



# Research on The Cultivation Mode of Cultural Industry Professionals in Art College

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## Abstract

In order to adapt to the increasingly fierce market competition and increasingly severe employment demand, it is necessary to study the cultivation mode of cultural industry professionals in art colleges and universities. By studying the construction of cultural industry specialty in Beijing Institute of Fashion Technology, analyzing the new requirements of China for cultural industry professionals and the characteristics of art colleges, it is concluded that the cultural industry teaching system mainly consists of the following components: OBE, reverse teaching, practice teaching, iterative modular teaching and teaching community. This paper not only analyzes the case of cultural industry specialty in art colleges, but also puts forward the teaching paradigm of the cultivation process of cultural industry specialty.

**Keywords:** *cultural industry; Talent training; Art college*

## 1 INTRODUCTION

With the development of China's cultural industry and strong policy support, colleges and universities in China also pay more attention to the cultivation of cultural industry professionals. However, there are many problems in talent construction of cultural industry in China. Relevant data shows, at present, the proportion of cultural industry personnel in China's major cities is less than one thousand of the total employed population, the talent pool is far from enough [1]. Cultural industry talents lack compound knowledge structure and ability [2]. Talent training is disconnected from the market, and industries cannot promote the construction of disciplines [3].

Art colleges and universities are unique in talent cultivation. The research on the cultivation mode of cultural creative talents has become an important measure in the educational reform of art colleges and universities. This study will analyze the talent requirements of cultural industry, and illustrate the current situation of BIFT's talent cultivation. so as to clarify the cultural industry talent cultivation mode and give some countermeasures for cultural industry specialty in art colleges and universities.

## 2 NEW REQUIREMENTS FOR THE CULTURAL INDUSTRY PROFESSIONALS IN ART COLLEGES AND UNIVERSITIES

The sixth plenary session of the party's seventeenth approval in 2011 "the central committee of the communist party of China to further the reform of cultural system to promote socialist cultural development boom certain major issue decision", explicitly proposed to speed up the development of cultural industries, to promote cultural industry becoming a pillar industry of national economy, and to construct the grand cultural talent team, to provide strong talent support for the great development of socialist culture and ethics. This decision provides strong policy support for the development of China's cultural industry, and also provides a clear direction for the establishment of relevant majors in universities.

At this stage, however, the culture industry talents are very lack. Related data show that at present there is a huge gap between the industry demand and the talent reserve. The talents needed by the cultural industry cannot keep up with the development of the cultural industry in time, and the graduates of colleges and universities cannot meet the needs of the industry in both quantity and quality. In 2020, the cultural big data, digital content, media integration, Intelligent cultural tourism, artificial intelligence, digital culture EXPO has become a

new hot spot of industrial convergence [4]. Driven by 5G, artificial intelligence, big data and other technologies, the needs of the cultural industry are constantly updated and iterated. Thus, build up the new requirements of cultural industry professional personnel training in domestic colleges and universities, includes:

### **2.1 *With comprehensive professional technology***

With the digital transformation of traditional industries, cultural and creative professionals with years of experience are in short supply, especially high-level creative talents with diversified knowledge and professional background. The supply of excellent talents cannot meet the needs of the rapid development of the industry. The cultural and creative industry needs a large number of interdisciplinary talents in the fields of digital, design, cultural industry and information technology [5]. Therefore, interdisciplinary talents with rich industry experience have become a new requirement for the cultivation of cultural industry professionals in domestic colleges and universities.

### **2.2 *Having the ability to create original content***

The homogenization of creative content in the cultural industry is serious, the industry's innovation ability is insufficient, and the original cultural products are not rich enough [6]. The ability of innovation also includes creating original ideas, making use of existing resources, and looking for new breakthroughs. Under the test of practice, the original ideas have been liked by the majority of the audience, and can be improved and supplemented on the basis of them, which is the regeneration and preservation of the creativity.

### **2.3 *In line with core socialist values***

The development of digital media has greatly promoted the development, derivation and promotion of cultural products, and also changed the current communication pattern and ecology of public opinion. However, no matter how the industry ecology changes, its core value orientation cannot be changed. In September 2020, the General Offices of the CPC Central Committee and The State Council issued opinions on "Accelerating the Development of In-depth Media Integration", pointing out that "positive energy is the general requirement" for deepening media integration [7]. In the process of cultural re-transmission relying on cutting-edge digital technology, cultural and creative talents should conform to traditional cultural inheritance and innovation, realize the communication effect and commercial value with modern significance, and create cultural products in line with socialist core values.

