

# Research on the Cultivation Path of Innovative Talents of Art Design Specialty Group based on Multi-culture

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**Abstract:** In the current era of globalization, the integration of multiple cultures has become an ordinary and common phenomenon. For the field of art and design, this situation presents both opportunities and challenges. In this context, it is of great significance to explore the cultivation path of creative talents in the art design specialty group under the multi-cultural background. The process of multi-cultural integration provides a rich and diverse cultural background for the field of art and design. Artists and designers can draw inspiration from different cultures, combine and innovate, thereby creating more unique and outstanding works. This not only enriches the connotation and form of art and design, but also promotes the development and progress of the field. However, at the same time, the integration of multiple cultures also brings certain challenges. Different cultural backgrounds may lead to differences in values, aesthetics, and creative concepts, which requires art design talents to have a higher ability to understand and integrate different cultures.

**Keywords:** Multi-culture; Art Design; Innovative Personnel Training; Training Path; Education Model.

## 1. Introduction

With the rapid development of globalization, multi-cultural exchanges and integration has become increasingly frequent. Art design, as the intersection of culture and creativity, its educational model and professional training path is also facing unprecedented opportunities and challenges. In such a multi-dimensional coexistence, cultural integration of the era, how to cultivate international vision, innovative thinking and practical ability of art design talents, it has become the focus of attention in the field of education and all walks of life.

## 2. The Multi-Cultural Background of the Status Quo Analysis of Art Design Education

### 2.1. International Trends in Art and Design Education

Worldwide, Art and design education is undergoing profound changes. This change has been influenced by the multicultural context, and we can see the following trends:

(1) Diversity of educational content: art design education needs to adapt to the multicultural environment, training with an international perspective and cross-cultural communication skills. This means that in the teaching process, not only to cover the country's art and design tradition and modern results, but also to introduce the art and design culture of other countries.

(2) Innovation in educational methods: Art design education emphasizes innovation and the cultivation of practical ability. Students are encouraged to solve practical problems through practical projects so that they can better adapt to market demands in their future careers.

(3) Re-orientation of educational goal: with the global environmental problems becoming more and more serious, how to integrate the concepts of environmental protection, energy saving and sustainability into art design has become

an important content of education. This not only requires students to consider environmental protection in their creation, but also requires them to pay attention to the rational use and recycling of resources in the process of design and production.

(4) Emphasis on the concept of lifelong learning: with the development of technology and market changes, the field of art and design is also evolving and changing. Therefore, it is particularly important to train students to have the ability of life-long learning so that they can constantly update their knowledge and skills and adapt themselves to continuous development in their career.

However, there are still some problems in art design education in our country, such as single curriculum, traditional teaching methods, low degree of internationalization of teachers, etc.

### 2.2. The Influence Factors of Multi-Culture on Art Design Education

Multi-culture has become a remarkable phenomenon in today's society, which has a far-reaching impact on all fields, art and design education is no exception. Multi-culture not only provides abundant inspiration for art design, but also puts forward new challenges and requirements for the way, content and goal of art design education.

(1) Multi-culture expands the vision of art design education. Traditional art and design education is often limited to a certain cultural or regional scope, and the integration of multi-cultural educators can be exposed to more diverse, more extensive design concepts and styles. For example, tribal art in Africa, traditional arts and Crafts in Asia, and modern design in Europe all provide valuable resources for art and design education. By introducing these design elements and concepts from different cultural backgrounds, educators can help students break through the mind-set and inspire innovation.

(2) The multi-culture has had the profound influence to the art design education. Under the background of multi-culture, art design education no longer only pays attention to the form,

color and composition of design, but pays attention to the cultural connotation and the expression of social significance. Art design educators should guide students to understand the history of different cultures, values and social background. For example, when designing a product with Chinese characteristics, educators should guide students to study factors such as traditional Chinese culture, aesthetic values and the needs of modern society, to ensure that the design works both aesthetic and meet market needs.

