

Exploration of Blended Teaching Mode for New Liberal Arts Courses Based on Interest Project Coupling Drive: Taking New Retail Operations Management as an Example

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Abstract: This study explores the blended teaching mode of new liberal arts courses based on an interest-project coupling drive, aiming to improve the practicality of the new retail operation management course and the participation of students. By combining students' personal interests and project practice, students' enthusiasm for learning is stimulated and the practice orientation of the course is enhanced. This study proposes a combination of online and offline teaching methods. Through practical cases and project practice, students can deeply understand the relationship between theory and practice. The research shows that this model can effectively improve students' practical ability, innovative spirit, and employment competitiveness, and provide a reference for the teaching reform of new liberal arts courses in other universities.

Keywords: New Liberal Arts; Business Curriculum; Mixed Teaching Mode

1. Introduction

On January 11, 2024, the National Education Work Conference pointed out that we must adhere to the hard principle of high-quality development of education services. With the emergence and development of the concept of new liberal arts, the traditional fields of humanities and social sciences are facing profound changes. The construction of new liberal arts emphasizes a "new positioning", which should adhere to the principle of being people-oriented, highlight cross-border integration, strengthen practical orientation, and explore paradigm innovation [1]. As a strong province in education, Guangdong Province has always been committed to cultivating innovative talents with a combination of "professional+industry" in the field of new

humanities and helping to cultivate and develop new quality productivity. Furthermore, there is an educational requirement for the integration of practice and application in the new liberal arts major, which requires students to have a solid theoretical foundation and rich practical experience.

2. The Necessity of Reforming the Blended Learning Model Driven by Interest Project Coupling

Based on interest-guided and project-driven teaching methods, the New Retail Operations Management course is combined with students' interests to stimulate their learning enthusiasm and motivation and improve their initiative and enthusiasm for learning [2]. Through classroom project practice, students can combine theoretical knowledge with practical operation, cultivate their practical ability and innovative spirit, and enhance their comprehensive quality [3].

This study introduces the concept of interest project coupling drive into the blended teaching mode of new liberal arts courses, enriching the teaching theory and method system, and providing new theoretical support for teaching reform in the field of new liberal arts. This study provides an effective implementation path and reference case for the teaching reform of the new liberal arts curriculum through specific practical exploration. Meanwhile, through project practice, students' practical abilities and innovative spirit can be improved, providing strong support for their employment and entrepreneurship [4]. This study contributes to improving the teaching quality and level of new liberal arts disciplines and cultivating more high-quality applied professionals who meet the needs of society. At the same time, the exploration and application of this

teaching model will also have a positive demonstration and promotion effect on the teaching reform of other universities and majors.

3. The Connotation of Interest Project Hybrid Teaching Mode

In the current teaching of new liberal arts courses, business courses such as new retail operation management are closely related to real business activities but generally face the challenge of insufficient student interest stimulation [5]. The core issue is reflected in (1) The current content is too theoretical and lacks immediate reflection on the current situation of the new retail industry, which makes it difficult for students to perceive the practical value of the course and affects their learning motivation. (2) Outdated teaching methods: lecture-based teaching is the main approach, lacking innovation and interaction, and failing to effectively stimulate students' curiosity and thirst for knowledge. (3) Lack of practical opportunities: Students are limited to classroom lectures and lack practical operation and personal experience, making it difficult for them to deeply understand the actual operation of new retail operation management [6-8].

The key point of the interest project coupling driving mechanism is to strengthen the deep integration of project practice and teaching, and effectively enhance students' application ability and innovative thinking. The current teaching has the following significant problems: (1) The limitations of teaching resources and conditions make it difficult for students to obtain sufficient project practice, hindering the combination of theoretical knowledge and practical application. (2) Although the current curriculum design includes project practice, it has not been effectively integrated with the course content, which has affected the integration and application of knowledge. (3) In the current classroom project practice, there is a lack of a systematic evaluation system for classroom project practice, and the results are unsatisfactory [9, 10].

4. Interest Project Coupling Driven Classroom Project Practice

4.1 Achieving Organic Integration of Online and Offline Teaching

In the context of contemporary education, the

teaching philosophy of "interest guidance" combining online testing resources and video teaching resources provides a new path to enhance students' learning enthusiasm and independent exploration ability. Specifically, teachers can use survey research methods to gain a deeper understanding of students' interests and preferences, thereby providing data support for instructional design. On this basis, teachers can carefully design video teaching topics that are both thought-provoking and interesting, aiming to guide students to discover problems, generate thinking during the process of observing videos, and conduct in-depth analysis based on relevant theories, gradually forming independent critical thinking. This teaching strategy can not only effectively create a dynamic and interactive classroom atmosphere but also encourage students to establish an intrinsic interest in knowledge in the dynamic learning process, thereby achieving self-motivation in the learning process.

In the new retail operation management course, cultivating students' practical ability and professional competence is the core of teaching objectives. To this end, the course adopts a "project-driven" teaching method, combining teaching content with real project production and simulating a real operational management environment. Through this teaching design, students can gain experience in solving complex problems through practical operations, thereby strengthening their application abilities in practical work. In addition, by completing designated tasks through group collaboration and publishing the results on the "Chaoxing Learning Platform", students can not only improve their teamwork skills but also continuously improve their learning outcomes through platform display and feedback.

