

Research and Practice of Talent Training Mode based on Interdisciplinary and Interprofessional Art and Design

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Abstract

Cultivating interdisciplinary and interprofessional talents has become the current teaching goal of art and design majors, and it is also an inevitable choice to comply with the development trend of the times and the needs of the talent market. To this end, this paper firstly analyzes the requirements for talent training based on interdisciplinary and interprofessional art design professionals, and then proposes reform methods such as updating educational concepts, optimizing curriculum systems, improving teaching mechanisms, improving evaluation mechanisms, and strengthening incentive mechanisms. The practice of disciplinary and inter-professional art and design talent training mode is expected to provide reference ideas for art and design talent training.

Keywords

Interprofessional; Interdisciplinary; Art Design; Talent Training Mode.

1. Introduction

At present, the teaching and training goals of art design majors are still in the primary stage of imparting theoretical lectures and mastering professional knowledge and skills. Due to the influence of traditional educational concepts and teaching systems, there are higher education interdisciplinary and inter-professional talents training goals that are not clear, and the training However, the current market has put forward higher requirements for art design, indicating that it is necessary for schools to continuously improve the talent training model for art design professionals from an interdisciplinary and interprofessional perspective, so as to form an integrated and integrated education, in line with the internationalization and digital training trend of art and design professionals.

2. Based on Interdisciplinary and Interprofessional Art and Design Talent Training Requirements

2.1. Cultivate Multi-level Design Talents

In the context of the gradual popularization of higher education, the structure of higher education is also developing in a multi-level direction, so as to meet the needs of social development and industry construction for the cultivation of talents in colleges and universities. This means that colleges and universities need to cultivate multi-level art and design professionals from an interdisciplinary and inter-professional perspective, so that students of this major can have the functions of education, design, training, verification, research, etc., so as to contribute to the development of the industry and society in art design and social practice. Construction provides design services [1]. In the process of future art and design professional education, we should focus on the frontier of the professional industry, pay attention to the specific needs of society for art and design talents, and effectively integrate the original artistic thinking mode with social needs. This is the art of higher education in the context of the new era. The focus of talent training.

2.2. Cultivating Students' Innovative Ability

Innovation ability is very important for modern art design professionals, which means that colleges and universities need to guide students to form logical thinking and image thinking, help students master creative work methods, so as to improve students' comprehensive business ability and professional quality. It can be seen that colleges and universities need to regard innovation ability and disciplinary literacy as important interdisciplinary and inter-professional teaching content for art design majors, which has become the basic consensus of practitioners and education experts.

2.3. Strengthen the Cross Penetration of Various Disciplines

With the expansion of the scope of art design, the increase of content, and the extension of methods and theories, in the training process, a comprehensive and interdisciplinary talent training model should be followed. In the talent training process, more academic concepts and theories need to be integrated. Concepts, knowledge systems, practical techniques, and professional perspectives reflect the intersection of disciplines and knowledge integration. It also requires the imagination and foresight of the designer. This means that in the process of cultivating art design professionals, teachers should continue to explore academic heights and strive to improve and perfect innovative teaching models, so as to achieve multidisciplinary cross-penetration and knowledge integration, and expand new dimensions of education and teaching. It makes the art and design course change from a single mode to a comprehensive mode, and inspires students to think about problems from an interdisciplinary and interprofessional perspective.

2.4. Strengthen Cooperation with Design Companies

The production mode of modern society is constantly changing, and the importance of knowledge and information in product design and production of design enterprises is constantly increasing [2]. Under such an economic background, the specific implementation of industry-university-research applications between universities and enterprises should be strengthened, and the horizontal and vertical crossover between disciplines should be emphasized. Improve the connection between the training of art and design professionals and the society and enterprises, so that enterprises can participate in the talent training model; at the same time, colleges and universities need to pay close attention to the changes in the art and design industry and the needs of design enterprises, and truly establish a mutually beneficial cooperative relationship with design enterprises.

