

A Study on Cultivating Professionals in Modern Multimedia Information Technology for Adult Education in the Context of Chinese-Western Cultural Differences

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Abstract:

In the context of the deepening of the national rural revitalization strategy and the accelerated implementation of digital rural construction, modern multimedia information technology has become a core tool to empower rural industrial upgrading, cultural inheritance and governance modernization, and its application in rural scenes has both technical practice and local adaptability. This article examines the specific requirements for cultivating professionals in modern multimedia information technology for adult education in rural revitalization from three dimensions: rural industry demands, cultural characteristics, and governance realities. It analyzes the objectives, curriculum design, teaching model selection, and practical skill development in this field. Addressing the current issue of “urban-oriented approaches overshadowing rural adaptation” in China’s adult education system, the study proposes optimized talent cultivation pathways tailored to rural needs. These measures aim to enhance professionals’ adaptability to rural contexts and practical competitiveness, thereby meeting the demand for localized, interdisciplinary technical talents in digital rural development.

Keywords:

Cultural Differences Between China and the West, Adult Education, Modern Multimedia Information Technology, Talent Development, Intercultural Competence

1. Introduction

As the construction of digital villages has been included in the key tasks of rural revitalization, modern multimedia information technology has penetrated deeply into rural e-commerce, agricultural product promotion, rural culture and tourism, smart agriculture and other fields, and the demand for professionals who understand technology and are familiar with the countryside continues to grow. As an important part of the lifelong education system, adult education plays a key role in cultivating

local multimedia information technology talents in rural areas and improving farmers' digital literacy [1]. However, in the current talent training of this major in adult education in China, there are some problems, such as insufficient attention to rural needs and disconnection between training content and rural practical application, which leads to some talents being unable to meet the needs of rural digital positions and effectively contribute to rural revitalization.

2. The Specific Impact of Cultural Differences Between China and the West on the Cultivation of Multimedia Information Technology Professionals in Adult Education

2.1. The orientation difference between “standardized talents” and “personalized talents”

Under the influence of collectivism values and pragmatism educational concepts, the training objectives of modern multimedia information technology majors in adult education in China tend to “standardized talents”, that is, to set unified ability standards around the mainstream technology needs of the market, and to cultivate technical operators who can quickly be competent in specific positions. However, influenced by individualist values and personalized development concepts, western adult education focuses more on “individualized talents” in its training objectives, emphasizing the formulation of differentiated training objectives according to learners' professional background, interests, strengths and development needs.

2.2. Content differences between “technology-oriented” and “competency-oriented”

Curriculum system is the concrete embodiment of talent training objectives. The logic of curriculum system construction is significantly different due to the cultural differences between China and the West. The curriculum framework of China's Adult Education Multimedia Information Technology program adopts a “technology-oriented” approach, centered on “practical skills”. Core courses primarily focus on software operations, technical standards, and industry case studies. While the content updates keep pace with technological advancements in the field, there remains a lack of deep integration between technical principles and interdisciplinary knowledge [2]. The curriculum system of western adult education takes “competency orientation” as the core, and builds the curriculum framework around “the improvement of learners' comprehensive ability”. In addition to basic technology courses, there are also a large number of interdisciplinary courses and ability training courses. In addition, the Western curriculum system often includes “flexible elective modules”, where learners can choose courses such as “game design” and “virtual reality development” according to their career planning. The curriculum content pays more attention to the combination of theory and practice, as well as the cultivation of learners' innovation ability and critical thinking.

2.3. Differences between “teacher-led” and “learner-centered” approaches

The choice of teaching mode is directly affected by the way of thinking and educational philosophy. In the multimedia information technology teaching of adult education in China and the West, there is an obvious difference between “teacher-led” and “learner-centered”. Adult education in China is influenced by holistic thinking and empiricism, and adopts the “teacher-led” teaching mode. The teaching process is based on the “explanation + demonstration” of teachers, and learners master

knowledge and skills through “listening + imitation practice”. Western adult education, influenced by the development concepts of logical thinking and personalization, generally adopts the “learner-centered” teaching mode, such as project-based learning (PBL) and group collaborative learning. In the teaching process, the role of teachers changes from “knowledge transmitters” to “guides and supporters”. Through setting specific project tasks, learners are guided to analyze needs, make plans and complete projects independently in groups, and provide necessary guidance in the process.

