

The Role of Basic Courses of Fine Arts in Training Talents for Innovation and Entrepreneurship

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Abstract: The cultural and creative industry is an emerging industry with creativity as its core in the context of economic globalization. It is an intellectual property industry that develops, plans, and markets cultural factors, through technology, creativity, and industrialization. The areas covered by the cultural and creative industries include radio and television, painting, sculpture, arts and crafts, animation, design, advertising and decoration. The cultural and creative industries are expected to become new economic growth points. At the same time, the fine arts that belong to the cultural and creative industries are naturally at the vanguard of the cultural and creative industries. The cultivation of talents in contemporary college fine arts plays an important role in promoting the development of cultural and creative industries. This article starts with the art of cultural entrepreneurship, and discusses the role of the basic arts curriculum in cultivating innovative and entrepreneurial talents from aspects such as teaching content, teacher practice, teaching and educating people, teaching methods, teaching methods, practical research platforms, etc., and further discusses innovation reforms. To give full play to the role of the basic arts major in cultivating innovative and entrepreneurial talents.

1. Introduction

With the development of social economy and overall progress, people's pursuit of spiritual culture is getting higher and higher. Art plays a pivotal role in the construction of spiritual culture. Therefore, it is an urgent requirement for the development of the state and society to do a good job of innovation in art education and accelerate the cultivation of talents for art innovation and entrepreneurship. In general, arts education in institutions of higher education in China has not escaped the traditional "cascade" education model that focuses on imparting knowledge. Basically, it is still adhering to the three centers of teachers, teaching materials, and classrooms, paying attention to imparting knowledge and ignoring ability. Artistic innovation and entrepreneurial talent should not only adapt to society and serve the society, but should actively lead the development direction of social art culture. Cultivating innovative and practical art creative entrepreneurship

talents is a responsibility entrusted by the times. Therefore, it is of great significance to explore the issues of the basic arts, arts, and fine arts courses in the cultivation of innovative and entrepreneurial talents. This paper analyzes the problems existing in the talent training of basic courses for fine arts in China, and points out the inspirations and deficiencies of these studies. Discuss the role of basic arts courses in cultivating talents for innovation and entrepreneurship, and propose countermeasures and suggestions for various specific issues.

2. Problems in the Cultivation of Fine Arts Talents

2.1. Art Overall Force of Innovation and Entrepreneurship Training Has Not Yet Formed

The overall synergy of talents training for innovative arts and entrepreneurship in colleges and universities has not yet formed. The insufficiency of institutional innovation in art colleges and universities restricts the cultivation of talents for arts innovation and entrepreneurship. Further promoting the innovation of the education system is precisely the key to promoting the cultivation of innovative talents. Since the reform and opening up, although China's higher education institutions have a certain degree of innovation in education management, school-running system, enrollment examination system and teaching and research system, etc. Progress, but constrained by some old models and traditional concepts, it is difficult for the educational system reform of higher art colleges to make breakthrough progress, thus affecting students' personality development, long-term development and overall development. There has also been no substantial progress in enhancing the cultivation of artistic students' practical ability and application ability, leading art institutions of higher learning to continue to cultivate innovative art creative entrepreneurial talents according to the existing unified enrollment model, education and teaching management, etc. The promotion is only based on perceptual knowledge and does not give enough guarantee and promotion to the innovative education system. In the current reform of education and teaching, teachers should give full play to the guiding role of students, inspire students' desire for knowledge, desire for creativity and desire for practice.

2.2. Art Innovation and Entrepreneurship, Innovation and Entrepreneurship Training Objectives are not Clear Enough

The goal of training creative talents for arts and innovation is the key and most important issue for the quality of creative talents for arts and innovations. It restricts the determination of training models, stipulates the selection and organization of content for training, and is the basis and criterion for the quality of personnel training. The accuracy of the orientation of the talents for arts innovation and entrepreneurship training directly affects the realization of the goal of personnel training. China's higher education has embarked on the stage of mass education from an elitist one. However, at present, the goal of talent training in many art academies in our country fails to keep up with this process. They still follow the traditional education model and aim at cultivating talents for elite arts and innovation. They do not take into account the diversified demands of the current society for the cultivation of talents for art innovation and entrepreneurship, and the status of schools in the regional economic and social development. The basic principles for determining talent training goals in art colleges and universities should get rid of the traditional "cascade" education model that focuses on imparting knowledge, insist on three centers of teachers, teaching materials, and classrooms, pay attention to imparting knowledge, and ignoring ability training, so that students are good at keeping their profession and lacking Innovation and entrepreneurship.

