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Research and suggestions on the cultivation of university art and design talents

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Abstract:
The biggest characteristic of art and design education is the huge difference in education. While art schools around the world teach differently, they all share common educational standards and are talent training programmes. Only by setting standards can we improve the quality of talent training. This paper will study the university art design professional talent training program, researchers adopted the theme of the research method, using the interview research design, will take many universities in Hubei province as an example to the teaching and practice of the interview analysis, the art design professional talent teaching training mode of two variables, will get more accurate research data, can more directly study the present situation and challenges of local talent training. The purpose of this study is to explore the problems in the teaching and practice of the training mode of art and design majors in these universities, and will provide some effective suggestions for the training program of art and design talents in universities.It is also hoped that it will inspire researchers in relevant fields.

Keywords:
Art and design, talent training,problem,suggestions

1.Introduction

The introduction of your article is organized as a funnel that begins with a definition of why the experiment is being performed and ends with a specific statement of your research approach. And it highlights controversial and diverging hypotheses when necessary. [1]Art design mainly studies the basic theory and professional skills of art design and art design, has the ability of modern design creativity, new technology, new materials and production site operation ability, and has certain requirements for art. Art design is a subject that follows the trend of The Times and social development, and needs to have a certain social foresight.

"Art design education began in Europe, originally through the mentoring system to teach, to the 18th century, most European countries set up a similar academy of fine arts around 1920, design education gradually formed its own system in Europe, especially in Germany Bauhaus design institute, the Soviet union, the design institute, the basic course, theory, design professional course three basic teaching structure of the course group".[1]

Western art education has no fixed curriculum model and has great freedom. In the design category, more

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attention is paid to cultivating students' sensitivity to observe problems and their ability to solve problems [1]. For example, both the number of talents and design achievements in the United States occupy a large proportion in the global art and design field, which is closely related to many excellent advanced art and design universities and advanced teaching modes in the United States.[5]

And Japanese design is also very popular in recent years, the development of Japanese design based on the reference of ancient China and modern western experience[6]. on the basis of combining the advantages of other countries, to achieve mastery through a comprehensive study, combined with the development of social design talent training standards also let Japanese design education quality is high.

In China, talent training is a relatively new concept, which specifically refers to the training mode in the field of education in China.[3] With the continuous development of economy and the demand for social talents, the rapid development of the art and design industry, and the continuous reform and progress of art education. Although some achievements have been made, there are still some problems in the training and education of art and design talents. This is also the purpose of the Chinese universities to constantly formulate and improve the professional talent training mode[2].

It can be seen that the training modes of design professionals in each region of the world have their own characteristics. Different talent training modes are also formulated according to the social environment and teaching environment of the country and the region. This mode is also worth learning and reference for different countries, but it should not be blindly imitated and copied.

Therefore, innovative teaching models and targeted training of innovative talents that meet social needs are the focus of our educational development, so as to facilitate Improve the development of art and design talents.

This is also the purpose of various universities in China to continuously formulate and improve the training mode of professional talents.

The study, will be further understanding of Hubei province four university art design professional talent training mode, and will explore the university art design professional talent training mode in the current social environment is effective, will explore the university of art design professional training mode of teaching mode will exist, find the corresponding solution, and will give the university of talent training plan to provide some effective advice.

2.Materials and Methods

This study aims to methods used cultivating Talent in art and design education at Hubei Province

Specifically,it seeks to answer the following questing:

1.What are the problems encountered in cultivating talents in art and design education / curriculum?

A:Training:

B:Teaching:

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2.What are the interventions used in addressing the problems encountered in cultivating the talents in art design education/course?

Population and Locale of the Study

This study will interview the art and design professional teachers from 4 universities in Huangshi city, Hubei Province. Among them, 4 universities (3 ordinary universities and 1 vocational college) in Huangshi city are respectively: Hubei Normal University, Hubei Institute of Technology, College of Arts and Sciences of Hubei Normal University, and Hubei Vocational College of Engineering.

The study will use the saturation sampling method to interview some excellent teachers in the four universities, and each school will interview the teachers. When a conclusion was reached, the interviews were stopped. The basis of selecting interview teachers is that these teachers must be actual participants in university teaching and research, and experienced teachers engaged in art and design teaching for more than three years, so that the interview data is more real and effective.

