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Thoughts on the Talent Education and Cultivation Mode of Digital Art Creative Industry

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Abstract: *Digital creative industry technology, as a product of the combination of digital art and information technology application, as well as a new discipline, has made significant progress in recent years. With the continuous progress of technology, digital art has been in dynamic changes in software technology, hardware equipment and business model. For such a cutting-edge industry, the mode of talent cultivation needs to be updated quickly. Starting with a series of characteristics of digital creative industry, this paper analyzes the knowledge structure requirements of talent cultivation for digital creative industry, and summarizes the successful experience of digital media education in Britain.*

Keywords: *Digital Art Creative Industry; Talent Education; Inspiration*

1. Introduction

"Creative Industry" is a concept first proposed in the Creative Industries Mapping Document in the UK in the 1990s, which defines the term "creative industry" as the "field creating more wealth and employment through the use and generation of property rights, based on individual creativity, technical knowledge and talent."[1] Due to its high added value and sustainable development characteristics, creative industry has attracted extensive attention from many countries, and has become a new field and new direction for the transformation and upgrading of world economic development, and a new driving force for the development of the global economy in the future.

2. Characteristics of Digital Art Creative Industry

Digital media is a media form that combines visual art and computer technology. Creators design works through digital media technology, emphasizing the interactive behavior and sensory feelings of the audience. Meanwhile, it plays an increasingly important role in the field of design and information dissemination. The digital art creative industry has the following characteristics.

2.1. A cross-discipline of science & technology and culture & art

The combination of technology and art is not unique in current times. For example, art in the Renaissance shows a strong sense of rationalism, and scientific and technological progress had exerted a profound impact on artistic expression. At present, digital creativity, as a product of the combination of modern information technology and cultural creativity, is deeply influenced by science and technology. In this era of Internet of things driven by 5G technology, with the popularity of mobile intelligent terminals and the rapid development of technologies such as big data, artificial intelligence, cloud computing, blockchain, etc., it is bound to further profoundly affect the digital creative industry, thus digital creativity requires the integration of science and technology with art and humanities.[2]

2.2. Diverse and rich in forms

The carrier of digital creativity is mainly CG (computer graphics), which is used to carry out artistic creation and creative expression with digital technological tools. Its forms range from two-dimensional to three-dimensional, from Pepper's Ghost to holographic image, from tangible materials to intangible services and concepts, from illustration, comics to videos and games, from VR to MR, from souvenirs to panoramic wedding banquet hall, etc., crossing the boundary between virtual objects and real objects, making up the gap between tradition and the current era, and presenting the characteristics of diversity

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and richness. New technologies bring about new business forms, and digital creative industry is an economic form with continuous expansion of its boundary.

2.3. Cross-boundary and integrative

Digital creativity is apparently not covered by a single discipline. Combination of science and art as well as its rich forms determine that it must be a cross-boundary and integrative field. Digital creative industry involves a number of disciplines such as art, engineering, business, management, etc., with a wide range of value chains. In the context of the global pandemic, the process of digital transformation is intensifying, and the speed of digital enabling industry is accelerating. As a typical representative of the digital economy, the digital creative industry has a more prominent cross-boundary and integrative characteristic.[3]

2.4. Imagination-driven and innovative

Imagination drive can also be called vision drive, which means to realize creativity and show human imagination of the future based on deliberating the content, form and technical means that are not yet available in the real world. It is of more importance and long effectiveness compared with technology drive and demand drive. Creative thinking mode and imagination are the source of creativity and digital creativity cannot be separated from imagination. Knowledge alone is far from enough, and imagination is a powerful key to being away from fixed patterns, breaking the convention and being outstanding. Sensibility, exaggeration, curiosity, direct perception, indirect perception, etc. are all the common states for generating imagination and innovation. Digital creativity needs this kind of perceptual foundation.

