

Exploring Cultural Industry Talent Training Strategies Based On The Era Of Creative Economy

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Abstract: In the context of the country's vigorous development of the creative economy, the cultural industry has been constantly innovating and improving its development model through the use of new science and technologies, new techniques, and new media. Local creative enterprises have developed rapidly and achieved excellent results. As a training ground for high-quality, creative and applied talents, colleges and universities should make appropriate adjustments to the existing cultural industry talent training programs and systems on the basis of adapting to the actual situation of education and conforming to the laws of cultural development. In view of this, the article attempts to use the relationship between local cultural resources and cultural industry talent training as an entry point, analyze how the cultural industry talent training in the creative economy era can keep pace with the times, and take the cultural industry management profession as an example to focus on its existing. The teaching practice model proposes several directions for the improvement of teaching practice, and fundamentally realizes the comprehensive training of students' innovation and practical ability, and taps the students' acumen and perception of local cultural resources.

Introduction

From a certain perspective, the production of content products has benefited from creativity, especially during the cultural explosion, the importance of creative elements has surpassed the traditional labor force, and has become a new source of power to promote social and economic growth, the status and role are further highlighted. The rapid rise of the creative industry marks the formal entry of mankind into the creative economy era. In the process of creative creation and implementation, there are corresponding industries and resources. Among the many creative resources, the most indispensable is cultural resources. To some extent, cultural resources provide a broad range of creative industry productivity transformation platform [1]. At present, the primary problem in the education of cultural industry management in colleges and universities is how to provide the society with cultural industry talents that adapt to market needs and promote the healthy and stable development of the entrepreneurial economy. In this regard, the article has launched a series of research and analysis.

1. The relationship between local cultural resources and cultural industry talent training

1.1 Conducive to meet the new needs of the development of cultural and creative industries

In essence, the cultural industry has obvious regional characteristics. As one of the main sources of cultural industry content, local cultural resources cover local special cultural content. For example, Shenzhen entrepreneurial culture, Inner Mongolia grassland culture, Yunnan Pu'er tea are common culture, Suzhou garden culture, Sichuan Bashu culture, etc. In my country, the cultural and creative industry that incorporates a variety of creative elements is still in the early stages of development, but the overall development trend is relatively good. Encouraged and driven by local policies and markets, various localities have established large-scale cultural industrial parks, and some large and medium-sized cities are also working hard to prepare creative industrial bases with local characteristics. The number and scale of bases have gradually spread to the whole country. All

places provide good opportunities for the development of local cultural and creative enterprises. The investment objectives of some cultural units and enterprises have turned to cultural and creative products with local characteristics and traditional elements. The proportion of culturally innovative products in the market as a whole has greatly stimulated people's consumption level and consumption capacity in cultural products. The most representative is the cultural products of the Forbidden City, which is popular all over the world. In 2013, the Forbidden City in Beijing was facing the public for the first time, and held the theme of "Bringing the Forbidden City Culture Home". The luggage tag "Fengzhi Travel", "I am such a man "Folding fans and other cultural products have appeared. Up to now, more than 9,000 products rich in cultural connotations of the Forbidden City have been derived. The cultural and creative products of the Forbidden City are not only cultural innovations, but also a new way of inheriting traditional culture [2].

1.2 Conducive to the inheritance, protection and re-creation of local cultural resources

Everyone has their own local feelings and cultural memories, but there is a singularity psychology for the culture of other regions. In the development of cultural and creative industries, the rich local cultural resources have become their key content. Compared with the green resources of ordinary energy elements, neither material cultural resources nor intangible cultural resources will cause significant losses in creation and development. On the contrary, they can produce a certain spillover effect and be developed in scientific and reasonable creative development. Under the industrial operation, a series of social and economic benefits derived from the industry are growing. When researching and displaying projects or works, students have to some extent achieved the purpose of promoting local cultural resources and cultivating resource researchers, whether it is the inheritance and protection of local cultural resources or the use of their creations.

1.3 It is conducive to the self-learning and development of cultural industry talents

For colleges and universities, integrating local cultural resources into theoretical teaching and practice is conducive to the cultivation of comprehensive talents.

From the perspective of colleges and universities, accelerating the deep integration of local cultural resources with theory and practical teaching can fully realize the comprehensive training of modern talents. On the one hand, at present, the basic theory courses are still the main content in the curriculum setting of the cultural industry management major in China. However, affected by the development speed of the cultural industry and the speed of information update, it is difficult for students to effectively grasp the corresponding cultural industry knowledge. The active integration of the development and research of local cultural resources in theoretical teaching not only increases the enrichment, diversity, and vividness of the course content, but also cultivates and excavates students' ability to find, solve, and deal with problems, ensuring that they can firmly grasp more basic knowledge. On the other hand, today, with the rapid development of the cultural industry, a large number of new cultural and creative enterprises have emerged in various regions. Each enterprise has taken advantage of its various modernity and creative advantages to monopolize the market opportunities. Enterprises have also put forward higher and higher requirements for cultural industry talents. Most companies tend to choose cultural industry talents with practical ability and innovation ability. Therefore, graduates who have a deep understanding of the cultural resources of the region have more obvious advantages when competing.

