Exploration of the Education and Training Mode of Vocational Talents in Cultural and Creative Industries in Colleges and Universities

Ken Wang*

Shenzhen Polytechnic University, Shenzhen 518055, Guangdong Province, China

Corresponding author: Ken Wang, wangken1109@hotmail.com

Abstract: At present, China is undergoing a crucial economic transformation, with the cultural and creative industry emerging as one of the country's strategic sectors. As China's economy progresses, the talent gap within its cultural and creative industries is widening. However, there remain several issues in the professional settings and educational models related to cultural and creative industries in Chinese colleges and universities. To enhance the quality of talent development and foster the sustainable growth of cultural and creative industries, this article delves into the education and training model for vocational talents in these sectors at colleges and universities. It explores avenues such as implementing innovative entrepreneurship education, fostering interdisciplinary education, establishing school-enterprise cooperation models, and enhancing practical teaching. These efforts aim to align with the demands of contemporary development.

Keywords: Education and training mode; Cultural creativity; Talents; Training strategies

1. Introduction

With the rapid development of economic globalization and information technology, the cultural and creative industry, as a burgeoning emerging sector, has exhibited rapid growth worldwide. Cultural and creative industries have not only injected new impetus into economic development but also facilitated cultural exchanges, innovation, and social progress [1]. As crucial hubs for talent development, colleges and universities undertake the significant responsibility of nurturing professional talents in cultural and creative industries. However, presently, there are challenges and issues in the education and training of professional talents in these sectors within colleges and universities [2]. On one hand, the traditional education model struggles to adapt to the swift transformation and diversified development needs of the cultural and creative industry. On the other hand, there exists a certain disparity between students' understanding and the requisite professional skills for the cultural and creative industry and the actual industry demands [3]. Hence, exploring the education and training model for professional talents in cultural and creative industries in colleges and universities, aiming to

enhance the quality and adaptability of talent development, has become the focal point of current educational and industrial endeavors.

2. Requirements of cultural and creative industries for talent ability

2.1. Requirements for creativity and innovation ability

Creativity stands as the core driving force of the cultural and creative industry, reflecting the unique thinking and innovativeness of individuals or teams, and serving as the wellspring of innovation and breakthroughs. Within the cultural and creative industry, creativity not only manifests in creative fields such as art design and performance but also permeates through all facets of the entire industrial chain. Talents must possess robust creative ability in this realm to generate distinctive and compelling ideas, thereby introducing novel cultural products and services to the industry [4]. Creative ability encompasses imagination, inventiveness, keen observation, and a unique way of thinking, all of which require nurturing through the cultivation of students' creative thinking and expressive abilities. This entails fostering creative thinking in students, enabling them to transcend conventional thinking modes and explore the potential underlying various issues [5]. Concurrently, students should possess the ability to think and act independently, daring to take risks, embrace new ideas and methods, and maintain confidence in their creativity [6]. College education must emphasize the cultivation of students' creative ability by providing teaching methods and environments conducive to stimulating imagination and encouraging innovation and self-expression, thereby fostering the continuous development and innovation of cultural and creative industries.

2.2. Multidisciplinary integration needs

The cultural and creative industry represents a complex industrial system encompassing various sub-fields such as advertising, art, design, film and television, publishing, animation, and games, among others. Talents are required to possess interdisciplinary knowledge and skills, along with comprehensive literacy and interdisciplinary collaboration abilities, enabling them to work and innovate effectively in a complex and evolving industrial environment. This necessitates talents to master interdisciplinary knowledge beyond the confines of their professional domains and apply principles and methods from multiple disciplines, particularly in the Internet era [7]. They should possess a broad knowledge horizon and integrate theories and technologies from different disciplines to address complex challenges. Additionally, talents must cultivate interdisciplinary thinking abilities, enabling them to approach problems from an interdisciplinary perspective, draw insights from diverse concepts and methods, and devise creative and comprehensive solutions. Colleges and universities should foster students' interdisciplinary thinking through teaching and practical activities, encouraging them to expand their disciplinary boundaries in learning and research and collaborate with individuals from diverse fields [8].

2.3. Practical ability

The cultural and creative industry is highly practical, emphasizing hands-on operation and experience accumulation. Talents in this industry must possess practical and problem-solving abilities to address challenges and issues in projects effectively. This necessitates talents to exhibit various abilities and qualities. Firstly, talents must possess keen observation skills, enabling them to acquire information and gain insights into problem nature effectively. They should keenly observe subtle changes, trends, and potential issues in their surroundings to identify opportunities and solutions. Through observation, they can better comprehend market demands, user behaviors, and industry dynamics, providing robust support for creativity and innovation. Secondly, talents require analytical and judgment abilities. In practical projects, talents must analyze problems

independently, accurately assess the impact and significance of various factors [9], identify key problem points, analyze problem causes, and propose potential solutions. With sharp analytical skills, they can formulate reasonable solutions and make informed decisions in complex situations.

