Research on the cultivation of digital media professional talents in universities

Qiao Dan[a,*], Elizabeth M. Sagubo[b]

College of Teacher Education, University of the Cordilleras, Baguio City, Benguet, Philippines
[a]825536574@qq.com, [b]emsagubo@uc-bcf.edu.ph
*Corresponding author

Abstract: In the new era, in order to continuously improve the teaching level of digital media application technology major in higher vocational colleges, it is necessary to effectively analyze talent training strategies. In the process of practical teaching, this article analyzes the main challenges currently faced by digital media major students, and through investigation can comprehensively improve the training level of digital media application technology professionals. At the end of the article, the author puts forward issues to be considered later. Schools can help students better cope with these challenges. These efforts will help cultivate more competitive digital media professionals.

Keywords: Digital Media, Higher Vocational Education, Digital Media Application Technology Specialty, Talent Training

1. Introduction

Digital media technology plays a very important role in promoting my country's economic development, and the digital media industry has a strong tendency to develop into a sunrise industry in my country. Therefore, higher vocational colleges should seize the opportunity, increase their emphasis on the quality of digital media professional education, and strive to pursue Transformation and innovation of teaching models, explore more effective training models for digital media professionals, and provide professional and technical talents for social and economic development. Luo's (2023) article pointed out that due to the insufficient teaching conditions, teaching positioning and professional construction of higher vocational colleges, the development of the teaching quality of digital media majors is extremely uneven.[1] In particular, the school's major started late, and there is still a need for teaching experience and scale. In the context of improvement, it is urgent to explore a practical and effective training model for digital media professionals.

There are three main educational levels for digital media majors in my country: higher vocational colleges, undergraduates and postgraduates. However, each academic level has very different talent training plans. Students in higher vocational colleges have strong hands-on ability, and their actual mastery of digital media technology is better than that of undergraduate and graduate students. Therefore, digital media, especially digital media technology students, are in high demand in higher vocational colleges (Zang, 2023).[2] It is necessary to integrate the two educational resources of higher vocational colleges and undergraduate education to promote higher vocational college education to achieve better teaching results and cultivate better talents.

Judging from the current development trends, there will be greater development in the field of digital media. visual design, production Product design, advertising design, architectural design, online games, animation, mobile games, digital TV, digital advertising Broadcasting, digital film and online media and other fields, indicating that society's demand for digital media professionals is growing steadily. This is both an opportunity and a challenge for the development of my country's digital media profession, and it all depends on the cultivation of talents.

There is a good market demand for digital media talents, and how to cultivate students' professional abilities in accordance with their aptitude in the current digital media talent training program is a core issue that needs to be solved urgently in formulating talent training programs. What problems and challenges students face in studying this major will affect the revision of talent training plans.

The report of the 20th National Congress of the Communist Party of China regards "Healthy China" as an important aspect of my country's overall development goals in 2035, requiring "putting the

protection of people's health in a strategic position of priority development and improving people's health promotion policies" and proposing to "pay attention to mental health. And mental health". Chinese students experience different situations when facing academic pressure. Some students may struggle because they feel too stressed and unable to cope. In this case, students may suffer from anxiety, depression and even physical health problems, which will affect students' normal interactions and cooperation. Academic stress and social problems may have a negative impact on their self-esteem and confidence, and may even cause them to lose interest in learning.

However, there are also many Chinese students who are able to rise above academic pressure. They faced challenges, worked hard to overcome difficulties, and achieved excellent results. These students have strong perseverance and self-discipline. They put learning first and proactively seek support and help. [3]They are able to manage time effectively, plan their studies, and achieve excellence in various subjects.

In the above-mentioned literature, there are few studies on digital media talent training programs in higher vocational colleges.

Since digital media is a new project in the education curriculum of higher vocational colleges, this study will help students learn more knowledge in the classroom by revising talent training programs, thereby helping teachers train students in professional skills.

