

Research on the Talent Cultivation Model of School-Enterprise Cooperation in the Music Performance Major of Higher Vocational Colleges

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Abstract: With the rapid development of the cultural industry, the demand for talents in the music performance industry has shown a trend of diversification, skill-orientation and professionalism. Against this background, the music performance major in higher vocational colleges is in urgent need of innovating its education and teaching model and talent cultivation path, to further strengthen the connection between the talent “cultivation chain” and the “demand chain”, and cultivate more high-quality music performance professionals for society. As a characteristic model of talent cultivation in vocational education, school-enterprise cooperation can effectively strengthen the connection and matching between the cultivation of music performance professionals and social talent demand, and is of great value in solving the current contradiction between supply and demand of music performance professionals. This paper discusses the value and significance of the school-enterprise cooperation talent cultivation model, and explores the practical paths of the model for the music performance major in higher vocational colleges, for reference only.

Keywords: Higher vocational colleges; Music performance major; School-enterprise cooperation; Value and significance; Practical paths

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1. Introduction

As an important base for cultivating music performance talents, the music performance major in higher vocational colleges is a “talent treasure house” for the rapid development of China’s cultural industry in the new era^[1]. However, with the continuous expansion of vocational education enrollment and the development of the cultural industry, the social demand standard for music performance professionals is constantly rising, leading to problems such as “difficult employment” for students and “difficult recruitment” for enterprises. The school-enterprise cooperation talent cultivation model emphasizes the integration of high-quality resources between vocational colleges and enterprises, and jointly cultivates talents adapting to the development of the

current social industry and the needs of enterprise posts. Therefore, to better improve the quality of talent cultivation and help students achieve high-quality employment and development, the music performance major in higher vocational colleges should actively build a modern school-enterprise cooperation talent cultivation model, jointly break the dilemma of supply and demand of music performance talents through school-enterprise cooperation, and finally achieve a win-win goal of securing employment for students, obtaining talents for enterprises and developing vocational education^[2].

2. Value and significance of the school-enterprise cooperation talent cultivation model

2.1. Refining skills and empowering growth

As we all know, the core goal of vocational education is to cultivate practical and skilled talents needed by the industry. However, in the past, music performance majors in higher vocational colleges, talent cultivation mainly focused on theoretical education and skill training in class, leading to a disconnect between talent cultivation and industry demand. As a result, students could hardly meet the employment standards of enterprises after graduation, resulting in problems such as “difficult career choice” and “difficult employment”^[3]. As a characteristic model of talent cultivation in vocational colleges, school-enterprise cooperation can strengthen the connection between the teaching of the music performance major in higher vocational colleges and the talent demand of enterprises and industries, build a bridge for school-enterprise talent cultivation, and then realize collaborative education through the integration of school-enterprise resources, comprehensively improve students’ professional ability, promote the cultivation of their professional literacy, enable them to gradually grow from “campus learners” to qualified “professional practitioners”, and help them better choose careers, obtain employment and grow in the future^[4].

2.2. Innovating models and improving quality

The innovation of the teaching model is the top priority of vocational education reform in the new era. The school-enterprise cooperation talent cultivation model can promote the innovation of the teaching model of the music performance major from multiple angles, and then comprehensively improve the education quality of the major^[5]. On the one hand, under this model, schools can make full use of enterprise resources and jointly innovate and reform the talent cultivation objectives, education and teaching content, teaching methods and talent cultivation processes of the music performance major with enterprises. Especially based on the current talent demand and post requirements of the music performance industry, professional concepts and contents such as performance planning and stage technology are integrated into professional teaching, so that students can learn more useful knowledge and skills and promote the improvement of their comprehensive quality. On the other hand, the application of this model can promote the integration of professional scenarios into vocational education. For example, through the introduction of enterprise projects and cases, students can directly and deeply understand the future post-work content, and then promote their growth and improvement, and promote the development of their professional ability and professional literacy^[6]. In addition, under this model, the construction of school teachers and bases can be effectively carried out, which can also promote the comprehensive reform of education and teaching of the music performance major and help the education quality of the major to reach a higher level.