2.3. Slow Progress in the Reform of Education Content and Teaching Methods for Innovative Entrepreneurship Training

The education content and teaching methods of personnel training have been slow to develop, and it is difficult to adapt to the requirements of innovative application personnel training. At present, the reform and innovation of the teaching content of the higher education art academies is insufficient, and it is still partly based on the previous knowledge. The old knowledge can no longer adapt to the pace of the era economy. While fully absorbing the latest achievements in natural sciences and the humanities and social sciences, it does not vigorously tap into the cultural content of teaching content, and does not profoundly reflect the laws of scientific development and the spirit of seeking truth from facts. These have become the major problems that restrict the cultivation of innovative applied talents. one. In terms of teaching methods and education methods, it is also constrained by traditional teaching methods and teaching methods. The traditional teaching model centered on teachers, classrooms, teaching materials, and examinations still occupies a dominant position in the education and teaching of colleges and universities. In the process of education and teaching, it is not possible to combine the imparting knowledge with the ability of cultivating students' innovative practice. It can not fully mobilize the enthusiasm, initiative and creativity of the art students, nor can it help the art students learn to learn, to learn to think, and to enhance Practical application capabilities.

2.4. Collaborative Filtering Algorithm

BPR is an excellent algorithm used in the feedback data in the level-ranking learning algorithm. Its idea is to use scoring to optimize the ranking of the importance of art courses for talent training.

Specifically, in the S feedback matrix, when $S_{i,k} = 1$, $S_{i,k'} = 0$, it means that the user prefers the item k' compared to the item k . At the same time, $q(k > k'; i | \varepsilon)$ is used to indicate the success probability of the art course for talent cultivation, and the project is in the knowledge base. The structural embedding representation in and the latent representation in collaborative filtering, the latent vector representation of the redefinition item is:

$$\mathbf{f}_k = \hat{\partial}_k + w_k \quad (1)$$

The vector $\hat{\partial}_k$ here is the latent representation of the item in collaborative filtering, and the vector w_k is the structural embedding representation of the item entity in the knowledge base.

Therefore, we re-given the probability of user preference as:

$$q(k > k'; i | \varepsilon) = \alpha(v_i^X \mathbf{f}_k - v_i^X \mathbf{f}_{k'}) \quad (2)$$

Where ε is the model parameter, and the vector v_i is the potential user representation in collaborative filtering.

3. The Role of College Art Foundation in the Cultivation of Talents for Innovation and Entrepreneurship

3.1. Clear Specific Teaching Purpose

The purpose of clear teaching is to cultivate innovative talents. Students can only have a clear

and comprehensive understanding of the purpose of learning. Only in this way can they carry out professional basic knowledge learning in order to have the basic conditions for innovation. In the teaching of basic courses in fine arts, students should be given a specific understanding of what they have learned, so that students can understand that fine arts learning is not only a simple line drawing, but also needs to grasp color matching, content design and other aspects. Learning the relevant knowledge in fine arts and mastering certain art skills is the only way for students to cultivate their creative abilities. It is important for students to have a specific understanding of the purpose and requirements of the basic curriculum of fine arts and to cultivate innovative talents.

3.2. Comprehensively Optimize the Teaching Content

Cultivating innovative and entrepreneurial talents is essential to the optimization of professional basic courses. This is also a key step in cultivating innovative talents. In the usual teaching, teachers should fully grasp the content of the art syllabus, and optimize the content according to the requirements. Teachers should make reasonable choices of teaching content according to the characteristics of the fine arts, share the latest status of specific professional development with students, and let students have a clear and specific understanding of the major they have studied. When teaching, teachers should also pay attention to the deeper professional education for students. For example, the interpretation of the characteristics of the various schools in the history of art as well as the knowledge of representative figures will enable students to have a deeper understanding of fine arts. In addition, teachers should also focus on broadening students' knowledge horizons and allow students to have a certain understanding of the knowledge outside of their majors. This will greatly benefit the cultivation of students' innovative and entrepreneurial skills.

