

Research on the Reform of Liberal Arts Education in Colleges and Universities Based on OBE Concept

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Abstract

This study is based on the Outcome-Based Education (OBE) concept and aims to explore effective ways to reform liberal arts education in colleges and universities. By analyzing the emphasis of the OBE concept on students' learning outcomes and practical ability cultivation, the researchers proposed a series of educational reform strategies guided by the OBE concept. These strategies include practice-oriented teaching methods, the establishment of a comprehensive assessment system, and encouraging interdisciplinary and interprofessional integration. The study conducted an in-depth analysis of how these strategies can promote the cultivation of students' comprehensive literacy, stimulate innovative thinking, improve practical application abilities, and conduct a comprehensive discussion on the training model of liberal arts professionals.

Keywords

OBE concept, liberal arts education in colleges and universities, innovation ability.

1. Introduction

There is a profound and close relationship between the Outcome-Based Education (OBE) concept and the reform of liberal arts education in colleges and universities. The OBE philosophy emphasizes being student-centered and guiding teaching and assessment through clearly defined learning outcomes, which is consistent with the essence of liberal arts education. The following is a detailed elaboration of the relationship between the OBE concept and the reform of liberal arts education in colleges and universities.

First, the OBE concept emphasizes clear learning goals and outcomes, which is consistent with the goals of liberal arts education reform. One of the core tasks of liberal arts education is to cultivate students' comprehensive literacy, including knowledge, skills and attitudes. With clear learning goals, educators can more accurately plan instruction to ensure that students have the required abilities by the time they complete their studies.

Secondly, the OBE concept advocates the establishment of a comprehensive assessment system, which helps to understand students' learning outcomes more comprehensively. In the reform of liberal arts education in colleges and universities, the traditional single examination evaluation method can no longer fully reflect students' actual abilities. By introducing diversified assessment tools, such as projects, internships and case studies, OBE makes students' learning outcomes more real and comprehensive, helping to cultivate students' comprehensive literacy.

Third, the OBE concept emphasizes interdisciplinary and interprofessional integration, which is consistent with the trend of liberal arts education reform. The field of liberal arts itself covers a wide range of disciplines and knowledge areas, and encouraging the integration of disciplines can enable students to better understand and solve problems. By introducing interdisciplinary projects and courses, liberal arts education can better cultivate students' comprehensive abilities and make them more adaptable in complex social and work environments.

In addition, the OBE concept focuses on practical application and social impact, which is consistent with the requirements for cultivating a sense of social responsibility in the reform of liberal arts education. Through the introduction of practical cases, community services and internships, students are able to apply the knowledge they have learned to practical problems and enhance their practical abilities and social responsibility.

Finally, the OBE concept encourages students' independent learning and critical thinking, which is consistent with the emphasis on cultivating students' independent thinking and innovation abilities in liberal arts education reform. By stimulating students' interest in learning and cultivating their ability to actively explore, liberal arts education can better meet the needs of modern society for talents with innovative and critical thinking.

In summary, the OBE concept is closely related to the reform of liberal arts education in colleges and universities, and they are jointly committed to cultivating graduates with more practical abilities and social responsibility. By clarifying learning goals, establishing a comprehensive evaluation system, promoting interdisciplinary integration, focusing on practical applications and social impact, and cultivating independent learning and critical thinking, the OBE concept provides useful guidance and inspiration for liberal arts education in colleges and universities, making it better adapt to the needs of the development of the times.

2. The necessity of reform of liberal arts education in colleges and universities from the perspective of OBE concept

From the perspective of Outcome-Based Education (OBE) concept, the reform of liberal arts education in colleges and universities is urgently necessary. OBE emphasizes students' learning outcomes and practical ability development to make them more adaptable to the needs of modern society.

