

Research on the School-Enterprise Cooperation Training Mode for Music Professionals in University

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Abstract: In order to meet the needs of enterprises, adapt to the development of the social era, and cultivate practical talents in line with the market, adopting and promoting the school-enterprise cooperation mode have become important reform measures of higher education for music professionals in universities. In the context of the continuous optimization and development of national higher education, clarifying the significance of deepening the reform, exploring the drawbacks of the current mode and the areas that can be developed, seeking an effective way to combine music education with social needs, tapping the unlimited potential of professionals, and guiding the training of professionals are all constructive guarantees for ensuring sufficient national human resources in the future.

Keywords: School-enterprise cooperation; Talent training; Music

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1. Introduction

The directional process of professional education affects the strategic development of the country. The deepening of education reform and the improvement of comprehensive practical quality in the new era are the only ways to meet people's satisfaction with education and the modernization of education. In the current market, the development of higher education is complex and diversified, and basic professional education can no longer meet the needs of social development^[1]. There is a certain difference between the direction of market demand and that of talent training in universities. Therefore, eliminating the differences and solving the disconnection have become urgent issues to be addressed in the professional development of universities. Whether from the perspective of government, schools, or students and teachers, corresponding measures should be taken to ensure that effective results can be achieved in the actual market^[2]. In the context of the current market situation, and considering our own education experience, this paper puts forward several suggestions and recommendations for the effective adoption of the school-enterprise cooperation mode and the in-depth reform of music majors in universities, so as to ensure the balance between supply and demand of talents and create a good market environment.

2. Significance of school-enterprise cooperation in the training of music professionals in university

2.1. Standardize professional curriculum

Setting up targeted and innovative professional courses is an important part of teaching organization activities in university and has a significant impact on the direction of talent quality training. Therefore, considering the market demand, the development of the times, and the current situation of students, establishing a correct teaching concept, and standardizing the development of professional courses are urgent measures that must be taken. At present, the courses covered by music majors in universities include professional basic courses, professional elective courses, public courses, and internship courses, which usually last one semester ^[3]. Except for practical courses, the rest are often completed on campus. In recent years, practical courses have been affected by the COVID-19 pandemic, and they have been discounted greatly, changed to online work, or carried out carelessly. Whether it is the management department of the industrial market or the employer of art-oriented companies, they have always been truly in sync with the students. The inability of students' comprehensive ability to meet the market requirements and the company culture and environment to penetrate the student body ultimately leads to the inability to improve employment rates. The curriculum design of music majors in universities must be integrated with the actual needs of the times. Whether it is the development of the overall environment or market prospect analysis, it affects the employment direction and success rate of students. Therefore, it is imperative to strengthen the cooperation between schools and enterprises, adjust the talent training plan in time, standardize and optimize the teaching content and methods, and enhance the practical application skills of music major students in terms of professional stage display or backstage settings ^[4].

In a real sense, it would be beneficial to promote the vitality of the art and culture market so as to achieve a win-win situation between talents and the market.

2.2. Comprehensively build a team of teachers with dual qualifications and abilities

The hope of revitalizing the nation lies in education, while the hope of revitalizing education lies in teachers. It is an important matter for universities to build a team of teachers with excellent education ability and ethics, profound professional theory, and solid practical ability, as well as form a reasonable teacher distribution structure. With the rapid high-tech development in the society and the increasing technical content in the posts for applied talents, mere talk can no longer fully meet the needs of social development. Regularly sending teachers to participate in the frontline work of enterprises for practical learning, training, and research not only enables them to have a practical and comprehensive grasp of the current development status and business model of the social market, but also directs their teaching plans and objectives, optimizes the teaching methods, and strengthens the teaching results with the latest dynamic guidelines in the industry ^[5]. The interaction between teachers and staff and the exchange between schools and enterprises have formed an effective mechanism for schools, industries, and enterprises to cultivate teachers in a joint manner. Professional guidance for students with personal experience and work experiments has not only helped students better understand the market needs of enterprises, but also improved the comprehensive ability of teachers in all aspects, playing a decisive role in building a team of teachers with dual qualifications in an all-round way. Generally, professional music teachers with dual qualifications must have a clear understanding of the training goal of music education in universities. This would help promote the music industry. In order to achieve the optimization of teaching effects, professional teachers with strong skills should make a biased approach to the teaching content and direction ^[6]. The construction of this team would increase the teaching and research achievements of teachers and enhance their practical experience with each passing day, so as to promote the all-round development of music majors in universities.

