

Thoughts the Individualized Training of Media Art Talents under the Vision of Innovation

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Abstract: Against the backdrop of significant transformations and challenges in today's media industry, how to cultivate innovative media art talent in line with the times has become a question that institution of higher education must consider. This paper combines many years of training experience of media talents in Communication University of Zhejiang, analyzes the personality characteristics of art students, the existing problems in the current education and teaching model, the establishment of the personalized talent training model, the construction of the curriculum system, and the reform of the management system, so as to provide reference for promoting the establishment of innovative media art talent training system in colleges and universities as soon as possible.

Keywords: Media Talent; Personalization; Innovation; Cultivation

1. Introduction

Under the background of current media integration and media innovation, with the rise of various new media, short video platforms, micro short play apps and other related industries, traditional radio, television, film and newspaper are facing severe challenges, and the media industry is facing great changes and opportunities. How to train new media art talents to adapt to The Times with The Times and how to build an innovative talent training system have become the problems that higher education must think about today. The following will be combined with the years of media art talent training practice of Communication University of Zhejiang, aiming at the personality characteristics of media students, the cultivation of innovative ability, the establishment of teaching mode and other aspects of in-depth discussion.

2. Pay Attention to the Personality Characteristics of Media Arts Students

For many years, most media majors recruit from art students, students have obvious artistic atmosphere and personality characteristics. Schools must pay attention to these personality characteristics of students and cultivate their unique way of thinking and innovative ability.

2.1 Unconventional Personality Style

Most of the art students will participate in various art training and accept the influence of art from their childhood. In the process of art learning and practice, they often need to think independently and give play to their imagination, and gradually develop their own unique perspective to observe things, and have a new, strange and special aesthetic pursuit. In addition, in the process of art learning and exercise, they participate in relatively more social activities and are easy to accept new ideas and understand new things. After entering the university, because they are often necessary to carry out artistic creation and work display, or participate in some artistic performance activities, they have formed a kind of self-expression characteristics, and developed a perceptual, lively, publicity and unique personality. They like to do things unconventional, and often show strange behavior, words and deeds, and even dress differently[1].

Media arts students generally go through the art major of the provincial unified examination, school examination and other layers of examinations before entering the university, most of them will be particularly fond of their own major. Especially with the prosperity and development of cultural and artistic undertakings, influenced by some excellent artistic works, stars in the literary and artistic circles and trendy ideas in society, they will eagerly request to study professional courses

after entering the university, and have obvious professional interests and goals.

On the other hand, because most art students spend a lot of time in professional training and art activities in primary and secondary schools, they spend much less time and energy on cultural courses, which leads to their weak cultural knowledge and unsatisfactory performance in the college entrance examination. Even a considerable number of art students chose to apply for art majors because of their poor performance in cultural courses[2]. In addition, most of the art students are liberal arts students to study in the university, generally have strong sensibility, rational and logical thinking ability is poor, for some interdisciplinary, science and engineering professional courses are relatively difficult to learn. For these reasons, after going to college, they will be more difficult to learn courses that require basic knowledge of middle school, and they do not like learning basic theoretical knowledge. However, due to the habit of receiving art skills training since childhood, they pay special attention to hands-on ability and gradually form a preference for acquiring professional knowledge through hands-on practice.

2.2 Have the Basic Quality of Innovation

Because of the unique personality of art students, they can create creative works. In fact, good creative and artistic works are generally inspired by the unique personality of the creator, because the artistic creation itself needs to have rich imagination and unique thinking, and to a certain extent, the personality of the creator also determines the level of creation, and it is because of the unique personality that it promotes the growth of artistic talents.

Students' strong interest in media art and pursuit of goals are the source of their innovation. When people get more learning and practice opportunities in the areas they are interested in, they are more willing to take the initiative to learn and explore, which can stimulate their initiative and internal motivation. Mr. Yang Zhenning, a famous scientist and Nobel Prize winner in physics, said that "personal interest, especially early interest, often plays a very important role in innovation"[3].

In fact, the innovative talent is relative to the

conservative, conformist, lack of aggressive people, refers to those who have unique thinking and imagination, have a pioneering spirit of dissatisfaction with the status quo, have a strong curiosity and desire for truth, and have a certain ability to innovate. "In a social sense, it refers to those who make creative contributions to society through their creative labor; In the individual sense, it refers to those talents who constantly achieve self-innovation and transcendence with an inquiring attitude.[4]" From the perspective of the characteristics of media arts college students, their unusual personality, unique way of thinking, strong interest in the major, good at practice, all coincide with some characteristics that innovative talents should have.

3. Change the Traditional Training Mode to Adapt to the Training of Innovative Talents

At present, under the background of global higher education popularization, how to pay attention to students' personality differences, further promote their personality development, provide them with more suitable training methods and opportunities, and stimulate their innovation potential is an urgent problem for colleges and universities to think about.