(3)The multi-culture has new request to the goal of art design education. With the development of international communication, it has become an important goal of art and design education to train design talents with international vision and cross-cultural communication ability. Educators need to adjust their teaching strategies, increase opportunities for international exchange and cooperation, and provide students with diverse learning experiences. For example, international design workshops, lectures by foreign designers or collaborative projects could be organized to help students understand design in different cultural contexts and enhance their cross-cultural collaboration.

### **2.3. The Challenge and Opportunity Faced by Art Design Education in Our Country**

Under the background of multi-cultural convergence, the art design education of our country is standing on a historical node where challenges and opportunities coexist. The challenge comes first from the relative scarcity of educational resources. Although our country has rich cultural resources and artistic tradition, but when these resources into education content, still face the capital, technology and talent constraints. The relative backwardness of educational methods is also a problem that can not be ignored. The traditional spoon-feeding teaching and exam-oriented education mode is still deeply rooted in art design education, which to some extent inhibits students' creativity and innovative spirit.

At the same time, the pressure of international integration is also increasingly prominent. With the development of globalization, the concept and method of art design education in the world are constantly updated. Our art design education needs to keep pace with the times and actively participate in international exchanges and cooperation in order to enhance its international competitiveness.

Great opportunities often lie behind the challenges. The integration of multi-culture provides abundant curriculum resources and practice platform for China's art design education. We can draw inspiration from art and design around the world, combining with local culture for innovative practice. For example, the combination of traditional paper-cut art and modern graphic design, or the integration of national costume elements into fashion design, such innovative practices not only contribute to the inheritance and promotion of our traditional culture, it can also inject new vitality into modern art design. Cross-cultural communication has brought unprecedented opportunities for our art design education. Through exchanges and cooperation with art designers and educators from different cultural backgrounds, through learning from their successful experience and educational ideas, to improve our art design education system. Provide students with a broader vision and more learning opportunities, helping to cultivate students' international competitiveness and innovative spirit.

## **3. The Theoretical Basis and Principles of Cultivating Innovative Talents**

### **3.1. The Connotation and Characteristics of Innovative Talents**

Innovative talents are the key force to promote social progress and development. They possess unique thinking mode and creative practical ability, and can achieve outstanding achievements in their respective fields. Creative talents have a strong sense of innovation and exploration spirit. Innovative talents need to have deep knowledge and professional quality. Creative people need to be able to think critically and solve problems.

### **3.2. Cross-cultural Communication and Cultivation of Creative Thinking**

Cross-cultural communication is the key to the cultivation of creative thinking in the era of globalization. Through deep contact and understanding of people, ideas and art forms from different cultural backgrounds, individuals can draw inspiration from them and stimulate their own imagination and creativity. This cross-cultural collision and integration, not only help to broaden the individual perspective of thinking, but also to provide continuous power for innovation. In the practice of training innovative talents, we should pay special attention to provide multicultural exchange opportunities and resources. For example, individuals are encouraged to take an active part in international academic conferences, cultural exchange projects and various cross-cultural art exhibitions. Through these platforms, individuals can have direct access to ideas and ideas from different cultural backgrounds, thus breaking through their own inherent mode of thinking, creating new creative spark.

### **3.3. The Principle of Constructing Systematic and Innovative Talent Training Model**

There are a series of core principles to be followed in the construction of systematic and innovative talent training mode. These principles reflect the current needs and future trends of the Society for the cultivation of innovative talents. The cultivation of innovative talents is not an isolated link, which needs the coordination of educational concepts, curriculum system, teaching methods, evaluation system and other systems engineering. The cultivation of innovative talents needs to respect the uniqueness and differences of each student, and provide individualized education paths and development space. In constructing the training mode, we should strengthen the cooperation with related enterprises and scientific research institutions, build the practice platform, and provide the practice opportunities for students. The cultivation of innovative talents is a process of continuous development and change, which needs to adapt to social progress, scientific and technological development, educational reform and other factors. It is necessary to establish a flexible feedback mechanism, collect the opinions of all parties in time, and adjust and perfect the training mode.

