Reflections on Teaching Strategies for Professional Courses Guided by Cultural and Creative Product Design

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Abstract: With the rapid development of the Chinese economy, people's demand for spiritual and cultural life is increasing, which provides broad market prospects for the development of cultural and creative design majors in Chinese universities. In recent years, the education of cultural and creative design has developed rapidly, with significant improvements in educational methods and content. However, there are still some problems, such as lack of targeted curriculum design, insufficient cooperation between schools and enterprises, and weak teaching staff. This article mainly focuses on these problems in the current education of cultural and creative design majors in Chinese universities, and proposes a teaching strategy for professional courses guided by cultural and creative product design. It mainly includes three aspects: the clarification of majors, the strengthening of school enterprise cooperation, and the enhancement of teaching staff. I hope to provide reference and assistance for teaching practice, and cultivate more art and design talents.

1. Introduction

In recent years, universities across the country have successively established cultural and creative design majors, and the level of professional education has also been significantly improved. However, overall, there are still some problems in the education of cultural and creative design majors in universities, mainly manifested in unclear talent cultivation goals, disconnection between teaching content and social needs, inadequate curriculum system construction, outdated teaching methods, and other aspects. Therefore, how to reform the curriculum of cultural and creative design based on the existing professional teaching, improve the quality of talent cultivation, and cultivate innovative cultural and creative design talents that meet social needs has become an important issue in current teaching reform in universities. Therefore, it is necessary to carry out relevant research.

2. Problems in Professional Course Teaching

2.1. Unclear training objectives and lack of due characteristics

In the existing professional curriculum system, many universities have unclear training objectives for professional courses, and the curriculum system lacks characteristics. From the existing

professional course talent training programs, the main sections of these professional courses are shown in Table 1.

Table 1: Professional course sections under the guidance of cultural and creative product design

Serial Number	Name
1	Design basis
2	Modeling foundation
3	Art Design
4	Material Technology and Application
5	Product Design and Development

The modules in Table 1 can be further subdivided into different directions, as shown in Table 2.

Table 2: Design directions under further division of different modules

Serial Number	Name
1	Product Design Direction
2	Product form design Direction
3	Product Process Design Direction

However, in actual teaching, there is a lack of connection between the training objectives of professional courses and the teaching content, and the curriculum lacks integrity and systematicity, resulting in a lack of targeted and practical curriculum design. Taking the direction of styling design as an example, this major mainly studies courses in the basics of styling during the undergraduate stage, while in the graduate stage, it mainly focuses on product styling design[1-2].

2.2. Superficial cooperation between schools and enterprises, insufficient training efforts

Firstly, in the teaching process of specialized courses guided by cultural and creative product design, traditional school enterprise cooperation is only a formality, simply transferring enterprise projects to schools. This form of school enterprise cooperation only copies enterprise projects to schools, without in-depth exploration of specific majors. For the setting of course content, practical links Internship arrangements and other aspects have not been deeply explored, but remain superficial, making it difficult for students to apply the knowledge they have learned to practical work.

Secondly, in the teaching process of professional courses guided by cultural and creative product design, traditional school enterprise cooperation only transfers enterprise projects to schools, without in-depth exploration of course content, practical links, internship arrangements, and other aspects. There is no in-depth exploration of student skill cultivation and professional literacy cultivation[3-4].

2.3. Insufficient construction of teaching staff and further development needed

At present, there are certain deficiencies in the construction of the teaching staff in vocational colleges. Many teachers lack practical experience and hands-on ability, especially those in the field of cultural and creative product design. Most of them enter the education field directly after graduating from art and design majors, lacking rich teaching experience and practical ability. At the same time, they lack understanding of the industry and enterprises, making it difficult to provide effective practical teaching guidance to students.

In addition, most university teachers only focus on imparting theoretical knowledge and lack the cultivation of students' professional abilities and qualities. Many teachers focus their main energy on teaching professional knowledge without conducting in-depth research in enterprises, making it difficult to combine theoretical knowledge with practice, resulting in students only valuing theory and neglecting practical aspects when learning professional knowledge[5].

3. Teaching strategies for professional courses

3.1. Clarify training objectives and highlight professional characteristics

The talent cultivation goals of cultural and creative design majors in universities are determined based on the needs of society for talents, which are constantly changing with social development and changes. Therefore, when setting professional cultivation goals, it is not necessary to blindly follow the previous thinking mode, but to adjust and improve them in a timely manner according to the needs of social development. Universities should determine their training goals based on their own educational positioning and characteristics, clarify the requirements for cultivating students' abilities and qualities, combine teaching with practice, and organically integrate theoretical and practical teaching. Only in this way can high-quality, high-quality, and innovative cultural and creative design talents be cultivated for society[6].

