

Research on the Localization Path of Art and Design Education in Universities

-- Taking the "Packaging Container Design" Course as an Example

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Abstract: This article focuses on the research of the localized education path in art and design education at universities, aiming to explore how to integrate regional characteristics and cultural resources to strengthen the uniqueness and practicality of art and design education at local universities. In the face of intense competition in the job market and diversified demands of regional economies, art and design education at local universities needs to re-examine its educational model, promote the deep integration of professional education with local industries by deeply tapping into regional cultural resources. Taking the educational reform practice of a local university's "Packaging Container Design" course as an example, this paper provides a detailed analysis of the specific implementation strategies for the localized education path, including the localized reconstruction of course content, the innovation and practice of teaching methods, and the construction of a "local community" dynamic mechanism within the teaching system. The research results indicate that the implementation of the localized education path not only effectively enhances students' design innovation capabilities and market competitiveness but also provides strong support for the transformation and upgrading of the local economy. The findings of this paper hold significant implications for promoting the sustainable development of art and design education at local universities and fostering the coordinated development of regional culture and economy.

Keywords: Localization; Art Education; Educational Reform; Packaging Design.

1. Introduction

With the booming development of China's packaging industry, the demand for professional packaging design talents is increasingly growing, yet the current cultivation model for packaging design talents in art and design education at universities struggles to keep pace with the rapid industry advancements. In view of this, it is particularly urgent to explore an innovative educational path. This study advocates returning to the concept of "locality" and applying the thinking and strategic framework of "re-localization education" to lead a comprehensive reform in visual communication education and talent cultivation at local universities in the Internet era. The aim is to "integrate into the locality" and thereby "contribute to the locality," constructing an art and design teaching and practice system driven by the core concept of a "local community." This is expected to carve out a unique and sustainable development path, significantly enhancing the teaching quality and effectiveness of packaging design courses. This study selects the "Packaging Container Design" course at Jingdezhen Ceramic University as a practical case, focusing on the project theme of liquor packaging design. Through in-depth cooperation with local liquor packaging enterprises in Jingdezhen, the study explores the localized transformation and practical strategies for art and design education classrooms.

2. The Localization Trend in Art and Design Education at Local Universities

The infiltration of the "localization" educational concept in the field of education can be traced back to the rural education

reform movement in the United States in the latter half of the 20th century. At that time, this concept aimed to bridge the gap between educational content and local socio-cultural contexts, advocating for the in-depth exploration and effective utilization of local resources. It sought to establish a harmonious and resilient dynamic balance mechanism among national educational policy orientation, individualized student development, and local social progress [4]. In other words, "localization" education aims to promote deep integration between education and local society through the meticulous reconstruction of educational content and the innovative exploration of educational pathways. It emphasizes achieving a positive interaction and synergy evolution between individual student growth and the sustainable development of the nation and local areas, guided by multiple objectives such as adhering to national educational norms, promoting local social progress, and practicing ecological care. Therefore, fundamentally speaking, "localization" education is not only an educational term that responds to national educational requirements, highlights regional cultural characteristics, serves the comprehensive growth of students, and leads regional economic and social development; it is also an indispensable concept in the process of educational modernization. Driven by the strong wave of global design innovation, the field of packaging design education at local universities is embracing unprecedented opportunities for transformation and vast room for development. The surge in market demand for innovative design talents, coupled with the vibrant revitalization of regional cultural characteristics, is jointly driving packaging design education at local universities to accelerate towards the "localization" trend, becoming a core driving force for promoting local economic transformation and upgrading, as well as cultural innovation and

dissemination. This trend not only deeply reflects the renewal and deepening of educational concepts but also marks a crucial stage in which packaging design education at local universities conforms to the trend of the times and moves towards high-quality development.