## **3 CULTIVATION PATH OF CULTURAL INDUSTRY PROFESSIONALS IN ART COLLEGES AND UNIVERSITIES**

Since 2004, when the Ministry of Education first approved four colleges and universities to set up cultural industry management majors, hundreds of colleges and universities across the country have opened cultural industry-related majors, scientific research and teaching institutions of the cultural industry have been set up, and the talent training system has been constantly improved. After seventeen years of development, the major of cultural industry management has made some achievements from the rise of the industry to the proposal of the concept, from the construction of disciplines to the improvement of the training system. However, there are still many problems in the development of the major of cultural industry in line with the characteristics of art colleges and universities. Colleges and universities related to cultural industry should also reform the way of talent training from various aspects such as school-running philosophy, teaching objectives and teaching methods.

### **3.1 *Training objective: talents training based on "Outcome Based Education" (OBE)***

In 2020, the Ministry of Education announced the "Registration and Approval Results of Undergraduate Majors in Colleges and Universities in 2019 by the Ministry of Education", and the "Cultural Industry Management" (major code 120210) of Beijing Institute of Fashion Technology was officially approved. This is also one of the achievements of Beijing Institute of Fashion Technology's strategic positioning of serving Beijing's "four centers" city since it was transformed into an art college in 2019.

Adhering to the idea of "integration of art and industry", Beijing Institute of Fashion Technology gives full play to its characteristics and advantages in the field of fashion industry education to train talents and proposes clear teaching objectives: Aims to cultivate talents to meet the needs of cultural industry development with the basic theories and knowledge of management economics and cultural industry, master the characteristics and rules of cultural industry, be able to engage in planning, operation, creativity, management and other work in relevant departments of cultural industry, have the professional ethics of cultural industry practitioners, and have good cultural quality.

As shown in Table 1, in the talent cultivation system of Cultural industry management of Beijing Institute of Fashion Technology (BIFT), specialized courses with specific objectives are set for fashion industry management talents based on OBE.

Table 1 Decomposition of training objectives of Cultural industry management major of Beijing Institute of Fashion Technology (BIFT)

| Learning outcomes   | Target decomposition   | The curriculum   |
|---|--|--|
| After graduation, students majoring in cultural industry management can not only be engaged in professional management work in related enterprises and institutions in the field of cultural industry, but also be engaged in general work in general enterprises and institutions. Specific jobs throughout design, art, new media, games, advertising, animation, tourism, and other areas of the industry. Can be engaged in cultural project planning, cultural communication, cultural consulting, | Training Objective 1: Master the basic theories and knowledge of management, economics and cultural industry management, get familiar with the management and operation of cultural industry, and grasp the theoretical frontier and development trends of this discipline | Advanced Mathematics, Linear Algebra, Probability and Statistics, Fundamentals of Computer Application, Management, Microeconomics, Accounting, Marketing, Financial Management, Strategic Management, Introduction to Cultural Industry Management, Economics of Cultural Industry, History of Chinese and Foreign Cultural Industry, Culture Resources, Theory and Practice of Cultural Brokerage, Policies and regulations of Cultural Industry management; |
|   | Training objective 2: Have extensive knowledge of humanities and social sciences,  | Introduction to art, art aesthetics and appreciation, Introduction to  |

|   |  |   |
|---|--|---|
| finance, trade, marketing communications, brand management consultant, media and publishing, art exhibition planning and management, culture industry investment and financing. | good cultural and artistic accomplishment, aesthetic appreciation ability and healthy personality  | Chinese and foreign cultures;   |
|   | Training Goal 3: Master a foreign language skillfully, have a high level of foreign language and foreign language application ability, have good interpersonal communication and creative expression ability | College English, Business English, business Etiquette and Communication;  |
|   | Training Goal 4: Have strong computer application ability, good data analysis ability, sustainable learning ability and teamwork ability   | Digital cultural industry, new media creativity and practice, Digital Books Creative Design, fashion product graphic design, fashion data analysis, fashion big data marketing; |
|   | Training objective 5: Systematically master the  | Introduction to aesthetics, Introduction to Clothing, Fashion   |

