

Research on Interdisciplinary Collaborative Teaching in Cultural Industry Management

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Abstract. Cultural industry management is a profession that cultivates composite talents who understand both culture and management with the rise and development of China's cultural industry. Based on the analysis of the interdisciplinary characteristics of this major, this article takes Shangluo University as an example to study the shortcomings of talent cultivation in the field of cultural industry management. It proposes measures to optimize talent cultivation in the field of cultural industry management from the aspects of curriculum design, faculty construction, system optimization, and resource sharing, in order to improve the quality and efficiency of talent cultivation in the field of cultural industry management. It provides a reference for improving the practical teaching of cultural industry management and helps to achieve the talent cultivation goals that serve the construction of cultural industries and local economic development.

Keywords: Cultural Industry Management; Interdisciplinary; Collaborative Teaching.

1. Basic Overview of Teaching in Cultural Industry Management

1.1. Basic Introduction to Cultural Industry Management

In recent years, China's cultural industry has rapidly flourished with the rapid development of the economy, but the cultivation of cultural industry management talents is relatively lagging behind. As an important base for national talent cultivation, universities bear the heavy responsibility of delivering excellent talents for economic construction. With the booming development of the cultural industry in China, many universities have sensitively captured this information. They responded to the situation and rushed to establish majors related to cultural industry management. The cultural industry management major has a distinct characteristic of interdisciplinary nature. Although most universities focus on cultivating versatile talents who can meet the needs of various parties in terms of training objectives. However, due to different understandings of interdisciplinary concepts, the talent cultivation models of different universities vary.

1.2. Course Content of Cultural Industry Management

Students should learn and master basic knowledge, theories, and professional skills related to cultural studies, economics, and management; Having basic theoretical and business skills in cultural industry investment and financing, cultural enterprise management, creative planning, and other aspects, familiar with the concepts and operational models of international cultural industry management, possessing basic literacy in effectively intervening in China's cultural industry and aligning with international standards, and participating in international cultural industry competition; Having a solid cultural foundation, mastering cultural laws, and possessing outstanding cultural skills in a certain aspect; Proficient in the foreign language of this major and possessing foreign language communication skills; Proficient in using computers for business work.

1.3. Teaching Mode of Cultural Industry Management Major

Theme based practical teaching can be a component of classroom practical teaching, which is a reasonable combination of teaching content and teaching form. In the process of classroom practical



teaching, set themes related to teaching objectives. The selection of themes should have strong applicability and timeliness, which can be the forefront direction in the cultural industry or a key link in the production of the cultural industry. Around this theme, students are divided into groups, and based on their understanding of the topic, they collect and organize information, set research topics, determine research methods, implement reasonable division of labor, and form practical results. The thematic limitations of thematic practical teaching are relatively small, and the presentation of teaching results is relatively flexible, which can be product design or thematic reports. In addition, theme based practical teaching can also combine small themes with big themes, gradually implement small themes to form the foundation of big themes, and use the experience of completing small themes to ultimately achieve the teaching objectives of big themes. Form a complete thematic practical teaching system by combining large and small themes.

2. The Current Situation in the Teaching of Cultural Industry Management Major

The undergraduate program in Cultural Industry Management was established by the Ministry of Education in 2004, only seven years ago, and is a very young new major. So far, more than 100 universities have opened majors related to the cultural industry and are still showing a trend of continuous expansion. Compared to the rapid expansion of professional settings, research on the construction of cultural industry management disciplines lags far behind, especially in the determination of talent training models. Many universities are too hasty and casual, lacking in-depth argumentation and research. Especially in grasping the interdisciplinary nature of cultural industry management majors, many universities seem to be somewhat inadequate. Mainly manifested in two aspects.

2.1. The Proliferation of a "Comprehensive" Talent Training Model

The cultural industry involves a wide range of content. Since the reform and opening up, after more than 30 years of cultivation and construction, China has initially formed an industrial system with broadcasting and television industry, book and newspaper industry, network culture industry, film industry, audio-visual industry, entertainment industry, literature and art industry as the backbone. The complex cultural industry makes it difficult for some universities to accurately position their talent training goals. They have offered multiple related courses covering multiple industries for these backbone industries, striving to achieve a comprehensive approach and cultivate comprehensive talents with broad knowledge coverage. In fact, this training method allows students to have a superficial understanding of various subject knowledge, learning everything but not mastering anything. When it comes to the job position, one is at a loss and ultimately the gains outweigh the losses.

2.2. Neglecting the Attributes of Engineering and Technology Disciplines

Most universities have paid attention to the cultural, economic, and management attributes of the discipline of cultural industry management, but their engineering and technical attributes have generally not been given enough attention. Many universities only offer one or two related courses symbolically, or even do not offer related courses. For example, the Cultural Industry Management major at a university in Changsha offers 14 compulsory courses, 13 elective courses, 18 flexible literacy elective courses, and 13 elective courses. Apart from public courses, there are a total of 58 courses. We only found one related course in its last elective course - Modern Science and Technology Fundamentals. In the cultural industry management talent training program of a certain university in Xiangtan, there is no one related to science and technology among the 45 professional courses outside of the public curriculum. As an emerging industry closely related to the development of modern high-tech, the lack of scientific and technological talent cultivation in the cultural industry will inevitably become a disadvantageous factor restricting the success of students.

2.3. "The Course Focuses on Theoretical Teaching"

Students in this major should learn and master basic knowledge, theories, and professional skills related to cultural studies, economics, and management; Having basic theoretical and business skills in cultural industry investment and financing, cultural enterprise management, creative planning, and other aspects, familiar with the concepts and operational models of international cultural industry management, possessing basic literacy in effectively intervening in China's cultural industry and aligning with international standards, and participating in international cultural industry competition; Having a solid cultural foundation, mastering cultural laws, and possessing outstanding cultural skills in a certain aspect; Proficient in the foreign language of this major and possessing foreign language communication skills; Proficient in using computers for business work.

