

# Discussion on the Training Mode of University Art Design Talents in the Digital Age

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**Abstract:** In the digital age, users are considered digital natives, and digital thinking is an application tool focused on user experience. One of the professional attributes of art design is providing design services, and the recipients of design projects are the users. As university education is closely intertwined with economic development, technological progress, and industrial structure adjustment, it is essential to align the cultivation of artistic design talents with the driving forces, logical thinking, and spatial structure of the digital age. This requires timely adjustments in the concepts and implementation of talent cultivation. This paper summarizes and organizes the profound integration between educational institutions and enterprises, the establishment of an "Industry-University-Research" teaching system, the stylization of creative processes, and the cross-disciplinary talent training approach. The aim is to explore the talent training mode of university art design in the digital age, with the goal of enhancing contemporary art education's relevance to the current era and its frontier.

## 1. Introduction

With the advancement of digital technology, all information can now be digitized. Designers are able to process digital information using computers, simulate design ideas, and make iterative modifications in a virtual environment. This paperless design process significantly enhances design efficiency and conserves resources. The digital age has also led to the application of cross-border thinking in various fields [1]. To cultivate interdisciplinary talents and address the pressing demand for professional skills in this rapidly evolving digital era, art colleges have devoted significant efforts to researching cross-border talent training.

On one hand, innovation is an essential requirement for China's development and a prevailing trend. On the other hand, considering the inherent characteristics of the field itself, students need to possess innovative abilities and employ their professional skills to create artworks that evoke emotional resonance among people [2-3]. As university education is closely intertwined with economic development, technological progress, and industrial structure adjustment, the cultivation of artistic design talents should align with the driving forces, logical thinking, and spatial structure of the digital age. Therefore, timely adjustments in the concepts and implementation of talent cultivation are crucial.

## 2. The development trend of art design in the digital age

Due to the widespread adoption of digital technology in various aspects of society such as social production, cultural life, economy, science and technology, education, and national defence, it has brought about a significant transformation in people's daily lives and work styles. This digital revolution has propelled the digital transformation of social development, business management, spatial structure, and thinking, giving rise to a new era and ushering in profound changes in the characteristics of the times and economic models [4]. The continuous innovation of network media technology and the rapid dissemination of visual information have not only altered the public's traditional consumption habits but also spurred the diversified development of art design in terms of content and form. As a vital means of cultivating innovative talents, art design education must also undergo reform and innovation in accordance with the changing times.

With the rapid advancement of science and technology, various mediums such as digital photography, video, computer algorithms, and Internet technology are becoming instrumental in the creation of new media art. There is no fixed pattern when it comes to the form of these works. New media art can employ a combination of images, three-dimensional space, virtual and real elements, interaction, and participation as expressive forms. The development of digital technology enables interactive operations, allowing individuals to transmit and acquire information using graphics, images, words, sounds, and videos. This convenience and speed greatly facilitate and enhance design conception and execution, opening up new avenues for design practice.

### **3. Problems in art design education in the digital age**

#### **3.1. Weak sense of innovation**

Traditional teaching has been predominantly based on the "three centers" principle, which emphasizes a teacher-centered, classroom-centered, and textbook-centered approach. However, this approach falls short in cultivating students' ability to think innovatively. Moreover, due to the influence of exam-oriented education, teachers tend to prioritize improving students' technical skills and their ability to replicate images, while neglecting the development of their creative thinking. This gradual neglect of nurturing students' artistic personality results in the production of uninspiring works that fail to effectively convey the students' thoughts [5]. In the long run, this weak sense of innovation makes it challenging for educational institutions to cultivate artistic talents with the innovative abilities that align with market demands.

#### **3.2. Unclear goal of talent training**

In the digital age, users have become digital natives, and digital thinking serves as a user-oriented tool application. Design service is one of the key professional attributes of art design, with the users of design projects being the primary focus. By orienting vocational abilities, the thinking behind talent training for art design majors in universities can be transformed, leading to a more standardized talent training mode and fostering an innovative pattern that involves various disciplines. However, due to the absence of clearly defined training goals in some universities' art design programs, there is an imbalance in the objectives of talent training. Specifically, certain universities excessively prioritize skill instruction, neglecting the comprehensive improvement of students' knowledge base and overall qualities. Consequently, the resulting art and design graduates possess only basic design skills and struggle to achieve favourable career development within the art and design industry.

#### **3.3. Lack of teaching practice**

The investment in internationalization within teaching practices is limited. Currently, college art education primarily relies on local teachers for course instruction, lacking collaborative teaching opportunities with renowned universities both domestically and internationally. This results in students having limited exposure to an international perspective, while teachers themselves have insufficient opportunities for overseas training. The overall involvement of teachers and students in internationalization efforts remains inadequate [6-7]. Additionally, the majority of teachers possess master's or doctoral degrees without practical work experience. They lack comprehensive training in practical design, leading to a deficiency in practical teaching experience. This disconnect between theory and practice hampers students' understanding and application of new knowledge. When confronted with art design challenges in practical work, teachers are often unable to effectively guide students in resolving them.

