

# *Innovative Artistic Talent Cultivation Model: Promoting Cultural Industry Development through "Artistic Practice"—A Case Study of the Curriculum Reform of Artistic Practice at Guizhou Minzu University*

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**Abstract:** In order to reform and innovate the training model for ethnic art talents and contribute to the comprehensive development of society, economy, and culture, Guizhou Minzu University, utilizing its unique academic strengths and professional characteristics, is committed to establishing a panoramic and immersive "art practice field." The university integrates curriculum reform with regional development and the characteristics of multi-ethnic cultures, persisting on the path of innovative specialization, boldly reforming and innovating the existing model for cultivating art talents. By constructing a comprehensive and diverse art practice platform, the university provides abundant opportunities for both faculties and students to engage in artistic practices. Throughout this process, the university emphasizes imperceptibly nurturing students' ideal beliefs to strengthen their political, ideological, theoretical, and emotional identification, aiming to enhance students' comprehensive development and lay a solid foundation for their future in-depth exploration in the field of arts. Moreover, Guizhou Minzu University adheres to the people-oriented view of literature and art education, guiding students to dive into life, root themselves among the people, and deeply understand the concept that artistic life originates from the people. The university encourages students to create more outstanding artworks with contemporary value and characteristics through artistic practice, contributing to social development and cultural prosperity through tangible actions.

## 1. Introduction

At present, in higher education institutions, art education not only bears the responsibility of talent cultivation but also serves as an important means to drive social, economic, and cultural development. Guizhou Minzu University takes on the task of comprehensively nurturing talents in minority music and dance arts. Throughout its long-term artistic practice and development, the university, leveraging its professional strengths, upholds the development philosophy of "seeking development with distinctive features" and an innovative spirit [1]. On one hand, the university combines its disciplinary advantages and professional characteristics to create a panoramic and

immersive "practice field," allowing students to receive education on ideals and beliefs imperceptibly, thus strengthening their political, ideological, theoretical, and emotional identification [2]. On the other hand, the university adheres to an educational philosophy centered on the people, guiding students to root themselves in life, deeply understand that artistic life originates from the people, and through artistic practice, create more outstanding artworks to contribute to societal development.

In light of this, the university is guided by the principle of "protecting and inheriting minority music and dance arts, and providing students with an artistic practice platform." It closely intertwines curriculum reform with local development and the unique features of multi-ethnic cultures, persistently advancing distinctive innovation. Boldly reforming and innovating the current model of talent cultivation in the arts, the university constructs a comprehensive and diverse artistic practice platform for both faculty and students [3]. The university has excelled in nurturing minority artistic talents and promoting the flourishing of arts and culture in minority regions. By steadfastly leveraging art to support the development of minority regions, the university has significantly enhanced its educational characteristics and standards [4].

## **2. Innovating the Mechanism for Cultivating Ethnic Artistic Talents, Precisely Nurturing Such Talents, and Enhancing the Cultural Soft Power of Ethnic Regions**

Guizhou is a place where multiple ethnic groups live together, with a brilliant history and splendid cultural heritage. The development of folk art resources in deeply impoverished areas in Guizhou is not only a necessary means to inherit and promote outstanding traditional folk culture but also an important way to enhance the cultural confidence of impoverished populations and achieve poverty alleviation [5].

In the impoverished areas of Guizhou, many students come from poor families. Among them, there are numerous students with outstanding musical talents who are struggling to make ends meet, often having to interrupt their path of education due to financial difficulties. In order to inherit and promote the local arts of the long-standing minority groups and cultivate high-level ethnic artistic talents, Guizhou Minzu University established the Music Performance (Ethnic Characteristics) major. All students in this major come from various ethnic regions within the province, are proficient in their own ethnic language, and excel in singing or playing traditional ethnic instruments. The university emphasizes the ethnic artistic characteristics, creating an ethnic art brand, and enabling more talented ethnic students to recognize the importance of ethnic arts. After years of development, the Music Performance (Ethnic Characteristics) major has grown into an ethnic characteristic department, with a total enrollment of over 150 students.

The significant progress and fruitful results achieved in the university's ethnic artistic characteristic education can be attributed to its emphasis on enhancing students' comprehensive qualities and nurturing their growth and development. The university also strives to construct a rational and standardized talent cultivation system. Throughout the educational process, the university attracts attention from a wide range of instructors, students, parents, and even the entire society. This serves to elevate the general understanding of artistic practice in society and create a high-quality environment for the development of artistic practice. By drawing attention from various sectors of society to focus on and enhance arts education, including continuously increasing funding and establishing a curriculum reform system centered around artistic practice, the university aims to enhance its talent cultivation standards. Simultaneously, the university aims to achieve comprehensive educational objectives in arts education, focusing on elevating students' artistic accomplishments, cultivating their perceptual qualities, and shaping them into well-rounded individuals with rational, perceptual, and emotional qualities [6].