## **4. Construction of Curriculum System of Art Design Specialty Group**

### **4.1. The Construction of Curriculum System Framework**

When setting up the framework of curriculum system, we

need to consider its integrity, consistency and forward-looking. A perfect curriculum system should not only cover a wide range of knowledge fields, but also ensure that the logical relationship among the courses is clear and can guide students from basic knowledge to advanced skills. (1) the curriculum system should aim at cultivating students' core competence and quality. Including basic theoretical knowledge, professional skills, as well as critical thinking, innovation and other soft skills. For example, in the course system of packaging planning and design, not only basic courses such as packaging materials and graphic design should be set up, but also advanced courses such as packaging design and innovative practice should be added, to develop students' comprehensive design ability.

(2) the construction of curriculum system should pay attention to the integration of different subjects. With the development of science and technology, the knowledge of a single discipline has been difficult to meet the needs of complex problem-solving. We should break the disciplinary barriers and promote the cross-integration of different

disciplines. For example, interdisciplinary courses could be offered to encourage students to take courses in other relevant fields in order to develop their diverse thinking and problem-solving skills.

(3) the curriculum system should keep pace with the times and introduce knowledge and technology in emerging fields. With the rapid development of science and technology, emerging fields such as artificial intelligence, big data continue to emerge. The curriculum system should keep pace with the times and incorporate knowledge and technology in these new fields in a timely manner. For example, new courses in artificial intelligence and data analysis could be offered to meet the demand for such talents.

(4) the implementation of curriculum system should pay attention to flexibility and individualization. Each student has his own interests and strengths, the curriculum system should provide personalized learning path. For example, you can set up elective courses, practice projects, and so on, so that students according to their own interests and needs to choose.

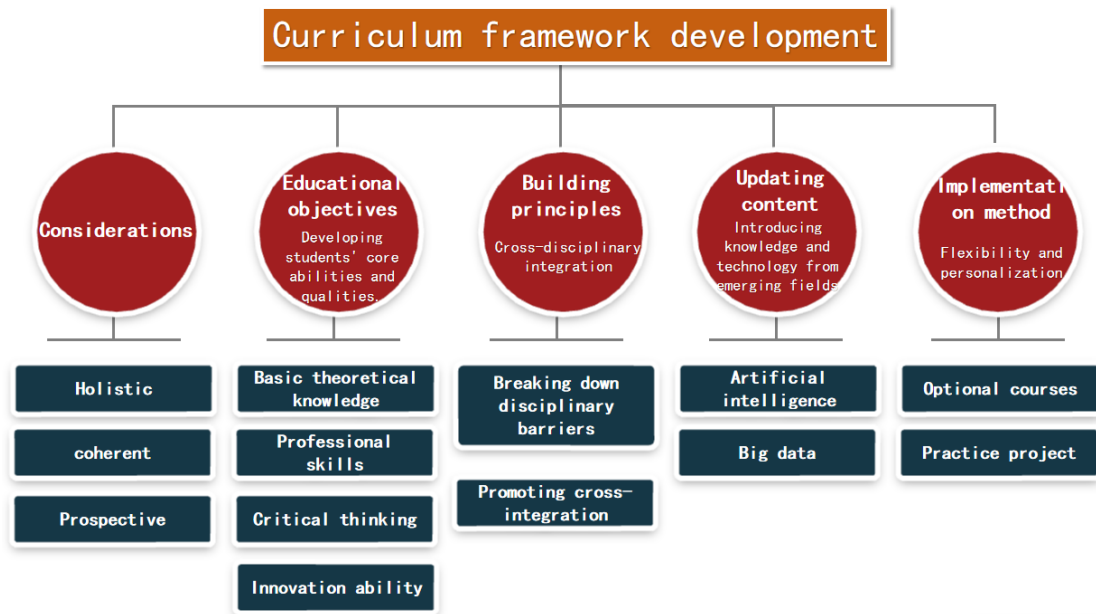


Fig 1. The frame of the course department

## 4.2. Core Course Content and Teaching Method

After constructing the framework of curriculum system, it is very important to make clear the content and teaching method of core curriculum. The core curriculum content refers to those curriculum elements which play a key role in the cultivation of students' knowledge, ability and quality, while the teaching method is an important means to achieve the curriculum goal and transmit the curriculum content.