From the perspective of ecological education theory, education should be deeply rooted in local realities, drawing on the unique artistic charm, cultural heritage, historical accumulation, and economic characteristics of a region, and integrating students' life experiences, cultural backgrounds, and school education. As important carriers of regional cultural inheritance and innovation, local universities possess a rich treasure trove of regional cultural resources, such as local historical legends, folk customs, natural landscapes, and more. These resources are not only a source of inspiration and inexhaustible motivation for packaging design creativity but also a concentrated expression of the unique charm and core competitiveness of packaging design education at local universities. By organically incorporating these regional cultural resources into curriculum design and practical teaching, local universities can cultivate composite talents who not only possess solid professional skills but also deeply understand the essence of regional culture. This educational model not only stimulates students' creative thinking and innovation in design but also enhances their sense of identity and pride in local culture, injecting new vitality and momentum into the inheritance, innovation, and development of local culture.

With the continuous optimization of regional economic structures and the acceleration of industrial upgrading, the demand for packaging design talents from local industries is increasingly diversified. As the cradle of local design talent cultivation, local universities must proactively adapt to this change and strengthen collaborative cooperation with local industries. Through in-depth cooperation with enterprises, industry associations, and other institutions, local universities can precisely grasp industry dynamics and market demands, flexibly adjust curriculum settings and teaching content, and cultivate design talents that are more aligned with market needs. At the same time, local universities can leverage the resources and platforms of local industries to provide students with abundant practical opportunities and employment channels, promoting the deep integration and positive interaction between talent cultivation and industrial development.

Traditional packaging design teaching methods often focus on the instillation of theoretical knowledge and the training of skills and techniques, while neglecting the cultivation of students' creative thinking and practical abilities. Localization education, on the other hand, advocates for a student-centered approach, emphasizing the stimulation of students' initiative and creativity. By introducing new teaching methods such as project-based learning and workshops, local universities can fully arouse students' interest and enthusiasm for participation, allowing them to continuously explore and innovate in practice. At the same time, local universities can fully utilize the unique advantages of regional cultural resources to carry out distinctive practical teaching activities, such as organizing students to participate in packaging design competitions for local specialty products and the visual image design of local cultural festivals, enabling students to deepen their understanding of regional culture through practice and enhance their design innovation abilities and comprehensive qualities.

The localization trend in packaging design education at local universities is an inevitable outcome of educational concept renewal and changes in the times. By deeply excavating regional cultural resources, closely connecting with local industry demands, and innovating teaching methods and practical modes, local universities can cultivate composite talents who not only possess professional skills but also have a profound understanding of regional culture, providing strong support for the prosperous development of the local economy and the inheritance and innovation of culture. This trend not only helps to enhance the level of specialization and practicality of packaging design education at local universities but also injects new momentum and vitality into the sustainable development of local society.

3. Practice of Localized Teaching Reform in the "Packaging Container Design" Course

The "Packaging Container Design" course, as a core component of the packaging design education system, has its localized teaching reform practice not only related to the cultivation of students' professional skills but also directly impacting the future development trend of the packaging design industry. In the current design context where globalization and localization coexist, the packaging design field is undergoing unprecedented changes. Among them, how to deeply integrate local characteristics with industry needs has become an important topic of teaching reform in this course. Jingdezhen Ceramic University, relying on its profound ceramic cultural heritage and the thriving foundation of the packaging industry, has taken the lead in exploring and implementing a series of localized teaching reform measures in the "Packaging Container Design" course, aiming to cultivate packaging design talents with both an international perspective and a deep understanding of local characteristics, and providing new ideas and practical examples for the innovation and development of packaging design education.

(1) Localized Reconstruction of Course Content: Deep Excavation and Integration

Firstly, the localized reconstruction of course content is the foundation of teaching reform. Traditional "Packaging Container Design" courses often focus on imparting theoretical knowledge and cultivating general design skills, such as the structural design principles of packaging containers, the basics of materials science, and visual communication design theory. However, on this basis, Jingdezhen Ceramic University has deeply optimized and reconstructed the course content in combination with the actual situation of the Jingdezhen ceramic packaging industry. The course not only covers basic knowledge such as the basic structural design of packaging containers, material selection and processing technology, and visual communication design but also specially adds thematic modules such as "Jingdezhen Ceramic Packaging Culture" and "Innovative Design of Ceramic Packaging Containers". These modules deeply analyze the historical evolution, artistic characteristics, and market trends of Jingdezhen ceramic packaging, guiding students to explore innovative design paths for packaging containers from the perspective of regional culture. At the same time, the course also incorporates the essence of Jingdezhen ceramic craftsmanship, such as glaze color selection, pattern design, firing techniques, etc., enabling