3. Disadvantages of the traditional education model in the context of the development of cultural and creative industries

3.1. Discipline division and professional singularity

The traditional education model tends to be fragmented in teaching and subject setting, leading to students receiving knowledge and skills training in narrow fields. However, with the rapid development of the cultural and creative industry, the interdisciplinary comprehensive abilities of talents and diversified knowledge backgrounds have become increasingly crucial. The traditional education model fails to meet the industry's demand for comprehensive literacy and interdisciplinary cooperation, thereby limiting students' development and adaptability in the cultural and creative industry to some extent [10]. The essence of the cultural and creative industry lies in its multidisciplinary and integrated nature, encompassing knowledge and skills in art, design, media, science and technology, business, and other fields [11]. However, the traditional education model typically revolves around subject-based teaching and evaluation, with students often focusing more on the specialization of specific subjects during the learning process. This hampers students' acquisition of comprehensive knowledge and skills, leaving them lacking in the ability to understand and apply knowledge across different subjects. Additionally, the work in cultural and creative industries often necessitates interdisciplinary cooperation and coordination. For instance, in the artistic creation process, artists, designers, technicians, marketers, etc., need to collaborate closely to realize the presentation and commercialization of creativity. However, the traditional education model tends to be relatively isolated and often fails to cultivate students' teamwork and cross-field communication abilities effectively.

3.2. Disconnection between theory and practice

The traditional education model prioritizes the transmission of theoretical knowledge while paying less attention to the cultivation of practical abilities. However, practical experience and skills are indispensable in cultural and creative industries. Students often lack practical opportunities and internship experiences with real projects, resulting in a disconnect from the actual working environment and difficulties in adapting to market needs after graduation. The cultural and creative industry is highly practical, requiring practitioners to apply theoretical knowledge to practical work and address challenges and issues in practical projects. However, the traditional education model often lacks practical opportunities for real projects. Students primarily acquire knowledge through textbooks and classroom discussions, with limited exposure to the actual working environment. Consequently, students may lack an understanding of the latest industry trends, technologies, and tools, making it challenging for them to adapt to the rapidly changing industry needs. Additionally, due to the lack of practical experience, students may struggle to grasp the workflow of actual projects and the importance of teamwork, posing further challenges in the workplace.

3.3. Lack of innovative education

In recent decades, cultural and creative industries have experienced unprecedented growth, with innovation serving as the core driving force behind this progress. However, the traditional education model faces significant challenges in cultivating students' innovative and creative thinking abilities. The traditional education model

often emphasizes knowledge indoctrination and standardized evaluation while neglecting the development of students' innovation potential and innovative thinking [12]. Firstly, the traditional education model typically focuses on knowledge transfer, requiring students to absorb vast amounts of information. However, the teaching of how to apply this knowledge to solve practical problems is often relatively weak. Consequently, many students become passive recipients rather than active explorers in the learning process. Although knowledge accumulation is crucial for personal development, neglecting the cultivation of innovative thinking makes it difficult to nurture talents capable of adapting to the rapid changes in cultural and creative industries. Secondly, the traditional education model often relies on standardized evaluation methods, such as examinations and tests, to assess students' learning outcomes [13]. This approach often prioritizes results over processes, emphasizing the correctness of answers while overlooking the problem-solving process. It tends to confine students within a fixed subject framework and thinking mode, guiding them to think along established paths and lacking the freedom and space to develop their own perspectives and ways of thinking.

4. Innovative approaches to talent training in colleges and universities amidst the development of cultural and creative industries

4.1. Strengthening innovation and entrepreneurship education

In cultural and creative industries, innovation serves as the core driving force, highlighting the necessity for the education system to stimulate and nurture students' innovative thinking through well-designed courses and activities. Innovation and entrepreneurship education constitute vital components of talent training in colleges and universities. Firstly, institutions should deepen the reform of innovation and entrepreneurship education by continuously enhancing and updating talent training programs. This involves integrating innovation and entrepreneurship education into the curriculum system and incorporating practical teaching activities. Moreover, attention should be given to enhancing students' abilities and fostering personalized development by providing them with more opportunities for choice and growth. For instance, students could undergo diversified evaluations through art design competitions, and innovation and entrepreneurship contests, among others. The development of cultural and creative industries demands a considerable number of talents equipped with robust practical and innovative capabilities. Hence, colleges and universities should bolster cooperation with enterprises, increase the proportion of practical components, and nurture students' hands-on and practical skills. For example, students can acquire professional knowledge and skills through enterprise project collaborations and school-enterprise alliances. Additionally, institutions can establish collaborative relationships with governments, enterprises, and other entities, organizing students to participate in the development of cultural and creative industries and guiding them on the path of entrepreneurship.