(1) the selection of core curriculum content should follow the internal logic of the subject and the development needs of students. The curriculum content should cover the basic knowledge, basic skills and the frontier of the discipline, and pay attention to the integration of cross-disciplinary content.

(2) teaching methods should be diversified to suit different course contents and students' learning characteristics. The traditional teaching mode can not meet the needs of modern education, and should be combined with discussion, cases,

experiments and other methods of teaching.

(3) the innovation of teaching method is the key to improve teaching effect. With the development of information technology, new teaching models such as moocs and flip classes emerge constantly. These models are student-centered, emphasizing students' autonomous learning and teamwork. For example, in a flip class, students can preview their knowledge by watching videos and consulting materials before class, while in-depth discussion and practice are conducted under the guidance of the teacher.

(4) the implementation of core course contents and teaching methods needs the support of teachers' professional quality and teaching ability. Teachers should constantly update their knowledge structure, pay attention to the development of the subject, and improve their teaching design and organizational ability. Schools should also provide teachers with continuous professional development and pedagogical training opportunities to support their continuous innovation in curriculum content and teaching methods.

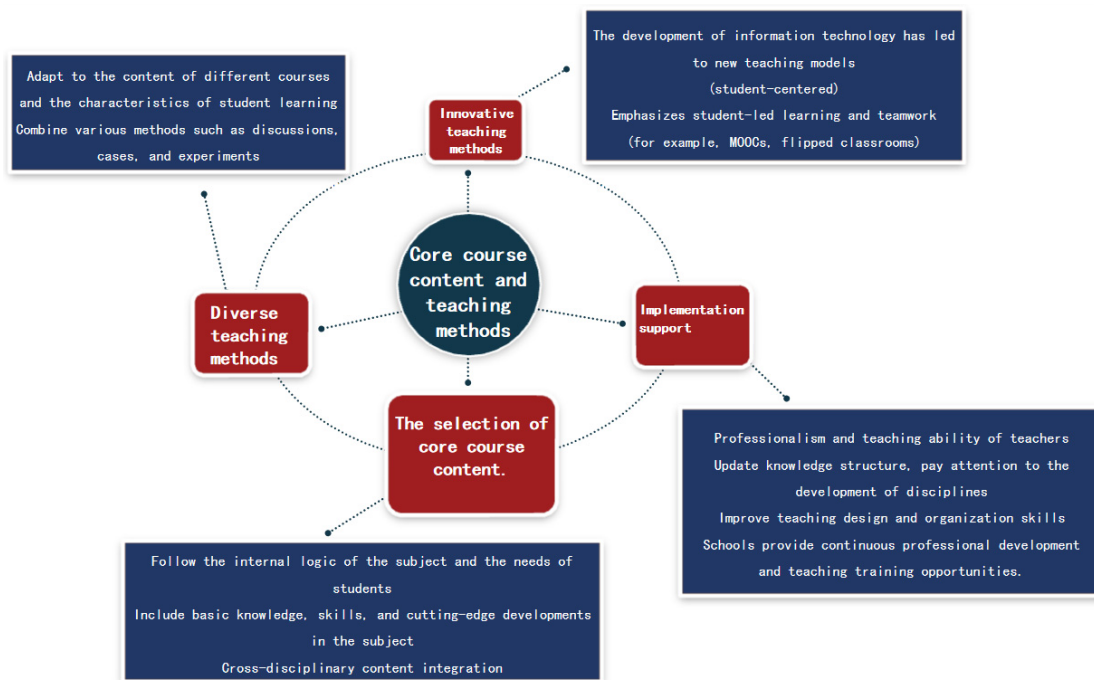


Fig 2. The relation diagram of core course content and teaching method

### 4.3. Curriculum Innovation under Multi-Cultural Integration

Today, with the increasing prevalence of globalization, multi-cultural integration has become a trend that can not be ignored in the field of education. For the art major, multi-cultural integration not only provides broad space for curriculum innovation, but also creates favorable conditions for cultivating art talents with international vision and innovative spirit.

