

Training Recommendations for Cultivating Cultural and Industrial Talents in the Oriental Digital Era

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The rapid advancement of big data technologies and artificial intelligence presents new prospects and obstacles for many sectors. The advancement of the cultural industry relies heavily on the continuous integration of digital technology. As a result, there is a pressing need for a significant number of skilled cultural industry managers who possess knowledge in the field of digitization.

Keywords: talents training, cultural industry manager, digital technology, artificial intelligence

Introduction

The rapid advancement of digital technology and artificial intelligence is leading to a new wave of scientific and technical revolution and industrial transformation. This is resulting in the seamless integration of mathematical technology with traditional industries and giving rise to new trends. There is currently a shortage of digital integrated talent in the range of 25 million to 30 million, and this gap is growing according to the research report presented in (Renrui & Deloitte, 2023). The cultural industry is also experiencing a similar shortage of digital management skills. Given the emergence of a new era, along with new opportunities and challenges, it is crucial to address the issue of how universities can effectively educate students to meet the demands of the times. Specifically, there is a pressing need to equip students with the necessary skills in digital, industrial, and cultural management in order to adapt to the evolving landscape.

The present challenges in the training of talent for cultural sector management are investigated as follows. In 2004, the Ministry of Education granted approval to four universities, namely Shandong University, China Media University (previously Beijing Broadcasting Academy), China Ocean University, and Yunnan University, to establish a program in cultural industry management (He, Ma, & Wang, 2012). This program offers a bachelor's degree in management. In 2012, the Department of Education introduced the "General Higher Schools Undergraduate Professional Catalogue", which elevated "cultural industry management" from a trial specialization to a formal specialization (Zhang, 2014). It is now classified under the management class, within the discipline of business and business management at the undergraduate level. Students pursuing this specialization can earn a degree in art or management.

Unclear Professional Positioning

Despite 20 years of progress, the field of cultural industry management is still in its nascent stage of development. Universities have varying interpretations of the management of cultural industries, resulting in

different disciplines and degrees for students specializing in management. These degrees include Bachelor of Management, Bachelor of Arts, and Bachelor of Literature (Gao, 2020). However, there is no unified professional positioning and construction standards among universities. Each university relies on its own conditions and traditional advantages, which leads to difficulties in educational resources and the lack of a systematic integration of discipline layout and professional development. This situation is not conducive to the long-term development of the profession.

Incomplete Curriculum Configuration

The specialized courses in cultural sector management primarily focus on public management, communication, preparation, and hosting classes. The majority of universities primarily emphasize theoretical aspects and concentrate on management disciplines, with less emphasis on Internet expertise and big data mining. The current training model primarily relies on one-way infusion, with a limited range of teaching content. As a result, it fails to adequately address the actual requirements of businesses for professionals in cultural industry management. This mismatch between post-enterprise competence and enterprise employment expectations hinders effective alignment.

Inadequate Practical Teaching

The current construction of the mathematical literacy curriculum is insufficient in keeping up with the rapid advancements in science, technology, and industrial changes. This lack of adaptation hinders the cultivation of management talents in the cultural industry, particularly in terms of practical teaching experience that aligns with market demands. Most universities only focus on matching the content of enterprise business, without considering the data knowledge requirements of the mathematics era for students. As a result, the developed talents lack focus and distinct characteristics, making it challenging to balance talent development with social needs.

Critical Need to Improve Cultural Industry Managers' Literacy

Due to the fast-paced advancement of information technology and the emergence of the digital economy, the cultural industry has become a knowledge-intensive, technology-intensive, and creative-intensive sector. Consequently, the industry's management model is more reliant on digitization and intelligent methods for change and innovation. Thus, enhancing the mathematical proficiency of cultural industry management professionals has become crucial in driving the industry's high-quality growth.

Firstly, proficient managers possessing these abilities can effectively identify market trends and utilize cutting-edge technologies such as big data, cloud computing, and artificial intelligence to optimize resource allocation. They can also drive innovation in cultural industry content, business practices, and service models, thereby expediting the transformation and upgrading of the industry.

Secondly, during an era characterized by the use of data, the process of making decisions in management is becoming more reliant on the analysis of data and intelligent forecasting. Managers who possess mathematical intelligence have the ability to utilize data analytics technologies to extract important insights from large datasets. This enables them to make decisions based on scientific evidence, so enhancing decision-making efficiency and accuracy while minimizing the risk associated with decision-making.

Thirdly, the cultural industry exhibits a significant level of integration with science and technology, tourism, education, and other related domains. Utilizing mathematical expertise in talent management has the potential to

disrupt conventional limitations, foster a profound integration of the cultural industry with other sectors, generate novel sources of value growth, and broaden the scope for industrial advancement.

Recommendations for the Promotion of Digital Talents

Consistently Cultivate Well-defined Target Market Position

Cultural industry management professionals aim to develop expertise in planning, managing, and overseeing various specific sectors such as cinema, newspaper publishing, online games, art entertainment, cultural trade and investment, cultural exhibition, and cultural tourism (Liu, 2019). It is essential to possess a comprehensive understanding of both ancient and modern cultural perspectives, as well as expertise in planning, business, and modern industrial practices. Additionally, one must be well-versed in modern digital and intelligent technologies, prioritize the development of innovative capabilities, and integrate cultural, technological, and business model innovations. This will establish the concept of “Big Culture”.

Ongoing Enhancement of Training Curriculum Development

When designing training programs for students in cultural industry management, it is important to include courses on data retrieval and analysis. These courses should focus on big data knowledge, ensuring that students not only have a strong understanding of cultural industry theory, but also possess the skills to effectively utilize modern data service methods. By leveraging “Internet+” information technology, students will learn how to extract valuable information from large datasets and use scientific methods to organize and transmit data in a way that meets customer needs (Zhang, 2023).

Consistently Investigate the Concept of Collaborative Development Between Educational Institutions and Businesses

To align with market orientation and enterprise requirements, universities and enterprises collaborate to develop talent development programs, jointly create courses and teaching content, establish internship projects, and ensure effective coordination between teaching management and internships. This collaboration aims to foster a symbiotic relationship between theory and practice, classroom learning and real-world experience. The university serves as a “intellectual reservoir pool” for the enterprise, while the enterprise provides a “practical base” for the university. This integrated approach strengthens the research capabilities and achieves a “three win-win” situation for schools, students, and enterprises.

Conclusion

The globalization of culture is heavily reliant on digital technology, IoT technology, virtual reality technology, and artificial intelligence technology. Additionally, the development of the cultural industry has created new opportunities for the information industry. This has led to the breaking of technical barriers within traditional media, network, information, and other related industries, and has accelerated the integration of digital technology and artificial intelligence with the cultural industry. To achieve this, it is crucial to establish a new model that focuses on cultivating experts in market-oriented cultural industry management with a strong background in higher education. These professionals should possess unique ideas, the ability to innovate, and expertise in modern digital technologies, as well as business management skills.

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