2.4. The difference between the orientation of “job adaptation” and “innovative exploration”

The cultivation of practical ability is the core link of modern multimedia information technology adult education. The cultural differences between China and the West lead to the difference between “job adaptation” and “innovative exploration” in the cultivation of practical ability. The practical teaching of adult education in China is oriented to “job adaptation”. Through “school-enterprise cooperation training” and “simulated job operation”, learners are familiar with the actual work process and technical standards of enterprises in practice, so as to ensure that they can quickly start work after graduation [3]. The practical teaching of western adult education is oriented to “innovation and exploration”, and the practical content includes not only enterprise cooperation projects, but also a large number of “independent innovation projects”.

3. Optimization Path of Talent Training in Modern Multimedia Information Technology for Adult Education

3.1. Build a dual-track target system of “standardization + personalization”

In view of the current problem of “excessive standardization and insufficient personalization” in the training objectives, China’s adult education should build a “standardization + personalization” dual-track goal system. On one hand, we maintain the core strengths of the “standardization” objective by clearly defining essential technical competencies (such as multimedia software operation and adherence to technical standards) and teamwork skills that learners must master, ensuring they meet industry fundamentals. On the other hand, we introduce a “personalization” dimension by setting differentiated skill enhancement goals based on learners’ professional backgrounds (e.g., beginners versus experienced technical professionals) and career paths (e.g., technical operations roles versus innovation R&D roles).

3.2. Achieve the integration of “technology module + capability module + cross-cultural module”

The reconstruction of the curriculum system needs to break the “technology-oriented” single framework and build an integrated system of “technology module + ability module + cross-cultural module”. The “Technical Module” retains core practical technology courses while introducing content on “Technical Principles and Iteration Patterns” (such as “A Brief History of Multimedia Technology Development and Future Trends”) to help learners understand the essence of technology and enhance their ability to adapt to technological iterations. The “Competency Module” adopts the Western “competency-oriented” curriculum design approach by adding courses like “Multimedia Project Management” and “Technological Innovation

Thinking Training” to cultivate learners’ innovative capabilities and organizational coordination skills. The “Cross-Cultural Module” leverages the cultural dissemination attributes of multimedia information technology by offering courses such as “Cross-Cultural Multimedia Design and Communication” and “International Multimedia Industry Standards and Ethics,” helping learners understand differences in multimedia technology applications across cultural backgrounds and improve their cross-cultural communication and collaboration abilities.

3.3. Promoting “teacher guidance + learner-led” blended teaching

Innovating teaching models requires breaking free from the traditional “teacher-dominated” framework and adopting a blended approach that combines “teacher guidance with learner-led instruction.” For foundational technology courses, retain the teacher’s role in “explaining core principles and demonstrating key operations” to help learners quickly grasp essential knowledge. In practical and comprehensive application courses, introduce Western concepts like “project-based learning” and “collaborative group learning,” using “real-world projects” as vehicles to guide learners in independently completing project design, development, and optimization through teamwork. Teachers should only provide guidance and support at critical stages.

3.4. Establish a two-level practice platform of “post training + innovation incubation”

The improvement of the practice system needs to balance the needs of “job adaptation” and “innovation exploration”, and establish a two-level practice platform of “job training + innovation incubation”. At the “Job Training” level, we deepen school-enterprise collaboration by establishing long-term partnerships with local and internationally renowned multimedia enterprises. By introducing real-world corporate projects, learners gain hands-on exposure to industry standards and workflows, enhancing their job readiness. In the “Innovation Incubation” phase, we adopt Western innovation models to establish a “Multimedia Technology Innovation Lab” that provides technical equipment and funding support. This encourages learners to conduct independent research projects focused on “technological innovation applications,” such as “Application of Multimedia Technology in Rural Education” and “Exploration of AI+ Multimedia Interactive Design.” Additionally, we implement a “School-Enterprise Mentorship Program” where corporate experts and academic faculty jointly guide innovation projects, improving their practicality and originality while facilitating the commercialization of innovative outcomes.

4. Conclusions

The influence of cultural differences between China and the West on the training of modern multimedia information technology professionals in adult education is multi-dimensional and deep-rooted. It not only leads to differences in training objectives, curriculum system and teaching mode, but also provides reference ideas for the optimization of talent training mode in this field in China. Adult education in China should neither blindly copy Western models nor rigidly adhere to traditional frameworks. Instead, it must ground itself in local culture and market demands while thoughtfully incorporating Western cultural elements that foster innovation and cross-cultural competence. By optimizing educational objectives, restructuring curricula, innovating teaching methodologies, and enhancing practical training systems, we can

cultivate versatile professionals equipped with technical expertise, innovative thinking, and cross-cultural adaptability. This approach will elevate talent development quality in the globalized and digitalized era, thereby supporting the growth of the multimedia information technology industry.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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