Traditional art courses are often limited to a certain culture or art genre, while multi-cultural courses cover a wider range of art forms and styles. For example, the introduction of human customs, regional features and other elements in the curriculum, so that students are exposed to and understand the art of different cultures. We can also combine local cultural resources, develop art courses with regional characteristics, so that learning content closer to student life, stimulate their interest and enthusiasm for learning.

Multi-cultural integration promotes the innovation of teaching methods of art courses. In the traditional teaching mode, the teacher often occupies the dominant position, the student is in the passive acceptance. In the context of multi-cultural integration, teaching methods should focus on student participation. For example, interactive teaching methods such as workshops and seminars can be used to encourage students to actively participate in discussion and practice, and to develop their critical thinking and innovation skills.

The influence of multi-cultural integration on the curriculum innovation of art specialty is also reflected in the evaluation system. The traditional evaluation of art curriculum is usually based on the result of the work, but the multi-cultural integration requires that the evaluation should pay more attention to the cultural literacy, innovation spirit and cooperation ability of the students.

## 5. Practice Teaching and Innovation Ability Training

### 5.1. The Importance and Form of Practice Teaching

Practice teaching not only helps to improve students' practical operation ability, but also deepens the understanding and application of theoretical knowledge. Through practice teaching, students can feel the charm of art more directly, and cultivate their innovative thinking and problem-solving ability. In the art major, the forms of practical teaching are diversified, each form has its own unique role. For example, sketching courses can help students observe nature and experience life, thus improving their painting skills and aesthetic ability. Art inspection can help students to understand the historical background and cultural connotation of various art forms and broaden their artistic horizons. But the art practice project requests the student to apply the theory knowledge in the actual creation, exercises its practice ability and the team cooperation ability. The importance of practice teaching in art specialty is also reflected in the cultivation of students' professional quality. Through participation in practical activities, students can enhance their professional quality and sense of responsibility. It is of great significance for the long-term development of the art field in the future.

### 5.2. Project-driven Innovation Capability Training Mechanism

In art education, the project-driven innovation mechanism aims to stimulate students' creative thinking and practical ability through practical projects. The mechanism emphasizes that students should cooperate in groups under the guidance of teachers, choose the theme, design the project and complete the project, so as to develop the ability of innovation, teamwork and problem-solving ability in the process. Project-driven innovation ability training mechanism requires teachers to have high professional quality and practical experience. Teachers need to design challenging and realistic

project themes based on students' interests and abilities. In practice, the project-driven innovation capacity-building mechanism can take many forms. For example, you can organize students to participate in the design of campus cultural and artistic activities, such as school brief design, VI creation. This kind of project can let the student combine the artistic knowledge with the practical application, enhances its artistic accomplishment ability. We can also cooperate with art institutions outside the school to carry out social art projects, such as community art activities planning, public service advertising design. Such projects provide students with a deeper understanding of social needs and trends in the arts sector, and enhance their sense of social responsibility and professionalism. The advantage of project-driven innovation ability training mechanism in art major lies in that it can fully arouse the enthusiasm and initiative of students and stimulate their innovative thinking and creativity. Through the implementation of actual projects, students can better understand and master the knowledge of the arts, enhance practical ability and teamwork ability.

