

On the Training Objectives and Training Models of Cultural Industry Management Professionals

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Abstract: through the analysis of the training objectives of cultural industry management professionals in more than 10 colleges and universities across the country, it is found that there is a wide range of training goals in the setting of training goals for professional talents in these universities, which involves a wide range of fields, unclear professional training positioning. The training objectives are basically the same, and lack of characteristics. The author believes that our school should pay attention to three points when setting the training goals of the cultural industry management major: one is to adhere to the principle of “emphasizing the key points and taking into account the general”; the second is to highlight the goal of training applied talents; the third is to focus on combining regional advantages and school advantages.

1. Introduction

The cultural industry is a new industry developed under the background of global economic integration. Because of its rapid development, it is widely recognized as the “sunrise industry” and “gold industry” in the 21st century. In recent years, with the rapid development of china's economy and the continuous improvement of people's cultural consumption level, the market's demand for cultural industry management personnel has become more and more intense.

Since the ministry of education approved four universities including the Communication University of China in 2004 to launch this major, nearly a hundred universities have now rushed to open it. However, due to the short school running time, the weak foundation of school running, and the lack of school running experience, there are many urgent needs to be improved in terms of training goals, curriculum settings, teaching methods, teaching material construction, laboratory construction, teacher construction, and student internships and practical training. The author will take the subject of “research on the construction and talent cultivation of the cultural industry management specialty” from the aspects of personnel training objectives, curriculum settings, teaching methods, teaching material construction, laboratory construction, teacher construction, and student internships and practical training in this specialty. Analyze, put forward corresponding countermeasures and suggestions, and form a series of articles for your reference. This article only analyzes the training objective of cultural industry management professionals. It is immature and hopes to correct it.

2. Problems in the Training of Talents for Cultural Industry Management Majors in Universities

The goal of talent training is, in popular terms, what kind of talents we want to train. It is the starting point and end point of talent training activities in colleges and universities, and is the core of all education and teaching activities. Inaccurate positioning of talent training goals will directly affect the curriculum setting, laboratory construction, teacher construction, and other aspects of the specialty, and then affect the final result of talent training. Only when the goal of talent training is accurate and meets the needs of market development, will our teaching activities be effective, and will we be accepted and recognized by society if we train talents. Through research, the author finds that the cultural industry management majors of many universities generally have the following three problems in terms of personnel training goals:

2.1 The Training Objectives Are Broad and Involve Too Many Fields.

According to the “Classification of Culture and Related Industries (2012)” issued by the National Bureau of Statistics in June 2012, China’s culture and related industries can be divided into five layers: the first layer is divided into “production of cultural products” and “cultural related “Product production” two parts; the second layer is divided into 10 categories according to management needs and the characteristics of cultural production activities, the third layer is divided into 50 medium categories according to the similarity of cultural production activities; the fourth layer is specific There are 120 sub-categories of activity categories; the fifth layer is an extension layer for sub-categories containing some cultural production activities, with a total of 29. It can be seen that the fields involved in the cultural industry are very wide.

Through the analysis of many colleges and universities’ talent training goals, it is found that many colleges and universities are worried that if their training goals are set too narrow, they will affect the employment of students. Therefore, many universities wish to include all areas of cultural management when setting their training goals. As a result, the training goals of the talents of cultural industry management majors in universities have a wide range of training goals, ranging from news publishing services, radio, television, and film services. , Network cultural services, performances and cultural brokers and agents, which are all-inclusive, covering almost all areas of the cultural industry. Some schools have clearly stated that their graduates’ employment directions include journalism and publishing, radio and television, performing arts exhibitions, cultural management, cultural brokerage and many other fields.

2.2 The Orientation of Professional Training is Not Clear

Whether we want to train academic talents or applied talents, we must consider this clearly. The cultural industry is a very practical and applied industry, which requires that the talents we cultivate must not only understand the relevant theoretical knowledge, because this is the basis for forming students’ long-term self-learning ability and innovation ability; more importantly, it must possess the vocational skills required to engage in related occupations, because it is the guarantee that students can be confident in the future competitive job market. Regrettably, although the talent training goals of most colleges and universities claim to cultivate applied talents, the actual teaching still favors theoretical teaching and traditional subject learning, which weakens vocational teaching and skills training?

2.3 The Training Objectives Are Basically the Same and Lack Characteristics.

According to the surveys of many universities, it is found that the positioning of the training objectives of each university is basically the same, there is no difference, and it is generally not oriented to serve the development of local cultural industries. Judging from the training objectives of each university, it is hoped that the students majoring in cultural industry management will be cultivated into application-oriented and composite senior talents who can engage in cultural industry-related work in cultural industry enterprises and institutions. In terms of training specifications, students are generally required to have the following four abilities in the future: (1) have a solid cultural basic knowledge and a good ability to appreciate culture and art; (2) have the basic knowledge and skills of modern management, familiar with Economic and legal knowledge; (3) Grasp the operating characteristics and operating laws of the cultural industry, and be familiar with the development characteristics and trends of the cultural industry at home and abroad; (4) Be able to carry out culture and art in the management departments of various levels of government and various types of enterprises and institutions Management, cultural enterprise operation, cultural product market operation, etc. It can be seen that this goal does not reflect the characteristics of the school’s area and the school itself.

3. Exploring the Talent Training Model of Cultural Industry Management

3.1 Employment-Oriented Design Talent Training Goals

The first task of the construction of talent training model is to accurately locate the goal of talent training. Talent training objectives are the school's principles for the basic specifications of the talents it trains. Reasonably designing talent training goals plays a decisive guiding role in clarifying the direction of education, establishing an education system, determining educational content and methods, and organizing and managing educational activities. The differences in the conditions for running schools determine the differences in the specifications for training professional talents at different levels and types of universities. Each university major has its own characteristics and advantages, and has its own focus and pertinence in the training of professional talents.