2.3. Connecting demand and boosting development

The key point of the school-enterprise cooperation model lies in the joint participation of both schools and enterprises, so the core goal of this model is to ensure a win-win situation for both schools and enterprises. At present, with the continuous development of the cultural industry, the music performance industry has also embarked on a “fast track of development”. Against this background, the demand for high-quality and interdisciplinary talents in the industry and enterprises is increasingly urgent^[7]. However, the previous education and cultivation model of the music performance major was disconnected from social demand, making it difficult to effectively alleviate the contradiction between supply and demand of professional talents. The application of the school-enterprise cooperation model can further strengthen the connection between school education and teaching, talent cultivation and enterprise post work and talent demand, to ensure that the talent “cultivation chain” is accurately connected to the talent “demand chain”, and transport more talents with solid professional skills and good professional literacy to enterprises. This can effectively solve the problems of “difficult recruitment” and “difficult employment” for enterprises, reduce their labor costs and promote their innovative development^[8]. In addition, the talent cultivation model based on school-enterprise cooperation can further enrich the regional cultural performance market, drive the development of local cultural activities, help the upgrading of the regional cultural industry, and inject cultural power into regional economic and social development.

3. Practical paths of the school-enterprise cooperation talent cultivation model for the music performance major in higher vocational colleges

3.1. Improving the curriculum system around school-enterprise demand

For school-enterprise cooperation, implementing this talent cultivation model requires joint participation and collaborative promotion by both parties, focusing on relevant practices aligned with their common talent cultivation goals^[9]. Therefore, under the background of school-enterprise cooperation, the music performance major in higher vocational colleges should constantly improve the professional curriculum system framework based on the common talent demand of both schools and enterprises, so as to promote the realization of the goal of cultivating high-quality talents.

First, we should go deep into the music performance industry, and jointly establish the goal of cultivating high-quality and interdisciplinary music performance talents with enterprises based on the current development trend and post requirements of the music performance industry. On this basis, based on the actual post requirements of enterprises (such as stage performance, performance planning, art guidance, etc.), we should work with cooperative enterprises to formulate relevant talent cultivation plans^[10]. For example, professional teachers and enterprise personnel can jointly set up a school-enterprise collaborative talent cultivation group, clarify the teaching arrangement, teaching model and education process of the major based on the common talent cultivation goal, to continuously improve the connection between education, teaching, talent cultivation process and enterprise talent demand, and ensure the adaptability of talent cultivation.

Second, the music performance major should jointly update the teaching content with enterprise professionals around the new changes, new demands and new standards of post-work, introduce practical and popular teaching content, eliminate traditional and backward teaching content, so that students can learn more useful knowledge and skills and promote the cultivation of students’ overall quality and literacy^[11]. For example, post-skills requirements and professional certificate assessment content can be integrated into curriculum teaching, so that

students can prepare for relevant professional certificates (such as music performance grade certificates, stage art guidance certificates, etc.) while learning courses, enhance professional competitiveness, and promote their future career choice and employment.

3.2. Attaching importance to enterprise participation and optimizing the teaching model

The promotion of the school-enterprise cooperation talent cultivation model also puts forward new requirements for the optimization of the teaching model of the music performance major in higher vocational colleges. Therefore, the major should actively introduce enterprise forces to innovate the teaching model and build a professional path to success for students.

First, based on the characteristics of the school-enterprise cooperation model, “order-based” teaching should be introduced. Through cooperation with enterprises in talent cultivation based on market demand, “order business” is formed. On this basis, targeted teaching is carried out for students based on the talent demand of characteristic performances and exclusive performances, so as to better strengthen the connection between talent cultivation and enterprise demand. In the specific talent cultivation process, professional teachers and enterprise personnel should jointly clarify the teaching objectives, determine the teaching process, and evaluate talents based on professional standards. If students meet the standards, they can directly enter the enterprise after graduation, so as to effectively solve the problems of “difficult employment” for students and “difficult recruitment” for enterprises^[12].

