

2014

# BioTechnology

*An Indian Journal*

FULL PAPER

BTAIJ, 10(19), 2014 [11367-11372]

## Applied music talents employment mode exploration and its practice

Yanjun Zhang

School of Arts Qiongzhou University, Sanya, 572022, (CHINA)

### ABSTRACT

This research discusses a problem widely concerned by the whole music industry and even the education circles—the graduates' employment mode exploration and practice. The main method of the mode is to pay attention to the study of music professional basic knowledge. Only with an overall solid fundamental knowledge, can one have the possibility to achieve further innovation. Mousing empty slogan and acting no deeds is like putting the cart before the horse. The principal goal of this mode proposed in this paper is to value basic knowledge, strengthen the practical ability training and cultivate applied music talents to adapt to the market. Unlike the employment mode of earlier music talents, applied music talents are cultivated by using basic knowledge as their foundation, the market adaption as the guidance. Schools of arts determine training scheme, curriculum and so on according to the market demand so as to make graduates quickly adapt to the fierce competition.

### KEYWORDS

Basic music knowledge; The market demand; Employment mode exploration and its practice.



## INTRODUCTION

With the transformation from elite education to mass education in universities, higher music education has achieved rapid development. According to incomplete statistics, in addition to 31 art colleges and universities with independent recruitment rights, more than 700 of the 1800 ordinary colleges and universities have already established the music professional faculties; and most of the provinces and municipalities set up their own music vocational colleges, the music students are very abundant. Now in Western European countries, music education has reached a new stage after semi century's rapid development, in contrast, although in recent 20 years music education has achieved certain development in our country on the basis of the theory and technology introduced from abroad, the quality and quantity still fall behind the European and American developed countries, so there is room for further improvement. Based on the request of the age and the development of the society, music education has received enough attention. The problem is how to develop music education so as to further improve the employment quality of music talents.

Above all, how to draw lessons from the domestic and foreign experiences and actively explore the market-oriented, applied music talents' employment mode is imminent. The talents should be cultivated with ability and political integrity, adaptive to society and market demand, creative and practical. So they can put their knowledge and skills into practice and are in line with the actual demand of market.

## THE MAIN CONTENT OF APPLIED MUSIC TALENTS' EMPLOYMENT MODE

### The overall plan of applied music talents employment mode

Taking market demand as the guidance and the ability of applied music talents as starting points, schools of arts are required to cultivate applied talents with creative thinking and innovative practical ability. Currently, music education is mainly carried out by course education in schools. Although the music education has been widely carried out, the implementation, operation and practical effect should be measured by curriculum evaluation. Curriculum evaluation includes the curriculum design, the curriculum implementation and the implementation effect. In the process of researching music education curriculum evaluation, many scholars and experts have realized the profound influence on design index is to improve students' music quality via the music education curriculum evaluation. However, some deficiencies still exist in the research. For instance, in the three parts of curriculum evaluation, a lot of people pay more attention to the curriculum implementation effect evaluation, which limits the evaluation means and methods. At present, there is a problem in the study, that is, some evaluation theories applicable to other areas are directly applied to the local music education curriculum evaluation. This simple imitation is easy to make curriculum evaluation study lack pertinence and effectiveness. Only by avoiding blindness can a new situation of the music talents' employment management be created. The number of new graduates, from 2006 to 2011 is shown as Figure 1.

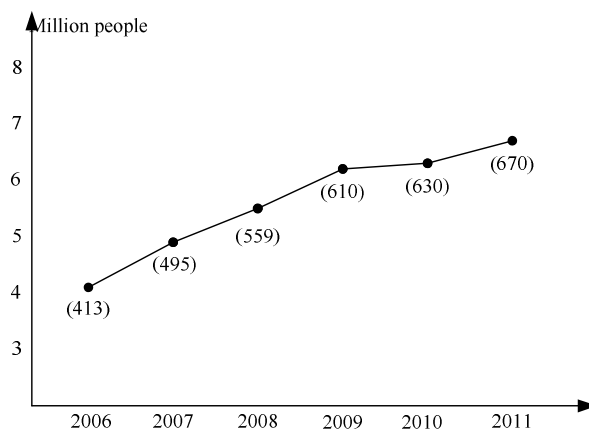


Figure 1 : The number of new graduates, from 2006 to 2011

In order to improve the level of creative music talents' training mode, the effective teaching should be used. This is a typical teaching theory and is mainly used to evaluate the validity of teaching and the development of students. However, in current music teaching, the development of music education itself as well as the curriculum evaluation is valued while the effectiveness research of teaching has not temporarily been systematically analyzed and studied. According to the application results of effective teaching theory in other courses, it is certain that the application of effective teaching to music education curriculum can improve the quality of teaching and achieve more smoothly the ultimate goal of music education.