4.2. Implementing interdisciplinary education

The complexity and interdisciplinary nature of cultural and creative industries necessitate colleges and universities to prioritize interdisciplinary education, advocating for interdisciplinary learning and research. While ensuring students comprehend the in-depth knowledge of their respective disciplines, institutions should broaden students' career prospects and establish links between art, design, business, science, technology, and other disciplines. Interdisciplinary education entails not only the simple superposition of multidisciplinary knowledge but also the organic integration of diverse subject knowledge to address practical problems. In this educational model, the emphasis lies not only on the knowledge itself but also on utilizing this knowledge to comprehend complex issues, integrate knowledge across different fields, and devise new ways of thinking and solutions. Based on their educational strengths, colleges and universities should integrate professional resources,

establish interdisciplinary teaching teams, and adopt an interdisciplinary teaching approach [14]. Aligned with the developmental needs of cultural and creative industries, institutions should optimize the curriculum system and teaching content, enabling students to master professional knowledge and skills while learning. For instance, design students can learn business management, marketing, and social science alongside design theory and skills, facilitating a better understanding of the role of design in society and the economy, and enhancing the integration of design with business. Similarly, business students can acquire knowledge in art, design, and technology to enhance their innovative thinking and aesthetic abilities, thereby aiding them in developing more innovative and appealing products and services. Interdisciplinary education can also be implemented through project-based learning, teamwork, internships, etc., allowing students to learn and apply interdisciplinary knowledge practically to address real-world problems. This not only enhances students' practical abilities but also cultivates their teamwork, communication, and innovative thinking skills.

4.3. Increasing the proportion of practical teaching

Practical teaching constitutes a pivotal component of the talent training model in cultural and creative industries, serving as an extension and supplement to theoretical instruction, and an effective means of enhancing students' employability. The talent training model in the cultural and creative industry should depart from the traditional "chalk and talk" approach by expanding the proportion of practical teaching, enabling students to engage in real projects and hone their practical skills during project implementation. Practical teaching should transcend basic classroom instruction, encompassing practical curricula, and establishing a scientifically sound practical curriculum system. Initially, comprehensive and practical courses should be introduced to enable students to apply acquired knowledge to practical problems and enhance their problem-solving abilities. Subsequently, emphasis should be placed on integrating theoretical knowledge into students' practical work to improve their understanding of professional concepts. Finally, leveraging the role of industry enterprises and promoting school-enterprise cooperation can enhance students' cognition and practical application of professional skills. By forging close ties with industry enterprises, institutions can enhance students' understanding and practical application of professional skills. Additionally, colleges and universities should intensify teacher training efforts. In addition to recruiting high-level cultural and creative industry talents, institutions should focus on training young faculty members to enhance their teaching abilities and overall quality, thereby providing a robust foundation for talent training in the cultural and creative industries.

4.4. Establishing a school-enterprise cooperation model

Currently, China's college education predominantly relies on classroom instruction, resulting in a significant gap between students' theoretical knowledge and enterprises' needs, which hampers the fulfillment of enterprise talent requirements. To address this issue, colleges and universities should establish a school-enterprise cooperation model from the following perspectives. Firstly, institutions should bolster the capabilities of their faculty members. Cultural and creative industry talents necessitate cultural literacy and professional competence. Hence, college teachers should enhance their overall quality, augment the practical experience, and provide more opportunities for students' practical experiences. Additionally, colleges and universities can invite industry professionals to deliver lectures and presentations at schools to enrich teachers' professional knowledge. Secondly, institutions should tailor their curriculum systems to meet the actual needs of cultural and creative industries development, cultivating students' professional skills and practical abilities. Thirdly, the establishment of practical teaching bases in collaboration with cultural and creative industry enterprises can provide students with practical training opportunities, allowing them to enhance their professional skills and abilities through practice. Finally, by actively collaborating with enterprises, colleges and universities can

construct a practical training course platform, offering more practical training opportunities for students and promoting their all-round development. The school-enterprise cooperation model can leverage enterprises' crucial role in cultural and creative industry talent training, facilitating a win-win situation for colleges and universities, enterprises, and students.

4.5. Establishing a teaching model with industry characteristics

With the rapid development of the cultural and creative industry, the demand for talents in this field has also become more diversified. In the process of talent training, colleges and universities must establish a teaching model that aligns with industry characteristics and market demand. Specifically, institutions should make efforts in the following areas:

Firstly, colleges and universities should tailor the teaching content to align with the goals and characteristics of talent training in the cultural and creative industries. The development of cultural and creative industries necessitates high-quality and high-level talents [15]. Therefore, when conducting talent training, colleges and universities must design courses and teaching content according to the specific characteristics and needs of the cultural and creative industries. For example, when teaching advertising design, animation design, and other professional courses, more industry-specific features should be incorporated.