3. Understanding Interdisciplinary Teaching of Cultural Industry Management based on the Concept of the Big Picture

3.1. Basic Connotation of Interdisciplinary Studies

The interdisciplinary concept refers to the essential, concise, and widely transferable core concepts that integrate core knowledge from various disciplines in interdisciplinary courses. It can reflect the essence of interdisciplinary thematic characteristics and is usually composed of multiple concepts. The interdisciplinary concept can standardize the overall framework of curriculum design for countries, regions, and schools upwards, and guide the daily teaching of frontline teachers downwards. The interdisciplinary concept is not a disciplinary fact. Its abstract, relatable, and transferable functions create more possibilities, helping students solve new problems, discover new perspectives, form new understandings, and generate conceptual understanding or core competencies in interdisciplinary practice. As students accumulate knowledge and age, they will continue to deepen their understanding of interdisciplinary concepts. Therefore, for teachers, the interdisciplinary concept is the core force in integrating interdisciplinary courses, providing guidance for teachers to carry out interdisciplinary teaching design, and making the entire interdisciplinary teaching process interconnected and consistent. For students, the interdisciplinary concept is a key tool for understanding different subject knowledge and solving problems in interdisciplinary learning, and then transferring knowledge to new contexts, deepening conceptual understanding of knowledge through a spiral upward approach.

3.2. Research Background of Interdisciplinary Teaching

Strengthen the internal connection of course content, highlight course structure, and explore the organization of themes, projects, tasks, and other content. This plan clearly points out the direction of curriculum design and content integration in the compulsory education stage: there is a connection between the contents of various disciplines. Structured departments and courses. Currently, the information that students face is disorderly and disorganized. For most fragmented knowledge, some students lack the ability to organize and understand the knowledge. The arrival of the era of core literacy marks the gradual shift of education in China from factual knowledge listing teaching to understanding oriented teaching, with the goal of education emphasizing "comprehensive education". Interdisciplinary teaching can compensate for the insufficient emphasis on knowledge and skills in subject teaching, strengthen the connection between subjects, and cultivate students' ability to organize systematic knowledge systems in chaotic information. Interdisciplinary teaching emphasizes the integrity, comprehensiveness, and authenticity of teaching, emphasizes the connection between disciplines and other disciplines, and plays a collaborative role in educating students. In the exploration and practice of real situations, it helps students achieve conceptual understanding and transfer of knowledge, that is, understanding of professional knowledge in the cultural industry, deepening the connotation of the cultural industry, understanding of multicultural integration, and visual expression of spiritual feelings.

The new curriculum concept advocating interdisciplinary teaching also reflects the response of education to the demand for talent cultivation in future society. The interdisciplinary teaching of

cultural industry management major is characterized by learning content that includes interdisciplinary knowledge, learning methods that reflect collaborative exploration, and learning outcomes that reflect conceptual understanding. Art teachers should adhere to the following principles in specific course design: firstly, based on disciplinary concepts, with the interdisciplinary concept of cultural industry as the curriculum leading factor, and integrate course content; Secondly, lead students to solve real problems and enhance the internal connections between different disciplines through practice; Thirdly, the curriculum design aligns with students' cognition and promotes interdisciplinary understanding.

3.3. Interdisciplinary Teaching of Cultural Industry Management Major

Cultural Industry Management is an undergraduate major in ordinary higher education institutions, belonging to the category of Business Administration. The basic length of study is four years, and it is awarded a Bachelor of Management or a Bachelor of Arts degree.

Since ancient times, the cultural industry has not existed in isolation, but has various connections with fields such as management, marketing, and technology. Cross disciplinary teaching in the cultural industry refers to the process in which teachers carry out interdisciplinary teaching activities in the cultural industry based on the knowledge foundation of students and the internal connections between various disciplines, guided by interdisciplinary concepts and with cultural industry subject knowledge as the backbone, applying and integrating required knowledge from other disciplines. Teachers design exploratory thematic activities in interdisciplinary teaching, allowing students to engage in exploratory and comprehensive cultural industry activities in real-life situations, and publish their research findings in various forms. Students learn about the differences and connections between cultural industry management and other disciplines in interdisciplinary cultural activities. In the process of exploring and solving practical problems, they learn to flexibly apply and integrate disciplinary knowledge, form transferable thinking patterns in practice, and achieve a deep understanding of knowledge from different disciplines.

4. Conclusion

Cultural industry personnel training should meet the needs of social and economic development, especially strengthen the connection with local development, reform the teaching system and innovate teaching methods around China's traditional culture and unique cultural resources. In view of the ability of professional talents needed for current cultural tourism, intangible cultural heritage inheritance and protection projects, as well as industrial problems, cultural problems and talent problems existing in the current development of cultural industry, modern economic concepts and teaching models should be used to strengthen students' awareness of social responsibility and ability in teaching, and give full play to students' subjective consciousness and creativity. It can effectively solve the problems in the development of cultural industry and the demand for professional ability, and also enable students to get exercise from it, so as to achieve the goal of talent training, and realize the coupling of cultural industry development and professional education in this process, and establish a sustainable, high-quality and all-round education mechanism. At the same time, in the training of talents, we should pay particular attention to ideological education throughout the training process, fully stimulate students' cultural self-confidence, so that students have ideals, beliefs, feelings, and responsibilities, not only professional excellence, but also ambitious goals to contribute to the development of national culture.

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