2.3. Create application-oriented talents

Music education in universities undertakes the function of promoting and activating the economic and cultural development of the local and even the country. The pursuit of cultural literacy by the people and the promotion and development of the country's soft power necessitate music majors in universities to pursue the purpose of achieving good literacy in this discipline, noble humanistic feelings, and unremitting exploration spirit [7]. University students should inject new vitality and incorporate certain cultures, including professionalism and strict quality control, into their working environment. It has been pointed out in the Outline of the National Education Reform Plan that the training standards used to attach importance to the professional, complex, and applied talent model, which is dedicated to training and bringing up specialized talents with good music literacy and teaching ability to meet the needs of national economic construction and education reform and development in the new era as well as a clear direction of the development of music majors in universities. By reforming and developing the existing teaching mode, improving the talent training mode, strengthening the talent requirements of the market, and improving the cultivation of students' comprehensive practical ability through learning, the training for university students is no longer just about helping them master the basic theory of music and professional skills systematically, but also helping them use the knowledge learned to analyze, solve practical problems, and adapt to the market, which has become the most important direction of talent training. In the training process of application-oriented talents, we must consider the local social development level, local cultural characteristics, and economic development needs as well as pay attention to the comprehensive development of students. Application-oriented talents who can perform, understand operations, innovate, and excel in planning would promote the sustainable development of social music functions.

3. Status quo of school-enterprise cooperation in the cultivation of music professionals in university

Based on **Figure 1**, it can be seen that the employment situation of music majors in universities across the country over the past five years has not been optimistic. In recent years, influenced by the environment, the nature of music profession, which requires offline and practical work, has been greatly affected. The practicality of music is more than theory itself. Knowledge-based practical talents are needed regardless of the employment direction, be it in schools or enterprises, and the market. Over the years, universities have focused on improving students' innovation and art appreciation ability, which is understandable. However, in real working environment, practical ability is a prerequisite. In the market, where employment opportunities have declined in recent years, the ability of compound applied talents must be sustained. The factors that have led to this situation are raised in this section.

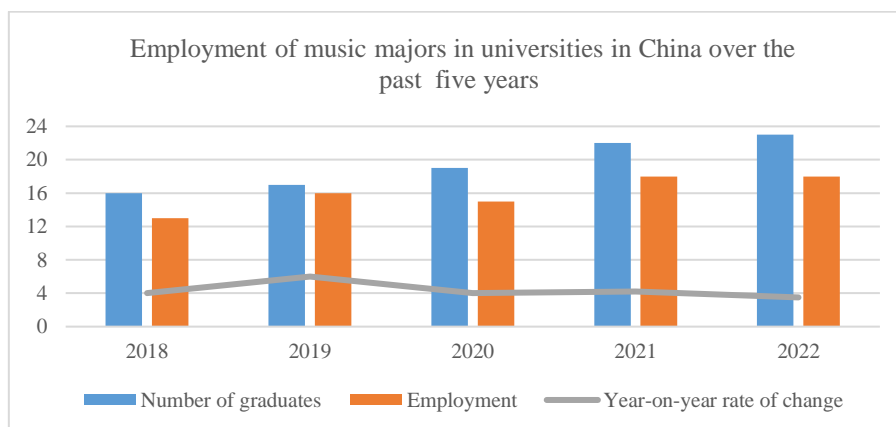


Figure 1. Employment of music majors in universities in China over the past five years