3. Based on the Practice of Interdisciplinary and Interprofessional Art Design Talent Training Model

3.1. Clarify the Training Objectives of Professional Talents

The Ministry of Education put forward the goal of cultivating interdisciplinary and interprofessional talents in 2010, indicating that colleges and universities need to change the traditional talent training goals for art and design professionals. The specific practice is as follows. First, colleges and universities need to combine the characteristics of interdisciplinary and inter-professional art design and the needs of the industry to establish a diversified and comprehensive training program, so as to cultivate comprehensive talents who master social, economic, engineering, art design and other disciplines at the same time. It enables students to effectively deal with comprehensive art and design projects in specific practice. Second, colleges and universities need to continuously expand the teaching content of art and design majors, update professional technology, and avoid confining students to a certain major or

discipline. Positioning, education and teaching advantages and other basic factors, comprehensively grasp the actual situation of interdisciplinary and inter-professional teaching.

3.2. Strengthen the Construction of Professional Curriculum System

The curriculum system is the main means for colleges and universities to achieve the goal of interdisciplinary and inter-professional art design talent training. It is necessary to gradually find the integration and balance points of this major and other majors. The specific practice is as follows. First, colleges and universities need to build a special interdisciplinary and inter-professional curriculum system on the basis of improving the basic curriculum system of art design majors, so as to form a complete and comprehensive curriculum system, which can not only realize the effective teaching content of various disciplines and majors. Integration can avoid putting the cart before the horse and truly break the teaching gap between various disciplines [3]. Second, colleges and universities need to form different curriculum systems for students at different levels based on the differences in strengths, abilities, interests, etc. of different students, so that students can make choices based on actual conditions and specific needs, and guide students to find the majors they are good at. Disciplines, to teach students in accordance with their aptitude.

3.3. Innovate the Existing Professional Teaching Form

In order to highlight the application advantages of interdisciplinary and inter-professional concepts in the cultivation of art and design professionals, it is necessary for colleges and universities to innovate existing teaching forms. The specific practices are as follows. First, colleges and universities need to apply diversified teaching forms. In addition to traditional classroom teaching forms, there are also various teaching forms such as scientific research activities, social practice, off-campus internships, seminars and conferences. The application of these teaching forms is conducive to cultivating students' innovation. Thinking, practical ability, cooperation ability. Second, colleges and universities need to establish cross-disciplinary and cross-professional talent training practice platforms for art and design majors. For example, joint scientific research institutions, design companies, and universities of the same type, integrate educational and teaching resources from all parties, and form a special industry chain for talent training in this major. and professional chain; actively carry out social practice projects of art and design, and cultivate students' comprehensive ability through practical activities; form a scientific research studio with teachers, enterprise designers, and industry experts, responsible for providing interdisciplinary and inter-professional guidance for students.

3.4. Improve the Talent Training Evaluation System

Through scientific evaluation, colleges and universities and teachers can understand the current situation of interdisciplinary and inter-professional art and design talent training, so as to carry out targeted improvement. The specific practice is as follows. First, colleges and universities need to construct evaluation indicators that can show the integration of interdisciplinary and inter-professionals, and ensure the dynamic and adjustability of the indicators, so as to truly evaluate students' application of comprehensive professional and discipline knowledge. Second, colleges and universities need to pay attention to multi-dimensional evaluation, give full play to the evaluation role of teachers, enterprises, experts and other subjects, carry out comprehensive evaluation from the perspectives of students' academic performance, project work, social practice results, etc., and participate in various competitions and students. The achievements of scientific and technological activities are incorporated into the evaluation system to encourage students to actively participate in various activities.

4. Concluding Remarks

There are still many unsatisfactory aspects in the cultivation of art and design talents in colleges and universities. There are problems such as unclear goals, unclear training orientation, and unreasonable professional curriculum settings in the cultivation of interdisciplinary and inter-professional talents in higher education. Traditional art education The mode of thinking has been unable to better adapt to the needs of local social and economic development. To sum up, clarifying the training objectives of professional talents and strengthening the construction of professional curriculum system are effective practical strategies based on the interdisciplinary and inter-professional talent training model for art design professionals. The basic nature realizes the integration and penetration of the art design major and other majors, so that students can put it into practice while learning the theoretical knowledge of modern art design.

References

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