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Cultural and Creative Industries and Art Education

Sun Shuqin

*Art Research Institute
East China Normal University
No. 3663, North Zhongshan Road, Shanghai, P.R. China, 200062
sunxiaoxi168@yahoo.com.cn*

Abstract

The progress of cultural and creative industries calls for numerous talents in this field. After an analysis of the development of cultural and creative industries, this paper demonstrates that art education is the most vital approaches of all to cultivate cultural and creative talents, and that it offers intellectual support and talents for the development of cultural and creative industries, which in return facilitates the development of art education. On this basis, the thesis probes into the mode of development of art education with the rise of cultural and creative industries so as to offer new ideas for college art education.

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1. INTRODUCTION

Currently, the fundamental problems concerning Chinese economic structures are to be settled, new markets to be expanded, and new demand to be discovered. Under the impact of global financial crisis, the economic structures of China are to be optimized and new point of growth to be cultivated. While an effective approach to achieve economic transition and upgrading in China is to boost the development of cultural and creative industries.

2. THE IMPORTANCE OF "PEOPLE-ORIENTED PRINCIPLE" IN THE DEVELOPMENT OF CULTURAL AND CREATIVE INDUSTRIES

In the long run, the fundamental measures to minimize the influence of financial crisis and achieve sustainable, rapid and stable development lie in the adherence of "People-oriented Principle", the optimization of industrial structures, and the transition of the mode of economic development. The

development of creative industries, which are precisely people-oriented, relies on the creativity of human beings, which is not only most precious but renewable. Therefore, this mode of development, characterized by high growth rates, high added-value, and low consumption, not only provides an opportunity for every innovator to show his talents in the most rewarding way, but promotes the creativity of the whole nation, which could be best shown by the rise of the creative class.

The growth of creative industries lies in the creativity of human beings. Creative talents play a vital role in the sustainable growth of creative industries in any country and the establishment of their dominant position in competition. Therefore, many countries make more investments on the strategic development of creative industries in the long run, and adopt a succession of policies on the motivation and cultivation of creativity. For instance, Creative Britain: New Talents for the New Economy, a strategic report issued by the British government in February, 2008, urged that creativity of every staff member should be motivated, first-rate creative enterprises be established and creative talents be cultivated, and twenty-six detailed action plans and corresponding objectives to them were enacted. Subjects relevant to creative industries were offered in universities in both Japan and South Korea, while South Korea provides intensive training for inter-disciplinary senior creative talents in the most demanding areas. In China, the development of cultural creative industries are desiderate of two types of talents: managers who have a good command of cultural creative industries and management and inspirational creators with incessant originality. According to statistics, the population engaging in cultural and creative industries accounts for 12% of the working population in New York, 14% in London, 15% in Tokyo, while in Beijing and Shanghai, the ratio is less than 1%, which shows the huge gap in the quantity of creative talents between China and Western countries.

In recent years, not only comprehensive universities but professional schools in China are offering more specialties relevant to cultural and creative industries based on existing specialties. However, as teaching is separate from practice, many students are not competitive enough in the market, and therefore experiencing employment difficulties, while on the other hand, companies are in desperate for talents with working experiences and expertise.

3. LAY A SOLID BASIS FOR CULTURAL AND CREATIVE INDUSTRIES BY THE PERFECTION OF ART EDUCATION

On the whole, the development of cultural and creative industries rests with the improvement of the populace's cultivation and the motivation of creativity. Great Britain is the cradle of cultural and creative industries in the world, and gets the most benefits from it. In Britain, it is regarded that highly developed art education provides the foundation for healthy cultural and creative industries, and therefore the cultivation of creative talents is free from a speed-up educational program. On this basis, a report of the British parliament pointed out that imagination is the most enormous resources of a nation. Imagination conceives invention, economic benefits, scientific discoveries, technology upgrading, preferable management, employment opportunities, and balanced society. Imagination mainly results from edification. Art would not replace mathematics and science and technology, but enriches them. Therefore, the prosperity of the whole society could be achieved. Hence, creative art education is regarded as the solid basis for the sustainable development of creative industries, which accounts for the perfect system for the cultivation of creative talents from undergraduates to postgraduates.