3.1. The concept of educational cooperation lags behind

Music majors in universities are still in the stage of theory-driven practice. After the implementation of the new curriculum reform, the emphasis on practical requirements has affected the teaching objectives and syllabus. However, the theory-based system has been formed for a long time, which has made both the school and students accustomed to “talking on paper.” The students still do not have a clear idea about the direction of practice, and there is little experience in translating theory into practice. At the same time, due to the rigidity of course content explanation and course arrangement, students’ acceptance of new information about the major lags behind. Due to the impact of COVID-19 in recent years, face-to-face teaching has reduced, while online teaching has been widely adopted; thus, professional technological innovation cannot be conveyed to students in time, which further reduces the feasibility of practice. Although the school-enterprise cooperation mode has been implemented in some universities, it has certain disadvantages. Enterprises lack experience in managing students, while schools lack practical experience in guiding students. The goals pursued by both sides are also different. Enterprises pursue cooperation in this form to reduce labor costs and company expenditure, so as to obtain cheap labor. Schools, on the other hand, are more than willing to push students into enterprises. There is no clear practice management mechanism that meets the requirements of professional talent training programs. The goal of cooperation is a win-win situation for both schools and enterprises, requiring both parties to innovate new cooperation concepts and modes.

3.2. Weak policy support

The current school-enterprise cooperation mode reflects an independent connection between schools and enterprises. Since there is less participation from the government, there is a lack of support in terms of relevant laws, regulations, and policies; additionally, relevant rewards cannot be obtained. Compared with other industries, the art industry in China encompasses small and medium-sized enterprises except the national leading art troupes^[8]. The development situation of these small and medium-sized enterprises is not very optimistic. Under the influence of the environment, its strength for development is limited. If school-enterprise cooperation is implemented, it is difficult for small and medium-sized professional art enterprises to achieve high frequency and efficient school-enterprise cooperation without policy support, thus threatening the realization of more talent positions and project activities. On the other hand, the cooperation between schools and many small and medium-sized enterprises is risky and difficult to manage in an orderly manner. Not only is it limited by the setting of talent training objectives, but it also affects the selection of training modes. There should be tripartite relationship among schools, enterprises, and the government, in order to form an appropriate and effective school-enterprise cooperation along with adequate government policy support. With the school as the center, we should cultivate appropriate talent training programs and should strengthen students’ professional theory and practical ability. With enterprises as the supplement and government policies as the guarantee, we should coordinate personnel mobilization and operation in accordance with the equipment, platform, and capital needs of the school as well as give play to its subjective initiative, so as to carry out high-level school-enterprise cooperation.

3.3. Incomplete operation mechanism

Most of the current operating mechanisms of school-enterprise cooperation are flawed. The all-round implementation of talent training under school-enterprise cooperation requires the establishment of a professional construction steering committee, a practical training committee, and a supervision committee. Schools formulate teaching objectives and plans for relevant majors according to the professional direction of the market demand provided by enterprises, while enterprises provide practice bases and practical activities as well as classifies talent posts according to the needs of the market. The relationship and support

between schools and the market is a two-way win-win situation with scientific teaching and training direction and good market economy orientation. The construction steering committee comprises a team of professional backbone teachers, senior- and middle-level representative leaders of enterprises, and professional and technical personnel. The function of this committee is to revise professional education knowledge in a timely manner according to market demand and changes, develop relevant courses and activities in a reasonable manner, as well as provide correct operation direction for the cooperation between schools and enterprises. The training work committee, on the other hand, comprises the person in charge of the school's training department and the enterprise's human resources management personnel. The committee mainly defines the post requirements and the number of students according to the market demand as well as formulates relevant training courses. The purpose of the supervision work committee is to realize the two-way restriction and supervision on the system and morality of both schools and enterprises. Both parties need to sign a school-enterprise cooperation agreement with legal effect under the legal framework; define the rights, obligations, and responsibilities of each department; respect the cultures and systems of all parties; strengthen the education of moral and safety, as well as strive to achieve an efficient win-win situation in the cooperation between schools and enterprises.