For students, this research is to improve students' comprehensive abilities, comprehensively improve comprehensive professional qualities, broaden students' career development paths into society, and provide guarantee for students' lifelong development.For schools, this research can cultivate more high-quality talents to introduce into society and provide students with training opportunities in real professional situations.For society, this research can provide relevant decision-making practices for digital media talent training for government departments and professional media. This research has clear practicality.

2. Problem Statement

The research purpose of this article is to explore the challenges faced by students majoring in digital media. The study explored the perspective of students through the following questions:

·What are the understanding of students on the concepts of digital media?

·What are the challenges students face in engaging in digital media majors?

3. Methodology

This study aims to focus on the specific training path for digital media professionals in Shaanxi Industrial Vocational and Technical College. During the practical teaching process, the challenges faced by digital media application technology professionals in higher vocational colleges were analyzed, and specific training methods were summarized, hoping to comprehensively improve the training level of digital media application technology professionals. Based on this goal, researchers generally use qualitative research methods.

The subjects of this study were 9 college students majoring in digital media. There are three grades in total in higher vocational colleges, with three classes in each grade. One student was selected from each class through random sampling, and a total of 9 students were selected for interviews. The data collection method used by the researcher mainly focused on interviews. For the interviews, the researcher asked the participants to answer several questions.

4. Results and Discussion

The results of this study are helpful for the teaching work of digital media technology major in our school. There are 3 issues that will be discussed. This paper analyzes the challenges faced by students in the digital media major from the student perspective. The challenges that students may face in digital media majors are mainly concentrated in three aspects: academic pressure, social imbalance and time management.

4.1 Academic pressure

Vocational colleges usually require students to complete multiple academic tasks in a relatively short period of time, including classroom assignments, practical training projects, examinations, etc. This academic pressure can cause students to feel anxious and stressed, posing a threat to their mental health.[4] During the interviews, students generally mentioned academic pressure as one of their main challenges in studying digital media.

This pressure usually comes from many aspects, starting with course schedule. Students say that courses in digital media majors are often relatively intensive and require a large number of projects, assignments and research tasks. This makes them feel stressed in terms of time management. Second, students believe that academic standards in the digital media field are relatively high and require them to perform well on projects and assignments. These high standards often cause them to feel anxious about whether their performance is good enough. Students also mentioned competitive pressure from classmates, who are eager to stand out in the job market. This sense of competition also increases academic pressure.

Academic stress can lead to a range of problems among digital media students. Academic stress can lead to anxiety, depression and other mental health issues in students. Worrying about grades, project completion, and academic performance can have adverse effects on students' emotional and mental health.[5]

Table 1: The idea of academic pressure is expressed in the excerpt.

Student 1	S1: Our professional courses have a lot of content. Moreover, this industry changes very quickly, so we need to constantly learn new knowledge and skills, which puts a lot of pressure on us.
Student 2	S2: Sometimes, we need to deal with multiple projects and exams at the same time, and time is very tight. Also, some courses are quite difficult and require a lot of time to understand and master.
Student 3	S3: I think academic pressure is also related to employment pressure. Because we know competition is fierce, we want to improve our competitiveness through academic performance. This also increases our stress.

As Table 1 shows, academic pressure is a serious challenge for digital media majors,and that it may have a negative impact on their mental health and overall quality. Vocational colleges need to take this issue seriously and provide support and resources to help students better cope with academic pressure to ensure they can successfully complete their studies and prepare for their future careers.

4.2 Social imbalance

With the popularization of higher education and the development of society, higher vocational colleges have become an important channel for cultivating various professional and technical talents. [6]Through student interviews and surveys, this article found that social imbalance is a problem among students in higher vocational colleges. Research has found that the problem of students' social imbalance mainly stems from too many professional courses and the widespread use of social media. These issues have a negative impact on students' mental health, academic performance, and career development.

Unreasonable curriculum is one of the reasons for students' social imbalance. Some higher vocational colleges may have too many compulsory courses, and students need to deal with a large number of academic tasks, including homework, practical training classes and examinations.[7] This increases academic pressure on students and makes it difficult to allocate enough time to participate in social activities. Moreover, the courses in some higher vocational colleges are very tightly scheduled, causing students to spend most of their day in class and study. This makes it difficult for students to find the right time to participate in social activities or interact with classmates and friends.