Based on the "interest project coupling driven" teaching mode design, a blended online and offline teaching mode suitable for new retail operation management courses has been constructed. In this mode, the convenience of online resources and the depth of offline interaction complement each other. Online teaching resources provide students with rich self-learning materials, helping them to preview and review knowledge before and after class; Offline classrooms provide opportunities for face-to-face communication

between teachers and students, as well as among students, further strengthening the process of internalizing knowledge. By organically integrating online and offline teaching resources, this model aims to maximize teaching effectiveness and provide comprehensive support for students' professional development and practical ability enhancement.

4.2 Interest Project-oriented Teaching

In the design of the new retail operation management course, it is recommended to introduce successful cases and lessons learned from well-known new retail enterprises at home and abroad, as well as analyze hot industry events, to stimulate students' in-depth interest in the new retail industry. Specifically, systematic analysis can be conducted by combining practical cases to help students understand the strategic choices, operational models, and challenges faced by new retail enterprises in different market environments. At the same time, this case-based teaching method can also promote students' keen insight into industry changes and expand their understanding of the new retail ecosystem.

In order to further enhance the interactivity of the course and students' active participation, it is recommended to organize group discussions to focus on hot topics in the field of new retail. For example, students can engage in discussions around topics such as technological innovation, changes in consumer behavior, and supply chain management, sharing and exchanging personal insights. Through this interactive session, students can not only develop critical thinking and communication skills but also deepen their understanding of industry development trends through peer learning.

In addition, the curriculum should be designed with challenging and practical new retail operation management practice projects, such as themes such as "Innovation of Campus New Retail Models". This type of project can help students combine the theories learned in the classroom with practical operations, and strengthen their problem-solving skills and innovative thinking in specific projects. At the same time, in order to ensure the forefront and practicality of the course content, practical projects should closely monitor industry development trends, select representative application scenarios and problem backgrounds,

and enable students to master the latest industry skills and knowledge in project practice.

4.3 Improve the Interest Project Coupling Mechanism

Conducting systematic student interest surveys at the beginning of the course can help teachers comprehensively understand students' interest tendencies and learning needs, providing a scientific basis for subsequent teaching design. The purpose of this stage of research is to explore students' interests, establish a dynamic correlation mechanism between interests and classroom projects, and combine students' personal interests with course objectives to enhance the pertinence and sense of participation in learning. In the specific implementation process of classroom projects, teachers provide targeted guidance based on student's interests, helping them transform their interests into intrinsic motivation for learning, thereby improving learning outcomes. In addition, teachers need to closely monitor the progress of the project and provide necessary guidance and support in a timely manner to ensure the smooth progress of the project and the effective achievement of expected learning goals.

At the same time, to further promote interest-driven learning outcomes, this study suggests constructing a classroom project practice evaluation system with "interest project coupling" as the core. In this evaluation system, students' participation, innovation ability, and practical ability are all included in the assessment scope to comprehensively measure their comprehensive performance in project practice. The evaluation system also introduces a school-enterprise cooperation platform, which invites enterprise experts to serve as practical mentors for classroom projects, providing students with guidance and feedback based on real industry needs, thereby enhancing students' practical experience and industry awareness. At the end of the project, enterprise experts will rate students' performance to ensure diversity and objectivity in the evaluation. Finally, with the help of multidimensional comprehensive evaluations such as student self-evaluation, peer evaluation, enterprise expert evaluation, and teacher evaluation, the system presents the practical achievements of students in

classroom projects, providing a basis for improving teaching design and enhancing students' comprehensive literacy.

5. Conclusion

This study revolves around the concept of new liberal arts, starting from the perspective of high-quality development of educational services. Through in-depth research on students' interests and precise design of classroom projects, effective coupling of interests and projects is achieved through classroom project practice, forming a new teaching model; At the same time, introducing multiple evaluation subjects such as practical mentors and enterprise experts to form a diversified classroom practice project evaluation system can more comprehensively and objectively reflect students' practical abilities and professional qualities. Once again, establishing a teaching feedback mechanism can timely collect information on students' learning situations and teaching effectiveness, helping teachers understand students' experiences and feelings in the blended learning process. The innovation of this mechanism helps to enhance students' interest and initiative in learning, strengthen their innovation ability and practical skills, and cultivate their interdisciplinary thinking and teamwork abilities. Emphasize the combination of process evaluation and outcome evaluation, and construct a diversified and comprehensive curriculum evaluation system. Build a blended learning model for new liberal arts courses based on interest project coupling, providing reference and inspiration for other new liberal arts courses. By participating in a blended learning model driven by interest project coupling, students can gain a deeper understanding of the theory and practice of the course, enhance their learning interest and self-learning ability, and cultivate innovative thinking and teamwork skills. By promoting exchange programs, promote the reform and innovation of new liberal arts curriculum teaching, and promoting the diversification and individualization of talent cultivation models. The implementation of this study will further broaden the channels and methods of talent cultivation, and better serve the local economic and social development.

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