3.1 Problems in the Background of Higher Education Popularization

At present, there are still some problems in the cultivation of talents in colleges and universities, such as old-fashioned teaching mode, single teaching form, unreasonable curriculum structure, and not obvious role of innovation and guidance, which are mainly reflected in the following aspects.

First, the teaching form is rigid and lacks individualized guidance. In recent years, under the background of the popularization of higher education, the enrollment scale is getting larger and larger, with dozens of students in one class. Many professional courses are still mainly taught in the classroom, and it is almost impossible to attend small classes, and even inevitable to have the phenomenon of scripted studies, which violates the basic law of art education. In the teaching process, teachers often ignore the inspiration and guidance to students, and there is no discussion process to raise and solve problems. Most of the students' homework is completed

by consulting, learning from, or even copying, and students often rely on rote memorization to cope with the exam, which makes students' independent thinking ability can not be improved[5].

Second, the teaching mode is single, which can not realize the personalized training of people-oriented. In recent years, in order to standardize the management of higher education, many universities have to set up majors strictly in accordance with the professional catalog formulated by the Ministry of Education, and can not consider the actual needs of the industry and the development of regional economy for talents. Can not specify the direction of professional talent training. It is still a group of people, a class, and a class. It is difficult for students with different interests, hobbies, talents, potentials, and development directions to get education suitable for themselves, and cannot stimulate their individual potential.

Third, there is a disconnect between teaching and practical creation, and the training of practical ability is lacking. With the sharp increase of university enrollment, the investment in practice equipment can not keep up, and the construction of practice bases inside and outside the school has almost become a common phenomenon, which inevitably leads to the failure of practical training teaching facilities. Because of the emphasis on theory over practice in the teaching process, students can not get due professional skills training, lack of application ability training, practice and innovation ability training is out of the question.

Fourth, in the face of the transformation and upgrading of the economy and the challenges faced by the media industry, many teachers still use the old teaching thinking, outdated teaching methods, and textbooks of more than 10 years ago, and can not keep pace with The Times and combine the latest development trends of the media industry in the new era to carry out teaching reform, so that graduates will inevitably "acclimaticity" after going to society, and can not adapt to the requirements of the new era.

Under the background of current media integration and media diversification, especially the rise of "we media" and the development of artificial intelligence technology, it is more necessary to consider

the interests, abilities and personality characteristics of individual students in the training of media art talents, and to minimize "unification", "standardization" and "standardization".

3.2 Exploration of Individualized Training Mode

In recent years, universities all over the world are exploring the cultivation mode of innovative talents. The practical investigation shows that it is difficult to cultivate innovative talents under the standardized and unified teaching system which is covered with various regulations. Only by respecting the individuality of students, and striving to make students with different interests, different development goals and different professional abilities get personalized training, is the premise of the cultivation and growth of innovative talents. Only by establishing a personalized talent training system, implementing individualized teaching, or even "setting up courses for people" teaching, and fully creating a diverse, open and relaxed learning environment for students, can we promote the development of students' individual potential and stimulate their innovation potential.

For example, as early as 2010, China proposed that it must recognize and respect students' individual differences, establish a people-oriented modern education concept, and strive to "care for each student, promote each student's active and lively development, respect the law of education and the law of students' physical and mental development, and provide suitable education for each student.[6]" Because each student has his or her own personality characteristics, different innate endowments, interests and hobbies, and different abilities and talents, only personalized training can encourage people to develop diversified thinking and stimulate their creativity. If all standardized and unified class-based teaching is adopted, it will inevitably make most students not get a good education.

From the current situation, some pure art majors will adopt small class, group, or individual teaching in professional courses, usually because students have different professional directions, strengths and abilities, and often need group exercises and individual

guidance. And for most media majors, or dozens of people a class, crowded a circle together to teach.

In fact, after years of continuous exploration of higher education in various countries, there are also some typical personalized talent training models, which are very necessary for universities to practice and explore in combination with their own conditions. For example, the "studio" teaching model changes the standardized teaching based on majors and classes into flexible teaching and practice based on "studio"[7]. "Project-based teaching" allows students to get exercise in the process of project research and development and work creation, and breaks through the single and fragmented teaching concept and method, and replaces it with comprehensive and innovative[8]. The "tutorial system" is also a good way to cultivate the innovative ability of college students in the undergraduate stage, which has been repeatedly piloted in some professional art colleges and universities in recent years, and has achieved good results. However, due to the lack of teaching resources in most colleges and universities, it is difficult to carry out comprehensive development.

4. It is Necessary to Establish a Personalized Talent Training Plan and Curriculum System

In order to adapt to the cultivation of innovative talents, the school should explore a suitable teaching system for the cultivation of innovative talents in combination with the characteristics of the media major itself, and realize the personalized cultivation of student-centered, innovative thinking and ability as the core.

4.1 Reform of Personnel Training Mode

In order to promote the cultivation of innovative talents, it is necessary to break the restriction of traditional teaching system in the formulation of talent cultivation strategy, curriculum system and teaching plan.