In terms of knowledge structure, the talents need to master the knowledge of related multidisciplinary fields. Colleges and universities should set up relevant general courses to help students build a compound knowledge system integrating humanities, art, science and technology. From the perspective of capacity, the ability of artistic modeling, aesthetic judgment, innovation and creativity, team cooperation, knowledge updating and professional expertise are all essential. Therefore, the cultivation of digital creative talents is quite difficult, which requires both breadth of knowledge and depth of specialty.

3. Thoughts on the Talent Cultivation Mode of Digital Art Creative Industry--Inspiration from Digital Media Education in the UK

The educational tradition of British pragmatism has a long history. As early as the mid-19th century, the well-known philosopher Spencer proposed that “scientific knowledge is of greatest value” according to the needs of developing capitalist industry and commerce. Universities established in this period set up a number of majors directly corresponding to industrial production. Afterwards, the new universities founded in the 20th century are mostly technical colleges aimed at cultivating professional and technical talents in certain fields, reflecting the educational concept of pragmatism. The UK is one of the first countries to set up digital media major, and after nearly 30 years of development, its digital media education has been gradually maturing based on the developed industrial background, as well as the teaching concept and curriculum. As a big country with long history of media development, the UK attaches great importance to digital media education, from listing digital media courses as the core professional courses of traditional journalism and communication majors in renowned universities, to setting up diversified special digital media related education projects. It has been gradually strengthening the professional cultivation of talents in the field of digital media. Through the analysis of the professional development of digital media in the UK, This paper draws the following four inspirations for the talent training mode of digital art creative industry.

3.1. Innovative interdisciplinary talent cultivation

Digital media is a major composed of knowledge from multiple disciplines, which is an interdisciplinary major. Compared with those in single-discipline majors (such as computer majors or media majors), the knowledge structure of digital media professionals is more diverse, and the diversity and difference of knowledge structure is just the key to creativity. In terms of the cultivation of British digital media undergraduates, in the first academic year, the focus is on basic theories and methods of digital media production to stimulate students’ awareness of innovation. In the second academic year,

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practical creation is carried out, with special emphasis on the cultivation of students' creative ability. In the third academic year, students should write graduation thesis and complete creative work under guidance. The joint guidance from different disciplines and professional backgrounds with diverse forms is encouraged. Different groups of teachers have different understandings of the importance of disciplinary knowledge, and have different ideas of selecting knowledge to form knowledge combinations. Hence the interdisciplinary knowledge of digital media in universities has the characteristics of inclusiveness and diversity. Therefore, innovative interdisciplinary talent cultivation, with the goal of training compound applied talents, may better reflect the characteristics of the major and be suitable for the development of the major.

3.2. Actively promoting practical teaching in the real environment

Practical teaching is a series of combination of courses, lectures, seminars and workshops. Universities and enterprises can jointly carry out digital media talent cultivation, and the enterprises have great passion in participating in it.

First of all, cutting-edge knowledge and experience are shared. For example, York University keeps close contact with local and national media industry and creative practitioners. Students have the opportunity to learn about the workflow of interactive media, discuss and share first-hand experience on how to integrate theory with practice with industry practitioners, which ensures that students can fully understand the media industry that is currently facing opportunities and challenges.

Secondly, industry executives participate in course teaching and career guidance. For instance, York University has lecture tours and master classes, providing regular opportunities for the students to meet masters to obtain some insights from their fields that will affect students' future career decisions.