3.3. Continue to Enrich Teaching Methods

Teaching methods play a key role in the process of cultivating talents for innovation and entrepreneurship. Teachers should fully understand the important role that teaching methods play in the effectiveness of art teaching. In the current teaching, teachers adopt a single teaching method and cannot effectively stimulate students' enthusiasm and initiative. This is extremely unfavorable to the cultivation of innovative talents. Therefore, teachers should pay attention to enrich teaching methods and improve teaching quality. For example, teachers can use multimedia technology to carry out teaching and convey the charm of fine art to students through visual sensation. They can also organize class discussions, allow students to actively communicate and exchange knowledge in art creation, promote collisions of different thoughts, and then enrich student thinking.

3.4. Respect Student's Dominant Position

Respecting the student's dominant position and giving full play to the student's role in learning are the catalysts for cultivating innovative and entrepreneurial talents. In the teaching of basic courses of fine arts, teachers must always focus on stimulating students' initiative in learning and playing their own guiding role. This has a great role in fostering students' innovation and entrepreneurship. Teachers should guide students to determine the specific learning direction, which is very beneficial for students to master professional knowledge. For example, teachers can create a relaxed classroom atmosphere, inspire students' thinking activity, allow students to reflect on the characteristics of a certain painting style or school of art, organize students to conduct class discussions, allow students to express their own ideas, and strengthen students' The discussion

explores the ability of students to learn independently. This also has a certain positive significance for the cultivation of students' innovative and entrepreneurial abilities.

4. The Fine Arts Innovation and Entrepreneurship Mode Training Model

In order to determine the appropriate training mode of art innovation and entrepreneurship mode, this paper adopts the method of field investigation and questionnaire survey to study the tendency of students and teachers on teaching methods, curriculum content and practice activities, and obtains the results.

Both students and teachers have proposed to reform the content of art textbooks. Secondly, teachers' ability in practice also needs to be improved, so as to drive students' operating ability. Finally, the teaching methods must be updated and reformed. As shown in Table 1:

Table 1. Art innovation and entrepreneurship model training mode direction

	Teachers	Students
Reform the Content	36%	35%
Teachers' Ability in Practice	23%	30%
Teaching Methods	25%	26%
Teaching Purpose	16%	9%

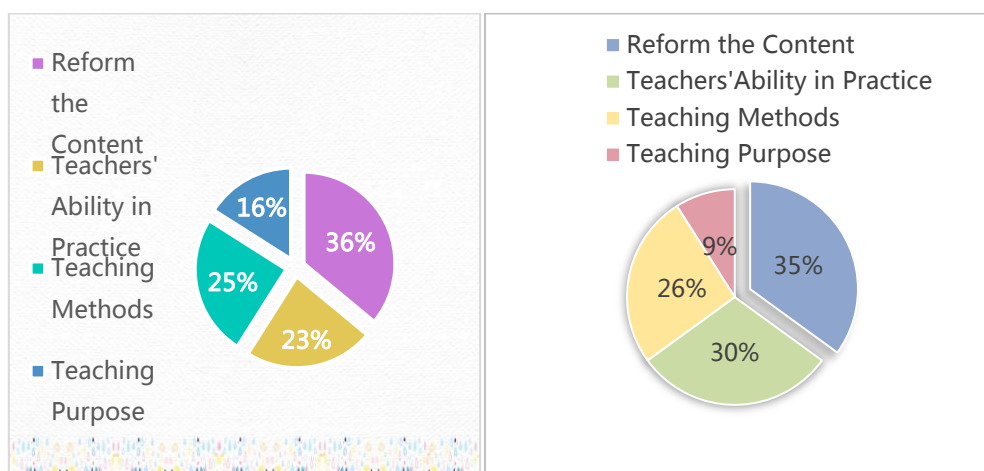


Figure 1. Art innovation and entrepreneurship model training mode direction

As shown in Figure 1, 30% of students believe that the improvement of teachers' practical ability is an important point of the art innovation and entrepreneurship model, and even more important is the reform and update of course content. The teacher thinks that the teaching content is the most important, followed by the method, and then the teacher's practical ability. More datail can be seen in following:

4.1. Revision and Optimization of the Teaching Content of the Basic Art Course

Classroom teaching is the most basic education form of higher education, and curriculum is the main carrier of teaching. In order to improve students' employment and entrepreneurial

competitiveness, it is necessary to ensure the scientificness of the curriculum system setting and the practicality of teaching content. Professional basic courses and specialized courses is the source of knowledge innovation and entrepreneurship, students only fully grasp the basic course content, in order to maneuver more than in the latter part of specialized courses of study, and therefore set the contents of the professional basic courses must adapt to innovation, entrepreneurs are required personnel training. According to the school's training innovation, entrepreneurial talent training objectives and personnel training model, combined with the characteristics of the basic arts curriculum, the teaching content of existing professional basic courses should be revised and rationally and effectively integrated to avoid repeated teaching of the same or similar content in different courses. In the teaching content, it highlights the cultivation of innovation ability and entrepreneurship, solves problems such as the disconnection or disjointness between the curriculum and teaching content of professional basic courses and the needs of social talents, and improves students' ability for innovation and entrepreneurship.

4.2. Strengthen the Training and Training of Teachers' Practical Ability in the Art Foundation Courses

Simple theoretical teaching is inevitably boring and boring, students are often only passively accepted, it is difficult to have a sense of innovation; only in practice can students develop their interest in innovation, and then improve their ability to innovate. Most current university faculty members are not teacher-training majors. A master's or doctoral degree graduating will enter teaching posts related to their own profession. Young teachers in particular, whether teaching method or practical ability, need to be improved. Professional foundation teachers must not only have solid theoretical knowledge, but should also have rich experience in painting practice. Teachers of professional basic courses, especially young teachers, should actively in-depth art painting practice, participate in a variety of practical brushwork exercises and training, use the professional knowledge to solve various problems encountered in practice, and sum up and accumulate experience Applied to theoretical teaching to enrich and enrich their teaching content, improve students' interest in learning, stabilize students' professional thinking, and give full play to the role of basic art curriculum in the cultivation of talents for innovation and entrepreneurship.

4.3. Reforms and Attempts of Teaching Methods and Teaching Methods for Professional Basic Courses

Teaching methods are tools, media, or equipment that allow teachers and students to transfer information to each other in the teaching process, including modern teaching methods and traditional teaching methods. Classroom teaching is the main link in the teaching process. Interest is the best teacher. Strong interest can translate into strong learning motivation and creativity. Compared with traditional teaching methods, multimedia teaching has the characteristics of carrying a large variety of information, large quantities, strong capabilities, and easy operation. If multimedia courseware is produced vividly, not only can students easily memorize, but also mobilize the enthusiasm and creativity of students. Most of the basic courses in fine art involve the morphological observation of brushwork and style. In traditional teaching, teachers often use blackboard paintings, slides, and wall charts, but the effect is not good. This requires that professional basic teachers should learn from teaching methods and teaching methods.

5. Conclusion

In many aspects of higher education, the cultivation of talents for innovation and entrepreneurship plays a crucial role. Innovation and entrepreneurship training directly affects the quality of personnel training in colleges and universities, that is, the knowledge, ability, and quality of the talents for innovation and entrepreneurship training. Therefore, it is necessary to serve the economic and cultural development of the society and to assume the important task of fostering talents for the society to innovate and innovate in entrepreneurship . In the past ten years, the fine arts of colleges and universities have experienced a leap-forward development along with the economic development. However, due to the inaccurate positioning of these colleges and universities, the ambiguity of personnel training objectives and models, the students trained cannot meet the needs of the society very well, leading to the current bottleneck in their development. If we want to speed up the development of fine arts in colleges and universities, and provide the society with high-quality, high-quality creative and entrepreneurial talents , we must strengthen and improve the cultivation of innovative talents for arts and entrepreneurship . Therefore, it is of great theoretical and practical value to deeply study and explore the cultivation of innovation talents in colleges and universities.

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Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Conflict of Interest

The author states that this article has no conflict of interest.

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