

The Specialty Setting and Innovation of Talent Training Mode for Vocational Undergraduate Program in Digital Media Art

Weimin Zhang*

Xinjiang Applied Vocational Technical College, Kuitun 833200, Xinjiang, China

*Author to whom correspondence should be addressed.

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Abstract: Digital media art, an interdisciplinary subject, provides core support for the development of the cultural and creative industry. The unique positioning of vocational undergraduate education puts forward new talent training requirements for the digital media art major. Starting from the school-running orientation of vocational undergraduate education, this paper analyzes the innovative significance of the specialty setting and talent training mode of this major, and puts forward innovative strategies from multiple dimensions. The aim is to strengthen the connection between specialty setting and industrial demand, improve the adaptability of the talent training mode to professional posts, so that the cultivated talents can better meet social needs — growing into compound talents with digital technology application ability and artistic creative design ability. This not only promotes the high-quality development of the cultural and creative industry, but also enriches the school-running ideas of such vocational undergraduate institutions.

Keywords: Digital media art; Vocational undergraduate education; Specialty setting; Talent training mode

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1. Introduction

With the development of the digital economy, the digital media art industry has completed a full-domain layout, covering multiple segmented fields such as digital visual design and film and television digital production, leading to an increasing demand for professional talents with high technical application skills and creative implementation capabilities^[1]. As an important link connecting higher vocational undergraduate education and general undergraduate education, vocational undergraduate education plays a crucial role in cultivating such talents. At present, some vocational undergraduate institutions have problems in the setting of this major, such as loose connection with industrial layout and lack of characteristics in the training mode, resulting in talent training failing to meet the development needs of the industry. Based on industrial layout and talent demand, focusing on the innovation of specialty setting and talent training mode is conducive to implementing the school-running orientation of vocational undergraduate education and promoting the coordinated development of the

professional education and the digital media art industry^[2].

2. The innovative significance of specialty setting and talent training mode for the vocational undergraduate program in digital media art

2.1. Improve the modern vocational education system and highlight the school-running characteristics of artistic vocational undergraduate education

Modern vocational education emphasizes hierarchical connection, type characteristics and professional adaptability. The innovation of specialty setting and talent training mode for the vocational undergraduate program in digital media art helps fill the gap in the cultivation of professional talents for artistic majors and promotes the transformation and upgrading of talent training in this field, shifting from the previous basic skill training to comprehensive ability cultivation^[3]. Such institutions should, based on their own school-running orientation, continuously optimize professional directions, reform training modes, and break the drawbacks of the major's cultivation that overemphasize theory and neglect practice. By deeply integrating technical operation and professional literacy, the compatibility between professional construction and the type characteristics of vocational undergraduate education is improved. This innovation not only improves the level of artistic vocational education but also highlights its school-running characteristics and talent training advantages, providing a new practical path for the modern vocational education system^[4].

2.2. Adapt to the industrial layout of digital media art and promote precise talent cultivation through industry-education collaboration

At present, the digital media art industry pays more and more attention to full-domain layout. Under the new era background, the division of industry posts is gradually becoming refined. Different industrial sectors and regional layouts have different requirements for talent capabilities, and industrial upgrading has spawned a number of emerging posts. In this context, it is imperative to strengthen the cultivation of high-level technical and skilled talents. The innovation of specialty setting and talent training mode for the vocational undergraduate program in digital media art takes the overall industrial layout as an important guide, conducts in-depth research on the post requirements and ability standards of each segmented field. Through optimizing the curriculum system and training directions, it narrows the gap between specialty settings and industrial sectors, promotes their precise connection, and realizes the synchronous development of training content and post demand instead of their disconnection. At the same time, the innovation of talent training mode drives vocational undergraduate institutions to reach out to the industry. Through comprehensive cooperation with industrial parks and leading enterprises, educational resources and industrial resources are circulated. With this two-way flow, the distance between the teaching process and the industrial production process is narrowed, making talent output meet industrial talent demand and helping the transformation and upgrading of industry-education collaboration — from the previous formal cooperation to precise talent cultivation, so that professional development and industrial layout can advance in coordination^[5].