2.1. Pay attention to students' comprehensive quality

From the perspective of the Outcome-Based Education (OBE) concept, the necessity of liberal arts education reform in colleges and universities highlights the focus on students' comprehensive literacy. The OBE concept emphasizes students' learning outcomes and practical ability development, making them more adaptable to the needs of modern society. First, by clearly defining learning objectives, educators can more accurately plan instruction to ensure that students have the required knowledge, skills, and attitudes by the end of their studies. This helps achieve personalized and differentiated education, meet students' different learning needs, and promote their all-round development. Secondly, paying attention to students' comprehensive literacy can help improve the quality and effect of teaching. Educators can design more targeted courses based on clear learning goals and adopt diversified teaching methods to stimulate students' interest in learning and encourage them to learn more deeply. Understand and apply learned knowledge. Emphasizing the cultivation of practical abilities is an important aspect of paying attention to students' comprehensive literacy. Liberal arts education should equip students with comprehensive qualities such as practical application, critical thinking, and communication skills to better adapt to professional and social needs. In the context of the ever-changing society, students need to possess a wider range of comprehensive qualities to adapt to complex and changing environments. This is also an urgent need to pay attention to students' comprehensive qualities. Most importantly, paying attention to students' comprehensive literacy can help improve graduates' employment competitiveness and cultivate liberal arts professionals with more practical abilities, innovative thinking and teamwork spirit. Generally speaking, the necessity of reforming liberal arts education in colleges and universities from the perspective of OBE concept is to make education more practical-oriented and pay more attention to the all-round development of students in order to

cultivate comprehensive talents that meet the needs of future society. This reform is an innovation and advancement of the traditional liberal arts education model, making it more able to meet the complex requirements of today's society for liberal arts professionals.

2.2. Adapt to social and professional needs

From the perspective of the Outcome-Based Education (OBE) concept, the importance of adapting to social and professional needs in the reform of liberal arts education in colleges and universities cannot be ignored. OBE emphasizes student-centeredness and clearly defines learning goals to make education more relevant to social and professional needs.

First, adapting to social and occupational needs helps ensure that liberal arts graduates have the practical abilities required by the current social and occupational market. Through the OBE concept, colleges and universities can more accurately understand society's expectations for liberal arts professionals, and then adjust curriculum and teaching methods so that students can be competent in complex and ever-changing workplace environments when they graduate. Secondly, as society continues to develop and occupational requirements change, focusing on adapting to social and occupational needs can make liberal arts education more forward-looking. The OBE concept encourages colleges and universities to update educational content and introduce knowledge and skills in emerging fields to cultivate liberal arts professionals who can adapt to future social challenges. This helps to improve the employability competitiveness of graduates and makes it easier for them to adapt to constant changes in the workplace. At the same time, the focus on adapting to social and professional needs can also prompt universities to establish closer cooperative relationships with industries and enterprises, making education closer to practical applications and more practical. In addition, adapting to social and professional needs helps to break down the barriers between traditional disciplines and promote interdisciplinary and interprofessional integration. The OBE concept encourages cooperation between disciplines, cultivates students' broader knowledge and teamwork skills, and enables them to better adapt to various professional environments. Finally, paying attention to adapting to social and professional needs can help liberal arts professionals better demonstrate their social responsibility. The OBE philosophy emphasizes practical application and social impact, cultivating students to contribute their professional knowledge when solving real-world problems. This sense of social responsibility helps shape the character of liberal arts professionals and enables them to become citizens who contribute to society.

To sum up, from the perspective of OBE concept, the importance of focusing on adapting to social and professional needs in the reform of liberal arts education in colleges and universities is reflected in providing graduates with abilities that are more in line with actual needs, making education more forward-looking and practical, and cultivating teamwork skills. and socially responsible liberal arts professionals. This kind of reform is imperative so that liberal arts education can better serve the development of society and profession.

2.3. Improve teaching quality

From the perspective of the Outcome-Based Education (OBE) concept, it is crucial to improve teaching quality in the reform of liberal arts education in colleges and universities, because the OBE concept emphasizes students' learning outcomes and practical ability development, requiring clearly defined learning goals and verification through assessment. Whether students achieve these goals.