Art education falls into the category of culture. With the rise of cultural and creative industries, art education, which is facing great challenges, should be reassessed and readjusted. With the adjustment of philosophy and methodology of schooling, art education should be market-oriented so as to cultivate more creative talents, produce more cultural works of art that meet the taste of the people so as to be well

accepted by the people, and enhance the quality of the people. Only in this way, could the excellent Chinese culture be carried forward and boost the prosperity of cultural market.

3.1 The integration of market consciousness into art education

Market consciousness refers to the consciousness concerning researching the market, adjusting to the market and serving the market. Art in itself is an expression of inner disposition, which is extremely individualized. Artistic works is not only an expression of pure self, but an expression of the common interests of human beings. The industrialization of creative industries requires that the individualized artistic expression strike a chord in more recipients, enjoy more shares in the cultural market, and produce more economic benefits. Therefore, more attention should be paid to consumer's needs and their psychological and aesthetic habits. The U.S. is a country with highly-developed cultural and creative industries. Researches show that the creative industries in the U.S. are by far the largest and the most dynamic with enormous economic benefits, and its cultural products account for the largest amount in its exports. With the export sales of blockbusters, the blowout of musical CDs, the transmission of best-sellers, and the scheme of prudent distributors, American cultures are transmitted to numerous consumers in every corner of the globe, which attributes to the researches on consumers' psychological needs and their aesthetic habits. The researches aiming at the consumers and the market would not turn art education into the slave of the market, but shows that more emphasis should be paid on the integration of theories and practice. According to marketing, markets should be specialized so as to meet the needs of different recipients. Accordingly, art education in universities should also be specialized based on students' variable talents. For those who are capable of grasping consumers' psychological and aesthetic needs, we should encourage them to deliver it; for those who are perfect for participating in cultural and creative industries, we should help them integrate with the market; we should also cultivate those who are good at title-selecting and planning in order to associate market demand with artistic expression; and even some of the students who are not adequate for cultural and creative industries should also be encouraged to take part in art-related researches. In a word, we should follow a respectful strategy and avoid non-discretionary implementation in practice, as art education advances with the pressure from the market, however, if we emphasize too much on the industrialization of creative industries, art education will be retarded and the cultivation of talents will be delayed.

3.2 Art education lays the ideological basis for cultural and creative industries

Priorities should be given to art education, which would produce more future creators and consumers of artistic products under the guidance of forward-looking and progressive ideas, other than cultural and creative industries, which would in turn boost the sustainable development of cultural and creative industries. One of the irreplaceable missions undertaken by art education is to provide the ideological foundation for cultural and creative industries, which matches its social importance. First, art education provides an ideological basis for art. Art concentrates on human spirit, help people look beyond the reality and get to the world of beauty. The excellent artistic and aesthetic ideas accumulated generation by generation should be integrated into art courses which would in turn become part of students' professionalism, and therefore, cultivate talent succession with high artistic accomplishment for cultural and creative industries. Second, art education provides an ideological basis for democracy. Although cultural and creative industries don't undertake the role of moralization and political posturing, it should never ignore the progress have ever been made nor should the humanistic spirit be treaded on. Some creators intentionally resort to feudal hierarchy, power or force, which is utterly obsolete. The ideas embodied in those products are overt violation of democracy and would do great harm to the society in

the spiritual aspect. Art education should take social progress and human welfare into consideration, eliminating the vice and exalt the virtue. Third, art education provides an ideological basis for sustainable economic development. The scientific outlook on development is a reflection on the purpose, mode and approaches of development. In the area of cultural and creative industries, the scientific outlook on development should be persisted to show the value and ideal of cultural and creative industries, and build the harmonious relations of man, nature and society. Therefore, art education undertakes the obligation of how to make scientific outlook on development absorbed by students and integrate it into cultural and creative industries so as to be beneficial for sustainable social development. Fourth, art education provides an ideological basis for traditional Chinese culture. Traditional Chinese culture is rich in ideas about Aesthetics and creation, however, researches in traditional culture is a weak link in art education. Students are crazy about brainstorming, ignore the succession of knowledge and attribute creation solely to inspiration, therefore, they have never paid enough attention to art theory. Consequently, art education should never be short-sighted.

