

# Exploration of the “Craftsman” Innovative Talents of the Art Design

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**Abstract:** Around the cultivation of “craftsman” innovative talents of the art design, the model meets the requirements of the new era. Through knowledge education, ability development, and development of comprehensive quality, the innovation spirit and ability are cultivated. The cultivation model of innovative talents of the art design is characterized by “paying attention to the foundation, improving skills, innovating ability, and having the craftsmanship spirit”. This model combines the cultivation of the “method of craftsmen” shaped by personality, the “originality” taught by knowledge, and “skills of craftsmen” cultivated by ability.

**Keywords:** Innovation; Craftsman; Cultivation model of talents

## 1. Basis for the forming of the cultivation model of “craftsman” innovative talents of the art design

The cultivation of the model cannot go without the setting of the art design discipline. The discipline pays attention to the relevant design of food, clothing, shelter, and transportation in the daily life of people. It is required to know and implement the workmanship and test the technology. It is a comprehensive discipline combining practice and practicality closely related to many relevant disciplines. Especially due to information technology the field of art design has dramatic changes. Information technology brings new power to art design. The design combining the modern new technologies based on an art foundation and design skills emerged. New media design, cartoon design, virtual technology, and other ways of expression emerged one after another. The national art and design education had an unprecedented development. The number of colleges and universities offering such a major is over 1,000. Every year, so many art design talents enter the job market, and the competition is especially fierce. Talents with design craftsmanship theoretical foundation are favored by enterprise and “craftsmen” with the creative ability and integrated cross-border abilities are more popular in the market.

## 2. Foundation for the forming of the cultivation model of “craftsman” innovative talents of the art design

The foundation for the forming of the model is the innovation and exploration of the education concept of talent cultivation, specific objectives of cultivation, teaching contents, teaching methods, etc. The author made the practice research in the following aspects.

### 2.1 The accurate setting of cultivation objectives is the foundation

The cultivation objectives we set is to “be based on the Chinese culture, integrate the western modern design concepts and methods, and cultivate art design talents meeting the market demands of the reform and opening-up of China and the needs of the economic development”. The talent cultivation model we developed is “paying attention to the foundation, improving professional skills, being innovative and carrying forward the craftsmanship spirit”.

### 2.2 The innovation of the education concept is the power

First, innovate the education concept. The most important part of the innovation of the education concept is the innovation of the thinking model. Around the new perspectives, discipline integration and integration ability, teachers should try new teaching methods and means. For example, “Microlecture” and “We-Media” which are popular at present can be brought into class. We should meet the needs of the times and comprehensively develop students’ quality.

Second, cultivate the education mind. Based on the ability development, we should pay attention to the cultivation of macro values and world view, learn to be a man and do things, have the sound personality traits and perseverance, finish what you do, be broad-minded, have the consciousness of cooperating with others, and patiently listen to others. The better the cultivation of mind and personality is, the easier it is to show our innovation ability.

### 2.3 Improving the innovation ability of teachers is the guarantee

It has been more than 10 years since our college established the art design discipline. Innovation talents need the guidance and teaching of teachers. The teaching level of teachers directly or indirectly affects the development of the innovation level of students. In

the past, they just taught. Now they should guide students to independently explore art and consciously develop their questioning and exploration ability. As John Seiler Brubacher said, “the best teaching art follows the questions of students”. If they can learn to study, think, and answer and explore the possible answers together with the teacher, students can create more excellent art works.

Teachers should love their work, have the desire to constantly pursue new knowledge, and teach students combined with their class experience. They should innovate the teaching and improve their teaching and scientific research ability combined with innovation and entrepreneurship of students. A good relation between teachers and students should be established. Teachers and students should have equal, cooperation, and win-win relations.

### **3. Innovation characteristics of the cultivation model of “craftsman” innovative talents of the art design**

The overall design of the model highlights the thinking of “paying attention to the foundation, improving professional skills, being innovative, and carrying forward the craftsmanship spirit”. It can be summarized as expanding the professional basic knowledge, developing the compound cultivation ability, focusing on innovation, highlighting the quality of craftsman, and fully educating people. It is specially shown in the following aspects.

#### **3.1 Define the objectives of talent cultivation**

The talents should be high-quality, compound, and innovative. In the past, the cultivation objective was single. Now the professional skill improvement model and trans-disciplinary model are focused on. In the study of theories of art, the simultaneous study of skills, and “working and learning alternation” with enterprises, the setting of “craftsman” is highlighted in the objectives of the cultivation of talents.

#### **3.2 Reasonably establish the knowledge structure of talents**

In terms of the knowledge structure of talents, the employment enterprise strategies are focused on, core business strategies are found out, the future talent development is evaluated, the cultivation model of art design talents is both professional and extensive, and the course offering of the art design is structured and systematic. It provides talents complying with the social development based on the interests and potential of different students. Domestic education is inherited and foreign education is learned from. The international class or double degree teaching is provided.