The university pays special attention to the students' living conditions on campus. Students in the Ethnic Characteristics Major not only have their tuition fees waived but also receive specialized scholarships allocated by the local government. The university regularly conducts a series of assistance activities for financially disadvantaged students and students from single-parent or orphaned families. For instance, the university organizes birthday parties for orphaned students in the first and second halves of the year, providing them with books and living allowances. Moreover, the university opens up green loan channels to address students' financial difficulties in paying tuition fees. Under continuous support, students from impoverished ethnic regions successfully complete their studies. The development of ethnic artistic education has led to the establishment and enhancement of the university's talent cultivation system, the improvement of instructor professionalism, and the nurturing of a large number of students proficient in their own ethnic artistic talents. Through undergraduate theoretical teaching and practical training, many students have been admitted to well-known domestic art colleges and comprehensive universities for further studies. Not only that, the students have experienced the improvement of artistic skills and the expansion of artistic perspectives brought about by artistic practice. They have deeply felt the vibrant vitality of various ethnic arts, consciously internalizing ethnic characteristics as a powerful driving force for their own development. As a result, the vast majority of financially disadvantaged students from these ethnic regions have returned to their hometowns, making significant contributions to the development of their ethnic regions with their artistic talents.

### **3. Rooted in the Local Culture, Highlighting Ethnic Characteristics, and Innovating the Construction of a Practical Education System That Nurtures Individuals**

Guizhou Minzu University focuses on cultivating students' artistic practical abilities in the training of ethnic arts talents. The university serves as a base for nurturing talents in ethnic music and dance, acting as a window to promote ethnic music and dance culture and leading the discourse in this field. Guided by the principle of "inheriting ethnic music and dance arts to provide a platform for students' artistic practice," the university places artistic practice at the core of its talent development system. It revolves around the goal of practical education, establishing and evaluating systems for its realization, seeking innovative teaching outcomes through diverse and multi-dimensional practical experiences. This is exemplified in the establishment of a practical education system that involves "fieldwork, classroom engagement, and stage performance." In the cultivation of talents in ethnic music and dance arts at Guizhou Minzu University, the initial focus is on immersing students in the local environment. This involves a combination of inviting ethnic music intangible cultural heritage artists to give lectures to students in these major and engaging students in fieldwork activities. Artists specializing in Intangible Cultural Heritage of Ethnic Groups like Miao flying songs (antiphonal style folk songs), Dong grand songs, golden pheasant dance, bell dance, and rolling mountain beads (Lusheng dance) lead students to explore the origins of various ethnic arts, experience the charm of authentic ethnic arts, and broaden their perspectives on artistic practice. By bringing intangible cultural heritage artists into the classroom and building on the unique features of Guizhou's ethnic music and dance culture, the university integrates the composition, editing, rehearsal, and performance of ethnic arts. Emphasizing a multi-dimensional training model, the university comprehensively showcases the diversity, regional characteristics, and uniqueness of Guizhou's ethnic arts and culture, strengthening students' comprehensive artistic practice abilities and laying a solid foundation for the development of students majoring in Music and Dance.

Therefore, the university emphasizes conducting art practice activities with a focus on innovation, creating a diverse platform for displaying students' artistic practice innovations and enhancing their

practical skills. The construction of this diversified display platform can greatly inspire students to engage in targeted artistic creation and actively organize practical performance activities. At the same time, art practice exchanges and cooperative projects led by institutions are flourishing, and collaboration and exchanges between universities and localities provide an effective way for students to enhance their practical innovation capabilities and broaden their horizons. This not only offers students and faculty extensive opportunities for learning and exchanging with the artistic community but also serves as an effective means for them to collectively learn and share artistic creation techniques and practical approaches, effectively stimulating students' innovative thinking and artistic expression abilities. The university actively organizes students to participate in social art practice activities. Art practice is a crucial part of cultivating students' innovation and practical abilities, helping them acquire knowledge and skills in artistic practice from creativity to practice, while also fostering their entrepreneurial spirit and practical skills [7]. By integrating artistic innovation with social practice through art practice, students can fully understand and respond to societal needs, becoming artistic talents with a sense of social responsibility and innovation spirit.