Second, both schools and enterprises should actively create post-internship platforms for students, and promote the cultivation of students’ professional theories and skills through the joint guidance of school-enterprise teachers. For example, based on the current industry development trend, students can be provided with various types of practical posts such as performance planning, stage execution and on-site performance, helping them better practice and exercise in a professional atmosphere. In addition, schools and enterprises should actively build platforms such as art performances and music performance skills competitions, guide students to show their artistic talents in an all-round way, and improve their practical innovation and on-the-spot adaptability^[13].

Finally, in terms of assessment and evaluation, school-enterprise teachers can jointly comment and guide students’ growth in professional knowledge, professional skills, professional literacy, teamwork and other aspects based on “professional” standards, and formulate targeted growth plans for them, so as to promote their better learning and growth.

3.3. Implementing collaborative education and building a double-qualified team

Education is vital, and teachers are fundamental. The construction of the teaching team has always been the top priority of vocational education reform. Therefore, under the school-enterprise cooperation model, the music performance major should also be based on school-enterprise collaborative education, further promote the construction of a double-qualified team, and help comprehensively improve the quality of talent cultivation.

First, we should fully cooperate with social enterprises, regularly assign teachers of the music performance major to take posts in real enterprise positions, participate in performances, planning, stage management and other work, enrich their industry cognition and improve their practical teaching literacy. Second, we should create more training and improvement opportunities for teachers to constantly improve the comprehensive level and professional literacy of school teachers. For example, we can cooperate with relevant

education experts to carry out vocational training on school-enterprise cooperation education, help teachers update their concepts and promote their professional ability^[14].

Furthermore, we should make good use of enterprise teachers, introduce enterprise masters (such as senior performing artists, stage directors, music planners, etc.) into the teaching of the music performance major, expand the types of professional teachers, enrich the connotation of teaching resources, and improve the overall teaching strength. In addition, we can organize professional teachers and enterprise masters to set up school-enterprise cooperation education groups, regularly share education experience, and jointly discuss effective countermeasures based on practical problems, so as to explore scientific school-enterprise cooperation education strategies and improve the quality of talent cultivation.

3.4. Promoting environmental construction and achieving win-win cooperation

In the process of promoting school-enterprise cooperation, it is necessary to innovate and construct the educational environment, focusing on promoting the environmental construction of the training base for the music performance major, and providing a high-quality platform for students to better study and practice.

Specifically, schools should actively cooperate with enterprises, integrate their resources in capital, venues, talents, technology and other aspects, and speed up the establishment of “factory in school” and “school in factory” practice platforms under school-enterprise cooperation, laying a solid foundation for professional practice for students majoring in music performance. For example, based on the characteristics of the major, higher vocational colleges can cooperate with some cultural communication and art performance enterprises in the society, give play to their own advantages in talents and teachers and enterprises’ advantages in capital, stage equipment and performance resources, build platforms such as “music performance training base” and “stage practice center”, and equip them with professional equipment and facilities at the same time, create a professional scene atmosphere, promote students to better carry out professional training, effectively improve their comprehensive quality, and help cultivate their employment competitiveness and professional literacy^[15].

4. Conclusion

In general, actively promoting the school-enterprise cooperation talent cultivation model in the new era has become an important subject of teaching reform for the music performance major in higher vocational colleges. Therefore, the majority of teachers should deeply grasp the value and significance, constantly use new ideas and methods to innovate the education model in the teaching process, and focus on building a new form of music performance major teaching based on school-enterprise cooperation through improving the curriculum system, optimizing the teaching model, building a double-qualified team and constructing practice bases. In this way, the cooperation with enterprises will be strengthened, the in-depth integration of campus education and industry demand will be realized, the quality of talent cultivation will be improved, and more high-quality and skilled talents will be cultivated for the music performance industry.

Disclosure statement

The author declares no conflict of interest.

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