#### **3.3 Break through the job function of traditional teachers**

The important job functions of teachers are being able to teach students knowledge in class, focusing more on the future development of students, and inspiring their thinking, especially the outlook on life, values, and baptism of the soul. They should cultivate students with a strong will and healthy personality, provide them with study and research undertakers, and meet their internal needs.

### **4. Practice of the cultivation model of “craftsman” innovative talents of the art design**

The model focuses on the innovation consciousness and ability of talents. In the cultivation, we should pay attention to the way for art design talents to become useful people and contribute to the state by their skills. We should show the national spirit and the craftsman style of a modern big country comprehensively and systematically with ambition and a global and strategic vision.

#### **4.1 Expand the scope of major, make the boundary between majors blurred, and realize the fusion and integration of majors**

Under the leadership of the Party Central Committee, the whole country carried forward the craftsmanship spirit. The characteristics of the major of art are related to craftsmen. According to the requirements of the cultivation objectives of the art design, we should expand the scope of majors, make the boundary between majors blurred and realize the fusion and integration of majors. The concept of craftsmanship spirit is required (including high artistic skills, paying attention to details and focus, the working attitude of keeping improving, and a sense of identity and responsibility). Especially inheriting and carrying forward the traditional Chinese craftsman spirit and learning the foreign craftsman spirit (Germany, Japan, etc.) forms a complete system with the spirit of model worker and labor spirit to meet the need of the construction of a modern power for China. It is also an important part of education transformation. With the development of information and Internet technologies, the standard and generalized cultivation in the industrial era have changed to the cultivation of high-quality industry talents. Promoting “Made in China”, cultivating the craftsman style of a great power, and comprehensively improving the quality of students have become the top priorities.

#### **4.2 Establish the course system with distinctive characteristics**

The “competition” teaching model is used for “craftsman” art design talents, the teaching model for the development of different majors is provided to “craftsman” art design talents, the teaching model of “graduation design section” and “tutorial system” is implemented for “craftsman” art design talents, the all-around international exchanges are made, and excellent international art design talents with an international vision are cultivated. The teaching of the course system highlights the characteristics of different stages. The courses of the freshman year focus on basic cultivation, which can be also understood as the cultivation of liberal education. In the second and third year, students are cultivated by major, such as digital media art, visual communication, environment design, cartoon, and product design. In the fourth year, they are cultivated according to the demands of the market. The course module is divided into theoretical courses (folk art, etc.) and practical lessons courses (interior design, VI design, package design, etc.), which are offered in parallel. Two lines progressively develop from low to high.

#### **4.3 Encourage students to study for a second degree**

Students are encouraged to study for a second degree according to their learning interests. Each semester, we hire some famous

experts or professors with teaching experience in society to teach in our college. They have given a series of special lectures more than 10 times in our college such as *Methods and Strategies of the Sustainable Design* of Du Zhaoming of Guangdong University of Finance and Economics. The teachers participate in various training, such as *the Value and Crisis of Graduation Project* of the second advanced class. In the future, teachers of our college will serve as visiting scholars of other universities.

#### **4.4 Establish the systematic course chain and enhance the course system**

From the first year to the third year, the course selection and offering, course compiling and implementation, course progress and evaluation, and course effect and reflection are studied and practiced from different perspectives at different depths and levels. Each semester, main courses, foundation courses, skill courses, and experiment and practice courses of the art design of the major are offered. The course designer designed the courses from low-level to high-level and from foundation to comprehensive. The public elective courses of art design are gradually increased. Aesthetics of daily life and the creation of beauty in life are brought into the courses to provide good guidance of world outlook and values. The Chinese culture and art are extensive and profound and have a long history. The contemporary culture and ancient and modern aesthetic and artistic thoughts are integrated so that the art design courses are characterized by “Chinese profoundness”, “Chinese style”, and “oriental esthetics”.

#### **4.5 Strengthen the study of practice courses and improve the practice ability of students**

With the reference to the experience of the Bauhaus College in Germany, art designers should both serve as artists and process technicians. First, the professional ability and practical level of teachers should be improved by industry-university-research cooperation. Second, under the background of information, the practical ability of students should be improved, the training and experiment should be established, and teachers should use the driven teaching method and project teaching method so that students can have some practical experience before graduation. In the stage of off-campus internship, the practical teaching should be arranged together. With the market practice course including professional investigation, probation, and internship, theory teaching and practice teaching of the art design should be combined. Teachers and students should learn the frontier dynamics from designers on the market.