Firstly, it is necessary to clarify the relationship between the concepts of "cultural person" and "designer". The cultural and creative design major emphasizes creativity and innovation ability, which is also the most obvious characteristic of this major. However, compared to other majors, the cultural and creative design major emphasizes the exploration and application of traditional cultural elements and ideological connotations, rather than simply reproducing or transforming them. Therefore, in terms of talent cultivation goals, emphasis should not only be placed on "cultural people", but also on "design people". This requires universities to highlight the characteristics of their respective majors when teaching cultural and creative design, and to construct a curriculum system based on the characteristics of their respective majors. For example, the curriculum can be adjusted according to the teaching syllabus, and the training objectives can be clearly divided into three levels: first, general education courses; Secondly, professional education courses; The third is professional practical courses. In terms of general education courses, basic courses such as ideological and political education, history, foreign languages, and computer science are mainly offered; In terms of professional education courses, we mainly offer basic and professional courses in areas such as art, design, and computer science. In practical teaching, it is not only necessary to strengthen the construction of practical links, but also to further strengthen the construction of practical foundations and increase students' practical opportunities[7].

Secondly, it is necessary to determine the direction of professional development based on social needs. Different universities have determined different training objectives based on their own educational positioning and characteristics. For example, some universities' cultural and creative design majors mainly cultivate "designers", focusing on cultivating students' understanding and application abilities of cultural elements and ideological connotations; Some universities focus on cultivating "cultural talents", emphasizing the cultivation of students' creative thinking and innovative abilities; Some universities also focus on cultivating talents who combine "cultural talents" and "designers". So when determining a professional direction, it is necessary to determine the corresponding direction based on social needs[8].

Finally, we need to strengthen the construction of professional characteristics. The development time of China's cultural and creative industry is relatively short, and the training time for cultural and creative design talents is not long. Many universities do not attach enough importance to the construction of cultural and creative design majors. Therefore, there are also some problems in the curriculum and teaching content. For example, some universities prioritize theoretical teaching or knowledge transfer in their curriculum content, while neglecting practical aspects; Some schools focus on teaching theoretical knowledge such as market research and industry information, while neglecting practical skills training; Some schools focus on teaching theoretical knowledge such as market demand analysis, product planning and design, while neglecting relevant vocational skill

training. So when formulating professional course teaching plans, universities should pay attention to characteristic construction, set up course systems and teaching content according to social needs, strengthen cooperation and communication with enterprises, and cooperate in talent cultivation to ensure that professional course teaching meets market demand.

3.2. Strengthen school enterprise cooperation and promote the integration of industry, academia, and research

In the current cultural and creative design majors in universities, there is a common problem of weak integration between industry, academia, and research. The main manifestation is that the talents cultivated by schools are disconnected from the talents needed by enterprises, and students lack practical experience, making it difficult to adapt to the actual needs of enterprises; Enterprises find it difficult to accept the talents cultivated by schools, resulting in the coexistence of "talent surplus" and "talent shortage". To solve this problem, only by strengthening school enterprise cooperation and promoting the combination of industry, academia, and research can we promote the improvement of the educational level of cultural and creative design majors in universities. To this end, universities should actively establish long-term cooperative relationships with enterprises and provide practical platforms for students by leveraging their professional technology, equipment, and other advantages; At the same time, students should also be actively encouraged to intern in enterprises, allowing them to experience corporate culture, learn corporate management models, and experience corporate management concepts in practice, in order to promote the improvement of the quality of talent cultivation for cultural and creative design majors in universities[9].

In order to promote the integration of learning and research, universities should carry out the construction of practical platforms for cultural and creative design majors. It is necessary to fully leverage the role of campus laboratories and make full use of this practical platform. While improving students' professional skills and innovation abilities, it can also enhance their hands-on abilities. Therefore, universities should increase investment in experimental equipment, such as introducing high-end experimental equipment, purchasing innovative experimental equipment, and purchasing teaching software suitable for cultural and creative design majors, in order to enhance students' practical abilities[10].

3.3. Strengthen the construction of teaching staff and improve teaching quality

The comprehensive quality of teachers is a key factor in ensuring teaching quality. Therefore, in order to improve the teaching quality of cultural and creative design majors, universities must strengthen the comprehensive quality of teachers and cultivate an excellent team of cultural and creative design teachers.

Firstly, schools can adopt a regular approach of conducting teacher training, inviting experts in cultural and creative design to provide teaching skills training for teachers majoring in cultural and creative design in universities, continuously improving their professional knowledge and teaching skills.

Secondly, schools can regularly organize exchange activities between teachers majoring in cultural and creative design, promoting teaching through mutual observation and learning.

Thirdly, schools can provide certain financial support for teachers, encouraging them to practice in enterprises and improve their abilities through practical exercises.

Fourthly, schools can regularly organize activities such as teacher basic skills competitions and teaching skills competitions to stimulate teachers' innovative thinking and awareness.

Fifth, schools can provide scientific research project support and technical service support for teachers, and encourage them to actively apply for relevant scientific research projects.

4. Conclusion

With the rapid development of China's economy, people's demand for spiritual and cultural life is increasing, which provides a broad market prospect for the development of cultural and creative design majors in universities. In this situation, how to improve the teaching quality of cultural and creative design majors and cultivate more high-quality talents is a major issue currently facing universities. In response to the current problems in the education of cultural and creative design majors in Chinese universities, practical measures should be taken to strengthen the construction of teaching staff, clarify professional directions, and attach importance to practical aspects. This will comprehensively improve the quality of education and teaching in cultural and creative design majors in universities, and promote the sustainable development of cultural and creative design majors in universities.

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