

Research on the Training Mode of Innovative Design Talents Integrating Regional Culture into Applied Universities

Wenting Zhang

Nanjing Institute of Media and Communication, Nanjing 211100, Jiangsu, China

Abstract: With the continuous development of China's society and economy, the cultivation of applied talents in colleges and universities has risen to the national strategic level. In terms of talent cultivation, applied colleges and universities need to set up a special talent cultivation framework to meet the current social demand for professional and applied talents. Based on this, this paper analyzes the current situation and existing problems of innovative design talent training system for design majors in local colleges and universities, expounds the construction of regional culture into innovative design talent training system under the trend of deep integration of production, learning and research, and further realizes the combination of theory and practice and the transformation of design talent training concept. In design education, new paths are explored for more effective training of students' innovative design education.

Keywords: Regional Culture; Local Universities; Design Major; Teaching Reform; Innovative Design Talent Training System

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Introduction

With the continuous development of economy, the requirements of society for talents are increasing. Talents need not only strong professional skills, but also certain practical ability. Due to the pressure of market competition, it is difficult for enterprises to provide sufficient time to cultivate employees' practical ability and adaptability. Therefore, universities have become an important platform for cultivating students' professional skills and practical ability. Under the background of the development of the theme of "innovation-driven" era, innovative design education in colleges and universities, as a new educational concept adapting to the development of the current era, is gradually recognized and valued by China, and has become a hot spot in the reform of talent training for design majors in local colleges and universities.

1. Existing Problems in the Training System of Innovative Design Talents in Local Universities

1.1 Innovative design education content is not distinctive

In recent years, the symbol and importance of regional culture have gradually been recognized, and the growth of national cultural confidence can be clearly realized from the production and life. The enhancement of cultural soft power is a powerful driver of economic development. The key points of the work of the Ministry of Education in 2015 clearly pointed out that to publish 《Guiding Opinions on Pilot Reform of the Transformation and Development of Some Undergraduate Universities to Application-oriented Universities》, the primary problem of the innovation of the design specialty in local colleges and universities after the transformation is that the teaching content characteristics and pertinence are not distinct, not based on the local, not targeted to serve the local, and cannot highlight the regional characteristics.

1.2 Imperfect and unscientific curriculum system of innovative design education The curriculum system of innovative education in design majors. In local colleges and universities is generally imperfect and unscientific

Most of them are based on the traditional professional courses, and the content of innovative education is implanted roughly. The lack of coherence and depth in the curriculum system leads to the separation of teaching from practice. Many local colleges and universities have not formed a scientific teaching mode of professional practice courses, resulting in the derailment of design education and the market for talent demand. However, the resources of school-enterprise cooperative education in local colleges and universities are not superior enough. Therefore, local colleges and universities should make up for the shortcomings, strengthen school-enterprise cooperative education, and avoid the cultivation of design talents that cannot meet the needs of society.

2. Regional culture into local colleges and universities design professional training innovation talent education goal

2.1 Deepening the construction of innovative design talent training system through the trend of deep integration of industry, university and research

The theoretical teaching content of innovative education for design majors in local colleges and universities needs to rely on teachers' solid basic professional theoretical knowledge and rich social science research, and then refine the regional characteristic culture, and strive to formulate the theoretical teaching content in the curriculum system of innovative design in combination with regional cultural resources, and provide resources and materials for practical teaching, so as to make the local characteristic culture promote innovative design education based on the local, highlight the regional characteristics, expand the talent training path in combination with the regional market demand, and promote the development of local economy under the mode of deep integration of industry, university and research.

2.2 Actively carry out the reform of school-enterprise collaborative education mode, form the quality and ability of "innovation and entrepreneurship" in the process of cultivating innovative talents, and establish a production-education integration base integrating teaching, training, innovation and entrepreneurship.

First of all, by using the guidance of local enterprises and the instilling of enterprise models, students can accurately locate the current market talent demand standards, their own career planning, improve the innovative professional quality, infiltrate and cultivate the innovation spirit of college students, and make innovation consciousness become the source of spiritual motivation for college students. Secondly, improve the practical application mechanism and practical research platform, and truly achieve school-enterprise integration, synergy and complementarity, precise positioning, pragmatic and efficient, and win-win cooperation^[1].

3. Regional culture into local colleges and universities design professional innovative design talent training system construction

3.1 Integration of Regional Cultural Research Content into Curriculum System Theoretical Teaching Content of Innovation mode

Integration of Regional Cultural Research Content into Curriculum System Theoretical Teaching Content of Innovation and Entrepreneurship Education for Design Majors in Local Universities It is necessary to rely on teachers' scientific research to transform regional characteristics and culture, and combine with the theoretical teaching content to feed back teaching by scientific research, aiming to lay the foundation for practical teaching and provide first-hand resources and materials. Innovation and entrepreneurship education focuses on practice and entrepreneurship, but the core is innovation. Combining teachers' scientific research content to innovate, and cultivating students to actively participate in entrepreneurship is a coherent and scientific innovation and entrepreneurship education mode.

3.2 The proportion of innovative practical ability curriculum modules in the curriculum system should be appropriately expanded in the construction of production-education integration base

For example, the "specialized courses with special characteristics" rely on teachers' scientific research achievements to carry out specialized courses with regional characteristics, and combine non-genetic inheritance of handicrafts and ethnic folk culture to carry out cultural transformation, showing a batch of regional cultural and creative designs. 'Systemic competitive competition course' is aimed at national, provincial and ministerial core discipline competition to promote learning systematically. 'Comprehensive practical project course' is based on the innovative design and training projects guided by teachers. Teachers preside over local service actual projects and commercial bidding projects for practical teaching, and project-based teaching to meet the needs of professional market, which plays a bridge role in the later school-enterprise collaborative curriculum. According to the ability and quality requirements of design majors in local application-oriented universities, a production-education integration base integrating teaching, training, innovation and entrepreneurship is formed.

4. Conclusion

Under the background of the country, s vigorous promotion of high-level talents training of applied technology, how to construct the innovative talents training mode of applied design specialty is a systematic project^[2]. Based on the characteristics of regional culture, it is necessary to develop the dual attributes of higher education and vocational education with application-oriented universities as the main body, improve the three-dimensional co-creation of enterprises, teaching and scientific research, promote the transformation of scientific and technological design achievements in colleges and universities, promote scientific research and feedback teaching, vigorously deepen school-enterprise collaborative education, and solidly promote practical teaching. With the curriculum system with more regional characteristics and culture to achieve the goal of innovative design teaching, to create an innovative design education personnel training system to adapt to the needs of the new era and sustainable virtuous circle of production, study and research, and constantly improve the innovative design education of design majors in local colleges and universities.

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