students to fully showcase the unique charm of Jingdezhen ceramics in their designs. In addition, the course emphasizes the integration of interdisciplinary knowledge, such as incorporating related knowledge of environmental science, marketing, consumer psychology, etc., into the teaching content, so that students can have a more comprehensive industry understanding and market insight while mastering design skills.

(2) Localized Innovation of Teaching Mode: Deep Integration of Practice and Theory

The localized innovation of teaching mode is the key to teaching reform. Jingdezhen Ceramic University adopts a "studio system + project-driven" teaching mode, closely combining classroom learning with practical operation, achieving a deep integration of theory and practice. The university has established deep cooperation with local packaging enterprises and set up multiple school-enterprise cooperation studios, such as the "Ceramic Packaging Innovative Design Studio" and the "Wine Packaging Art Design Studio". These studios not only provide students with real project practice platforms but also equip them with professional mentors and enterprise experts, allowing students to participate in real design projects under the guidance of mentors. From market research, design conception, material selection to finished product production, students participate in the entire process, practicing in real situations, which not only enhances their practical operation abilities but also deeply appreciates the close connection between packaging design and market demand, as well as cultural inheritance.

At the same time, the university focuses on cultivating students' team collaboration skills and communication skills. Through group discussions, project reports, and other forms, students learn to collaborate with others and solve problems together in practice. This teaching mode not only improves students' comprehensive qualities but also lays a solid foundation for their future career development.

(3) Localization Integration of Technological Resources: A Practical Platform for Integration of Industry, Academia, and Research

The localization integration of technological resources is a crucial guarantee for improving teaching quality. Jingdezhen Ceramic University fully leverages the advantage of Jingdezhen as an important base for the national liquor packaging industry, integrating various technological resources including packaging machinery, paper packaging products, plastic packaging products, and ceramic packaging container products. The university has established a Packaging Materials and Technology Research and Development Center in collaboration with local packaging enterprises, introducing advanced packaging design software and equipment such as AutoCAD, SolidWorks, and Photoshop, providing students with a first-class practical platform. These software and equipment not only assist students in better completing design tasks but also enhance their design efficiency and accuracy. The university regularly invites industry experts to give lectures on campus, sharing the latest design concepts and technological developments, covering aspects such as market trends and consumer psychology, broadening students' horizons and enabling them to keep up with industry dynamics and continuously improve their professional competence. After the reform of the "Packaging Container Design" course, the proportion of practical training has been increased, with more diverse

teaching locations and teaching objects. Partnerships have been established with well-known local liquor packaging enterprises in Jingdezhen to jointly develop training plans and invite industry professionals to participate in curriculum design. This ensures that students have sufficient practical opportunities for hands-on operation while also ensuring that course content aligns with industry demands. During course inspections, students collectively visit the Ceramic Packaging Industrial Design Center, Ceramic Packaging History Museum, Jingdezhen Huahui Ceramic Packaging Design Company, Xintianyi Ceramic Liquor Bottle Company, and Shenzhen Jiaguwen Creative Packaging Company to learn about the current status of the local liquor packaging industry. These field visits and internship experiences not only enrich students' learning experiences but also help them better understand the connection between course content and actual work. Additionally, the university places emphasis on the construction of a practical platform that integrates industry, academia, and research, promoting the transformation and application of research results through collaborative research projects and joint laboratory construction with enterprises. This collaborative model not only enhances the university's research level but also provides technical support and innovation impetus for enterprises.