First, improving the quality of teaching can better achieve the clear definition of student learning goals advocated by the OBE concept. By clearly defining learning objectives, educators can more accurately design courses and develop appropriate teaching strategies to ensure that students truly master the knowledge, skills, and attitudes they need by the time they complete their studies. Second, focusing on improving the quality of teaching can help foster deeper

learning among students, pushing them to understand and apply the knowledge they learn more deeply. The OBE concept emphasizes the cultivation of students' actual abilities, not just traditional test scores. By improving the quality of teaching and adopting more diverse and interactive teaching methods, we can stimulate students' interest in active learning and cultivate their ability to think more deeply and be innovative. In addition, improving teaching quality will also help meet social and professional needs for high-quality talents. Liberal arts education from the perspective of the OBE concept should equip students not only with rich knowledge, but also with the ability to actually apply this knowledge. By improving the quality of teaching and combining theoretical knowledge with practical applications, liberal arts professionals will be better able to adapt to the complex and ever-changing professional environment and better serve society. Improving teaching quality can also promote educational innovation, giving educators more motivation and flexibility to use new teaching methods and technologies. As society continues to develop, education also needs to continue to innovate to adapt to new challenges and changes. By introducing innovative teaching methods and improving teaching quality, liberal arts education will be more dynamic and more in line with the needs of the times. Finally, focusing on improving teaching quality can help form a continuous educational improvement mechanism. The OBE concept emphasizes evaluating whether students have achieved learning goals, which requires the establishment of an effective feedback mechanism. By regularly evaluating teaching effects and making adjustments based on feedback information, teaching quality can be continuously improved, making liberal arts education more in line with the expectations of students and society.

In summary, the necessity of improving teaching quality in the reform of liberal arts education in colleges and universities from the perspective of the OBE concept lies in achieving a clear definition of student learning goals, promoting in-depth learning, meeting social and professional needs, promoting educational innovation, and establishing a continuous improvement mechanism. This kind of reform will not only help cultivate liberal arts professionals with more practical abilities and innovative thinking, but also help improve the adaptability and competitiveness of the entire liberal arts education system.

2.4. Promote independent learning and critical thinking

From the perspective of the Outcome-Based Education (OBE) concept, the importance of promoting independent learning and critical thinking in the reform of liberal arts education in colleges and universities cannot be ignored. The OBE concept focuses on the cultivation of students' practical abilities and emphasizes students' learning outcomes. Independent learning and critical thinking are important aspects of cultivating students' comprehensive literacy.

First, promoting autonomous learning helps stimulate students' motivation and interest in learning. The OBE philosophy advocates placing learning at the center of students, encouraging them to actively participate in the learning process, thereby cultivating the habit of independent learning. In liberal arts education in colleges and universities, this means not only imparting knowledge, but also guiding students to actively explore and participate, and cultivate their ability to actively acquire knowledge. Secondly, promoting independent learning helps cultivate students' independent thinking and problem-solving abilities. Under the guidance of the OBE concept, educators should create a learning environment that is conducive to students' active thinking and independent analysis of problems. Through practical activities such as project-based learning and case analysis, students can better understand and apply the knowledge they have learned and develop their independent ability to solve problems. At the same time, this also helps them combine theoretical knowledge with practical applications and better adapt to the needs of the future professional environment. In addition, critical thinking is an indispensable quality for cultivating liberal arts professionals. From the perspective of the OBE concept, liberal arts education in colleges and universities needs to emphasize cultivating

students' sensitivity and analytical ability to information, so that they can actively evaluate the reliability and applicability of information. Critical thinking equips students with the ability to question and challenge existing perspectives, developing respect for and understanding of multiculturalism and different perspectives. This not only helps students understand the field of study more comprehensively, but also provides them with more powerful thinking tools in their future social participation. Finally, promoting independent learning and critical thinking helps develop students' lifelong learning abilities. Under the guidance of the OBE concept, liberal arts education in colleges and universities should equip students with the ability to continuously adapt to knowledge updates and social changes. Through the cultivation of independent learning and critical thinking, students can better adapt to the challenges of future career development and continuously improve their competitiveness.