The university, using Guizhou's rich ethnic minority music and dance culture as its carrier, comprehensively develops students' overall artistic practice abilities while focusing on the development of stage performance skills, aiming to cultivate students' competitiveness in stage performance practice. Over the past five years, faculty and students in the Art Department have organized over a hundred art practice events, with student participation exceeding ninety percent. These events include high-level competitions, platform showcases, and international exchanges and learning opportunities, where students and faculty together bring Guizhou's ethnic minority arts into events like Dance World and World Music Week. These high-level showcase activities have received unanimous praise from experts and audiences, and various sectors of society have recognized the university's educational philosophy and positioning. Through long-term artistic practice activities, the university has not only nurtured a spirit of "learning, dedication, and teamwork" but also developed a work approach of "distinct characteristics, strong team, advanced consciousness, and brand building," which has played a positive role in promoting Guizhou's ethnic minority culture and art at home and abroad.

#### **4. Combining Theory and Practice to Create Effective Artistic Practice Courses**

Guizhou Minzu University places artistic practice as the core of its ethnic arts talent development system. The artistic practice courses are distributed over the four years of undergraduate study, with theoretical study and practical performances each accounting for fifty percent. With the full participation of both instructors and students, the university emphasizes the student's central role in learning, basing its approach on the entire process of practice and highlighting experiential teaching characteristics.

First of all, the art practice course takes theory teaching as a guide, emphasizing practical application to address the initial challenges students face in artistic practice. Throughout the teaching process, instructors focus on starting from the authentic environment of artistic practice, using real practice cases to analyze and strengthen the teaching and training of practical theories and skills, with a particular emphasis on the guidance that theoretical instruction provides for actual performances. In terms of teaching methods, instructors, based on the practical requirements of stage performances and production planning, substitute traditional lecture-based teaching with activities such as performance observation and theater research.

Furthermore, in the teaching practice of artistic practice courses, students' autonomous planning, composing, implementing, and performing become the core of the curriculum. In this phase, practical performances are organized freely by groups or classes, with each group of students

forming the main team. The students' central role in learning is highlighted through the guidance of instructors, typically following a system where students take charge, guiding students to freely form groups and autonomously participate in on-campus artistic practices. Students take on specific roles as organizers or implementers in the artistic practice process, allowing them to become familiar with every aspect of program creation, selection, modification, and stage presentation. The aim is to familiarize students with the entire process of performances and the work involved in various departments, understand the rules of stage performance, and effectively cultivate students' practical ability to control the stage.

In order to create a competitive atmosphere for students, the final outcomes of artistic practice will be presented in the form of Literary and Art Performance. At this stage, the role of instructors in the curriculum is primarily supervisory. After the specific practical performance combinations are determined, instructors oversee the practical process, checking the rationality of the theory of the early stage and the specific implementation of the effectiveness, and based on their own practical experience, reasonable scheduling of rehearsal progress of the art practice group, at any time to address any issues students encounter during the practice. The instructor will communicate and comment on the highlights and shortcomings of each art practice performance with the students, deepening the learning experience of the students' performance practice and providing reference examples for the subsequent art practice courses.

Since the establishment of the university's artistic practice courses, the university has been well received by a large number of instructors and students, and have played a significant practical role in students' artistic practice in their professional fields. The artistic practice courses highlight practical features, transforming simple theoretical teaching into teaching practice performances and rehearsals, helping students gain practical experience from professional performance practices. The university has established a scientific and systematic artistic practice curriculum, emphasizing the learning of students' artistic practice knowledge and the training of practical skills in the professional field, strengthening students' innovative thinking in being close to reality and striving for progress, becoming an important direction in the construction of artistic practice courses. Centered around the goal of talent cultivation, the artistic practice courses guide students to comprehensively integrate the theories and skills they have learned through the courses, achieve the course objectives of combining theoretical learning with artistic practice, make students familiar with theory, adapt to practice, and master the overall process, laying a solid foundation for their future engagement in art education and related work[8].

## **5. Inheriting and Promoting National Art to Support the Socio-Economic and Cultural Development of Ethnic Regions**

Guizhou Minzu University relies on university-enterprise cooperation to improve the establishment of an innovative integration practice platform, promoting the linkage between off-campus internship platforms and on-campus talent cultivation mechanisms. By enhancing systems and creating a practical employment promotion mechanism, utilizing projects as the foundation, the university fully leverages the combination of theory and practice in research methods. It collaborates with industry, education, and enterprises, deepening mutually beneficial cooperation to research and implement mechanisms for cultivating applied education talents in the field of arts, refining the system model for innovative integration practice in the new arts and sciences in higher education. Under this model, the university not only revitalizes ethnic arts and nurtures the younger generation of ethnic students in their pursuit of the arts but also actively explores innovative artistic expressions of ethnic art resources. Since 2015, through the collaborative efforts between the university and local communities, the university has created three

major productions for ethnic regions, effectively promoting the cultural arts of these regions and significantly driving local socio-economic development.