2. The Cultivation Of Cultural Industry Talents In The Era Of Creative Economy Should Keep Pace With The Times

2.1. The cultivation of cultural industry talents meets the needs of the cultural market

The comprehensive implementation of reform and opening up policy has provided a good opportunity for the development of China's cultural market. Under the background of modernization reform and innovation, China's cultural industry has risen rapidly. A large number of academic and higher education fields professional researchers have committed to the construction of cultural

economic theory and disciplines. At the beginning of the century, under the background of cultural system reform, my country's cultural industry ushered in a new development opportunity. Some college students took the cultural industry management major as a new discipline to carry out teaching activities.

In the process of discipline creation and enrollment, the talent market demand and employment rate have a double impact on it. After more than 10 years of discipline construction, there are currently 194 institutions setting up this discipline in China. The courses offered by the subject are divided into four categories: half management courses and cultural industry management courses, cultural foundation and cultural resources courses, policy and regulation courses, and planning and practice courses. Some colleges and universities also set up new disciplines in combination with their own disciplinary characteristics, such as professional art courses, folklore research courses and technical operation courses. Under the huge market demand, the number of disciplines of cultural industry management disciplines is very considerable, especially in the construction of some theoretical disciplines, it has gradually been regionally improved and perfected.

2.2. The development of cultural and creative industries puts forward higher requirements for the professional construction of colleges and universities

In recent years, my country's cultural and creative industries have developed rapidly.

At present, my country's cultural entrepreneurship industry is showing an unusually rapid development momentum, and its position in the market economy is constantly rising. According to statistics of relevant data, as of 2019, the added value of my country's culture and related industries accounted for about 4.48% of GDP.

Compared with the previous year, it has grown significantly and has become a typical expenditure industry in the national economic system. At the same time, the relevant data also shows that the cultural entrepreneurship industry is also steadily growing against this background, of which the fastest growth rate is cultural products, accounting for about 63.8% of the total added value, and the proportion of added value of cultural creative qualified design services It is tied for first place and the growth rate is ranked second [3]. Schools are an important source of talents. The professional training of colleges and universities is especially critical for individual students, shouldering the historical mission of delivering modern talents to society and the country. The cultural industry management major should adapt to the regional and national overall cultural market needs during the training and design of talent training concepts and talent training programs, especially under the new economic normality, we should focus on cultivating comprehensive cultural industry management talents who are good at management, proficient in humanities, able to work hard, know the market and are good at innovation. Therefore, based on the huge scale and number of cultural industry management majors, the quality of personnel training is further improved, and the students' innovation ability and practical ability are taken as training priorities.

Through systematic comparison with the new requirements for the cultivation of cultural industry talents, it is learned that most colleges and universities face several problems in the process of opening a cultural industry management major:

First, the industry information in the teaching is not updated in time, and the content is too lagging. There is a very close relationship between the cultural industry, arts and culture, and market economy, especially in the context of economic globalization, the domestic and foreign cultural industries and related industries development trends, policies and measures are updated faster, during the teaching process, many content of the cultural industry textbooks used are mostly unupdated content, which cannot clearly and comprehensively display the industry dynamics, and there is a large deviation from the actual prediction of the industry development trend.

Second, the teaching as a whole has a "focus on theory, light on practice" pattern. The cultural industry management major has obvious cross-cutting characteristics in certain fields. At this stage, the titles of the various fields of the course seem to be complete, but in fact, the basic theory is relatively large, the degree of in-depth is seriously insufficient, and the proportion of practical courses is relatively small. The knowledge and skills of the recent graduates are "extensive but not

specialized", which is inconsistent with the actual requirements of the modern talent market, and the work of the counterpart industry still needs zero-based training.

Thirdly, the cultivation of innovative ability is insufficient, and students are "one-sided". To realize the cultivation of creative talents, simply relying on the course itself is far from stimulating students' unique thinking and cultivating students' creative ability. Through the understanding of college cultural industry management courses themselves, it is found that although colleges and universities have set up a series of creative design courses, but in addition to teacher courses, students rarely have the opportunity to participate in creative planning.