Table1

Universities	Art and Design Teachers	Sample size
Hubei Normal University	11	8
Hubei Polytechnic University	9	4
College of Liberal Arts and Sciences, Hubei Normal University	4	2
Hubei Vocational College of Engineering	6	2

3.Results and Discussion

Interview results:

The following is the interview results of the training of art and design professional talents in universities in Hubei Province. Teachers from four schools were mainly interviewed to understand the problems arising in the training of art and design professionals and what interventions were used to solve the problems encountered in the training of art and design professionals.

1: Students often encounter problems such as weak internship willingness, dissatisfaction with the internship unit, and unfamiliar business in the internship work. Teachers need intervention and help.

Specific intervention measures: continuous coordination and improvement with students and enterprises, for example, dissatisfied with the unit, coordinate other internship units, and coordinate the relevant personnel to train and guide students.

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2: Most students are competent for some of the internship work, but there are still problems of lack of practical work experience. School teachers can't help them too much for these students. After all, the school teaching and most of the practice links have ended, and the internship stage can only rely on the help of the internship unit. It can only be suggested that the school should further strengthen the cultivation and training of students' practical operation ability.

3: School information teaching platform has problems, insufficient interaction, sustainable improvement to enhance the interaction between teachers and students,

Implementation of specific intervention measures: strengthen the relevance of online and offline courses, so that schools can further improve and update the practicability of the platform.

4: The number of enterprises in the university varies greatly according to different regions. The enterprises in economically developed regions encourage the linkage with the universities in practice, and increase the proportion of enterprises to talent training, so as to create opportunities to contact talents in advance. Therefore, there is no big problem in the number of cooperation, and it is basically saturated. However, it is difficult for schools in underdeveloped areas to cooperate with enterprises, so that students do not have many opportunities to practice.

Implementation of specific intervention measures: the school encourages teachers to go out to conduct business investigation and exchange and cooperation with enterprises, and establish more benign cooperation between enterprises and schools.

5: There are many problems in student internship, and there are also big problems in school-enterprise cooperation.

Specific intervention measures: strengthen the penetration of enterprise culture, let the enterprise to the school to preach, let the student real identity enterprise, strengthen practice will, about students no internship enterprise, can suggest students in their hometown or school location to find (location choice is to ensure the safety of students), protect the treatment and rights of students during the internship, ensure the safety of students' body and mind, this is the school should do.

6: There are problems in the time of practice and practice, and the time of practice link setting is too short, which makes it difficult for students to fully understand its content system in the enterprise, thus resulting in the deviation between what they have learned and used.

Implementation of specific intervention measures: contact enterprises to require reasonable arrangement of students' work, so that the practice link is conducive to teaching and talent training to the maximum extent, and it is suggested to increase the practice time of some majors.

7: Due to the time limit, the students in the internship are difficult to be competent for the enterprise independently, and the practice link can only be a process of understanding and familiarity with it.

Implementation of specific intervention measures: The modification of the practical link in the school talent training program should be adjusted according to the content of the major and the work of the enterprise. It can be completed by grading, fixed points, internship and students' part-time jobs after class.

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8: The support of information background is not enough, the popularization of students is not enough, the teaching work is not involved, and multiple information platforms cannot communicate.

Specific intervention measures implementation: schools are recommended to update the platform.

9: Some textbooks have problems, not enough to support the quality of teaching,

Implementation of specific intervention measures: teachers will search for relevant materials according to the teaching platform, and they will also find some content on domestic and foreign websites to make up for the teaching quality.

10: Jobs require more technical talents, but the school has no way to provide better places for technical learning, and opportunities for business operation. Students are not competent enough to take better positions.

11: Long ago, the training effect of art and design talents in the school was mediocre, but the training effect was constantly made in the later period.

Implementation of specific intervention measures: the talent training plan is revised every four years to follow the pace of market demand, bring teachers and students to enterprises every year, and invite enterprise designers to give lectures in schools, so as to contact with the market in various ways to achieve the purpose of talent training to adapt to the market.

12: At present, the use of teaching materials is not satisfactory, and the content and quality standards of teaching materials are not clear.

Implementation of specific intervention measures: making the teaching plan and course content arrangement by themselves.

13: Most of the current teaching objectives are formulated and implemented in accordance with the requirements of the school, but the teaching implementation effect may not be fully consistent with the objectives.

Implementation of specific intervention measures: to continuously improve students' professional ability and practical ability in teaching, and to conduct relevant professional training and guidance in the simulation process of social practice in class.

14: The theoretical knowledge of the school is disconnected from the practical knowledge and the knowledge needed by the society. It is difficult to find highly suitable jobs, or the students are not skilled in their studies or competent, or the students look down on some low-paid jobs.