Under this background, this article first studies the evaluation of music education curriculum and then discusses the curriculum effectiveness performance in current education system so as to provide beneficial reference for the school music education work, improve students' music education effectiveness and establish music teaching system in line with market demand.

### To promote the implementation of the studio type personnel training mode

Teaching should be focused on students' ability cultivation. The evaluation of music education objective is not only to finish the musicology systematic knowledge learning, but also use the learned knowledge to promote the development of students' music cognition to a higher level, improve students' music skills and correct their errors. In the process of actual operation, the steps of curriculum objectives evaluation are as follows: first of all, the curriculum objectives should be in line with music education overall goals; Secondly, the objectives are practical; Thirdly, the curriculum objectives should follow the principle of the zone of proximal development; Fourth, the knowledge system of curriculum objectives can promote students' music development and finally, the objectives should be accurately described. Only in line with the objectives can the music education curriculum goals be scientific and feasible ones. This studio talent training pattern has become the most widespread implementation of innovative talent training mode in major national music colleges and universities; and the implementation is the powerful guarantee of talents' employment.

### Take the employment as the core and explore the entrepreneurship curriculum teaching system with characteristics

As a profession with strong applicability, musicology needs talents with very rich artistic creativity. The creativity reflects on different levels of artwork innovation, art theory innovation and so on. The implementation of music education curriculum evaluation can feed back the weak link in the implementation process, help teacher improve the teaching process and assist students to find problems, so as to improve the teaching quality. Different from other subjects, music education is an activity course, which holds all kinds of special activities to achieve the goal of teaching. For this kind of activity curriculum, the evaluation should focus on the process of activities, especially the students' performance in activities. The result of evaluation is usually used to improve the content of the course, so in the process of evaluation, the student's actual changes should be carefully observed and students' self-evaluation should also be used for reference. These should be fed back to the teachers, and then the teachers adjust course content to improve the teaching quality. The graduates employment expectation schema is shown as Figure 2.

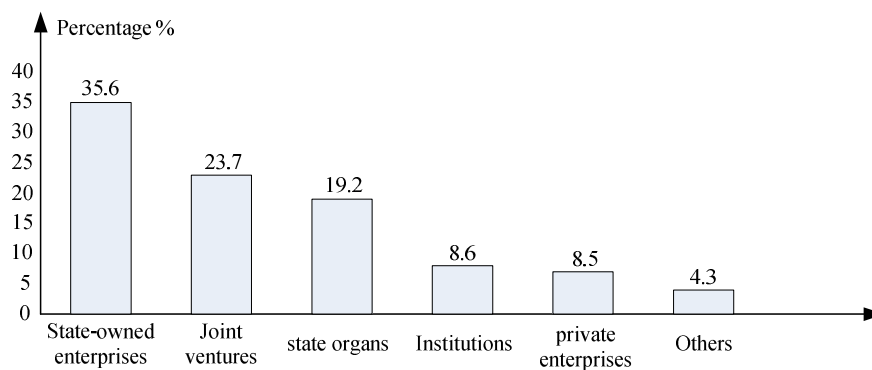


Figure 2 : Graduates employment expectation schema

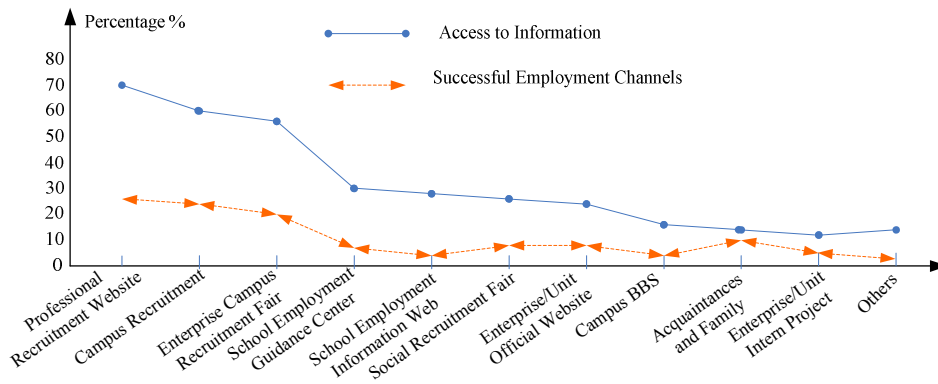
The development function should be strengthened in curriculum effect evaluation. The score cannot be the only selection standard, because in music education curriculum, this method can not reflect the real level of students' music ability. In the process of music education, students are gradually developing, so music education should be students oriented and development foremost. The purpose of the course effect evaluation is to encourage students' development and improve music quality. Development not only refers to the individual development, but also to the curriculum development in its continuous improvement. The problems existing in the curriculum can be understood via information feedback after the curriculum implementation. Therefore, it is convenient for teachers to correct the problems, improve the quality of teaching and truly meet the needs of the students' music development.