|   |  |   |
|---|--|---|
|   | specialized knowledge and skills of fashion and cultural creative industry management, master the development and rules of fashion industry, adapt to the development needs of fashion industry which can reflect the professional characteristics of the Fashion Institute; | Trends Analysis, fashion criticism and writing, fashion design, Fashion Integrated Communication, aesthetic economy, fashion industry and the market, Fashion Product Development and Operation, Aesthetic production and marketing, Creative Project Planning and Management, fashion curator and management, fashion brand management, supply chain management; |
| Training Goal 6: Cultural industry practitioners with innovative consciousness and social responsibility, with broad vision and independent thinking ability, strong ability to analyze and solve problems; | Foundation of innovation and entrepreneurship, simulated operation of entrepreneurial enterprises;   |   |

### 3.2 Teaching design: "reverse teaching design" method

Beijing Institute of Fashion Technology's culture industry management major is very distinctive which adopted the "fashion industry management international cooperation experimental classes" mode. It gives full

play to the characteristics of BIFT's advantages and social influence, builds art and fashion talent cultivation system. Relying on the rapid expansion of the global fashion industry, BIFT cultivate management talents to satisfy the needs of the fashion business.

In terms of teaching design, the cultivation method of "reverse teaching design" is also adopted, and the overall cultivation goal (learning output) is set on the basis of the theoretical knowledge framework of the overall specialty construction. Each level of "learning output" corresponds to specific learning objectives. "Learning output" focuses on students' detailed ability levels, sets core courses according to learning objectives, breaks the phenomenon of chaotic curriculum, conducts targeted curriculum sorting, and forms an operational and evaluable teaching syllabus.

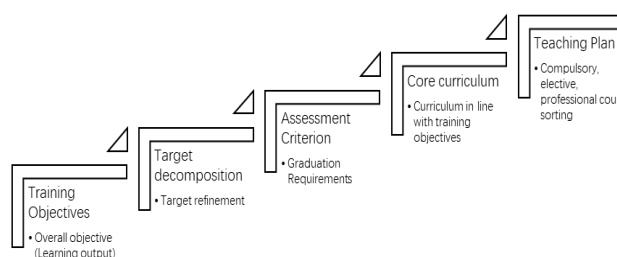


Fig. 1 Cultivation method of "Reverse instructional design" for cultural industry management major of BIFT

This major adopts the student-centered, social demand-oriented, school-enterprise cooperation training mode, and adopts the curriculum system of "broad foundation, professional, practice, strong application" theory. In terms of teaching setting, the major combines the characteristics of art and business integration, bases on the fashion and creative industry, serves the construction of the national cultural center of Beijing, and cultivates fashion industry management talents with certain cultural deposits, artistic accomplishment and digital technology ability.

### 3.3 Teaching method: "five-in-one" practice teaching

In the past ten years, European universities have been striving to build a learning model of "student-centered learning", which to a large extent promotes the cognition of "student-centered" social education [8]. BIFT's "five-in-one" professional teaching mode also emphasize on the cultivation of students' autonomous learning ability, abandoned "cramming" teaching mode, increased the proportion of the practice in the curriculum, students are encouraged to participate in a variety of contests which improve student's ability to knowledge flexibility and market adaptability.

Depending on scientific research institutions, such as institute of China academy of fashion, innovative

entrepreneurship, clothing marketing research institution and so on, and adhere to the educational philosophy " Be realistic and innovative", The major of Cultural industry has carried out in-depth strategic cooperation with a number of enterprises and institutions, providing students with a large number of interactive teaching training

environment. Adhering to the idea of "integration of art and industry", it gives full play to its characteristic advantages and social influence in the field of fashion industry education, sets up a large number of extracurricular activities, and improves the market competitiveness of graduates.