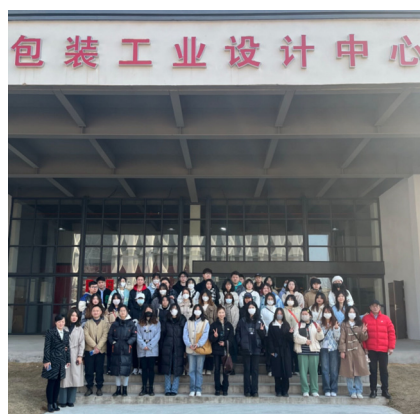
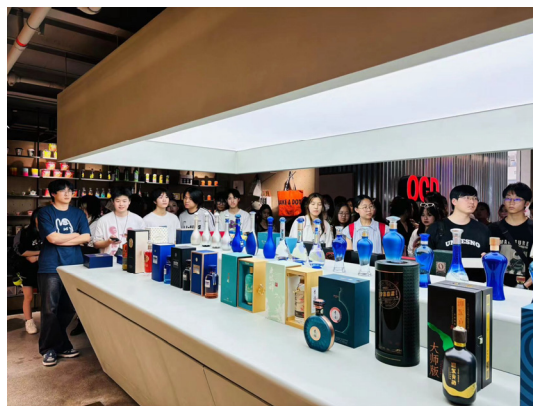


Figure 1. Students from Jingdezhen Ceramic University visiting a local ceramic packaging training base in Jingdezhen City

(4) Localization Optimization of Evaluation System: Construction of a Multi-dimensional Evaluation System

The localization optimization of the evaluation system is a crucial aspect of assessing the effectiveness of educational reforms. Traditional course evaluation systems often focus on the mastery of theoretical knowledge and the creative expression of design works. Jingdezhen Ceramic University, however, has added an assessment of students' localization

design capabilities on this basis. Course evaluations not only pay attention to whether students' design works are novel and unique but also emphasize whether they can effectively integrate Jingdezhen ceramic cultural elements and meet the actual needs of local packaging enterprises. To this end, the university has established evaluation carriers such as the "Ceramic Packaging Innovative Design Competition" and "Liquor Packaging Design Practical Projects," evaluating students' design achievements through multi-dimensional perspectives such as enterprise reviews and market feedback. These evaluation carriers not only test students' design abilities and market adaptability but also provide them with valuable practical experience and career opportunities.

At the same time, the university also focuses on the dynamic adjustment and optimization of the evaluation system, continuously adjusting evaluation standards and content according to industry development trends and changes in student needs to ensure the objectivity and practicality of evaluations.

(5) Localization Transformation of Teaching Achievements: A Closed-loop Model of Industry-Academia-Research-Application Integration

The localization transformation of teaching achievements is the ultimate goal of educational reform. Jingdezhen Ceramic University encourages students to apply what they learn in the classroom to actual projects. Through the university-enterprise cooperation platform, students' design works can be quickly transformed into market products. For example, in the "Ceramic Packaging Innovative Design Studio," a series of ceramic liquor bottle packaging designed by students with strong Jingdezhen characteristics not only won the favor of enterprises but was also successfully launched into the market, receiving widespread praise from consumers. These design works not only showcase the unique charm of Jingdezhen ceramics but also bring considerable economic benefits to enterprises. In addition, the university also focuses on the construction of a closed-loop model of industry-academia-research-application integration. Through collaboration with enterprises to carry out research projects, jointly build laboratories, and promote the transformation of results, it has achieved deep integration of teaching, research, industry, and application. This closed-loop model not only enhances the university's comprehensive strength and influence but also provides continuous technical support and innovation impetus for enterprises. At the same time, the university also pays attention to cultivating students' innovative and entrepreneurial abilities, encouraging them to transform their design achievements into entrepreneurial projects by establishing an entrepreneurship fund and providing entrepreneurial guidance, thus realizing the dual enhancement of personal and social value.

The localization reform practice of the "Packaging Container Design" course at Jingdezhen Ceramic University has constructed a packaging design education system that not only aligns with international design trends but is also deeply rooted in local cultural characteristics through the reconstruction of course content, innovation of teaching modes, integration of technological resources, optimization of the evaluation system, and transformation of teaching achievements. This reform not only enhances students' comprehensive quality and innovative abilities but also provides strong talent support and intellectual support for the transformation and upgrading of the packaging industry in Jingdezhen and even the whole country. At the same time, this

reform practice also provides beneficial references and inspirations for other universities and regions, promoting the innovation and development of packaging design education.