### **5.3. The Practice Platform Construction of School-Enterprise Cooperation and the Combination of Production, Teaching and Research**

In the education of art specialty, the construction of the practice platform of the cooperation between school and Enterprise and the combination of production, teaching and research is of great significance to the promotion of students' practical ability, the promotion of art innovation and the development of art industry, it not only provides a real professional environment for students, but also promotes the sharing of resources and complementary advantages between schools and enterprises. In the school-enterprise cooperation, the enterprise provides the market-front art information and project cases for the school according to its own needs and the development trend of the industry. The school adjusts the curriculum according to these actual cases, and ensures that the teaching content is closely linked with the market demand, which helps to shorten the distance between the students from school and the workplace and improve their employment competitiveness. The practice platform construction of the combination of production, teaching and research further integrates art research, education and industry closely. Schools, research institutes and enterprises jointly set up R & D teams and carry out art innovation projects, which will help promote scientific and technological progress and industrial upgrading in the art field, it also provides more opportunities for students to participate in high-level research projects.

## **6. Faculty Building and International Exchanges**

### **6.1. Structure Optimization and Professional Development of the Teaching Staff**

(1) the key is to pay attention to the diversity of the teaching force. We should actively introduce teachers with different academic backgrounds, rich practical experience and innovative teaching methods to break the traditional teaching thinking pattern and provide students with more diversified and personalized learning experience. For example, a school of Art and design has in recent years brought in a group of young teachers with overseas study backgrounds, who not

only bring cutting-edge international design concepts, but also through interdisciplinary courses, stimulate the students' innovative thinking.

(2) the professional development of teachers should not be neglected. The college should encourage and support teachers to participate in various professional training and academic exchange activities in order to broaden their academic horizons and enhance their professional literacy and teaching ability. For example, the participation of a teacher in an international design conference and the sharing of the results of his or her research not only enhanced the international influence of the college, but also laid a solid foundation for the professional development of the teacher himself or herself.

(3) the establishment of a scientific teacher evaluation system is also an important means to achieve the optimization of the structure of the teaching staff. According to the characteristics of art and design education, the college should set up a practical evaluation standard and make a comprehensive and objective evaluation on teachers from the aspects of teaching quality, scientific research achievements, social services and so on. This will help stimulate the enthusiasm of teachers and improve the overall level of the teaching staff.

### **6.2. Teacher Incentive and Evaluation System in Multi-Cultural Environment**

In the multi-cultural environment, the construction of teacher incentive and evaluation system is particularly important. Such a system should not only take full account of teachers' cultural background and professional expertise, but also evaluate teachers' teaching contribution fairly to ensure that every teacher can get the recognition and motivation he or she deserves in a fair environment. In order to stimulate the enthusiasm and creativity of teachers, the evaluation system should abandon the traditional single evaluation mode and adopt diversified and comprehensive evaluation methods. For example, teachers' soft qualities such as creativity, teamwork and cross-cultural communication should be included in the assessment, in addition to hard indicators such as teaching achievement and scientific research achievements. In this way, not only can more objectively reflect the overall strength of teachers, but also help to guide teachers towards a more comprehensive direction of development. In order to promote the harmonious and stable development of teachers, the incentive and evaluation system should also pay attention to the personal growth and professional development of teachers. For example, regular training and further education opportunities could be provided to teachers to help them enhance their professional and teaching skills; and a scientific promotion mechanism could be established to provide a broader space for the development of good teachers.

## **7. Conclusion**

Based on the multi-cultural art and design professional group innovative talent training path research, we need to pay attention to the status quo of art and design education, adhere to the theoretical basis and principles of innovative talent training, we should construct the curriculum system of Art Design Specialty Group, strengthen the practice teaching and the cultivation of innovation ability, and strengthen the construction of teaching staff and international exchange. Only in this way, we can train the international vision, cross-cultural communication skills and innovative ability of high-

quality art design talents.

## Acknowledgments

(1) Ministry of Education Students Division Project: high vocational integration of the “Yanpei Specialty Order Class” model training innovative skills of talent research (2023122908436)

(2) Ministry of Education Project on Employment and education with supply and demand: research on “Dual-system” talent training model of school-enterprise cooperation (No. 2023122914192).

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