Deng (2023) pointed out in the article: "The curriculum of higher vocational colleges is usually more biased towards the cultivation of academic and vocational skills, and less involved in the cultivation of social skills. [8]This leaves students lacking necessary support and guidance in social aspects." This is also It shows that when formulating talent training programs for digital media majors in higher vocational colleges, we should focus on curriculum issues and strengthen the cultivation and guidance of students' social aspects.

The widespread use of social media is one of the causes of social imbalance among students. Time consumption is that students usually spend a lot of time on social media platforms, immersed in the virtual world, and ignore social interactions in real life. This results in less actual social interaction with classmates, friends, and family. Some students may be addicted to social media, such as playing games and watching videos, and some students cannot control the time they use computers and mobile phones, which may have a negative impact on their academic and social lives.

The personal information shared by students on social media may be at risk of leakage or misuse, which may cause them to have doubts about social media platforms and reduce the enthusiasm for online socializing." This also shows that students are The privacy of social media is questioned, thus reducing the motivation to socialize.[9]

Table 2: The idea of social balance is expressed in the excerpt.

Student 1	S1: In school, we have too many courses and homework, and we often need to stay up late to complete them. This leaves us with less time to socialize and fewer opportunities to spend time with friends and family.
Student 2	S2: social media also makes it easy for us to get trapped in a virtual world. We spend so much time in front of our phones or computers that we interact less with the real world.
Student 3	S3: The issue of social balance also involves academic and career development. We need to build social networks, but also make sure we don't spread our focus too thin, otherwise our studies and future careers will suffer.

As Table 2 shows, when vocational colleges explore the issue of social imbalance among students, they must recognize that this is a complex and serious challenge.The problem of social imbalance not only affects students' mental health and social relationships but may also have a negative impact on their studies and future careers.

4.3 Time management

Time management issues are indeed a common challenge among students in higher vocational colleges. Students are often faced with a busy schedule of academic courses, social activities, part-time jobs, and other obligations, making time management a critical skill.[10]

Students in higher vocational colleges often face intense academic courses and assignments. These academic tasks can take up a lot of time, leaving students feeling short of time to juggle other activities. At the same time, increased social activities among students and widespread use of social media also pose challenges to time management. Many students spend a lot of time on social media, getting caught up in endless scrolling and interaction while neglecting more important tasks.

Most students in higher vocational colleges come from rural areas and small towns, and they usually come from relatively low-income families. Some students need to pay tuition, accommodation, living expenses and other expenses, which is a significant burden on family finances. Therefore, many students have to find part-time jobs to support their studies and life. This additional obligation may complicate time management, requiring students to better organize their time to meet academic and work demands.

The Lin (2023) article also supports this view: "Financial pressure and time management issues may have a negative impact on students' mental health. Students may feel anxious, stressed, and exhausted." [11]Vocational colleges can provide mental health support and counseling services to help students meet these challenges.

Table 3: The idea of time management is expressed in the excerpt.

Student 1	S1: I think time management is really a challenge for me. I have to go to class every day, and then I have a part-time job, so I only have time to do my homework at night. It feels like there's never enough time.
Student 2	S2: There are many tasks to be completed every day. We have to catch up on homework, prepare for exams, and go to work to earn money. We are really overwhelmed.
Student 3	S3: I think higher vocational colleges can provide some courses or workshops on time management to help us better master this skill.

As shown in Table 3, these discussions reflect that time management is a common challenge faced by students in vocational colleges.They mentioned a number of ways to cope with the challenges,

including taking relevant courses and wishing teachers would be more considerate of students' schedules. These perspectives can help higher vocational colleges better support students and provide better time management resources and guidance.

5. Conclusion

Academic stress, social imbalance, and time management challenges are indeed important issues faced by digital media students.To improve the talent training program for digital media professionals, the following are some suggestions for improvement:

First, regarding academic pressure, in order to solve this problem, higher vocational colleges can take the following measures, including improving curriculum, providing mental health support, teaching coping strategies to cope with academic pressure, and encouraging students to participate in interest courses and activities. Schools should also consider reducing students' academic workload and arranging exams and assignments more rationally to reduce academic pressure. Provide study skills training courses to help students improve their learning efficiency and ability to cope with academic challenges.

