

Thoughts on the Cultural and Creative Design Talent Cultivation from the Perspective of Cultural and Tourism Integration

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Abstract: In recent years, China has actively promoted holistic tourism, which is a new path to optimize and integrate regional resources and promote the economy of the whole region with tourism. This paper puts forward some thoughts on the cultural creative design talents cultivation from the perspective of cultural and tourism integration on the basis that tourism souvenirs are the indispensable part to promote the development of tourism industry. The means of humanistic quality enhancement, innovative thinking cultivation and new training system construction not only can enhance the ability of cultural and creative design talents to quickly integrate into the employment environment, but also can convey new design ideas and concepts for the cultural and tourism industry, thus providing theoretical support for the development of the cultural and tourism industry in China.

1. Introduction

Culture is the soul of tourism, while tourism is the carrier of culture. Tourism is a crucial path to realize the industrialization of culture, whereas culture provides continuous contents for the improvement of the quality of tourism industry. As the two major service industries of the national economy, the integration and penetration of cultural industry and tourism industry have existed for a long time due to their commonality in cultural resources, cultural products, cultural creativity, cultural consumers and many others. The two gradually break through the industrial boundary for integrating development, hence forming intersectional industries and emerging modes, extending their respective industrial boundaries and enriching the content of industrial development. The boundary openness and ambiguity between cultural industry and tourism industry offer the possibility for the integrated development. For the purpose of promoting the integrated development of cultural industry and tourism industry, the government has also successively issued relevant policies, which provides external support and promotion for the intersectional, penetrative and integrated development of the two industries.

Holistic tourism is a new concept, new model and new strategy to meet the large-scale demands of mass tourism in an all-round well-off society. Over the years, the demand for personalized and experiential souvenirs has increased rapidly while the provinces are actively promoting the holistic tourism. However, during the investigation and practice in Shandong Province, the author found that souvenirs have always been in a state of width but no depth, which has been focusing on local specialties and crafts for a long time, while ignoring the in-depth interpretation and idea conversion of souvenirs to local culture in the innovative research and development. As the weakness in tourism activities, there remains a huge development space for them. Seemingly, the “insufficiency of creativity” for souvenirs is void of intellectual input, but profoundly it is the lack of relevant new creative talents. Therefore, the cultivation cultural and creative design talents must be enforced. Taking the teaching of the art design direction as the starting point, this paper analyzes and explores how to cultivate cultural and creative design talents, thus obtaining the following contents.

2. Thoughts on the Cultural and Creative Design Talents Cultivation

2.1 Humanistic Quality Enhancement

In 2009, the Ministry of Culture and the National Tourism Administration jointly issued *the Guiding Opinions on Promoting the Integrated Development of Culture and Tourism*, which explicitly pointed out that culture is the best resource for tourism. In such a context, as the basic quality of cultural and creative design talents and the source of inspiration for creative design, humanistic quality and feelings need to be improved. To a certain extent, the amount of humanistic knowledge reserves also determines the depth and breadth of cultural and tourism product design and development.

While keeping a watchful eye on the professional knowledge and skills training of cultural and creative design talents, universities and colleges should also improve the curriculum system of humanities, guiding students to expand and study the breadth and depth of humanistic knowledge, cultivating profound historical ideas as well as increasing national cultural identity ^[1]. Based on local culture and knowledge, the core of regional development is to develop the culture and society. Regional development is inseparable from the capacity for local knowledge production and output. In sociology, the concept of “local knowledge” emphasizes the specific situation of knowledge formation, which is an aggregation of history, culture, natural environment and civil life ^[2]. All of these are the local sources of cultural products and output, and directly influence the results of cultural and creative industry and products. For this reason, training design talents to comprehensively understand and analyze “local knowledge” and “local culture” is an important beginning to determine the cultural and creative products.

2.2 Cultivation of Creative Thinking

Innovative thinking is an important capability for novel design talents. Currently, with the rapid development of the cultural and tourism industry, the stereotyped talent training mode cannot meet the employment demand of markets and enterprises, which brings forward higher and more specific requirements for future design talents in the cultivation of innovative competence. The initiative to explore the innovative design cutting-edge and the creativity of ideas and methods represent the innovative consciousness of new design talents. The current education in universities and colleges is supposed to be an open, diversified, interdisciplinary-interactive course teaching mode, as well as a wide-caliber, profound-foundation, fine-specialty and practice-oriented course system structure gradually established, which is also an important objective for training adaptive cultural and creative design talents [3].

On the basis of the foregoing, the training for creative thinking of cultural and creative design talents in art and design education should be conducted from the following three core abilities. First, the training of insight. Insight enables students to quickly grasp the main features of the observation subjects and excavate the local irreproducible culture from a unique perspective. Second, the training of critical thinking. Critical thinking can lead design talents to consciously break the forbidden zone of thinking, going into the thinking blind spot to explore the blank field and find innovative points [4]. Its unconventional training methods play a decisive role in solving the problems of the current cultural and creative product design in the cultural and tourism industry, such as stereotype, homogenization and low quality. Third, the training of conversion ability. Conversion ability refers to the ability of expression. Cultural and creative design talents need to accurately interpret the problems found by insight and the innovative points obtained by critical thinking, and then present them in different expressions.