3. Specific Suggestions For The Teaching Practice Model Of The Cultural Industry Management Major

3.1. Improve practical course setting and assessment, guide and help entrepreneurial students

In order to further realize the system optimization and improvement of the practice curriculum setting and assessment, the proportion of a series of practical courses such as cultural resource development practice, cultural creative planning practice, cultural survey and cultural market survey practice can be appropriately increased. Under the premise of teaching in large classes, combined with the various needs raised in the process of regional cultural construction, in-depth research will be conducted around various cultural project topics, and a special group will be established that focuses on cultural resource development research and creative planning project practice. The innovative integration of practice achievement assessment in the final assessment system encourages students to be good at independent thinking and to explore the problems encountered in the learning process. At the same time, through the effective use of the school entrepreneurship incubation base, students are instructed to carry out innovative and entrepreneurial activities in a timely manner. In the practical courses, the student subjects participate in a variety of practical activities in depth, thereby creating rich cultural and creative products and cultural project planning, and thus have the opportunity to penetrate the broad cultural industry market. In addition, colleges and universities concentrate on cultivating students' innovative and practical abilities, which not only can realize the cultivation and delivery of a large number of professionals suitable for the development needs of modern cultural and creative industries for cultural industry enterprises and countries, but also effectively compensate for the lack of human resources in China's cultural market at this stage. And to some extent, students can be trained to realize their own entrepreneurship through the use of their own abilities and the effective use of various resources [4]. For example, Shandong University of Arts is an innovation and entrepreneurship incubation base for college students in Shandong Province. At present, there are cultural creation and local arts and crafts creation studios such as Shangya Cultural and Creative Studio, Ceramic Art Workshop, Liu Huan carved porcelain studio, etc. The establishment not only brings good economic benefits to students, but also creates a good environment for the future healthy and stable development of the entire cultural and creative industry to a great extent.

3.2. Improve the teaching methods and cultivate students' habit and ability to acquire professional dynamics through various channels

From a certain point of view, there is a relatively close relationship between the cultural industry and the social market and current affairs politics. At this stage, the cultural industry management majors in colleges and universities in China are restricted by classroom teaching time and teaching space, and the channels for students to obtain relevant information on the cultural industry It is extremely limited. In most cases, it relies on a single book of knowledge, and most of the content in the book needs to be updated urgently, which is completely unable to adapt to the development of modern cultural and creative industries. As the saying goes: "Teaching people how to fish is better than give people fishes." Teachers should optimize and adjust their teaching methods in a timely manner when they carry out classroom teaching activities, and encourage students to use other ways to obtain classroom and books unable to learn knowledge in their spare time., such as Internet, other

books, magazines, WeChat public account, Weibo, etc., avoid relying on traditional "indoctrination" teaching methods to increase students' knowledge reserves, and help students find the ones they are interested in by actively guiding them research direction and research content. After completing the teaching content of basic knowledge, students should play the main role of the classroom, leaving the classroom to students, and encourage students to discuss and share experience with other students on hot topics and important and difficult knowledge. Focus on cultivating students' ability to acquire and collect the latest developments in the industry, improve students' acumen and perception of the cultural industry, and help them develop a good habit of acquiring and analyzing information in a timely manner.

3.3. Strengthen school-enterprise cooperation, practice and optimize the industry-university-research model

A large part of the talents in enterprises come from universities, and "cooperation between schools and enterprises" has become the general trend in the development of modern higher education. Enterprise practice can not only be used as a direct platform for testing school teaching theory, but also through the social practice can be found in theoretical knowledge teaching defects and deficiencies, is a good platform for students to participate in practice and comprehensive development. Colleges and universities should establish mutual cooperation with excellent cultural enterprises, exchange current market needs and talent training methods with enterprises in a timely manner, provide a large number of internship positions for students by cooperating with enterprises, hire outstanding and outstanding talents of enterprises to conduct experience lectures on campus, and organize and carry out various competition area activities related to professions and industries. In addition, the cultural industry resources in different regions are different due to regionalization. Therefore, in the specific implementation process of the school-enterprise cooperation strategy, it is necessary to effectively integrate the school's professional characteristics and local cultural resources, take local cultural resource development as practical content, and pass various trainings activities form a systematic cultivation of students' practical ability and social ability, develops students' innovative thinking, and cultivates special talents around the development of cultural markets and cultural industries. And we must adhere to the principle of adapting to local conditions from beginning to end, and carry out targeted docking and exchanges in order to implement the practice.

Conclusion

To sum up, the cultural industry is a very comprehensive and intersecting cultural field, and it is a special product under the rapid development of technology and economy. In the era of creative economy, the cultivation of talents in the cultural industry and the relevant national policies and economic market requirements should be the standard for the innovation and adjustment of specific programs. The students should be systematically cultivated around students' innovative and practical abilities, relying on regional characteristics and take deep integration of the two contents of characteristic culture and talent training provide a large number of high-quality professionals for the development of cultural and creative industries [5].

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