3.3 Reflection on the cultivation of creative talents through art education

1) Cultural creation should be listed in the subject directory

Since the remolding of discipline is lagging behind, cultural creation is still absent from the subject directory. Creative industry sets a high standard for creators; therefore, they should be multi-disciplinary and have very strong practical capability, Xiong Chengyu, the director of Cultural industries research center of Tsinghua University said. However, the biggest problem in the cultivation of creative talents is the absence of creative industry in the subject directory, and it still subordinate in other subjects. The presence of creative industry in the subject directory and the formation of one subject dominated and multi-disciplinary assisted system, which may vary from university to university, would contribute to the cultivation of creative talents.

2) Diversity of educational levels and distinctive subject

Take the countries with developed cultural and creative industries as example, such as the United States, Japan, Korea, etc., the prosperity of cultural creative industries rest with a set of industrialized and commercialized operating systems built on planning, production, dissemination, and consumption of cultural products. In this system, talents of various types are needed: creative talents, producers, agents, salespersons, management, etc. The cultivation of each kind of talents should follow specific training methods. For example, the cultivation of creative talents requires the stimulation of their divergent thinking, the cultivation of production staff requires the consolidation of their specialized skills, and the cultivation of management staff needs a cultivation system like the MBA. Different cultivation systems and standards should be used for different training objectives. Consequently, the cultivation of talents in cultural and creative industries needs not only the division of different educational levels, but also the clarification of its own disciplinary boundaries. It is an important aspect of remolding the cultivation of creative talents to diversify cultivation modes of creative talents. Currently, the differences in the division of labor within cultural and creative industries, regional and industrial imbalances of the development of cultural industries, and the disparity of facilities and teaching conditions in higher learning result in creative talents of different levels, of different types, and of different standards, therefore, different types of universities should undertake corresponding responsibilities in the cultivation of creative talents. Consequently, we should not violate the educational policies in art education, but take fully into consideration of the reality of cultural and creative industries, and decide the level and type of art education. Furthermore, we should conduct reforms in the cultivation of creative talents so as to cultivate creative talents for the future creative economy.

3) Co-education by using creative gardens

Art educational institutions should take advantage of resources available and accelerate the cultivation of professionals in cultural and creative industries by using creative gardens and pursuing typical specialties. In brief, the cultivation of talents for cultural and creative industries should bridge the gap between school education and the actual demand for talents. Up to now, 10 gathering areas of creative industries have been approved by Beijing municipal government: Creative-industry-based Science Parks of Zhongguancun Science Park, Beijing Digital Entertainment Industry Demonstration Base, Cultural Creativity Park of National New Media Industry Base, the Yonghe Science Park of the Zhongguancun Science and Technology Park, China (Huai Rou) Movie & TV Industry Zone, Beijing 798 Art Zone, Beijing songzhuang Original Art & Cartoon Industry Cluster, and Zhongguancun Software Park, etc. 18 industry clusters of creative industries have been approved by Shanghai municipal government. And creative gardens have been established in many other provinces and regions of importance. These creative gardens are abound with excellent creative talents with practical experience. Compared with those students studying on campus, more rapid progress is observed among those students who work and study in these creative institutions. Experts say that foreign training plans in creative industries could be inherited through the efforts of intermediaries by organizing CEOs and art directors to work as teaching staff in creative gardens and provide relevant training courses regularly. And opportunities should be given to students to study in the studios of art directors and learn from them. The all-win training strategies provides the teaching staff working in universities a chance for the combination of industry, university and research, and put the latest art education ideas and methods into teaching practice, which would provides the students with more chances to learn wisely and practise more. Simultaneously, Cultural and creative organizations join in the cultivation of talents in an earlier stage and identify innovative candidates.

4. CONCLUSION

The ultimate goal of art education is to help students acquire the ability to solve practical problems, establish the comprehensive Trinitarian system of teaching, research and practice in the economy guided by cultural and creative industries in the future, and make art education a vital means for the cultivation of cultural and creative talents.

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