## THE MAIN IMPLEMENTATION PLAN OF EMPLOYMENT MODE

### Take "innovation" as the core

Currently, the mature evaluation of music education in schools is the curriculum effect evaluation, especially the effect evaluation after the curriculum implementation. However, this part also has problems. How to make a scientific evaluation as well as the method adopted are longstanding problems. This article analyzes from three aspects how to rationalize effect evaluation after curriculum implementation and encourage participation in local music works appreciation activities, etc., and promote the improvement of students' professional level by participating in the major professional competitions in the province. The access to Information and successful employment channels is shown as Figure 3.

The construction objective of applied art talent employment mode is to cultivate high-level, innovative art talents both with systematic professional theory knowledge and strong application ability. Although after a period of development, music education teaching has obtained certain achievements, the actual teaching effect is not very ideal, and some problems still exist.



**Figure 3 : The access to Information and successful employment channels**

The first is the misunderstanding of curriculum concept. Some education workers have deviation in music education curriculum understanding. Their cognition still stays in the shallow surface. Either they believe the prevention of music education curriculumization or they regard the school's music education curriculum is universal. Both views ignore the music course actually is a kind of ways and means, and realizing music education goals is the core task. It is the wrong cognition of the curriculum that has affected the music education curriculum implementation.

The second is in the positioning of the teaching goal. The majority of positioning is the part of the students' obstacle music education. However, the music education curriculum goal is not set for some people. Teaching staff cannot ignore other students because of the minority. Music education curriculum is set to improve and develop all students, so the current positioning of some students can easily lead to the lack of effectiveness.

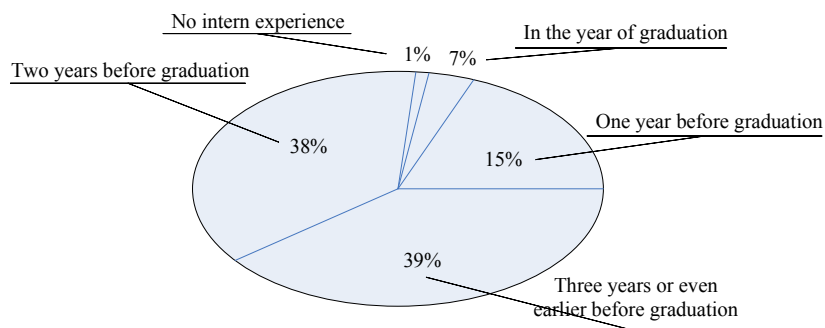
The third is in terms of teaching resources. Because of the short development time and insufficient development experience in our country's school music education curriculum, the curriculum and counseling content are still in groping stage. The existing teaching material can't keep up with the development of theoretical research and meet the needs of the practical teaching. Actually this is not only the teaching material problem. In the current teaching system, although teachers are abundant, teachers majored in music education are still in short, and some teachers are not professional. These lead to the mixed teachers' qualities. Some teachers with low level can't keep up with the development of education. The lecturing method and backward tutoring skills easily affect the effect of education.

**Entrepreneurship contest as support**

Relying on professional features, applied music professional teaching leading group has flexibly conducted a diversity of entrepreneurship contests. Since 2007, large-scale entrepreneurship contests were held inside and outside of schools annually, such as entrepreneurial practical skills contests, business plan competitions and so on. The quality of practice teaching and professional levels of students are improved through these events. The music normal majors to participate in provincial, national college students' innovative and entrepreneurship plan is one of the best practice projects.

**Strengthen management and incentive mechanism construction as guarantee**

Management and incentive mechanism construction should be strengthened. In the process of putting curriculum theory into actual practice, many teachers still adopt the traditional teaching mode. However, the music education curriculum is different from other subjects. In traditional teaching, teacher, the controller of the class, not only decides teaching practice but also holds absolute control power in launching activities while the students are just the recipients of teaching and activity participants. It is easy to make the music education descends to the psychology knowledge teaching. In the actual music education curricular, teachers and students should be interactive and students play the subjectivity and subjective initiative. Only in this way can the development of music demand truly be satisfied and the students' practical ability cultivated.