Secondly, colleges and universities should develop teaching plans based on their own characteristics. Institutions should leverage their unique advantages and resources to formulate education and teaching plans that effectively bridge the gap between talent training and the development of cultural and creative industries. For instance, they can utilize enterprise resources and practical bases to enhance students' professional skills and practical abilities. Organizing students to participate in various competitions related to cultural and creative industries can also ignite their enthusiasm for learning. Additionally, inviting industry experts to deliver professional lectures or conducting lectures related to cultural and creative industries can enrich students' understanding.

Finally, colleges and universities should adopt the teaching format according to the specific context. For instance, they can enhance practical teaching through project-based cooperation and task-driven approaches. Additionally, guiding students to engage in enterprise projects through school-enterprise cooperation can provide invaluable real-world experience.

5. Conclusion

The innovation of the education and training model for professional talents in the cultural and creative industry within colleges and universities is a complex and systematic endeavor that necessitates collaborative efforts from schools, enterprises, governments, and other stakeholders. Schools should continually explore education and teaching models suitable for the regional development of cultural and creative industries, emphasizing innovation and entrepreneurship education, deepening school-enterprise cooperation mechanisms, and fostering a conducive environment for talent development in these industries.

The innovation of the talent education and training model within the cultural and creative industry at colleges and universities must be grounded in a correct understanding of market needs, a deep comprehension of educational principles, a scientific assessment of students' comprehensive qualities and abilities, and a clear delineation of educational objectives. Only through this approach can the talent education and training model in cultural and creative industries at colleges and universities effectively align with the demands of societal development, providing fresh ideas and methodologies for talent cultivation in China's cultural and creative sectors.

Disclosure statement

The author declares no conflict of interest.

References

[1]   Yuan S, Zhang J, 2020, Innovative Practical Research on Talent Cultivation Models for Cultural and Creative Products in Universities Based on the School's Intangible Cultural Heritage Studio. Proceedings of Jingchu Academic, 2020: 132.

[2]   Ming Y, Fu Y, 2023, The Dilemma and Outlet of China's Cultural Industry Under the Background of "New Liberal Arts". Journal of Tongji University (Social Science Edition), 34(1): 31–43.

[3]   Liu Y, 2019, Exploration of Talent Cultivation in the Cultural Industry of Universities from the Perspective of "Double Innovation". Journal of Hubei Open Vocational College, 32(16): 19–21.

[4]   Liu S, 2021, Research on Promoting Innovation and Reform of Exhibition Education in Universities through the Development of Cultural and Creative Industries. Industry Innovation Research, 44(10): 109–113

[5]   Shen Y, 2021, Research on the Development of Art Education in Colleges and Universities in Response to the Development of Cultural and Creative Industries. Artist, 2021(3): 80–81.

[6]   Xie L, 2021, Research on the Development of Cultural and Creative Industry and the Training of Professional Talents in Wuhan. Journal of Green Science and Technology, 23(21): 274–276.

[7]   Zhang Y, 2020, Research on Talent Training Models for Cultural and Creative Industries in Universities. Science and Technology Innovation Guide, 17(13): 237 + 239.

[8]   Li Y, 2019, Analysis of Talent Training Models in China's Cultural and Creative Industries. Journal of Zhengzhou Institute of Aeronautical Industry Management (Social Sciences Edition), 38(1): 139–144.

[9]   Wu D, 2020, Research on the Reform and Practice of Innovative Talent Training Model for Art and Design Majors in Higher Vocational Education Under the New Situation of Cultural and Creative Industries. Digital World, 2020(3): 182.

[10] Ma J, Wang Y, 2022, Study on the Introduction and Dissemination of Western Vocational Education Theory in China Since Modern Times. Forum of Vocational Education, 38(1): 25–34.

[11] Qin X, 2019, Dilemmas and Solutions for Integrating Innovation and Entrepreneurship Education into the Cultural and Creative Talent Training System of Colleges and Universities. Industry and Technology Forum, 18(18): 148–149.

[12] Ling Q, Zhu T, Zhang J, et al., 2023, Research on the Talent Training Model of Industrial Colleges in Higher Vocational Colleges under the Background of Digital Transformation. Journal of Hubei Open Vocational College, 2023(24): 143–145.

[13] Zha Y, Mu C, 2019, The Corresponding Research of Professional Construction in Higher Vocational Colleges. Journal of Yangzhou University, 23(6): 3–6.

[14] Yang G, Yang J, 2019, Exploration of New Models of Talent Cultivation in Heilongjiang Universities Under the Background of Cultural and Creative Industries. Beauty and Era – City, 2019(5): 112–113.

[15] Wang L, 2022, Innovative Exploration of Cultivating Creative Talents in Universities Under the Background of Cultural and Creative Industries. Popular Literature and Art, 2022(21): 112–114.