### **5.1. The Blooming Azalea Showcases Ethnic Charm, and the Baili Dujuan is Crowded with Tourists**

In 2015, commissioned by the local government, the university created the Yi ethnic drama "The Blooming Azalea" bringing a large-scale musical and dance epic representing the culture of the Yi ethnic group, one of the minority groups residing in Guizhou, to the stage. The production made its grand debut in early 2016 in Guizhou [9]. "The Blooming Azalea" seamlessly integrates Yi legendary stories, ethnic culture, and azalea legends, creatively bringing the real scenery of the Baili Dujuan Scenic Area in the Bijie region onto the stage through high-tech means. From the perspectives of weddings, entertainment, farming, and welcoming guests, the drama showcases the customs and traditions of the Yi people, portraying scenes of happiness, joy, and peace in Yi households. The students and instructors participating in the production don traditional Yi costumes, using joyful songs and music, along with colorful dance moves, to vividly portray the charm and style of the ethnic culture, providing the audience with an excellent visual and auditory feast while showcasing the profound artistic conception of ancient Yi culture. Seizing this opportunity, the local government has transformed the Baili Dujuan Scenic Area in Bijie into a shining cultural emblem, promoting it nationwide and boosting local socio-economic development.

### **5.2. Panorama: A Showcase of Ethnic Culture through Composition, Editing and Performance**

In 2017, after relentless efforts by the university's instructors and students, the large-scale Yi ethnic song and dance drama "Panorama," which had been meticulously researched and created in ethnic areas and continuously improved through long-term curriculum teaching practices, premiered in Guizhou. "Panorama" combines Yi culture with mythological stories. In contrast to "The Blooming Azalea," "Panorama" weaves the theme of life's growth throughout, portraying the continuous cycle of life. It also offers the audience a feast for the eyes and ears, allowing more people to understand Yi culture. The production "Panorama" competed alongside traditional ethnic dramas from various ethnic groups in Guizhou, presenting a colorful display of the diverse and beautiful ethnic cultures of the new era. This not only showcases the latest achievements in artistic creation at universities but also represents the inevitable outcome of the university's long-standing commitment to ethnic areas, reforming and innovating curriculum teaching practices, and enhancing the system for cultivating ethnic artistic talents. Fundamentally, this achievement not only serves to promote ethnic culture through art but also elevates the educational standards of the university.

### **5.3. "Yelang" Revitalizes and Promotes Guizhou's Ethnic Arts onto the International Stage**

In July 2019, a large-scale ethnic musical and dance poem titled "Yelang," co-created by the university and the local performing arts group, represented Guizhou at the 2019 International Art Festival. The production was grandly staged at the Friendship Theatre in Guangzhou. This production fully embodies the ethnic artistic characteristics of Guizhou. With the university's instructors and students as the main performers on stage, the theme of "Revealing the Mysterious Yelang and Reviving the Ancient Yi Spirit" is showcased. Through graceful dance and beautiful music, the production recreates the hidden yet prosperous scenes of the ancient Yelang Kingdom before the audience. This drama is not only a revival of ethnic culture but also a perfect integration

of original ethnic culture and modern art. It uses a new perspective and form of song and dance art to comprehensively showcase the unique natural scenery and ethnic features of Guizhou.

At the performance venue, audiences from around the world not only enjoyed the beauty of music and dance but also felt the majestic and unique cultural atmosphere of the splendid Wumeng region, experiencing the charm of Guizhou's ethnic cultural arts. The performance was a tremendous success, serving as both recognition of Guizhou's ethnic culture and affirmation of the overall effectiveness of the university's educational efforts. It also made a significant contribution to promoting Guizhou's ethnic culture.

## 6. Conclusion

Guizhou Minzu University actively engages in local social and cultural development through artistic practices, integrating curriculum reform, innovative talent cultivation systems, and the specific realities of Guizhou's local development. This integration not only provides a practical platform for university-local cooperation but also allows students participating in these practices to experience the practical process, explore creative ideas, and enrich artistic content in their artistic professional practices. By enhancing the comprehensive level of artistic talent cultivation, promoting the organic integration of cultural arts and socio-economic development, this approach exemplifies students' professional qualities and contemporary characteristics, achieving a perfect unity of learning, feeling, willing and doing [10].

The university leverages its greatest strengths in promoting socio-economic and cultural development, inheriting and promoting ethnic arts, effectively cultivating grassroots ethnic artistic talents, using innovative art forms to showcase the cultural charm of ethnic minority regions, providing intellectual support for the exploration, protection, and inheritance of ethnic cultures, optimizing the environment for innovative development in ethnic arts, and expanding the scope of arts education. This not only significantly enhances students' understanding of excellent traditional folk arts, broadens their horizons, enriches practical activities, and enhances students' professional qualities and abilities but also makes outstanding contributions to local social development by promoting the exploration, protection, and inheritance of ethnic cultures [11].

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