To sum up, the necessity of promoting independent learning and critical thinking in the reform of liberal arts education in colleges and universities from the perspective of OBE concept is to cultivate students' ability to think more independently and solve problems, so that they can have stronger adaptability and competitiveness, and better to meet the challenges of future society. This kind of reform not only helps to improve the quality of education, but also lays the foundation for cultivating innovative and comprehensively developed liberal arts professionals.

3. Reform methods of liberal arts education in colleges and universities from the perspective of OBE concept

3.1. Clearly define learning goals and expected outcomes

From the perspective of the Outcome-Based Education (OBE) concept, clearly defining learning goals and expected results is a key method for the reform of liberal arts education in colleges and universities, because the OBE concept emphasizes students' learning outcomes and practical ability cultivation, requiring learning goals to be placed at the forefront of education. core. This approach is necessary in several ways.

First, clearly defining learning objectives helps ensure that education is clear and goal-oriented. The OBE concept emphasizes the knowledge, skills and attitudes that students should have at the end of their studies, which requires educators to clearly define learning goals together with experts in the professional field. Through cooperation with industry practitioners, we set goals that meet actual needs, making education more in line with social and professional requirements, and cultivating liberal arts professionals with more practical capabilities. Secondly, clearly defining learning goals can help improve the relevance and practicality of education. The reform of liberal arts education should not only impart theoretical knowledge, but also pay more attention to students' application of what they have learned in practical situations. By clearly defining learning objectives, educators can design courses and teaching methods in a more targeted manner so that students can acquire practical application abilities and better adapt to future career development and social participation. Third, the OBE concept requires educators to transform learning goals into specific expected results, which helps to establish a comprehensive evaluation system. By refining learning objectives into specific, measurable outcomes, assessment can be conducted more effectively and ensure that assessments are aligned with objectives. This helps to get rid of the traditional assessment method based on test scores, gain a more comprehensive understanding of students' learning outcomes, and promote their all-round development. In addition, clearly defining learning goals also prompts educators to think more deeply about teaching content and methods. Under the guidance of the OBE concept, educators need to carefully think about the core competencies that students should possess, so as to select teaching materials, design activities, and adopt innovative teaching methods in a more targeted manner. This kind of in-depth thinking helps to improve the quality of teaching and enable students to truly achieve their learning goals.

Finally, clearly defining learning objectives is to better serve the individual development of students. The OBE concept pays attention to the personality differences of students, and clearly defining learning goals helps to develop personalized learning plans based on students' characteristics to meet the learning needs of different students. This personalized education method can better stimulate students' interest in learning and promote their more comprehensive and in-depth learning.

In summary, the clearly defined learning goals and expected outcomes in the reform method of liberal arts education in colleges and universities from the perspective of OBE concept are to make education more goal-oriented, closer to actual needs, and promote the all-round development of students. This approach makes education more forward-looking and better able to cultivate liberal arts professionals who can adapt to the needs of future social and professional environments.

3.2. Design specific learning tasks and projects

From the perspective of the Outcome-Based Education (OBE) concept, designing specific learning tasks and projects is an important method for the reform of liberal arts education in colleges and universities. The OBE concept focuses on students' learning outcomes and practical ability development, and emphasizes transforming learning goals into practical actions. The following are the reasons why this method is particularly necessary from the perspective of OBE concept.

