Construction of "Dual Space Driven" Composite Talents Cultivation Model for Cultural Industry Management in Colleges and Universities

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Abstract. The "dual space driven" composite talents nurture model is an innovative attempt to meet the needs of talents in the management of cultural industries in the new era. Through the dual relationship deconstruction of the "dual space driven" composite talents cultivation model and the core elements of the model, the "dual space driven" complex talents nurture model is finally constructed.

Deconstruction of Dual Relationship in “Dual Space Driven" Composite Talents Cultivation Mode

The "classroom theory space drive" and "extra-curricular practice space drive" in the "dual space drive" cultivation model do not exist independently. Although they are not in the same space, they are closely related and affected each other. On the one hand, we pay attention to the expansion of classroom theory space, and strengthen the student’s knowledge capacity reserve through the internal resources integration. On the other hand, from the aspects of resources, information, talents, and technology, we pay attention to the interface with extra-curricular practice, strengthen theory in practice, improve students’ comprehensive literacy and professional ability, and constantly import outstanding cultural industry management talents into the society. As shown in Figure 1:

![Figure 1. Divergent relation deconstruction of "dual space driven" Composite Talents Cultivation Model.](image)

The Core Elements of "Dual Space Driven" Composite Talent Cultivation Model

The "dual space driven" talent training model includes five core elements: students, teachers, schools, enterprises, and society. Among them, students are the main body, teachers are the main focus, and schools, enterprises, and society are the organizers and environmental providers. These five elements are mutually supportive and interrelated.
Students
Get rid of the situation of being completely enslaved by book knowledge and become the subject of exploring and studying the professional issues of the cultural industry, thus restoring its main identity in the construction of knowledge. In the new model, middle school students are no longer passive recipients. Exercise independent thinking ability in classroom theoretical space and cultivate collaborative problem-solving ability in extracurricular practice space.

Teachers
Teachers are no longer only "teaching materials," but they are developing with students and participating in the innovative learning of cultural industry knowledge. organize and guide students to constantly question and constantly seek. Because the cultural industry management major has a strong compound. Therefore, it is necessary to break down the barriers of traditional colleges and disciplines, give full play to the linkage effect of university resources, rely on the advantages of disciplines, achieve cross-faculty, interdisciplinary, cross-school, and cross-regional integration, and build a complex teacher team.

School
As a unique social organization, the school should become a "learning organization", providing a new type of cultural environment with full personality for teachers and students 'teaching activities and becoming an effective platform for students' progress. The reform of teaching mechanism and the innovation of teaching concept will be carried out to cultivate a complex talent with a wide range of cultural perspectives, both ancient and modern, and proficient in modern industrial planning, management and management.

Enterprises
From the perspective of knowledge economy, enterprise is the carrier of socialized cultural industry professional knowledge. It is not only the main employing unit of cultural industry management, but also the main consideration of the training effectiveness of cultural industry management professionals. Therefore, schools, teachers and students should actively participate in the business activities of enterprises, absorb new knowledge, obtain new information, and explore new issues. The enterprise is also one of the important carriers to realize the switch between theoretical space and practical space. It is the receiver and regenerator of talents and needs to bear the corporate social responsibility for talent training.

Society
The concept of "society" includes all social forms except schools and enterprises, including government, communities, social organizations, etc. They are the external environmental basis for the growth of talents in schools, teachers, enterprises, and cultural industries. Society is another university—Practicing a real war university is also a test stone for qualified talents in the management of the cultural industry. Whether it is in the field of culture, tourism, leisure, radio, film and television, media, performing arts brokerage, economic management, etc. The use of professional knowledge and complex skills to obtain social recognition and realize the value of social organizations and individuals.
Construction of "Dual Space Driven" Composite Talents Cultivation Model

The "dual space driven" compound talents training model of university cultural industry management can be summarized as "1241" project, that is, "one theme, two major drivers, four major contents, and one goal", as shown in Figure 3.

A theme: "Dual-space driven" University cultural industry management talents complex training model study "as the theme of talent training, cultivate a cultural industry common characteristics and cultural industry characteristics of complex talents.

Two major drivers and four major content: in the "classroom theory space drive" and "extra-curricular practice space drive" under the two major driving forces, the specific study of the four major content. The first is the integration of various teaching resources, especially the rationalization of curriculum setting, the practical construction of teaching materials, and the construction of a composite team of teachers; The second is to innovate the teaching model, realize the diversification of teaching methods, the activation of teaching mechanisms (especially the combination and switching of theoretical and practical modules), and the modernization of teaching methods; The third is to meet the needs of the society, with the goal of industrial development and service enterprises, to meet the social demand for cultural industry management talents; Fourth, to create platform needs, interdisciplinary students to create a multidisciplinary knowledge platform.
school-enterprise cooperation, competitions, competitions, double mentors and other channels to create various practical platforms for students.

**A goal:** through the theoretical and practical exploration, aimed at exploring the goal of "training cultural industry management complex talents, the combination of production, learning, research and new ways."

**Conclusions**
The implementation of the "dual space driven" complex talents training model of university cultural industry management is a long-term system engineering. It depends on the mutual interaction of students, teachers, schools, enterprises and society, as shown in Figure 3. Only by combining classroom theoretical space with extra-curricular practice space, based on social needs, industrial development, enterprise growth, and the progress of the times, can we cultivate a combination of innovative practical cultural industry management talents with a large cultural vision, a large management pattern, and a large business concept.

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**References:**