3. Construction of a New Training System

The construction of a new training system needs a rational and scientific curriculum design. To enable the cultural and creative design talents to coincide with the actual development of the

cultural and tourism industry, the professionalism of art design courses is enhanced to make creative design talents more professional and practical. For the purpose of constructing a new training system and exploring a new mode of training creative design talents, the following aspects are specifically carried out:

3.1 Transforming the Education Concept and Improving the Construction of Humanities Curriculum System

The art design should transform its own educational concept, guiding students to attach importance to the study of humanistic knowledge from the aspect of management system; on the other hand, the humanities curriculum system should also be improved at exactly the right time. The humanities course can be taken as required professional extended courses into course groups of different grades to complete the corresponding credits. In addition, universities and colleges should be encouraged to construct high-quality humanities courses with artistic characteristics.

The “3 + 1” talent training mode is adopted in the art design major of general art colleges or comprehensive universities. That is, the first three years are the learning phrases for professional foundation and theoretical knowledge, while the last year is the phrase for graduation internship. For this reason, humanities courses can be set in the first three years of theoretical learning stage by stage in accordance with the learning habits and psychological characteristics of students in different phrases, which is conducive to the gradual improvement of students’ humanistic quality. In the first year, the general course of humanities knowledge can be set with the training purpose of this phrase to stimulate students’ interest in humanities, and the course design should be characterized by fundamentality, vividness and high participation; in the second and third year, the course with a certain theoretical depth can be set to improve the aesthetic and art-appreciating abilities in combination with the theoretical knowledge of design. The construction of curriculum system is a vital section for the improvement of the humanistic quality of art and design students ^[5].

3.2 Expanding Teaching Ideas and Building a Talent Training Mode of “Entrepreneurship, Innovation and Excellence-creating”

Rooted in the characteristics of China’s regional culture, the curriculum system is rebuilt and classified in different levels to integrate and develop regional culture, modern design, traditional craft and modern digital technology through art design. Taking the course reform and construction of cultural and creative product design as the research subject, the teaching ideas of creativity, innovation and entrepreneurship are introduced into the reform and construction of professional courses. The traditional idea of “teacher centered, and classroom centered” is replaced by the teaching thinking of “entrepreneurship, innovation and excellence-creating”, which makes teaching activities become a way to train students’ ability development rather than a form of teaching sections. “Creativity and innovation” require breaking specialty barriers, exploring knowledge accumulation in different fields, as well as enhancing students’ ability to find and solve problems, whereas “entrepreneurship” requires implementing the design, maximizing the value and being able to accept the test of the market.

Students are guided to explore and understand the regional culture, use the mode of creativity conversion, and extract cultural symbols to creative products, so that the achievements can realize the effect of “poems that express emotion and thoughts, and essays that convey ideologies and philosophies”, with the purpose of creating economic value to better serve the society. In this way, it opens up a newer and wider development path for the teaching of cultural and creative product design, and clarifies the thought for training the cultural and creative industry talents who lay equal stress on “Dao” (human connotation), “Yi” (Art), as well as “Ji” (craft and Technology).

3.3 Altering the Teaching Mode and Optimizing the Curriculum System of Enterprises, Higher Education Establishments and Research Institutes

The reform of teaching mode is taken as the starting point of the whole teaching, to actively explore and build a platform for universities and enterprises to product and practice in the process of training talents. The establishment of the training base will enable the future employees to enter

the stage of practical operation in advance, understand the real-time information of the cultural and tourism industry, cultivate the market sensitivity, and utilize the holistic tourism to mobilize the advantages of the whole industrial chain. Universities and colleges can establish extensive and efficient cooperation with more different industrial resources, so as to ensure the efficient operation of the enterprises, higher education establishments, and research institutes mode.

In the training system of cultural and creative design talents for the cooperation between schools and enterprises, the complementary advantages of enterprise cooperation are investigated and the mode of co-cultivation of school advisors and enterprise advisors is implemented after the deficiencies of school teaching are identified. Taking project practice as the main means of teaching, the teaching is not constrained by the classroom, and theory is closely integrated with practice to achieve the teaching and training purposes that students can observe, think and do.

This kind of talent training mode is bound to be divorced from the previous face-to-face teaching mode in the classroom, thus achieving multi-level interactive effects. Firstly, solving the problem of “applying what you have learned”. Industry and enterprise experts and designers engaged in front-line work are actively invited to participate in the design of practical teaching solutions, participate in the construction of majors and courses, and improve the competitiveness of cultural and creative design specialists. Secondly, resolving the problem of “applying what you have learned”. The market resources of enterprises and the faculty of universities and colleges can be shared on the platform to optimize the inherent resources of both sides, and learn each other’s good points for common progress, so that enterprise advisors and school advisors can jointly guide students to complete project teaching in combination with their respective resources, implement open-ended teaching, without being constrained by location, content, form and other conditions, and jointly cultivate practical innovative talents with the needs of enterprises, society and market as the consideration criteria.

4. Conclusion

China’s tourism has entered a stage of rapid development nowadays. From the perspective of cultural and tourism integration, cultural and creative product design needs the demand of digging deep into more cultural resources available and waiting to be developed so as to stimulate the upgrading of consumption and service in the holistic space. Meanwhile, the integration of culture and tourism has expanded the upgrading requirements of the cultural and creative industry. However, because cultural and creative design talents are insufficient for enough humanistic quality and creative thinking training, so they do not provide intelligent support for the tourism industry with expanding market potential. Three ideas of talent training put forward by this paper can effectively resolve the problem---the promotion of humanistic quality can enhance the ability of designers to profoundly interpret culture; and the construction of the new training system can not only improve the ability of graduates to quickly integrate into the employment environment, but also transfer the new design thoughts and concepts for the cultural and tourism industry. The cultivation of novel creative talents in keeping with present and future development of culture and tourism will not only bring strong driving force for the diversified development of the design, planning and implementation of cultural and tourism industry, but also provide necessary talent support for the creativity carrier required by the spread of traditional culture.

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