First, designing specific learning tasks and projects helps combine subject knowledge with practical applications. The OBE concept requires students to have practical abilities at the end of their studies, not just an understanding of book knowledge. By designing specific learning tasks and projects, educators can create learning scenarios that are closely related to the real world, allowing students to apply the liberal arts knowledge they have learned to practical problems and develop practical capabilities. Secondly, this method helps develop students' active learning and problem-solving abilities. Under the guidance of the OBE concept, students are encouraged to participate in the learning process and become constructors of knowledge. Design specific learning tasks and projects to enable students to actively participate, ask questions, and find solutions, cultivate their ability to solve practical problems, and stimulate their deep interest in the subject. Third, by designing learning tasks and projects, students' actual abilities and learning outcomes can be better assessed. The OBE concept requires that assessment should be consistent with learning objectives, and designing specific learning tasks and projects provides educators with a more comprehensive assessment method. Methods such as project evaluation, work display and actual task completion can not only better reflect students' actual abilities, but also encourage them to understand and apply the knowledge they have learned more deeply. Fourth, this approach helps develop students' teamwork and interdisciplinary abilities. Modern society has increasing demands for comprehensive literacy and teamwork, and designing specific learning tasks and projects often involves interdisciplinary collaboration. By completing tasks collaboratively, students can acquire knowledge from different subject areas, develop interdisciplinary thinking, and practice teamwork and communication skills. Finally, designing specific learning tasks and projects can help make teaching more innovative. The OBE concept encourages educators to adopt diverse teaching methods to stimulate students' innovative thinking. By designing creative and challenging learning tasks and projects, students' creativity can be stimulated to find unique solutions to practical problems and cultivate innovative liberal arts professionals.

In summary, designing specific learning tasks and projects is a necessary method for the reform of liberal arts education in colleges and universities from the perspective of OBE concept. This method helps combine subject knowledge with practical applications, cultivate students' active learning and problem-solving abilities, improve the comprehensiveness of assessment,

cultivate teamwork and interdisciplinary abilities, and promote innovation in teaching. This reform not only meets the needs of contemporary society for liberal arts professionals, but can also better stimulate students' interest in learning and improve their practical abilities.

3.3. Establish a comprehensive evaluation system

From the perspective of Outcome-Based Education (OBE) concept, establishing a comprehensive evaluation system is a crucial method for the reform of liberal arts education in colleges and universities. The OBE concept focuses on students' learning outcomes and practical ability development, and advocates comprehensive assessment of students to ensure that students truly possess the required knowledge, skills and attitudes at the end of their studies. The following is why it is important to establish a comprehensive evaluation system from the perspective of OBE concept.

First, establishing a comprehensive assessment system helps ensure that assessments are aligned with learning objectives. The OBE concept emphasizes students' learning outcomes, that is, the knowledge, skills and attitudes they should have at the end of their studies. By establishing a comprehensive assessment system, learning objectives can be transformed into specific assessment standards, making assessment more specific and clear, and ensuring that students' development in multiple aspects is fully considered. Second, this approach helps move away from traditional assessment methods that focus solely on test scores. The OBE concept requires more diverse assessment methods, covering students' performance in practical applications, teamwork, problem solving, etc. Through a comprehensive evaluation system, educators can use a variety of methods, such as project evaluation, work display, internship evaluation, etc., to fully understand students' learning outcomes, making the evaluation more objective and comprehensive. Third, establishing a comprehensive assessment system can help better reflect students' actual abilities. Under the OBE concept, the emphasis is on the cultivation of students' practical abilities, and this ability can not only be reflected through traditional examinations. Through a comprehensive evaluation system, educators can more comprehensively understand students' actual performance in practical applications, innovative thinking, teamwork, etc., and thus more accurately evaluate their actual abilities. Fourth, a comprehensive assessment system helps improve students' learning motivation. The OBE concept encourages students to actively participate in the learning process, while the comprehensive assessment system provides a richer and more challenging assessment method that can inspire students to participate more deeply in learning. Students know they will be assessed comprehensively, rather than just passing a single exam, which helps to increase their motivation and encourage them to be more proactive in their subject learning. Finally, establishing a comprehensive evaluation system can help promote continuous improvement in education. The OBE concept emphasizes that the results of evaluation should be fed back into teaching practice. By establishing a comprehensive evaluation system, educators can better understand the effectiveness of teaching and adjust teaching strategies and methods in a timely manner to better meet the needs of students. This cyclical evaluation and improvement process makes liberal arts education in colleges and universities more adaptable to the needs of the development of the times.

