of new liberal arts in Tibet, and the analysis results are more scientific and effective.

4.3 Empirical analysis

4.3.1 Data sources. The number of colleges and universities involved in the construction of new liberal arts in Tibet is relatively small. In order to meet the needs of research, Tibet University, Xizang Minzu University, and Tibet Agricultural and Animal Husbandry University were studied in this paper. From the two aspects of teachers and students (including students and graduates), the cluster random sampling method was adopted to collect and ana-

lyze information. This study was carried out by the members of the research team from March to June in 2021, and 200 interviewees were randomly selected for the survey. The number of valid samples was 173, and the effective rate was 86.50%.

4.3.2 Statistical test. According to the returned valid questionnaires, the collected data were analyzed using spss19 statistical software. The results show that the Cronbach's Alpha of the research on the construction of new liberal arts in Tibet was 0.947; the *KMO* value was 0.905, and the Bartlett's sphericity test statistic was 2 828.772. The effective samples had high reliability and validity. The cumulative contribution of the explained total variance was 78.181%, and further in-depth analysis can be done.

4.3.3 Result analysis. It can be seen from Table 2 that based on the effective statistical data investigated, and according to the principle that the coefficient in each principal component was greater than 0.5, four kinds of common factors were selected for the research on the construction of new liberal arts in Tibet. The

first common factor included $x_1, x_2, x_9, x_{10}, x_{11}, x_{12}$, and x_{17} . The second common factor included x_{13}, x_{14}, x_{15} , and x_{16} . The third common factor contained x_6, x_7 , and x_8 . The fourth common factor contained x_3, x_4 , and x_5 . The study found that all the evaluation indicators screened for the construction of new liberal arts in Tibet can be classified into the corresponding common factors. According to the statistical analysis results, the cumulative contribution of the first, second, third and fourth common factor was 24.921%, 21.742%, 17.331%, and 14.206%, respectively. It can be seen that professional orientation, the reform of talent training mode, teacher ability, quality and level of the teaching team, curriculum system reform, teaching content reform, and education training service had a significant positive impact on the construction of new liberal arts in Tibet. Compared with other evaluation indicators, their contribution degree was also relatively high. In the future, the construction of new liberal arts needs to focus on these evaluation indicators.

Table 1 The evaluation index system for the construction of new liberal arts in Tibet

Index	Variable	Value of an index
Professional positioning	X_1	1. Needing to be strengthened urgently; 2. Needing to be strengthened; 3. General; 4. Relatively practical; 5. Very practical
Reform of talent training mode	X_2	1. Needing to be strengthened urgently; 2. Needing to be strengthened; 3. General; 4. Relatively ideal; 5. Very ideal
Evaluation of talent training program	X_3	1. Needing to be strengthened urgently; 2. Needing to be strengthened; 3. General; 4. Relatively ideal; 5. Very ideal
Design of practical teaching content	X_4	1. Needing to be strengthened urgently; 2. Needing to be strengthened; 3. General; 4. Relatively ideal; 5. Very ideal
Practice teaching management	X_5	1. Needing to be strengthened urgently; 2. Needing to be strengthened; 3. General; 4. Relatively ideal; 5. Very ideal
Practical teaching conditions	X_6	1. Very poor; 2. Poor; 3. General; 4. Good; 5. Very good
Quality assurance system	X_7	1. Needing to be strengthened urgently; 2. Needing to be strengthened; 3. General; 4. Relatively ideal; 5. Very ideal
Teaching team structure	X_8	1. Very unreasonable; 2. Unreasonable; 3. General; 4. Relatively reasonable; 5. Very reasonable
Teacher ability	X_9	1. Needing to be strengthened urgently; 2. Needing to be strengthened; 3. General; 4. Strong; 5. Very strong
Quality and level of the teaching team	X_{10}	1. Needing to be strengthened urgently; 2. Needing to be strengthened; 3. General; 4. Strong; 5. Very strong
Curriculum system reform	X_{11}	1. Needing to be strengthened urgently; 2. Needing to be strengthened; 3. General; 4. Relatively ideal; 5. Very ideal
Teaching content reform	X_{12}	1. Needing to be strengthened urgently; 2. Needing to be strengthened; 3. General; 4. Relatively ideal; 5. Very ideal
Teaching methods and means	X_{13}	1. Very poor; 2. Poor; 3. General; 4. Good; 5. Very good
Social reputation	X_{14}	1. Needing to be strengthened urgently; 2. Needing to be strengthened; 3. General; 4. Relatively ideal; 5. Very ideal
Professional ability and quality of graduates	X_{15}	1. Needing to be strengthened urgently; 2. Needing to be strengthened; 3. General; 4. Strong; 5. Very strong
Technical services	X_{16}	1. Needing to be strengthened urgently; 2. Needing to be strengthened; 3. General; 4. Relatively ideal; 5. Very ideal
Education training service	X_{17}	1. Needing to be strengthened urgently; 2. Needing to be strengthened; 3. General; 4. Relatively ideal; 5. Very ideal

Note: Evaluation dimension is 5.

Table 2 Rotation component matrix

Common factor	Component			
	1	2	3	4
x_1	0.717	0.406	0.294	0.209
x_2	0.648	0.340	-0.034	0.207
x_3	0.479	0.362	0.217	0.682
x_4	0.088	0.131	0.124	0.858
x_5	0.239	0.228	0.206	0.819
x_6	0.190	0.251	0.877	0.129
x_7	0.158	0.296	0.745	0.276
x_8	0.248	0.132	0.811	0.114
x_9	0.719	0.436	0.388	0.201
x_{10}	0.768	0.104	0.126	0.101
x_{11}	0.584	0.309	0.413	0.074
x_{12}	0.813	0.141	0.230	0.170
x_{13}	0.389	0.800	0.305	0.234
x_{14}	0.211	0.822	0.240	0.127
x_{15}	0.204	0.801	0.197	0.165
x_{16}	0.368	0.709	0.172	0.300
x_{17}	0.637	0.521	0.400	0.281

Note: Extraction method; principal component. The rotation converged after 5 iterations.

