

Research on the Cultivation Mechanism of Art Innovative Talents under the Traction of Enterprises and Market

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Abstract. With the development of China's economy and society and the formation of an integrated model of production, teaching and research, the traditional talent training models of various art colleges and universities have encountered problems and challenges. The purpose of this paper is to analyze the basic connotation and actual problems of the integration of industry, university and research, and to sort out and summarize the models and mechanisms that should be used to cultivate innovative talents in the art under the background of industry, university and research integration. Focus on researching and solving the guiding ideology of the Industry- university-research integration school running mechanism and talent training model, the Industry- university-research integration school running system, and building a strong "dual platform" Industry-university-research integrated talent training model.

Keywords: Industry-university-research, Innovative talents, Art colleges, Training mechanism.

1. Introduction

Cooperation between universities and enterprises can complement resources and provide more choices for technological innovation. At the same time, it can promote the integration of production, education and research. This can not only promote the transformation of technological achievements into industrialization, but also promote industrial structure. Optimize and upgrade to promote economic growth. For colleges and universities, the Industry-university-research model can greatly improve the quality of personnel training in colleges and universities, and continuously promote the level of colleges and universities.

Under the mode of production, education and research, the author has conducted an in-depth study on the innovation interaction mechanism between art colleges or art majors and enterprises, analyzed the current problems in the cultivation of applied talents in art colleges, and put forward corresponding countermeasures.

2. Guiding Ideology of the Integrated School-management Mechanism and Talent Training Model

Combining education with production and scientific research and taking the road of integration of production, education and research is the only way for colleges and universities to serve the society, cultivate innovative and high-quality talents, and enhance the vitality of running schools. It is also a common need for modern large-scale production, modern science and technology, and modern higher education.

On the basis of in-depth research and step-by-step practice, the guiding ideology of the integrated school-industry-research system and talent training model is formed: around a main line, with teaching as the main line, the integration of Industry-university-research cooperation advances; establish a system, a teaching, scientific research 1. A truly integrated and benign interactive school-run system; build a platform, a solid Industry-university-research integrated platform that truly fosters the cultivation of applied art talents, placing educators on it, imparting knowledge, cultivating and training capabilities; Construct a teaching system, a teaching system focusing on the cultivation of professional technical application ability. Thereby cultivating high-quality artistic applied talents.

3. Integrate Industry-university-research System to Build a Strong “Dual Platform” for Teaching Practice on and off Campus

Starting with system integration, the purpose is to overcome the shortcomings of joint training of talents by schools and enterprises, to establish an economic community that integrates teaching, scientific research, and production, integrates theoretical teaching and practice, and promotes the coordinated development of education and enterprise industries. This model is currently a precedent in the country. Mainly have the following characteristics: From the perspective of the school system, the school and college are integrated and operated as a whole, forming an Omni directional and full-process integrated school-institution system, and the school itself has an organic combination of production, education and research at both the internal and external levels. The conditions and foundation of the school; from the perspective of the institution, the teaching department is unified with the art design studio, which ensures the close integration of teaching, scientific research and design production practice; from the perspective of teachers, the teaching staff is unified with the scientific research personnel and design personnel, for talents Cultivation provides an excellent "double teacher" faculty; from the perspective of resources, the teaching laboratory and the design professional laboratory are unified, the facilities are advanced, and resources are shared; from the industry perspective, the rapid development of its own design services is easy to drive from within. Instead of being restricted only by contract, a close combination between industry, university and research is formed. In addition to organizational guarantees in terms of systems and institutions, various rules and regulations should also be established to ensure the effective operation of the integrated school-industry-research system. Promote the “two lines” construction system of professional technology and administrative management, discipline leaders, professional and technical backbone selection regulations, professional and technical position appointment methods, teaching quality monitoring system, and teaching achievement management methods. Thus, a framework system with three teams of administrative management, professional technology and professional managers has been established and perfected.

