

Research on the Interactive Relationship between Government-industry-university-research Collaborative Innovation and Cultural Industry Personnel Training

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Abstract. With the vigorous development of urban cultural industries, the need to promote the development of local economy and culture, and the deepening of mass entrepreneurship and innovation, there is an increasing demand for talents in cultural industry management, and more and more attention is paid to the talent training of students in cultural industry management in various schools. Taking the practical course of cultural Industry Management offered by Liaoning University of Communication as an example, this project focuses on how applied undergraduate colleges should carry out and optimize the practical teaching mode, organically combine the practical teaching mode with innovation and entrepreneurship education, and closely combine the training goal of applied talents with the training of students' entrepreneurial consciousness and innovative spirit. Effectively enhance students' ability of innovation and entrepreneurship, and cultivate innovative and compound cultural industry management talents.

Keywords: Government-industry-university-research; Collaborative Innovation; Cultural Industry, Personnel Training.

1. Research Significance

In recent years, Liaoning Province has also been vigorously developing the cultural industry. Under such conditions, in order to fill the demand space of the national cultural industry personnel, seize the market opportunity, continue to develop the prosperity of the regional economy, and train high-quality and high-quality professional talents for the society, vigorously carry out the construction of cultural industry professional construction and cultural industry management professional personnel training mode. By comparing and analyzing the practical teaching systems offered by the cultural industry management major at home and abroad, this project forms three aspects, including practical education, innovation and entrepreneurship education and applied education, and comprehensively constructs the practical teaching system from the perspective of talent training program, teaching syllabus and teaching plan, and carries out empirical research on practical teaching in the cultural industry management major of Liaoning University of Communication. Summarize the experience of project package teaching, target and task teaching, school-enterprise cooperation and enterprise customized training, professional studio construction for college students, and guidance for students to participate in China College Student advertising Competition, and explore how to carry out practical teaching for application-oriented humanities and management majors, and how to choose and optimize practical teaching modes suitable for their own characteristics.

2. Government-industry-university-research Collaborative Innovation Operation System

In the process of promoting the transformation of scientific and technological innovation from industry-university-research to government-university-research, the role of the government in the construction of open innovation platforms and policy guidance as well as the main body position of target users in the process of innovation have been further highlighted, that is, the strong adjustment of "government" and "use" in the collaborative innovation. Government participation provides effective guarantee for the operation of the collaborative innovation model of government, industry, university and research; User participation can not only reduce the blindness of technological

innovation, but also shorten the life of new products from research and development to market entryProduction cycle, and can effectively reduce technological innovation risks and research costs. Enterprise as the main body, market demand-oriented, user-centered innovation trend.

2.1. Research Status of Collaborative Innovation of Government, Industry, University and Research in Foreign Countries

Motohashi Kazuyuki and Muramatsu Shingo (2011) argue that the school-enterprise cooperation policy has led many schools to increase patent applications, but universities that attach importance to intellectual property are reluctant to commercialize the achievements of school-enterprise cooperation innovation [1]. Keld Laursen (2004) believes that forward-looking enterprises regard universities as the cradle of technological innovation, and in order to maintain long-term development, increase the development and investment in school-enterprise scientific research cooperation projects, use the scientific research strength of universities to expand industrial scale and improve production efficiency [2]. Jiarl Cheng Guan, Yam Richard C.M. By investigating 950 enterprises in Beijing, Chiu Kam Mok (2005) concluded that enterprises cannot achieve innovation results without school-enterprise cooperation, and the degree of innovation is directly proportional to the degree of industry-university-research cooperation, and the effect of industry-university-research cooperation cannot be measured by economic indicators [3]. Gulbrandsen Magnus, Smeby Jens. Christian (2005) found that the higher the frequency of practical application of research results, the more industrial funds enjoyed by professors, which led to more and more university professors cooperating with scientific research institutions and enterprises [4].

2.2. Research Status of Industry-University-Research Collaborative Innovation in Domestic Affairs

Chen Bo (2014) discussed the reasons and connotation of collaborative innovation as well as the composition and functional status of the five main bodies of government-industry-university-research collaborative innovation [5]. Yuan Changhong et al. (2015) discussed in the form of cases that enterprises reached automobile cooperation projects through government-industry-university-research collaborative innovation, improved their independent innovation ability, and further explored the mechanism of government-industry-university-research collaborative sustainable innovation [6]. Li Xueru et al. (2012) interpreted the model of Xi 'an Qujiang cultural and creative industry by using the collaborative innovation model of government, industry, university and research, and drew inspiration for the development of other cultural industries and the protection of cultural sites [7]. Song Weiming (2015) introduced an integrated school-running method of government, industry, university and research, coordinated the organic relationship among innovation subjects, and promoted the construction of an integrated platform of government, industry, university and research in the cultivation of talents in agriculture and forestry universities [8]. Wen Xingqi and Li Yanping (2013), from the perspective of leading users, highlight the function of "use", emphasize the impact of leading users on product innovation, and analyze the mechanism of leading users in the innovation of strategic emerging industries [9].

3. Main Contents of the Study

3.1. Comparative Analysis of Practice Teaching Mode of Cultural Industry Management Specialty at Home and Abroad

This paper makes a comprehensive analysis of the establishment of the practice teaching system of the liberal arts and administration major in foreign countries and the education mode of the practice teaching system of various types of representative colleges and universities in China, finds out the similarities and differences of the practice teaching system of the liberal arts and administration major in domestic and foreign universities, sorts out the main model types, characteristics, advantages and disadvantages, and analyzes different systems. Applicability characteristics of the model.

3.2. Research on Practical Teaching Mode of Applied Civil Service Management Specialty

Focusing on the characteristics of application-oriented undergraduate colleges and universities, this paper studies the construction of practical teaching system for liberal arts and administration majors, how to closely integrate practical teaching with the teaching objectives of application-oriented cultural industry management majors, and forms three aspects including practical education, innovation and entrepreneurship education and application education. Integration of theoretical teaching, practical teaching, extracurricular project practice, enterprise practice and practical training, including a complete applied teaching system.

3.3. Research on Practical Teaching Mode of Applied Cultural Industry Management Major -- A Case Study of Cultural Industry Management Major of Liaoning University of Communication and Communication

Taking the cultural Industry management major of Liaoning University of Communication as a case study, this paper studies how applied undergraduate universities of media arts build a comprehensive practical teaching curriculum system, including project package teaching, target task teaching, school-enterprise cooperation and enterprise customized training, professional studio construction for college students, and guidance for students to participate in China College Student Advertising Competition.

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