In the process of professional setting, curriculum design, and teaching implementation, the cultural industry management major must be based on reality and have a market-oriented openness. It must be consistent with the direction, level, and requirements of social and economic development, and closely follow the trend of cultural and art development. , Employment-oriented. Strengthen the study of the graduate employment market and the student source market, so that professional positioning and enrollment scale can change according to market rules.

3.2 Establish the Training Concept and Properly Position the Training Goals.

Talent training goals should be designed in accordance with certain ideals and standards, based on the unified national goals, according to the school's schooling ideas, professional layout, teacher conditions, and student characteristics, with a focus on forming diverse talents.

The cultural industry management major cultivates business, planning, and management talents and requires strong application capabilities. The basic idea of cultivating talents for the cultural industry management major should be positioned in “art literacy, policy concepts, market awareness, and practical ability.” That is, to use art as the basis of management, to strengthen students’ keen observation and practical ability training.

At present, with regard to the training objectives of the cultural industry management major, universities across the country have basically established a consensus on the establishment of a cultural industry management major. That is: to cultivate those who have good cultural and artistic qualities and high-grade cultural and artistic appreciation ability, master the operating characteristics and operating laws of the cultural industry, understand the development trends of domestic and foreign cultural and arts, and have basic knowledge of modern management, economy, and laws. Senior professionals in the cultural industry, media, and government agencies, enterprises and institutions related to cultural and art management, cultural management, cultural industry business design, project planning, cultural economy, trade, consulting and international cultural dissemination.

3.3 Scientific Curriculum System

The cultural industry management specialty trains applied talents that are adapted to the development of the cultural industry. The construction of the curriculum system is the most direct way to achieve the training goals. In the construction of the curriculum system, we must pay attention to the vertical and horizontal cross-penetration of the curriculum, strengthen the mutual penetration and integration of related disciplines, and strive to cultivate students' practical ability. Ability, improve the ability to innovate, and at the same time strengthen comprehensive education and establish a comprehensive education system to enable students to achieve comprehensive development. In the process of constructing a scientifically applicable curriculum system:

3.3.1 The Overall Optimization of the Curriculum System

Cultural undertakings and cultural industries are two important components that are both interconnected and different from each other in cultural construction. We must establish a

consciousness of the development of cultural industries and cultural undertakings that are “win-win”. The development of China’s cultural industry requires the establishment of a development model of the linkage between career and industry. The construction of the discipline of cultural industry management must also be built on the basis of the specialty of cultural industry management. Therefore, relevant content of cultural undertaking management should be infiltrated in the curriculum.

3.3.2 Taking the Study of Cultural Industry Value Chain as the Entry Point

The industrial nature of the cultural industry requires it to take profit as its fundamental purpose, and the value chain of the cultural industry is of great significance for understanding the cultural industry.

3.3.3 Highlight the Characteristics of the Curriculum System by Highlighting Regional Characteristics and College Advantages

In setting up the curriculum system, we should make full use of the school-running resources and subject backgrounds of the respective institutions, seek common ground while shelving differences, and highlight their characteristics. In order to better serve the development of local cultural industries, to train talents who are familiar with local culture, understand regional markets, and have an international perspective, rooted in local unique cultural resources, courses with local characteristics can be provided to improve the knowledge structure .

3.4 To Strengthen Students' Practical Innovation Ability as the Core, Strengthen Practical Teaching.

The training objective of each specialty of culture and art management is to train students to become comprehensive and application-oriented talents with a certain cultural heritage and artistic accomplishment, an understanding of the general laws of the culture and art market and management, and practical capabilities such as organizational management and marketing planning. Therefore, for the cultural industry management major, practical teaching is a very important part of training applied talents and compound talents. Although practice has been emphasized since the start of cultural industry management, practical teaching is still weak due to various reasons, insufficient funding, weak internship bases, and low teaching quality. This has become one of the key factors restricting the quality of talent training. Students’ innovative spirit and practical ability must be trained through a series of high-quality practical teaching links. For the major of cultural industry management, the practice teaching link should be incorporated into the professional teaching system. Curriculum construction in practical teaching links should require quality assurance, that is, the pursuit of quality improvement, to ensure sufficient practical teaching time, practical teaching links should run through the entire training process. At the same time, expand the school’s openness and socialization, strengthen the construction of internship bases in schools, carry out horizontal connections, jointly run schools with enterprises and institutions, and establish bases or consortia that combine teaching, research, and production. In addition, actively participate in, plan and organize various art practice activities, encourage students to participate in teachers' scientific research projects, etc., through the combination of theory and practice, cultivate students’ innovative spirit and practical ability, and enhance students' adaptive ability after graduation.

3.5 Construction of Teachers

To achieve the goal of cultivating practical talents engaged in cultural industry management, it is necessary to establish a suitable teaching team. Teachers are required to have both rich theoretical knowledge and rich practical experience. At present, most teachers of cultural industry management majors are transferred from other or similar majors. The theoretical level is not very strong, nor is it systematic enough. The knowledge structure is not reasonable, especially the corresponding professional knowledge background. Therefore, it is very urgent to promote the professionalization of teachers and realize the transformation of teachers.

4. Conclusion

Through analysis, the author believes that the cultural industry management major should emphasize the training of applied talents when setting training goals, attach importance to vocational skills training, and strive to cultivate management, planning, brokering, marketing, and public relations in the fields of media, entertainment, and exhibition. Applied talents with equal capabilities, such talents can not only enter cultural administrative departments at all levels and engage in macro cultural undertakings management, but also enter various social and cultural organizations, engage in cultural activities planning, cultural enterprise management, and cultural industry projects operation.

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