### **4. Training mode of university art design talents in digital age**

#### **4.1. Cross-border talent training mode**

Amidst the significant media integration and growing interdisciplinary fields in today's society, art colleges have proactively introduced cross-border talent training strategies to cultivate professionals

who can meet industry demands. These strategies involve the integration of interdisciplinary subjects and the enthusiastic development of comprehensive, interdisciplinary, and collaborative practical courses. Figure 1 illustrates the creative teaching links that facilitate this approach:

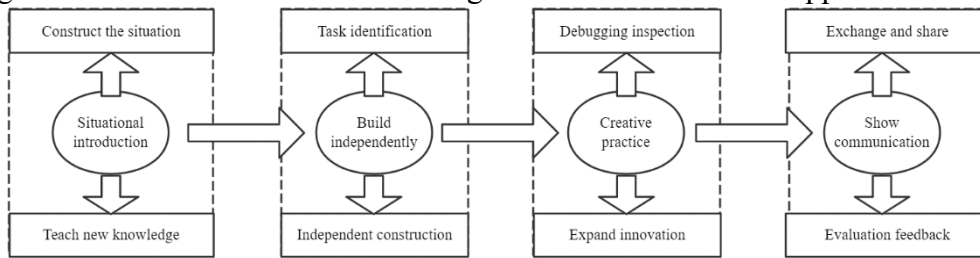


Figure 1 Creative teaching link

To meet the demands of an evolving digital age and foster interdisciplinary talents, art colleges have implemented cross-border talent training strategies. These strategies involve the integration of interdisciplinary subjects and the development of comprehensive, interdisciplinary, and collaborative practical courses. Horizontal expansion of specialized courses in art design entails enhancing the content of professional courses to deepen students' understanding of the various design elements within the field [8]. Vertical expansion focuses on providing in-depth courses based on students' chosen areas of specialization. This approach not only develops students' foundational skills and theoretical knowledge but also broadens their horizons through cross-disciplinary and multidisciplinary integration. It establishes channels to bridge the gap between theory and practice, leverages a diverse range of teachers, and facilitates the integration of self-study and teaching, fostering connections between academia and society.

#### 4.2. Constructing an "Industry-University-Research" teaching system

In the digital age, which emphasizes innovation, coordination, individuality, openness, and sustainability, personalization becomes an essential attribute for cultivating professional talents [9]. For art and design majors, there is an inherent relationship between individuality and innovation. Thus, cultivating personalized professional talents becomes crucial for design service professionals. The "Industry-University-Research" integrated talent training mode aims to cultivate well-rounded professionals who meet the needs of the market economy and enterprises. This mode consolidates theoretical knowledge while providing ample opportunities for practical training to enhance students' adaptability to society. Integrating design projects into the teaching process enables targeted instruction in technology and design methods, guiding students with clarity and focus throughout their learning journey. The studio teaching mode facilitates the close integration of teachers, courses, and practice, fostering creative thinking and practical skills under the guidance of professional teachers and industry experts. The studio mode emphasizes the harmonious development of in-class and out-of-class teaching and underscores the progress in both theoretical knowledge and practical abilities.

#### 4.3. Deep integration between school and enterprise

School-enterprise cooperation is a mutually beneficial mode in which knowledge, information, and resources are shared to fulfil common goals. It represents a new approach to nurturing innovative talents in higher education institutions, promoting educational reform, and enhancing the overall quality of graduates [10]. Through school-enterprise interaction, practical teaching bases equipped with relevant resources such as equipment, teachers, and funds can be established within the educational institution. This facilitates organizing practice-oriented teaching activities in the form of workshops.

The innovative talent training mode achieved through the deep integration between schools and enterprises aims to cultivate digital media art design professionals who possess well-rounded qualities in morality, intelligence, physical fitness, and aesthetics. To accomplish this goal, it is essential to fully integrate school and enterprise resources and establish a well-designed curriculum system. The core curriculum should be closely aligned with the demands of the digital media industry, with an

industry-oriented approach to develop professional abilities.

Cultivating professional abilities encompasses not only developing students' software operation and application skills but also focusing on their broader qualities and abilities. This includes skills such as work planning, problem analysis and solving, organization and coordination, and innovation. Incorporating comprehensive training courses helps create a mentoring atmosphere, enhancing students' communication skills, project organization and planning, teaching proficiency, and professional qualities. Establishing school-enterprise cooperation workstations expands on classroom teaching, allowing for in-depth cultivation of professional abilities.

## 5. Conclusions

As cross-border thinking extends to various fields in the digital age, art colleges have made significant efforts to cultivate interdisciplinary talents and meet the increasing demand for professional skills. Universities can strengthen the analysis of the competency requirements in art design positions and align it with talent training methods, enabling art design students to enhance their job readiness during their education. Continuously optimizing the educational ecosystem, innovating personnel training concepts, clarifying the transformation direction and adjustment strategies for personnel training, and improving the quality of professional talent development will contribute to the growth of China's art and design industry and make significant contributions to the construction of Socialism with Chinese characteristics in the new era.

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