2.3. Meet the upgrading of industry talent demand and enhance the core professional development capabilities of graduates

The digital media art industry no longer only values the single skills of talents, but their composite capabilities. The industry prefers practitioners who not only have exquisite digital technology and a certain artistic creative

foundation, but also possess high comprehensive capabilities such as project practice, team collaboration, and innovation implementation^[6]. The innovation of specialty setting and talent training mode for the vocational undergraduate program in digital media art should not be divorced from the industry's talent demand, but closely follow its development trend. By infiltrating the cultivation of core post capabilities into talent training, optimizing curriculum content and strengthening practical teaching, the pertinence of students' learning is improved, enabling them to systematically master professional knowledge and practical skills and shorten their workplace adaptation period. At the same time, strengthening industrial practice and focusing on project training in the new training mode can effectively cultivate students' innovation awareness, exercise their creative transformation skills, help them accumulate industry practical experience and meet post-work requirements. This makes students have both core professional skills and professional development potential, which is conducive to improving the quality of talent training and social recognition of the major^[7].

3. Innovative strategies for specialty setting and talent training mode for vocational undergraduate program in digital media art

3.1. Optimize specialty setting based on industrial layout and build a hierarchical curriculum system

Vocational undergraduate institutions should take the overall industrial layout of the digital media art industry as an important basis, further optimize the training directions of the major from the perspective of industrial segmented fields and in combination with core post groups, and avoid the generalization of specialty setting in this process. To this end, institutions should conduct a full-domain industrial research, comprehensively sort out the core sectors of the industry, and based on the characteristics of regional industrial development, clarify the core training directions and post ability requirements of the major, so as to promote the effective connection between professional training and industrial sectors as well as regional layout. At the same time, based on the training directions, the training standards for high-level talents are clarified to highlight training characteristics. Focus is placed on cultivating students' comprehensive capabilities such as project planning and application ability, so as to improve the scientificity of specialty setting, making it not only in line with industrial reality but also reflecting the school's training level^[8].

After optimizing the professional training directions, vocational undergraduate institutions should actively build a hierarchical curriculum system that is both in line with industrial demand and adapted to the training level. The system aims to break the curriculum framework of traditional disciplines, set up curriculum modules according to ability progression, narrow the distance between curriculum content and post ability, and promote their precise matching^[9]. The curriculum system includes four levels: public literacy module, professional basic module, professional core module and industrial practice module, with a progressive relationship between each module. Among them, the public literacy module focuses on cultivating students' professional literacy and humanistic literacy to meet the professional development requirements of the industry; the professional basic module integrates the basics of artistic design and digital technology to cultivate students' general core capabilities; the professional core module sets up courses based on training directions, focusing on cultivating students' core post skills; the industrial practice module is an advanced course, including project training and creative incubation, aiming to improve students' practical ability. The most obvious change in the class hour proportion of each module is the tilt towards the professional core and industrial practice modules, highlighting the practical attribute of this education^[10].

3.2. Innovate teaching mode in connection with talent demand and deepen the practice of project-based teaching

When innovating the teaching implementation mode, vocational undergraduate institutions should, in combination with the talent demand characteristics of the digital media art industry, build a new teaching mode that emphasizes the integration of theory and practice as well as the integration of posts, courses, competitions and certificates. This enables the in-depth integration of the teaching process and the industry work process, which is conducive to improving the quality of talent training. In teaching, institutions carry out the integration of theory and practice in an all-round way, making theoretical classrooms and training classrooms develop in coordination. While explaining professional theoretical knowledge, digital technology practical training is carried out synchronously — teachers explain the key points of theoretical knowledge while demonstrating software operations, and arrange training for students to help them master knowledge and skills simultaneously. At the same time, the integration of posts, courses, competitions and certificates is strengthened: post ability standards are analyzed and integrated into curriculum content; in addition, discipline competitions and vocational skill level certificate assessments are combined with curriculum teaching, using competitions to promote learning and certificates to improve skills. The learning achievements of students are connected with post requirements and industry standards, continuously enhancing their core competitiveness.