#### **4.6 Highlight the development of creativity in the teaching process**

We should develop the creativity of students and integrate the creative thinking of the art design in the whole process of design. This is the key to a piece of design works. Creative thinking is a multidimensional, open, dynamic, breakthrough, and variant thinking method combining theories and practice. When developing students’ creative thinking and craftsman ability, we should do the following things.

(1) Highlight the systematicness of the teaching process of the art design.

The process of the art design is systematic and comprehensive teaching. First, we should have design thinking. It has the obvious logical characteristics, i.e. the integration of logical thinking and image thinking, sense and sensibility, abstract and concretization, and subject and object. We should highlight the teaching of the nature of the art design. Its nature is a product serving human beings. We should solve the problems between people and objects and those between objects, and guide students and develop their potential based on the objectives, conditions, form, concept, and comments of design so that they can independently complete design works, manuals, and design reports.

(2) Highlight the diversity of the teaching methods of the art design.

In addition to regular teaching methods such as personal coaching, group discussion, and concentrated lecturing, we actively explore other teaching methods of the art design such as the application of the cooperative teaching method. We actively guide students and teachers to cooperate and finish the comprehensive homework in groups consisting of 4-6 people each. The application of the exploratory method of the art design abandons the traditional inoculation teaching, shows students’ personality and creativity, and improves their expression of thinking. Students’ subjective initiative is given into full play. The design is finally expressed with network resources, book resources, social investigation, and other methods. The major enhancement is focused on such as the project teaching method. The art ecology teaching method highlights each student’s demands, independence, and development. Students can share what they are interested in with teachers and solve their problems. Art design teaching is an organic teaching process and a long-term and progressive process.

(3) Implement the open design comments and scoring system.

Design comments are the important stage in which students can improve their abilities to express, communicate, and sell their design works. First, the design should be made around the theme. Second, the design should have a big application depth and a high level and meet the requirements of customers and the market. Finally, it should be operable. The design scoring system is judged by practitioners in the industry, teachers, and students together. Design education should be connected to society and enterprises so that it is closer to the market.

#### **4.7 Gains in the practice of “craftsman” innovative talents of the art design**

We focus on the teaching of the creation method with the subject as the center, create the situations of designing and solving problems, guide students to create roles in the design around the subject, create passion, and make students active. Good results have been obtained.

(1) The sources of students have been improved.

Our college has many high-quality sources of students and a big influence. Since the establishment of our college, the number of candidates for the National College Entrance Examination who apply for our college as their first choice has been increasing and their quality has been improving. Because there are a lot of sources of students, every year our college increases enrollment based on the original enrollment plan. The lowest score in the actual enrollment is much higher than the enrollment score specified by the province. This indicates that our school-running characteristics and quality are recognized by society.

Overall speaking, the college does not have the power to compete with domestic famous colleges and universities. However,

through our accurate positioning, the talent cultivation model is quite special. It indicates that we can be the best in the field of the cultivation of art design talents and leading in terms of subject setting, major construction, software, hardware, talents, and experience. Especially in competitions, every year, our students won more than 100 prizes and more than 100 students won the prizes.

(2) Students perform well when they study aboard and their awareness of collaborative research has been enhanced.

Teachers in our college are among the best in vertical or horizontal scientific research projects and undergraduate entrepreneurship projects. Design works and papers published by teachers of our department and series textbooks of the art design co-edited or edited by them are highly rated.

(3) Provide excellent “craftsman” art design talents to society.

Seen from the employment of graduates, graduates of our college are sufficiently employed, have high salaries, and are satisfied by their parents and employers. At work, they generally learn fast, have the high practical ability, and are creative and powerful. They are welcomed by employers. They have completed some industry design and customization projects such as *Copyright Trading and Incubation Cooperation of Original Design Works in Colleges and Universities*. More than 10 practice bases have been built. Enterprises are relatively satisfied with the working attitude and “craftsman spirit” of students of our colleges.

(4) Serve and contribute to the construction of the economy of the Pearl River Delta.

Teachers and students of our college designed and developed many projects for enterprises in the society. Their works won big prizes many times in the domestic and foreign art design competitions. There are 9 provincial projects that have been completed, 7 provincial projects that are being studied, and several school-level projects that are being studied, as well as 2 appearance patents and 10 patents for utility models. They have written more than 40 relevant papers, including 10 core papers and works.

## 5. Conclusion

The cultivation model shows the basic rules for the cultivation of art design talents in theory. The overall design of the model highlights the thinking of “paying attention to the foundation, improving professional skills, being innovative, and carrying forward the craftsmanship spirit”. It meets the requirements for the cultivation of art design talents in the new era. The innovative characteristics of the cultivation model of talents formed include “expanding the foundation, developing the compound cultivation ability, focusing on innovation, highlighting the quality, and fully educating people”, which show the requirements of the cultivation model. It will be a helpful exploration for the cultivation of innovative talents of the art design.

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