Figure 2. Classroom project on student collaboration - Bronze Age Liquor Packaging Design

4. Exploration of the "Localization Education" Path in the "Packaging Container Design" Course

(1) Locality as Market: Analysis of the Inherent Compatibility between "Localization Education" and "Application-Oriented" Talent Cultivation

When delving into the "localization education" path of the "Packaging Container Design" course, the primary task is to deeply understand the internal connection and fitting points between the concept of "localization education" and the goal of "application-oriented" talent cultivation. The core idea of "localization education" lies in closely integrating educational practices with the local socio-cultural background, economic characteristics, and market demands, forming an educational model with regional characteristics. This concept transcends mere geographical or administrative boundaries, emphasizing more on a relational network and social environment constructed through complex interactions among diverse market entities, or even a local community that blends historical memory and emotional identity.

For the "Packaging Container Design" course, implementing "localization education" means that its teaching content, methods, and course practices must revolve tightly around core elements such as local market demands, material supply, cultural characteristics, and environmental standards. Specifically, the course should focus on the functional needs, aesthetic preferences, and sustainable development requirements of the local market for packaging containers, incorporating these factors into the teaching design to ensure that the knowledge and skills acquired by students closely align with local realities, thereby enhancing the practicality and relevance of education. Meanwhile, the core goal of "application-oriented" talent cultivation lies in nurturing high-quality talents who not only possess solid professional theoretical knowledge but also can flexibly apply this

knowledge in practical work scenarios. Achieving this goal necessitates a deep understanding and accurate grasp of market or job demands. Therefore, in the process of "application-oriented" talent cultivation, it is essential to abandon the traditional planning path of "from discipline to market" and instead follow a reverse path of "from market to discipline." That is, starting from the actual demands of the local talent market, one should look back and reconstruct their curriculum system, professional settings, and talent cultivation system, achieving organic unity through mutual support and promotion. In this process, the "localization education" concept provides important ideas and paths for "application-oriented" talent cultivation. By closely aligning with local actual needs and leveraging regional characteristics and advantages, it is possible to cultivate high-quality packaging design talents that better meet the needs of local economic and social development. This educational model also helps enhance students' employability and social adaptability, laying a solid foundation for their future development.

Furthermore, the compatibility between "localization education" and "application-oriented" talent cultivation is also reflected in their shared emphasis on practical abilities. In the "Packaging Container Design" course, introducing practical projects, case studies, and enterprise internships as forms of practical teaching can help students translate theoretical knowledge into practical operational abilities, better adapting to market demands. This teaching model not only contributes to enhancing students' professional skill levels but also cultivates their innovative thinking and problem-solving abilities, injecting continuous vitality into their career development. There is a profound internal connection and fitting point between the "localization education" concept and the "application-oriented" talent cultivation goal. Implementing "localization education" in the "Packaging Container Design" course not only helps improve students' professional skills and employability but also promotes the optimization and upgrading of the course system, providing stronger talent support for local economic and social development.

(2) From Incubation to Connection: Functional Transformation and Path Exploration of "Localized" Talent Cultivation

The functional transformation of "localized" talent cultivation is an adaptive adjustment and innovation that continuously evolves with socio-economic development and technological progress. This transformation not only reflects the changing trends in talent cultivation models but also embodies the responsive contributions of higher education institutions to the needs of local economic and social development. In the process of "localized" talent cultivation, universities and research institutions play a pivotal role as important bases for talent cultivation and innovative practices. In the incubation stage, universities and research institutions provide students and researchers with abundant innovative ideas and practical opportunities through platforms such as laboratories and business incubators. These platforms not only help cultivate students' innovative spirit and practical abilities but also facilitate the transformation and application of theoretical knowledge, promoting the industrialization process of scientific and technological achievements. However, currently, local art colleges generally face systematic "disconnects" in talent cultivation, such as disconnects between talent cultivation and market demand,

teaching and practice, academic studies and employment, and campus and social life. The existence of these issues severely restricts the quality and effectiveness of talent cultivation and affects local economic and social development.