To achieve the goal of connecting talent training with post demand, project-based teaching should be adopted. Vocational undergraduate institutions can implement this teaching throughout the entire teaching process of the major, taking real projects as carriers to improve students' comprehensive capabilities through project practice. For example, the digital media art major of institutions should actively reach out to the industry and establish a long-term cooperation mechanism with local digital cultural and creative industrial parks, taking the development of intangible cultural heritage (ICH) digital cultural and creative products in the parks as specific projects to provide students with industrial practice content. In this process, schools and enterprises perform their respective duties and exert their own strengths: enterprises are mainly responsible for project demand and market positioning; instructors are jointly appointed by professional teachers of the school and cultural and creative designers of enterprises, and students participate in the form of project groups, simulating the operation mode of enterprise project teams. Each group first conducts research and market analysis on ICH culture, then designs schemes based on digital media art forms, which are reviewed and optimized by instructors. Cultural and creative products are designed and produced with the help of digital technology, and finally, cultural and creative works are formed. The project process covers the entire workflow, such as research and planning, which not only exercises students' digital design skills, but also helps them master the project operation process, cultivate their team awareness, and is conducive to improving their creative implementation ability and practical ability.

3.3. Build an education platform based on industry-education integration and improve the all-round training guarantee system

Vocational undergraduate institutions should take industry-education integration as the core idea, build a new education platform, narrow the distance between the talent training of this major and industrial development, promote their in-depth integration, and effectively connect the education chain with the industrial chain. Institutions should cooperate with leading enterprises and industrial parks in the digital media art industry to jointly build education centers and industrial colleges, providing resource support for talent training by introducing various enterprise resources such as technology and projects. Schools and enterprises jointly formulate talent training programs and develop professional courses, continuously enriching curriculum content

by effectively integrating enterprise technical standards and post requirements, and improving the matching degree between teaching content and industrial development.

The effective implementation of the innovation of talent training mode is closely related to the soundness of the guarantee system. Therefore, improvements can be made in terms of teachers and resources. In terms of teachers: for in-school teachers, an industrial practice training mechanism is constructed, encouraging teachers to go out of the campus, take temporary positions in enterprises, and actually participate in enterprise projects to continuously improve their practical skills; at the same time, the tutor pool is expanded by hiring outstanding enterprise designers and project-related personnel as part-time teachers, who not only teach practical courses but also provide students with project guidance, building a double-qualified teaching team. In terms of evaluation, a sound evaluation system is established based on school-enterprise collaboration, breaking the traditional evaluation mode, and incorporating students' curriculum training achievements and enterprise internship assessments into the evaluation scope to conduct a comprehensive and objective evaluation of students. Among them, school teachers and enterprise tutors perform their respective evaluation duties: school teachers are mainly responsible for evaluating theoretical knowledge and basic skills, while the latter are responsible for evaluating practical ability and professional literacy. In terms of resources, institutions should actively build a digital teaching resource library, integrating teaching videos, project materials, and other content from both schools and enterprises, so as to build a new learning channel for students and facilitate their independent learning.

4. Conclusion

In summary, against the background of industrial layout and talent demand, promoting the innovation of specialty setting and talent training mode for the vocational undergraduate program in digital media art is an important measure for vocational undergraduate institutions to implement their own school-running orientation and highlight their school-running characteristics, and also provides a new direction for the coordinated development of professional education and the digital media art industry. Vocational undergraduate institutions should take measures such as optimizing specialty setting based on industrial layout, innovating teaching mode in connection with talent demand, and building an education platform based on industry-education integration to narrow the distance between professional construction and industrial development, promote their synchronous development, improve the adaptability between talent training and post demand, and thus drive the major towards characteristic and high-quality development.

Disclosure statement

The author declares no conflict of interest.

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