**Figure 4 : The investigation of new graduates' first intern time**

### Based on practice and training base

Based on a batch of practice and training base such as the electronic music studio, sound recording or video recording center, improve art creation, performance level of applied music professional students and integrate the cultivation of aesthetic ability and the skills learning. Music education curriculum is the integrated use of multi-subject knowledge and principles. The purpose is to optimize students' music quality and undertake music intervention and influence. To play its effectiveness, the teaching should have three characteristics.

First of all, the music education teaching must have the experience; this is also the basic teaching characteristic of this course. Experience is based on the experience and intuition; it combines the situation cultivation and inner feeling and helps teaching body' internal improvement. The curriculum effectiveness is decided by the teaching body' experience truth and degree. Because the experience is the embodiment of the activity process, rather than a description of activity results, so after experiencing the teaching psychology and getting emotional communication, thought collision in music education, students have the psychological experience at a deeper level, which will promote the development of students' music quality and skills.

Secondly, music education curriculum should be based on students' development. Music education curriculum implementation is a process of students' music construction. In this process, teachers should play an active role in promotion and consider students' existing music status, inspire students through a series of special activities, promote the transformation of the original experience, so as to encourage students' active exploration in the unknown areas, develop subjective initiative and make positive creation.

## THE MAIN EFFECT OF APPLIED ART TALENTS EMPLOYMENT MODE

As a new mode of talent employment, its unique employment- oriented teaching methods can deepen students' understanding of artistic innovation and excavate the connotation of subject knowledge, cultivate art practice abilities. The beneficial exploration mainly displays in the following aspects.

### Local service combined with city culture construction

In current curriculum design, the traditional subject teaching mode has obviously no applicable use, so the schools' mental health education curriculum need to change from static to dynamic, emphasize the teaching activities and highlight students' initiative. Employment rules are shown in Figure 5.

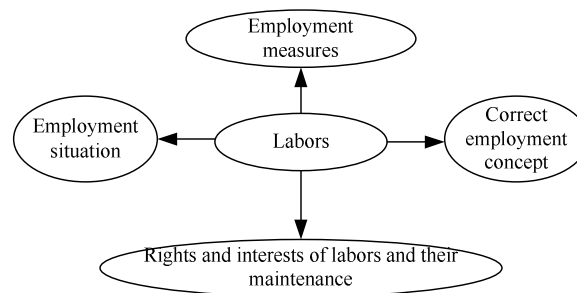


Figure 5 : The figure of employment

### The combination of talents training and base construction

The cultivation of high-quality talents is the core of employment-oriented teaching. In music education, teachers and students are equal in personality and compatible in emotion, which reflects the music compatibility between teachers and students. In the process of curriculum implementation, teachers appropriately shorten the distance existing between them and students via teaching art, encourage students silently, inspire them, enhance their self-confidence, so as to achieve the music teaching compatibility, successful teaching experience and effectively promote student's music development.

Applied art talents' employment mode can break through the limits between theory teaching and practice teaching; so that the students can put the professional theory knowledge they have learned into art practice and at the same time expand their knowledge. Based on accepting the teacher's professional counseling, students' creation, performance and innovation can be improved by taking part in the high-profile art contests. Practice has proved that the applied art talents' employment mode is an effective combination of theory teaching and practice teaching.

### Application-oriented, improve the cultivation of applied music professionals

This paper puts forward the new applied music talents employment mode. The main method of this mode is to value the study of basic music professional knowledge. Only with solid fundamental knowledge can talents make further innovation. The primary goal of the mode is to possess basic knowledge, strengthen the practice ability and cultivate applied talents adapt to the market. Unlike the previous music talents' employment mode, applied music talents are cultivated by

using basic knowledge as their foundation, the market adaption as the guidance. Schools of arts determine training scheme, curriculum and so on according to the market demand so as to make graduates quickly adapt to the fierce competition, realize full development of individual character and lay a foundation for future career.

#### **RESERENCE**

- [1] Zhu Lei; Exploration and practice of applied arts talents employment mode[J], Journal of Hubei Radio & Television University, (07), 52-53 (2013).
- [2] Bai Junqing; Applied music talents cultivation mode innovation in colleges and universities of shanxi province--take shanxi university business school as an example [J], Journal of Guangxi Normal University for Nationalities, (06), 66-70 (2016).
- [3] Jiang Xiaoyan; Exploration of applied music talents cultivation mode—take university music education keyboard art as an example [J], Art review, (05), 58-59 (2012).
- [4] Wang Yuehui, Guo Yu; The development and innovation of applied music talents cultivation mode in private colleges and universities-taking music school of hunan international economics university as an example [J], Journal of Huaihua University, (10), 112-120 (2013).
- [5] Zhang Yanjun; A research on applied music talents cultivation in qiongzhou university-taking musicology (teacher education) as an example [J], The Song of the Yellow River, (02), 113-114 (2013).