To sum up, from the perspective of OBE concept, establishing a comprehensive evaluation system is a necessary method for the reform of liberal arts education in colleges and universities. This method helps ensure that assessment is consistent with learning objectives, gets rid of the limitations of traditional assessment methods, more comprehensively reflects students' actual abilities, improves students' learning motivation, and promotes continuous improvement of education. Through this method, liberal arts education can better cultivate students' practical abilities and make them better adapt to the needs of future society.

3.4. Adopt practice-oriented teaching methods:

From the perspective of Outcome-Based Education (OBE) concept, the adoption of practice-oriented teaching methods is an important method for the reform of liberal arts education in colleges and universities. The OBE concept emphasizes students' learning outcomes and practical ability development, and transforms learning goals into practical actions. The following is why it is important to adopt practice-oriented teaching methods from the perspective of OBE philosophy.

First, the practice-oriented teaching method is in line with the core principles of the OBE philosophy. The OBE concept encourages students to actually apply the knowledge they have learned in their studies and focus on cultivating practical abilities. Practice-oriented teaching methods are an effective way in line with this concept. By allowing students to participate in practical projects, internship experiences, practical problem solving and other practical activities, they can apply subject knowledge in actual situations and cultivate practical operational abilities. Secondly, practice-oriented teaching methods help stimulate students' interest in learning and active participation. The OBE concept advocates students to participate in the learning process and become constructors of knowledge. Practice-oriented teaching methods provide more concrete and practical learning scenarios, stimulating students' curiosity and desire for active learning. By participating in actual projects and tasks, students can more easily understand and experience the knowledge they have learned, improving the depth and breadth of their learning. Third, practice-oriented teaching methods help develop students' problem-solving abilities. The OBE concept requires students to have the ability to solve practical problems, and the practice-oriented teaching method is problem-oriented. By placing students in actual situations and allowing them to face real problems and challenges, we cultivate their ability to actively analyze and solve problems, so that they can better adapt to the needs of the future professional environment. Fourth, practice-oriented teaching methods help to be closer to social and professional needs. The OBE philosophy believes that the goals of education should be consistent with social and occupational needs, and practice-oriented teaching methods can better enable students to understand and adapt to the social and occupational environment. By participating in actual projects and internships, students can gain a deeper understanding of the actual operations of the industry, gain practical experience, and enhance their employment competitiveness. Fifth, practice-oriented teaching methods help build a bridge between subject knowledge and practical applications. The OBE concept requires that subject knowledge can be transformed into practical actions, and practice-oriented teaching methods combine subject knowledge with practical problems, making it easier for students to understand and apply the knowledge they have learned. This combination of knowledge and practice helps develop students' practical abilities and better prepares them for their future careers. Finally, practice-oriented teaching methods help develop students' teamwork and communication skills. Under the OBE concept, it is equally important to cultivate students' teamwork and communication skills. Practice-oriented teaching methods usually involve teamwork. By allowing students to complete practical projects together, they cultivate their ability to cooperate, coordinate and communicate in a team, and enhance their comprehensive literacy.

In summary, the adoption of practice-oriented teaching methods is a necessary method for the reform of liberal arts education in colleges and universities from the perspective of OBE concept. This method is in line with the core principles of the OBE concept and can stimulate students' interest in learning, cultivate practical abilities, promote the development of problem solving and teamwork skills, and better meet social and professional needs. Through such teaching methods, liberal arts education in colleges and universities can better adapt to the development needs of contemporary society and cultivate liberal arts professionals with more practical abilities and innovative spirit.