Specific intervention implementation: strengthen students' practical course learning, and suggest further increase practice opportunities.

15: Some of the textbooks are out of date, the quality of the class is not good, and the boring students do not want to listen to it.

Specific intervention measures: teachers will download and supplement important knowledge points on the online platform for students to learn.

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16: There are some problems in the teaching system. Teachers, students, time, epidemic situation, emergency and other reasons may suddenly adjust the teaching plan, but the adjustment is blind. The sharing of online and offline teaching time is unbalanced, and Conclusions

4. Conclusions

4.1 Based on the findings, the following are the conclusions of this research study:

1.There are problems in art design talent training projects in some universities in Hubei Province, which are mainly reflected in two important links of training and teaching, which can be further improved and perfected.

2.The revision and improvement of the art and design talent training program in some universities in Hubei province will focus on practice, employment, school-enterprise cooperation, and talent training plan in practice.

3.The revision and improvement of the art and design talent training program in some universities in Hubei province focuses on the teaching objectives, teaching resources, teaching platforms and other links in teaching.he teaching quality is general.

4.2 Recommendations

Based on the findings, the following are recommended:

1.Regularly revise and improve the art and design talent training program to meet the needs of the society for the development of talents.

Every year or every two years regularly on the assessment of talent training results, through teaching evaluation or interview series to review the teaching plan of the school year standard, and the talent training quality, timely improve and modify art and design personnel training plan, by inviting the field experts and the professional teachers cooperation to help modify and perfect, to further improve the quality of talent training plan.

2.Revise and improve the practice in the art design talent training program to improve the effectiveness of the practice.

Design professional practice link is very important link, the link is also the most problematic link, in the student practice time, university-enterprise cooperation, internship more problems, should be in related links to further modify and improve the talent training plan, by enhance the number of cooperation between colleges and enterprises, increase more practice and internship opportunities, strengthen the quality of cooperation between universities and enterprises, improve the effectiveness of practice and practice, strengthen students, colleges and universities and enterprises, safeguard the rights and interests of students, timely communication and solve problems, for the practice of talent training improve efficiency.

3.Revise and improve the teaching link in the art and design talent training program to improve the effec-

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tiveness of the teaching link.

Teaching has always been the key and key link in education. There have been many problems related to teaching in some universities interviewed, which will directly affect the teaching quality of schools and bring negative effects to the talent training in colleges and universities. The teaching resources effectiveness, teaching platform effectiveness, teaching mode and teaching goal is a serious problem, colleges and universities should update the teaching resources in time, with novel and effective teaching resources to cultivate talents, on the teaching platform should further update and construction, with the help of the new media to improve the teaching quality, and update the teaching goal, must adapt to the development of the social needs, rather than a simple blind training, to cultivate talents that meet the needs of society.

4.3 Outcome

Guidelines in the revise and improve for the training of art design professionals

According to the research results of the art design professional talent training program in universities in Hubei province, the suggestions for the modification and improvement of talent training are put forward.

Modify and improve	Objective	Advise
Talent training program	In line with the needs of the current social and professional positions	The talent training program will be regularly updated, revised and improved, based on the suggestions of relevant experts and teachers based on the requirements and objectives of the Ministry of Education and according to the actual consideration of local social development.

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Training	Increase the opportunities of internship, employment, school-enterprise cooperation, and improve the quality of practice.	1.In talent training, the importance of practice should be more clear. Schools should further strengthen cooperation with social enterprises and actively seek cooperation and help from the government and society. Only with more enterprises can there be more high-quality positions and opportunities for students to practice and practice. 2.To improve the effectiveness of practice in talent training and to enhance students' application ability, schools and teachers need to pay attention to the changes of the current social demand for design positions and the environmental changes of social development, so that students can get close to the society and improve their working ability. 3.Schools and teachers should strengthen contact and communication in the practice link, make suitable practice plans, reasonably allocate practice positions and practice time according to the professional situation, and actively communicate with enterprises to ensure the quality of students' practice.
Teach	Improve the teaching objectives, teaching resources, teaching platform and other links	1.The teaching link of talent training is the top priority. The teaching objectives in line with the current social development. Therefore, the teaching objectives should change with the social development. 2.Update teaching resources, according to the current needs of the society for design positions, update the professional teaching materials and courseware, so that students can learn new technology and knowledge. 3.Teaching platform is a better supplement to teaching and guarantee the hardware conditions of teaching. Improving the teaching platform can make it more convenient for students and teachers to carry out teaching activities. Schools must timely update and ensure the use and efficiency of the teaching platform.

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