It provides an excellent teaching environment for personnel training and a solid material foundation for the development of the school. First of all, it provides teachers and students with excellent innovation bases and practical training bases for design capabilities. The development and growth of scientific research and technology industries have a direct role in promoting the construction of the "double teacher" faculty, teaching system and teaching content reform. Students have provided the conditions for participating in scientific and technological activities, cultivating innovative spirit, and improving engineering practice ability. In recent years, relying on the excellent engineering environment, the students' graduation design has been combined with scientific research projects and production commissioning actual work, and they have received good results. The ability to deal with practical problems has really been tempered and improved. At the same time, it also solves a lot of practical problems for enterprises. Second, it provides an excellent platform for the construction of "double-qualified" faculty and the introduction of outstanding talents. In recent years, relying on the advantages of integrated production, teaching and research personnel training, teachers and engineering staff jointly undertake teaching, scientific research and production tasks. The advantages complement each other and penetrate each other, effectively improving the knowledge, ability and quality structure of the teaching staff, and training has created a "Double-qualified" faculty with high theoretical teaching level and rich field practical experience.

4. Training Mode of Integrated Talents of Industry, University and Research Institute

The integrated school-industry-research system is established based on the goal of talent cultivation, which provides a platform for schools to achieve the goal of talent cultivation. On such a platform, the main line of professional technology application ability training, and make this main

line throughout the entire process of talent training. Its purpose is to enable students to not only receive education and exercise, but also have a deeper understanding of the future employment environment, and lay a solid foundation for the future professional development of students, thus building a "training system of production, education and research integration" .

Formed a unique training model of integrated production, teaching and research personnel. Drawing on the ideas of the "capacity-based education system" (CBE theory) abroad and the course development method (DACUM method) for the analysis of occupational ability needs by the industry to propose teaching requirements, the teaching based on the cultivation of professional technical application ability was designed. system. Invite enterprises and designing front-line engineering and technical personnel to set up a professional advisory committee to conduct professional work analysis and task analysis to determine the students' ability development goals; according to the on-site ability goals, teaching analysis will be performed, which will have common or similar content , That is, the combination of step knowledge, skills, required facilities, environment, etc. of the task, forming teaching modules according to the teaching rules and logical order, and forming similar teaching modules into a teaching link or a course, each course has a clear teaching The goal is to form the whole theory and practice teaching system. This breaks the traditional three-stage curriculum setting model, and truly realizes the construction of curriculum system and teaching content based on the cultivation of professional technical application ability. The theoretical teaching content system has formed a frame structure composed of general basic theory, art basic theory, art design professional theory and professional technology application theory, which achieves zero distance between professional training and post work. The basic theory is "necessary and sufficient". , For the purpose of mastering concepts and strengthening applications; professional theory strengthens pertinence, practicability, and advancedness. The content of practical teaching is self-contained and forms a "hard" line of practice. The number of practical teaching weeks can account for more than 40% of the total number of teaching activities. It has completely changed the subordinate status of past practical teaching dependent on theoretical teaching, ensuring art Practical teaching links throughout the whole teaching process, practical training and technical positions, art design practice ability, professional technology application ability, innovation ability training line.

Integration of theoretical teaching and practical teaching. The two lines of theoretical teaching and practical teaching realize "theoretical practice, theoretical practice ..." multiple cross-cooperation, based on each other, promote each other, spiral upward, in line with epistemological laws.

Integrate knowledge transfer and training ability. Emphasis was placed on examination reforms that focused on comprehensive application ability assessment, with emphasis on ability (operating skills, intellectual skills) testing. In terms of student learning evaluation, it breaks through the traditional evaluation method mainly based on theoretical examinations, relies on the integrated engineering teaching environment of production, teaching and research, increases the proportion of experiments and internships in talent training programs, and divides the results of experimental courses by a certain percentage Include in the total score of each course, and increase the assessment of internship and graduation design. At the same time, further strengthening computer and English teaching, highlighting the characteristics of "two wings" talent training, the examination of these two courses are included in the scope of application ability examination, which effectively promotes the improvement of students' comprehensive ability. Adopting advanced teaching methods such as heuristic, interactive, integration of theory and practice, integration of "speaking, acting, practicing", case analysis, target teaching, etc., while imparting knowledge, give full play to students' learning potential and subjective role to motivate students Be the master of learning and teach students to learn. Fully implement modern education technology, increase the amount of information, and improve the ability of independent learning.

After practice, the integrated model of production, teaching and research is real, with distinctive features, and has shown strong vigor and vitality. It has opened up a new way of organic integration of teaching, production, and scientific research, and has formed an integrated training model of

production, teaching and research, with teaching as the main line, and coordinated development of teaching, scientific research, and industry. It has creatively stepped out of a reform that is in line with the reform of higher education system. The general requirements, serving the economic construction, and the road of Industry-university-research integration facing the main battlefield of the national economy are a pioneering effort in China's higher education and become a successful example of exploring a new school-running model.

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