3.5. Encourage interdisciplinary and interprofessional integration

From the perspective of the Outcome-Based Education (OBE) concept, encouraging interdisciplinary and interprofessional integration is a key method for the reform of liberal arts education in colleges and universities. The OBE concept emphasizes students' learning outcomes and practical ability cultivation, requiring students to possess comprehensive qualities, and encouraging interdisciplinary and cross-professional integration is precisely to cultivate liberal arts professionals with more comprehensive qualities. The following is the importance of encouraging interdisciplinary and interprofessional integration within the perspective of the OBE philosophy.

First of all, the OBE concept requires students to be able to comprehensively use knowledge from different subject areas to solve practical problems. By encouraging cross-disciplinary integration, students can be more free to span different subject areas and acquire cross-field knowledge during the learning process. This kind of learning experience can cultivate students' understanding and application ability in different fields and improve their level of comprehensive problem solving. Secondly, interdisciplinary and interprofessional integration can help expand students' horizons and enable them to possess broader comprehensive literacy. The OBE concept emphasizes the all-round development of students, which not only requires them to master knowledge in the liberal arts field, but also requires broader thinking and comprehensive analysis capabilities. Interdisciplinary integration enables students to have a more comprehensive understanding of social phenomena, problems and challenges, cultivate broader comprehensive literacy, and provide a more solid foundation for their future career development. Third, interdisciplinary and interprofessional integration helps cultivate students' innovation and creativity. In the cross-fertilization of different disciplines and majors, students may face more complex and challenging problems, which prompts them to actively seek innovative solutions. By combining it with subject majors in other fields, students can broaden their thinking boundaries and develop independent thinking and innovation abilities, making them more competitive and adaptable. Fourth, encouraging interdisciplinary and interprofessional integration will help improve students' comprehensive quality and enable them to better adapt to complex and ever-changing social environments. In today's society, problems and challenges are often multidisciplinary and cross-field, requiring talents with comprehensive qualities to comprehensively solve them. Through interdisciplinary integration, students can better cope with future social changes and have the ability to work collaboratively in multiple fields, thereby better adapting to the needs of the workplace. Fifth, interdisciplinary and interprofessional integration can promote the cross-dissemination of knowledge. Establishing exchanges and cooperation between different disciplines and professions can help the cross-fertilization of knowledge. This interdisciplinary integration not only enables students to acquire diversified knowledge, but also promotes complementary knowledge and exchanges between disciplines, improving the quality and depth of the entire liberal arts education. Finally, interdisciplinary and interprofessional integration can help meet society's demand for comprehensively qualified talents. In today's society, there is an increasing demand for comprehensive literacy and cross-field collaborative work. Interdisciplinary integrated learning experience makes it easier for students to adapt and integrate into society, and has the potential to collaborate in different fields.

In summary, encouraging interdisciplinary and interprofessional integration is an important method for the reform of liberal arts education in colleges and universities from the perspective of OBE concept. This method helps to cultivate students' comprehensive literacy, innovative ability and teamwork spirit, so that they can better adapt to the complex and changeable future society and provide more comprehensive support for their career development. By cultivating liberal arts professionals with interdisciplinary perspectives, liberal arts education in colleges

and universities can better meet the needs of contemporary society and professions and promote the development of the liberal arts field.

4. Conclusion

This study proposes a series of innovative strategies based on the OBE concept for the reform of liberal arts education in colleges and universities, providing a useful reference for adapting to contemporary social and professional needs. Practice-oriented teaching, the establishment of a comprehensive assessment system, and the encouragement of interdisciplinary integration provide a feasible way to cultivate liberal arts professionals with more practical abilities and innovative spirit. The implementation of these strategies is expected to inject new vitality into liberal arts education in colleges and universities and promote discipline development to better match social needs.

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