One is to set flexible professional directions and teach students according to their aptitude. In the era of popularization of higher education, how to meet students' personality differences and individual development requirements? For the cultivation of media arts talents, it is necessary to set flexible major directions to provide students with choices on

the basis of ensuring the courses and credits required by the professional talent training program, according to the current development trend of the media industry and the needs of the society for talents in all aspects. It is necessary to break through the original unified teaching plan and curriculum, fully consider the differences of students, so that students can freely choose professional courses, orientation courses, course teachers and learning space, and change the teacher-centered to learning-centered. As far as possible, students with different interests, different potentials and abilities, and different goals can be fully educated[9].

The second is to adjust and reform the curriculum teaching plan. Schools need to conduct a comprehensive review of general courses, platform courses, professional courses and comprehensive practice courses, and set them around the cultivation of innovative ability. For example, students mainly develop professional interest and innovative thinking in the first grade; From the second grade, professional courses are taught in different directions, focusing on the cultivation of individual potential and innovative interest; In the third year, focus on the teaching of practical innovation and scientific research creation, mainly the cultivation of independent innovation and entrepreneurship ability. In addition to setting up professional courses according to the flexible directions of different majors, students can also be encouraged to choose some relevant professional extension courses independently and minor in the major they are interested in, so as to adapt to the diversified development of students.

Third, based on the reform of talent training program, the teaching model should be comprehensively reformed and the teaching system combining theory and practice should be built. The cultivation of innovative talents cannot rely solely on traditional classroom theoretical teaching, but needs to combine practice bases and innovation platforms inside and outside the school to form an effective integration of production, learning and research, so that students can directly participate in the creation of works and project innovation, and improve their practical application and innovation ability[10]. In addition to the regular course teaching, some practical courses are arranged mainly through

the "studio" and some practice platforms such as college student innovation centers, collaborative education practice bases, and university science and technology parks. According to the different needs of the society for media talents, a number of teacher studios should be set up. The studio will closely combine teaching, experiment, work creation and topic research, and the instructor will lead students to jointly analyze and research, formulate plans and practice creation, from which problems can be found and solved, so as to give full play to students' potential, pay attention to their personality display, cultivate their innovation awareness and improve their innovation ability.

Finally, it is necessary to adjust the specific teaching organization form, teaching content and method, teaching process evaluation and management, so as to adapt to personalized talent training.

4.2 Establishment of Long-term Mechanism for Personalized Training

In order to make the cultivation of individual talents persist for a long time, it is necessary to carry out many aspects of teaching reform and system establishment under the current education system.

First, it is necessary to change the original management system, for example, it is necessary to flexibly divide the professional flexible direction, and adjust it on the basis of the original department and teaching and research office. The implementation of studio teaching will disrupt the original traditional teaching plan and complicate the course arrangement. These will bring a series of management problems, we must establish a set of effective, scientific and reasonable management methods. There should also be an evaluation and reward method, such as the implementation method of various professional directions, the management method of studio teaching, and the reward method of teachers and students' innovative achievements[11].

The second is to establish a set of incentive mechanism and evaluation methods to encourage students to innovate. For example, corresponding credits are set in aspects such as personality development and specialty cultivation, innovation funds are established to finance students to produce more works and

results, encourage students to participate in various disciplines and professional competitions, and encourage teachers to lead students to produce more results, so as to cultivate students' ability to participate in creation and innovation by using professional knowledge.

The third is to establish innovative teachers. The implementation of personalized innovation personnel training is inseparable from a team of high-quality teachers who not only understand the law of education and teaching, but also have rich production practice and innovation level. Generally, college teachers are mostly from the "school gate" to the "school gate", and they need to be arranged to exercise in the practical training bases inside and outside the school in a planned way, or to the relevant production and scientific research units, to solve the problem of lack of practical experience and lack of innovation ability.

Fourth, we should strengthen the effective use of practical innovation platforms. In general, in addition to teachers' studios, which can be used as regular places for teaching practice and research, comprehensive innovation and production practice platforms such as comprehensive practical training centers, collaborative innovation centers and science and technology parks established in various colleges and universities can provide effective teaching practice platforms for the training of innovative talents. Because the teaching department often has a relatively loose connection with these training bases inside and outside the school, if it can not be rationally arranged and effectively used, it will be a mere formality. Schools must set up training programs for students' extracurricular innovation practice in a planned way, and strive to realize the organic combination of teaching and practice innovation.

5. Conclusion

At present, the media industry has become an important industry for cultural prosperity and economic development. The cultural propaganda effect of various short video platforms and we-media, as well as the huge promoting role of live streaming to economic development, have fully demonstrated the important role played by innovative media and art talents. As a media college, we must take

students as the center, study the law of media art talent training, reform the talent training model, establish a personalized talent training mechanism, and strive to improve the quality of media art talent training to meet the needs of economic and social development.

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