The second point is social imbalance: In order to solve this challenge, higher vocational colleges should take comprehensive measures, including providing mental health support, encouraging social participation, and strengthening time management education.[12] Only through the joint efforts of schools, students and society can the problem of students' social imbalance be effectively solved. Schools can encourage students to participate in social activities such as societies, clubs, etc. to help them build social networks.

Finally, there is the issue of time management. Higher vocational colleges offer time management courses to teach students how to plan and manage their time effectively. Schools can provide personal guidance and coaching to help students improve their time management skills. Teachers can also arrange homework and exams more flexibly to avoid time conflicts.

Regarding the conclusion, the author would like to make several suggestions. Vocational colleges need to recognize that academic pressure, social imbalance, and time management are important challenges faced by students majoring in digital media. By providing mental health support, improving curriculum, encouraging social activities, and providing time management training, schools can help students better cope with these challenges and improve their academic and quality of life. These efforts will help cultivate more competitive digital media professionals.[13]

Through in-depth discussions on the digital media talent training model, higher vocational colleges can identify the direction and methods of talent training and better formulate effective talent training plans. More importantly, it enables higher vocational colleges to learn from each other and develop their own shortcomings in the teaching process of digital media majors.

As a new social discipline, digital media art should be guided by market development in teaching activities, actively transform teaching models and teaching methods, and then improve students' professional and aesthetic abilities through practical teaching activities, and cultivate Students' artistic aesthetic ability. The innovative development of the talent training model for digital media application technology professionals has cultivated outstanding compound talents for the cause of socialist development.

References

[1] Luo Peilin. (2023). Exploring the talent training methods of "industry-university docking" for digital media majors in higher vocational colleges. (eds.) Proceedings of the Academic Seminar of Teacher Development Forum of Guangdong Teachers Continuing Education Association (12) 11(4).
[2] Zhang Wenjing. (2023). The talent training model of digital media art under the perspective of new media. Daguan (01), 132-134.
[3] Liu Lihui. (2021). Research on the training of digital media art professionals in the new media era - the importance of combining art and technology. Popular Literature and Art (17), 147-148.
[4] Zhu Xiaoli. (2020). Research on the training model of digital media art professionals in the era of creative economy. Industrial Innovation Research (23), 122-123. doi:CNKI: SUN:CYCX. 0. 2020-23-059.
[5] Lin Huayan & Zheng Hui. (2022). Research on the training system of applied talents in digital

media art major. Modern Vocational Education (41), 168-170. doi: CNKI: SUN: XDZJ. 0. 2022-41-051.

[6] Li Xu. (2021). Reform practice of talent training model for digital media professional groups based on output-oriented and multi-dimensional evaluation of "one span, two integration and three modernizations". Cultural Industry (22), 139-141.

[7] Liu Yang. (2021). Research on the current situation and problems of digital media professional talent training in higher vocational colleges. Industry and Technology Forum (14).

[8] Deng Qi. (2023). An exploration of integrating Red culture into professional courses of digital Media Art in colleges and universities under the background of ideological and political curriculum. Popular Literature and Art (16), 166-168.

[9] Du Juan. (2023). Teaching reform and research of Digital Media Art major in universities under the background of new media. Art Appreciation (23), 185-188.

[10] Shen Hongchang. (2023). Research on Course system construction path of Digital Media Art design major in Higher vocational Colleges under the deep integration of "Post Course Competition Certificate". University Journal (22), 101-104.

[11] Lin Fengyi. (2023). Influencing Factors of art professional talent training in digital media era. Heilongjiang Science (13), 123-125.

[12] Xing Kai. (2023). Cultivation model of digital media art talents in the all-media era. Grand View (05), 162-164.

[13] Han Y. (2023). Research on the cultivation of innovative talents in digital media technology under the background of Industry-University Cooperation. Internet Week (05), 83-85.