4. Effective strategies for school-enterprise cooperation in the training of music professionals in university

4.1. Construction and implementation of the practical teaching mode

The reform of the practical teaching mode needs to be based on current market research, meet the requirements of schools to provide talent resources that meet the demands of enterprises, and achieve complete matching. In the cooperation between schools and enterprises, it is necessary to take into account the characteristic development of the specialty, so as to achieve corresponding employment and information sharing. Experiential teaching is deeply implemented in practice. Through teachers' and students' participation, creative practical activities, as well as purposeful company-life experience, it is possible to gain knowledge, develop skills, and improve one's ability. Practical teaching enables students to carry out in-depth research around specific issues through practice, including basic skills and theoretical understanding of the major, while increasing immersion and participatory experience as well as actively exploring behavioral experiments, so that students can concretize abstract concepts and complete the deep integration of knowledge, feelings, intentions, and behaviors following a specific experience. The exchange and sharing of information between schools and enterprises should be done in real time. Middle- and senior-level leaders of enterprises should also participate in the formulation of professional talent training programs that are carried out in schools and provide suggestions that are consistent with the market development, so that the teaching content is relatable to the corporate culture market research requirements of enterprises. The scientific management system, staff quality standards, industry service requirements, and technological innovation concept of enterprises should be timely integrated into the training programs for professional talents. With school leaders and teachers as leaders, we should fully seize this opportunity to find a breakthrough in talent training, expand our thinking, and seek deeper cooperation and development. In addition, the practical teaching mode not only brings about changes in the teaching policy, but also enables university students to learn critical reflection and self-examination through experiential learning. By participating in this experiment and practice, students are given the opportunity to reflect on their understanding and grasp of professional subject knowledge, thus cultivating a higher critical thinking ability. Similarly, in practical teaching, learners are required to take the lead early in the immersion experience, analyze and think about the entire practice process, as well as follow through their own mental improvement and knowledge internalization. The construction and implementation of this teaching mode is based on the student-centered approach and the close relationship between schools and enterprises as the impetus for

stimulating students' ability to the greatest extent and actualizing the effective link between talents in schools and the social market.

4.2. Integrate professional education and strengthen mutual assistance and cooperation

The training of schools and the needs of enterprises go in both directions. Based on the existing situation, taking the strengths of the major, the professional concentration of talents, the future development direction of enterprises, and the mainstream influence of the market culture would help create a new talent training direction. Invite senior teachers with strong professional ability from schools and product managers with excellent ability and market sense from enterprises to participate may be beneficial. Senior teachers should be encouraged to participate in enterprise activities, join the enterprise workforce, understand the enterprise culture, accumulate practical work experience in specific frontline work, identify the talent requirements of the market from the perspective of marketing, and adjust the existing teaching policy and direction in a timely manner. Through this feedback, schools will be able to formulate specific academic evaluation systems by referring to the work experience of the teachers and the current standards set by enterprises for employees. In terms of curriculum design and teaching guidance, schools should pay attention to the close connection with corporate culture, address the shortcomings of students and the areas that can be improved, as well as encourage students to combine abstract art and corporate culture in their learning, making it specific and promoting efficient links between enterprises and schools. On the other hand, middle- and senior-level managers in enterprises should consider organizing seminars from time to time for the sake of keeping close contact with school leaders and teachers in real time to discuss current developments and enable students to gauge the current situation in the social market, thus preparing them and building their resilience. The employment guidance committee, which is made up of university leaders, middle- and senior-level leaders of enterprises, and student leaders, not only grasps the direction of professional construction, but also delivers high-quality application-oriented talents to enterprises in a timely manner and solves employment issues for both schools and students. Whether it is the scarce editing and directing major, basic music education, or highly professional music performance major, they should be familiar with the integration of industry with education, rely on each other, and develop together. The ultimate goal is to highlight the characteristics of music majors in universities and balance the supply and demand as well as the benign development cycle of the social market.