Addressing these issues, the functional transformation of "localized" talent cultivation becomes particularly important. In this transformation, universities and research institutions need to more closely align with actual local demands, leverage local characteristics and advantages, and cultivate high-quality talents that meet the needs of local economic and social development. Specifically, this can be achieved by strengthening cooperation and exchanges with local governments, enterprises, and social organizations to jointly build an ecosystem of collaborative innovation that integrates industry, academia, research, and application. In this ecosystem, all parties can fully leverage their respective strengths and resources to form complementary and mutually beneficial partnerships, jointly promoting the process of talent cultivation and technological innovation. At the same time, "localized" talent cultivation also requires a functional shift from "incubation" to "connection." In the incubation stage, the educational focus is on cultivating students' professional skills and innovative thinking to adapt to rapid market changes and demands. However, merely staying in the incubation stage is insufficient; connection is needed to broaden students' horizons and perspectives, enhancing their comprehensive qualities and competitiveness. Therefore, universities and research institutions need to actively establish various platforms and channels to promote exchanges and cooperation between students and various sectors of society. These platforms and channels can include academic conferences, seminars, exhibitions, social practices, etc., which allow students to better understand social needs and industry trends, broadening their horizons and perspectives.

In the connection stage, universities and research institutions also need to focus on converting project-based practical teaching achievements into actual outputs. This not only enhances the reciprocity and mutual benefit of local cooperation but also provides stronger support for local economic and social development. Therefore, when planning and designing project content, goals, and processes, it is necessary to fully consider the daily operations and interest demands of local industrial entities to ensure that projects can address their actual business problems or yield tangible benefits. At the same time, effective incentive mechanisms and evaluation systems need to be established to promptly evaluate and provide feedback on project-based teaching achievements, allowing for continuous optimization and improvement of teaching modes and methods. Furthermore, in the process of "localized" talent cultivation, attention should also be paid to optimizing and upgrading the curriculum system. Practical teaching forms such as real-world projects, case analyses, and interdisciplinary courses can be introduced to enrich and improve the curriculum system. These practical teaching forms not only help students convert theoretical knowledge into practical operational abilities but also cultivate their innovative thinking and problem-solving skills. At the same time, it is necessary to strengthen cross-disciplinary integration and collaborative innovation, promoting mutual infiltration and fusion among disciplines to form emerging disciplines with local characteristics and advantages.

The functional transformation and path exploration of

"localized" talent cultivation is a complex and systematic process. In this process, the joint efforts and collaborative cooperation of multiple entities, including universities and research institutions, local governments, enterprises, and social organizations, are required. Only in this way can we cultivate high-quality packaging design talents that better meet the needs of local economic and social development, providing stronger talent support and intellectual backing for local economic and social development.

(3) "Project Collaboration": The Driving Mechanism and Implementation Path for "Localized" Talent Cultivation

Project-based teaching, as a teaching model oriented towards the work process and aimed at cultivating professional competencies, plays a pivotal role in "localized" talent cultivation. Compared with traditional practical teaching forms such as experiments, training courses, competitions, and activities, project-based teaching has a stronger "connecting" function, which can more effectively promote the integration of theory and practice as well as the enhancement of students' comprehensive qualities. However, currently, local design and art colleges generally face issues such as the failure to exert scale and systematic effects, as well as a lack of sustainable development in the actual implementation of project-based teaching. Therefore, exploring "project collaboration" as the driving mechanism and implementation path for "localized" talent cultivation is particularly important.

First, local design and art colleges should focus on the systematic construction of project-based teaching. By establishing a local packaging design project collaboration network with the college as the hub, resources from various parties can be integrated to form a cooperative relationship characterized by complementary advantages and shared benefits. Within this network, the college can fully leverage its academic and talent advantages to provide technical and intellectual support for projects; while local governments, enterprises, and social organizations can provide resources such as funding, venues, and equipment to jointly promote the implementation and completion of projects. The construction of a project collaboration network can create scale and synergy effects, improving the efficiency and quality of project implementation.