Table 2: "Five-in-one" practice teaching of Cultural Industry Management major of Beijing Institute of Fashion Technology (BIFT)

|  |   |
|--|---|
| <b>"Five-in-one" practice teaching</b> | <ul style="list-style-type: none"> <li>• Computer simulation teaching, sand table simulation teaching</li> <li>• Promote learning by competition and improve student competition system</li> <li>• Themed activities will be held to create an atmosphere for entrepreneurship and innovation</li> <li>• Practice project based on college students' scientific research training plan</li> <li>• Cultural industry management workshop, enterprise training</li> </ul> |
|--|---|

Table 3: Teaching schedule of BIFT's cultural industry Management major

| Weeks term | 1                                     | 2                 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17                 | 18                              | 19                 | winter/summer holiday |
|------------|---------------------------------------|-------------------|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------------------|---------------------------------|--------------------|-----------------------|
| one        | Military skills                       | 16 weeks in class |   |   |   |   |   |   |   |    |    |    |    |    |    |    |                    | The test                        | The winter holiday |                       |
| two        | 16 weeks in class                     |                   |   |   |   |   |   |   |   |    |    |    |    |    |    |    | The test           | Professional cognitive practice | The summer holiday |                       |
| three      | An introduction to clothing           | 16 weeks in class |   |   |   |   |   |   |   |    |    |    |    |    |    |    |                    | The test                        | The winter holiday |                       |
| four       | 16 weeks in class                     |                   |   |   |   |   |   |   |   |    |    |    |    |    |    |    | The test           | Professional practice           | The summer holiday |                       |
| five       | New media creativity and practice     | 16 weeks in class |   |   |   |   |   |   |   |    |    |    |    |    |    |    |                    | The test                        | The winter holiday |                       |
| six        | 16 weeks in class                     |                   |   |   |   |   |   |   |   |    |    |    |    |    |    |    | The test           | Digital Books Creative Design   | The summer holiday |                       |
| seven      | Cultural Industry Management Workshop | 16 weeks in class |   |   |   |   |   |   |   |    |    |    |    |    |    |    |                    | The test                        | The winter holiday |                       |
| eight      | The graduation program lasts 16 weeks |                   |   |   |   |   |   |   |   |    |    |    |    |    |    |    | Graduate education | The summer holiday              |                    |                       |

### 3.4 Teaching environment: "art and industry integration" teaching

The discipline construction of cultural industry has tended to be integrated. The integration of cultural industry integrates the participation of scientific research, discipline teaching and society in a wide range of forms and various ways.

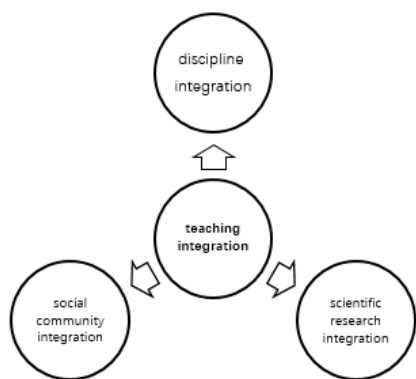


Fig. 2 Teaching integration in three aspects

**Integration of Discipline teaching:** The cultural Industry Management major of BIFT has accumulated more than ten years of experience in business administration, fashion brand management, luxury management, fashion management, fashion buyer in the field of fashion industry management. Moreover, the constructive foundation of this major is extremely rich, involving the cultivation types of undergraduate and double degree talents of business administration major and marketing major of business School, and establishing the talent cultivation system of "integration of art and industry" fashion industry management.

**Integration of Social Community:** Beijing Institute of Fashion Technology (BIFT) is a fashion university with distinctive school characteristics. After years of accumulation in the field of fashion, the school has been closely integrated with the society. The university actively serves the textile and garment industry and the cultural and creative industry, establishing a number of industrial parks and research institutions, carrying out in-depth strategic cooperation with industrial clusters and enterprises, and actively carrying out cooperation with governments, associations and enterprises in various forms and ways. Cooperate with fashion brand enterprises can deepen production, education and research, and jointly serve national major projects.

**Integration of scientific research:** Teachers with rich practical experience and theoretical research in the field of fashion have a profound and accurate understanding of the field of fashion, so that the campus is filled with extremely strong artistic atmosphere, and the teaching environment is also extremely inclusive. BIFT introduces teachers with professional skills. At the same time, they pay attention to scientific research output.

### 3.5 Curriculum setting: "modular" curriculum system

According to professional training objectives and requirements, the curriculum system of Cultural Industry Management adheres to the concept of "four needs" in

the teaching design of the whole major, namely: the culture is the primary, aesthetic art is important, fashion and creative industry is the main, to understand operation and management is necessary. The "modular" curriculum system includes five modules: professional basic theory module, culture and artistic accomplishment module, fashion management and management module, digitalization and data science module and practical training module. "Modular" teaching method is based on the ability that should be possessed by a certain occupation as the main line through the flexible and reasonable collocation of module courses. "Modular" teaching method trains students' basic general vocational ability and specialized skills, and finally achieve the learning effect.