4.3. Effective and innovative talent training based on local characteristics

There is interaction between characteristics and innovation. Whether it is cross-regional school-enterprise cooperation or not, school-enterprise cooperation is based on local characteristics. For enterprises with different characteristics, the purpose of school-enterprise cooperation is to cultivate application-oriented composite talents that meet the social needs. The cultivation of talents in universities is based on the university's situation and the local characteristics, with the development characteristics as the premise and the development goals as the guidelines. Only with the "new" development path can we truly cultivate innovative talents who are suitable for the society. Therefore, in the talent training process, colleges and universities should adjust their development direction in accordance with the needs of their partners and narrow the talent gap, so that the trained talents can meet the needs of enterprises and realize the turnover of employment rate while improving the working efficiency of enterprises. With the continuous change in the economy and market direction, only those enterprises that are standing on the cusp of the storm understand the needs of the society and base themselves on the local development characteristics. Instead of replacing the old, they should give full play to the existing advantages, learn from each other, complete the transformation of the new system, and form a perfect closed loop for new talents. First of all, taking the school as the base and teachers with dual qualifications as leaders, it is possible to jointly carry out practical

training production, teaching, and research activities based on the existing cultural characteristics through training base platforms. Secondly, in order to carry out characteristic cultural activities, we should not only offer characteristic cultural courses, such as “Introduction to Hainan Li Minority Music” and “Research on South Liaoning Characteristic Instrumental Music,” but also add relevant characteristic activities in practical teaching following the integration of local characteristic resources to build an education system that combines knowledge with practice. Last but not least, we should take various measures to guide students gain knowledge in classroom, learn methods through practical activities, and gain experience through enterprise work. In particular, we should rely on local cultural resources to carry out extracurricular activities, innovation, and entrepreneurship education, so as to create a situation where scientific research ability and entrepreneurship level go hand in hand. We should also go deeper into grassroots practice, carry out research and strengthen local cultural resources with first-hand information, connect with schools and enterprises, improve industrial and employment needs, and continuously optimize the talent training in schools.

4.4. Scientific establishment of a reasonable guarantee mechanism

Establishing a scientific and reasonable two-way incentive and restraint mechanism is a stable measure that ensures the long-term healthy development of school-enterprise cooperation. Teachers and employees should be evaluated based on facts. Carrying out regular evaluations is conducive to both parties fulfilling their responsibilities and obligations. Teachers who participate in this guarantee mechanism must be part of a backbone team, which is composed of teachers with dual qualifications. The entire strategic strategy can be adjusted from a commanding height only if teachers possess solid professional theoretical knowledge and a high teaching level. Similarly, for enterprises, excellent employee representatives and middle- and senior-level leaders with vision for growth should be selected to enhance the evaluation system from different perspectives. Students who participate in enterprise activities through experiential teaching, such as cultural salons and programs, should be given material rewards based on the workload and artistic practice achievements. In particular, staff with rich marketing experience should be hired to be guest guidance experts and to issue honorary certificates. This two-way incentive mechanism not only mobilizes the enthusiasm of students and teachers who would directly benefit from it, but also allows them to grasp cutting-edge market information in a timely manner, while directly and effectively improving the talent training direction. On the other hand, with the supervision and support of the government, the whole model is bound to be accomplished smoothly and scientifically. However, a bottleneck period exists in the process of cooperation. The government should build a bridge between both parties, develop platforms for cooperation, reduce the social pressure of education moving into enterprise, and eliminate the barriers of enterprise culture permeating the school. The government should also establish relevant industry associations, coordinate the tripartite relationship, and build development platforms; not only offline ones, but also online platforms such as information-sharing websites to promote interaction and exchange. We should develop a high-quality project, establish a quality assurance team, which will be led and supervised by the government, improve the training of teachers, strengthen the construction of training bases, supervise the development of courses, promote employment guidance, and form a scientific diversified security mechanism to cultivate application-oriented music professionals who can meet the development needs of the market.

5. Conclusion

The current trend of the employment market requires the realization of a two-way and efficient school-enterprise cooperation as well as the pursuit of high-quality personnel training. Under the guidance of socialist core values, the cultivation of educational talents has put forward new requirements for

comprehensive and in-depth reform and development. Freedom and democracy, emancipation and development, keeping pace with the times, building a new and stable school-enterprise cooperation and exchange platform under the new situation, using high-quality resources to learn from each other, improving and optimizing the teaching plan, enhancing the value of school-enterprise cooperation mode, improving the security and operation mechanism, cultivating and sharing application-oriented talents who are suitable for the growth of the social market, and forming an effective virtuous circle are all applicable constructive measures and guarantees for the development of the national art and culture market.

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Disclosure statement

The authors declare no conflict of interest.

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