Finally, enterprises provide practice opportunities. Google, the Museum of Science and Technology and other institutions often provide internships and job opportunities for interactive media students at Goldsmiths, University of London. Students from Ravensbourne College of Design and Communication in the UK can also have chances of internships in the fixed enterprises in local media industry. Graduate students majoring in Digital Film and Television Production at York University can apply for the BAFTA Scholarship, which ensures the scholarship winners to participate in the internship and training program of the project.[4]

In addition, in terms of the continuing education of the career development of the employees, data shows that the Sector Skills Council in the UK held a three-year talent reconstruction project for the film, television and multimedia industries in universities, providing hundreds of learning courses in 10 specialized disciplines such as film production, screenwriting, animation, etc. for practitioners in these industries, which can make 66% of the practitioners in film and television industry and 24% in the multimedia industry reach the level of postgraduates, effectively improving the innovation potential of these industries.[5]

Based on the characteristics of digital creativity and in order to promote practical education in the real environment, the integration mode of industry and education should be developed for the talent cultivation of digital art creative industry. Universities need to widely establish multi-form and multi-direction cooperative relations with relevant enterprises, and flexibly formulate the integration scheme and mode of industry and education. Enterprise personnel can be included in teachers' studios to participate in daily teaching, realizing the industry-education cooperation mode of regular internship for students. Qualified front-line representatives of enterprises can be recruited as part-time teachers, join the teacher' studio team, and participate in the classroom teaching of professional courses with teachers in the studios, in which way they can quickly transmit the front-line information of the industry to the students in class. Group teaching and flexible classroom time should be arranged for enterprise teachers. When necessary, students can be taken to the enterprise for internship, combining teaching with practical training, which can greatly improve the teaching effect.

3.3. Highlighting the educational concept of cultural inheritance

British universities attach importance to the inheritance of classical culture and have added a large number of cultural courses to the curriculum design of digital media major. For example, the cultivating objective of the Interactive Media major at York University is to combine theory with practice from technical, creative and socio-cultural perspectives. In the first academic year, it is required to explore the historical development of digital media and its impact on social culture. Courses

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such as Digital Cultural Aesthetics and Narration, Interactive Media and Society, Game Industry and Culture, etc. are set up. The major of Critical Theory and Practice of Interactive Media at Goldsmiths, University of London offers Technology and Cultural Forms as its core courses, as well as Cultural Studies, Media Ceremonies and Contemporary Public Culture, Media Race and Ethnical Groups, Public Culture and Daily Life, and Screen Culture. The infiltration of cultural courses mainly aims to enable students to add local culture and characteristics to the design of digital media creative projects, making the designed works conform to local customs and culture with local characteristics and styles. Since the European Union has begun to pay attention to issues such as the gradual indifference in interpersonal relationships in modern society, elements of culture and creativity have been added to the curriculum, which can improve social identity and the development of human self-worth. It inspires us that we should emphasize the investment in students' cultural courses in the curriculum. Studying literature, history, philosophy and social sciences, inheriting excellent national culture, appreciating classic art works, and constructing critical thinking, are the important foundation for producing excellent cultural and creative works.

3.4. Promoting the industry certification of digital art industry

From the perspective of art, compared with traditional art forms, digital media art can create more lifelike and vivid virtual situation, and it is easier for people to obtain immersive art experience. From the perspective of communication, the communication effect of digital media is stronger with an apparent characteristics of applied discipline, thus the third-party certification and standardization is quite necessary. Some universities in the UK have obtained relevant industry certifications for their digital media programs, such as the postgraduate program of Digital Film and Television at York University, which has been certified by the Creative Skillset and the Sector Skills Council for Film and Television. Therefore, promoting industry certification is conducive to reaching a consensus on the talent needs of the digital art industry and helps provide a standardized growth space for talents in this field.

4. Conclusion

In summary, the rapid rise of the global creative economy has brought about a shortage of creative talents, requiring quick updating of the talent cultivation mode of the digital art creative industry. In view of the interdisciplinary, innovative and applied characteristics of the digital art creative industry, this paper puts forward suggestions for the development of the talent cultivation mode of the digital art creative industry by analyzing the successful experience of digital media education in the UK. As an important output base of professional talents, higher education institutions should continue to innovate in theory and practice, actively explore the cultivation mode of compound talents, improve the cultivation quality of compound talents, and provide intellectual guarantee and talent support for the development of digital creative industry.

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