5 Conclusions and policy recommendations

5.1 Conclusions According to the above empirical analysis, in line with the principle of "taking undergraduate education as the foundation to promote the four returns", the "three positions" of the construction of new liberal arts in Tibet should be highlighted, namely putting the practical improvement of the education and teaching level of educators in the core position of the construction of new liberal arts, putting the curriculum setting and teaching content update in the basic position of the construction of new liberal arts, and putting the professional orientation in the forefront of the construction of new liberal arts. It is needed to plan and promote various resources to focus on the ability and level of professional teachers' social services, and form a new situation of the construction of new liberal arts to serve the society and connect with reality. The managers and professional teachers of the construction of new liberal arts should be the leaders and participants of the innovation of the talent training model respectively.

5.2 Policy recommendations The construction of "new liberal arts" in Tibet needs to adhere to the problem orientation, reflect the needs of the society, and realize the horizontal integration of disciplines. The specific construction ideas are as follows. Firstly, new directions of cross-integration are mainly explored and summarized to cultivate applied professionals with new ideas and cross-border models. Secondly, the transformation and upgrading of existing majors should be promoted, and the quality of talent training and the potential of talent development should be improved through the adjustment of talent training goals and curriculum structure. Thirdly, a multi-disciplinary training mode that serves the actual development of the society should be explored. According to the requirements of the national rural revitalization implementation strategy for management professionals, a dynamic way of "theory-

practice" training is explored. According to the new responsibilities of new liberal arts, the comprehensive training of "wide caliber, thick application, and flexible system" is realized, and a comprehensive training model in which educated people emphasis on the actual needs of society, and the learning time can be long or short is implemented. Fourthly, a group of "golden lessons" should be created. That is, on the basis of developing new courses and reforming old courses, new lecture notes reflecting new developments in theory and practice of rural revitalization implementation strategy in Tibet and absorbing new research methods should be written to supplement new teaching content. Efforts will be made to create three types of "golden courses", including offline, online and hybrid, so that a series of changes have taken place in the educational and teaching concepts, content, means, methods and examination standards of new liberal arts in Tibet, thereby effectively improving the effectiveness of talent training.

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giving full play to the party's leading core role can we provide a strong political and organizational guarantee for talent training. Second, it should adhere to implementing policies based on talents, respect the particularity, diversity and personality of talents, and cultivate their family and national feelings. Patriotic enthusiasm and struggle determination should be transformed into a strong driving force for agricultural scientific research and innovation. Third, it should reasonably formulate medium- and long-term development plans for personnel training, pay attention to the training of high-level composite talents, and plan to develop into a growth echelon of strategic scientists.

3.2.2 Selecting educational form of knowledge renewal of training high-level talents according to different categories. Relying on scientific research projects, key disciplines and scientific research innovation, scientific and technological service demonstration bases, as well as talent training projects and international academic exchange and cooperation projects, targeted and classified training and selection of high-level talents is conducted. For example, high-level leading talents and discipline leaders can mainly conduct theoretical research and study abroad. High-level young key scientific and technological personnel can be recommended to first-class universities and scientific research institutes at home and abroad for visiting and exchange. High-level front-line scientific research personnel can be mainly trained. High-level agricultural science and technology management and science and technology auxiliary personnel should focus on overall planning, and enhance their service awareness, cooperation awareness and management ability. High-level administrative and logistics management personnel also regularly continue to receive education and update their knowledge.

3.2.3 Improving the talent evaluation system and creating a good scientific research ecological environment. The evaluation system for scientific and technological personnel to devote themselves to research and innovation should be improved. It should support scientific researchers to carry out free exploration and research and tolerate failure. The corresponding classification evaluation standard system shall be formulated according to the type of research. For example, the evaluation standard of basic research shall highlight the original orientation, pay attention to the scientific level and academic contribution of research results, focus on peer review, and shift the evaluation focus from the quantity of research results to the quality and original value of research results; application research results are mainly based on industrial users and

social evaluation. It should create a good ecological environment of scientific research, deepen the reform of professional title evaluation system, break the phenomenon of arranging in order of seniority, and provide a more favorable environment for the construction and development of high-level talents.

3.3 Strategy of strengthening the use of high-level talents

3.3.1 Principle of rationality. It should conduct scientific defense, demonstration and consultation according to its research specialty, direction and content. This process includes both the nature of investigation and evaluation and the process of ideological exchange. It is the embodiment of comprehensive quality and development, and lays a foundation for suitable post.

3.3.2 Principle of optimizing the allocation of human resources. Human resources shall be allocated according to needs and suitable posts. It should take multiple measures to understand and make good use of talents. It should adhere to the principle of using talents, focus on using them and be competent. Mobile shift shall be adopted, and the post shall be changed if it is not suitable.

3.3.3 Improving the talent utilization mechanism and attaching equal importance to encouragement and guarantee. A trust based talent utilization mechanism should be established, and it should encourage science and technology leading talents to take the lead. Regular contact, annual physical examination, special service, visit and condolence systems for high-level talents should be established, to give full play to the important role of emotional stimulation.

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