Furthermore, based on the construction of the project collaboration network, local design and art colleges need to connect and integrate courses, disciplines, majors, and teaching staff according to the organic connections between projects or project clusters. This not only optimizes the curriculum system and teaching content but also promotes interdisciplinary integration and collaborative innovation. At the same time, project collaboration can drive the development and advancement of the teaching staff, enhancing their practical abilities and teaching standards. Additionally, project collaboration provides opportunities to strengthen exchanges and learning from international advanced educational concepts and teaching methods, promoting the in-depth implementation of educational and teaching reforms.

During project implementation, local design and art colleges should also focus on converting project-based practical teaching achievements into actual outputs. This not only enhances the economic and social benefits of the projects but also provides stronger support for local economic and social development. Therefore, when planning and designing projects, it is necessary to fully consider their feasibility and

sustainability to ensure smooth implementation and achievement of expected outcomes. At the same time, effective evaluation and feedback mechanisms should be established to promptly assess and provide feedback on the project implementation process, allowing for continuous optimization and improvement of project implementation plans and methods. Moreover, to ensure the reciprocity and mutual benefit of local collaboration, local design and art colleges need to organically integrate the daily operations and interests of local industrial entities into the planning and design of project content, goals, and processes. This not only increases the enthusiasm and participation of local industrial entities but also facilitates the transformation and application of project outcomes. At the same time, it is necessary to strengthen communication and collaboration with local governments, enterprises, and social organizations to jointly promote the implementation and completion of projects. Through in-depth interaction and cooperation, the goals, methods, and paths of talent cultivation can be more accurately adjusted and optimized based on market "feedback" signals, ensuring a genuine match between supply and actual demand.

Lastly, local design and art colleges need to adjust and optimize their teaching systems accordingly to effectively support the operation of the project-based teaching system. This includes strengthening the construction and management of practical teaching links, improving the practical teaching evaluation system, and promoting collaborative innovation in research, education, and application. Through the implementation of these measures, an "innovation ecosystem" with "significant characteristics of multi-subject, multi-level, multi-form, multi-node, and multilateral interaction" for knowledge production can be established. In this ecosystem, colleges, teachers, students, and stakeholders in the local packaging design market can jointly participate in the process of talent cultivation and technological innovation, forming a local educational community through beneficial interactions and mutual prosperity.

"Project collaboration" as the driving mechanism and implementation path for "localized" talent cultivation holds significant importance and value. By implementing measures such as constructing project collaboration networks, optimizing curriculum systems and teaching content, emphasizing the transformation and application of practical teaching achievements, and strengthening teaching system adjustments and optimizations, high-quality packaging design talents that better meet the needs of local economic and social development can be cultivated, providing stronger talent and intellectual support for local economic and social development. At the same time, the implementation of these measures also contributes to the reform and development of higher education institutions, enhancing the quality and effectiveness of talent cultivation.

5. Conclusion

In the face of intense competition in the job market and the diverse needs of regional economies, local colleges and universities need to re-evaluate their art and design education models. Given the thriving packaging industry in China and the rapid increase in demand for packaging design professionals, traditional training models are struggling to keep pace with the industry's rapid development. Therefore, it is particularly important to explore an innovative path for localized education. This study advocates a return to the

concept of "locality" and the application of a "re-localization education" strategy to drive comprehensive reform in art and design education at local colleges and universities. Taking the "Packaging Container Design" course at Jingdezhen Ceramic University as an example, this study deeply explores the localized transformation of art and design education classrooms through in-depth cooperation with local liquor packaging enterprises. The research focuses on the localized reconstruction of course content, the innovation and practice of teaching methods, and the construction of a teaching system driven by a "local community" core. Practice has shown that by implementing the localized education path, not only can students' design innovation abilities and market competitiveness be effectively enhanced, but it can also provide strong talent support for the transformation and upgrading of the local economy. This path not only aligns with current trends in art and design education at colleges and universities, but also contributes to promoting the coordinated development of regional culture and economy.

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