"Modular" teaching is actually an iterative cultivation method. In the course design, the course system is divided into several course modules. The learning results of the former module will provide reference for the next module and influence the next module, so that the original learning objectives are constantly updated after many iterations, so as to achieve the final learning effect [9]. For example, "Fashion Industry Management characteristic course module" is divided into "Fashion Project Management", "Fashion Integrated Communication", "Fashion comment and Writing" and other specific courses. These courses are designed around the teaching objectives of the first and second levels, and each specific course points to three-dimensional training results in an iterative way.

Because it is difficult for students to truly understand the core content of the theory, so in the teaching process, firstly setting up some relatively basic courses, in order to let students in the process of learning and practice to establish a holistic framework, and then have knowledge curiosity for the industry, and to let the students change from the "passive" learning of exam-oriented education to "active" learning; Secondly, setting up in-depth courses, so that students can have in-depth contact with the industry, and can analyze different fashion brands; Finally, the independent innovation course is designed for students to use professional research methods and software to carry out independent innovation in different fields of different fashion brands.

Relying on the rapid expansion of the global fashion industry, the arts of colleges and universities should give full play to the advantage and the professional characteristics in curriculum development and cultivation mechanism. Table 4 "modular" course system of Cultural Industry Management major of BIFT shows different courses setting in five main "modular".

Table 4 Five main modules of BIFT's Cultural Industry Management

| modules                                  | course   |
|--|--|
| Professional basic theory module         | · Management, microeconomics, Marketing, Accounting, Economics of Cultural Industry, History of Chinese and foreign cultural industry, Human resource management, strategic management, Cultural resources, financial management, theory and practice of cultural economy, cultural policies and regulations, simulation operation of entrepreneurial enterprises                              |
| Cultural and artistic literacy module    | · Introduction to Art, Fashion Design, Fashion consumption and consumer, Introduction to Chinese and Foreign cultures, Artistic aesthetics and Appreciation, Intangible Cultural Heritage and Traditional Handicraft, fashion aesthetics, Drama construction and performance, business communication and etiquette   |
| Fashion management and management module | Fashion Industry and market, Aesthetic economy, Introduction to Cultural Industry Management, Market research and forecast, fashion product development and operation, fashion brand management, aesthetic production and marketing, creative project planning and management, fashion integrated communication and practice, fashion curation and management, fashion supply chain management |
| Digitization and data Science module     | · Fashion data analysis, data collection and processing, digital cultural industry, new media creativity and practice, fashion trend analysis, fashion product   |

|                              |   |
|------------------------------|---|
|                              | graphic design, fashion big data marketing  |
| Practice and training module | Military Skills, Professional Cognition Practice, Introduction to Fashion Science, Cognitive practice, fashion criticism and writing, Digital Books Creative Design, Cultural industry management workshop, comprehensive practice. |

#### 4 CONCLUSION

Through the analysis of cultural industry management major of Beijing Institute of Fashion Technology, we can draw the following conclusions: in terms of teaching objectives, we should fully pay attention to students' innovation ability, take learning output as the starting point, take teaching objectives as the result, and cultivate interdisciplinary talents with professional skills; In terms of teaching design, it should link with the society and enterprises more, break knowledge barriers and industry barriers, move from internal circulation to external circulation, and realize a teaching community with characteristics. From the perspective of teaching methods, we should pay more attention to practical teaching, beware of spoon-feeding theoretical knowledge, and acquire professional skills from social practice projects.

At the same time, from the perspective of discipline construction, there are many opportunities in the construction and improvement of cultural industry major. Through the deep integration with the art major, the whole industry chain operation and management course system will be developed, the ideological and political construction of the course will be deepened, and the spirit of Chinese culture will be deeply understood and cultural confidence will be continuously enhanced.

Cultural industry is a rapidly changing industry, so the construction of cultural industry specialty should closely follow the industrial development, be in line with the actual operation, and combine the characteristics of art colleges and universities to create a professional teaching system matching the goal of talent training. As social needs are constantly changing, colleges and universities related to cultural industry should also innovate talent training methods from various aspects such as school philosophy, teaching objectives and teaching methods.

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