

How to cultivate practice-oriented talents in higher vocational music teaching



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Abstract: With the continuous development of economy and society, people's requirements for education are getting higher and higher, therefore, higher vocational music teaching should also develop in a higher direction. In the new era, music education is to meet the practical needs for social development and cultivate high-quality music practice-oriented talents, the so-called practice-oriented talents are those who can master the basic skills or have certain comprehensive quality in practical work. In order to cultivate practical talents that meet the needs of society, higher vocational music teaching must take the cultivation of practical talents as the main direction, and cultivate practical talents from the curriculum, teaching methods and means.

Keywords: higher vocational music; music teaching; practice-oriented talents

1. Preface

Higher vocational colleges and universities are important bases for cultivating highly skilled talents in China and an important way to cultivate highly skilled talents. Higher vocational music education is an important element to cultivate students' basic music skills and improve their artistic qualities. At present, China's vocational education is gradually leaning towards vocational education, and the reform of vocational education is being promoted. By constantly reforming teaching contents, optimizing curriculum structure, innovating teaching methods and improving professional skills, higher vocational colleges and universities cultivate skilled talents who meet the needs of society. However, there are still many problems in higher vocational music education. Due to the unreasonable professional structure of higher vocational colleges and universities, students cannot apply their knowledge to practice well and do not have certain ability, which leads to the unsatisfactory effect of music teaching in some higher vocational colleges. In view of this, this paper mainly discusses the strategy of cultivating practical talents in higher vocational music teaching.

2. The current situation of music education in higher vocational institutions

Music education is an important part of music

education in higher vocational institutions. As an emerging discipline, music education is still in its initial stage in China. However, the theory and system of music education have not been formed so far.

China's higher vocational colleges and universities mainly focus on specialist education and aim at cultivating technical talents, cultivating students with low comprehensive quality and skill level. Due to the general lack of practical experience of teachers in higher vocational institutions, it is difficult to combine theoretical knowledge with practice, resulting in the unsatisfactory teaching effect of higher vocational music education (Li, 2022). In addition, with the continuous improvement of social and economic level and the higher and higher requirements for talents, higher vocational colleges and universities pay more and more attention to cultivating "skillful" talents. However, due to the lack of effective guidance mechanism and relevant policy support, the management of many higher vocational institutions is relatively weak (Lin, 2018).

Secondly, there is a lack of attention to the cultivation of music practice ability in higher vocational institutions. In the cultivation of music practice ability, they tend to focus on the connection between theoretical knowledge and practice, but not enough integration between higher vocational classroom teaching and practice. The last and the

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most important point is the problem of students' own quality development not being comprehensive. Some students pay too much attention to their academic performance and neglect their comprehensive quality and other abilities; some students do not play their learning potential well in their study, etc.

3. Cultivation direction of higher vocational music students

3.1 Requirements of higher vocational music education for music teachers

Higher vocational education takes cultivating high-quality professionals as the core, and the requirements of higher vocational institutions for music talents are high quality, compound and multi-faceted, among which the most important are professional skills and comprehensive quality. As a higher vocational music teacher, he or she must have professional knowledge of music in order to better carry out teaching activities. Secondly, teachers must have high humanistic qualities, a strong sense of social responsibility and be able to take the initiative to serve the society. Thirdly, teachers must have strong overall quality and innovative ability, mainly reflected in the awareness of new knowledge, new technology, new ideas and the ability to continuously improve. Finally, they must have strong language expression and communication skills in order to enable students to grasp scientific knowledge more quickly and use their professional knowledge proficiently (Liu, 2020). As a music teacher, only with the above requirements can we cultivate highly qualified, high-caliber, and comprehensive music talents.

3.2 The direction of cultivation of higher education music students

Analyze the qualities that individual students should have: 1) have good ideological and moral qualities, cultural and artistic cultivation and be physically and mentally healthy; 2) master the basic theoretical knowledge of the profession and have strong practical operation ability; 3) be familiar with the basic theoretical knowledge and basic skills of music education and understand the development trend of music education; 4) master the basic literature retrieval and query methods and have certain scientific research and practical ability. Possess the preliminary ability of scientific research work. Graduates of this major are mainly oriented to primary and secondary schools, secondary music education departments, teaching and research departments and related units to engage in music education in primary and secondary schools, to engage in scientific research, art practice and other work (Xin, 2022).

4. Teaching mode of higher vocational music majors

The reform of the teaching mode of higher vocational music majors should focus on quality education, personality development and comprehensive development, and the cultivation of comprehensive ability. First of all, the cultivation of students' interests should be strengthened in the teaching process, and students should be encouraged to actively participate in music practice activities and performance activities. This can not only improve students' interest in learning, but also cultivate good practice habits and promote students' personality development. Secondly, to improve the comprehensive quality of music majors, it is necessary to strengthen the ideological and moral education of music majors. In the learning process, attention should be paid to the cultivation and improvement of students' ideological and moral qualities. Higher vocational music teaching should be combined with its own professional characteristics and innovative music teaching. Combine traditional music and computer network, optimize the teaching process and improve teaching quality; strengthen the combination of music education and social practice, cultivate talents who meet the needs of the market; in order to give full play to the function of classroom teaching of higher vocational music majors, carry out "second classroom" to meet the needs of students' personality development (Ma, 2021). In order to give full play to the function of music teaching in higher education, we should carry out "second class" to meet the needs of students' personal development [5]. In terms of curriculum, more practical courses should be added; in terms of teaching methods, theoretical and practical connections should be strengthened; in terms of extracurricular activities, students should be encouraged to actively participate in various art activities organized by schools and society; in terms of evaluation methods, comprehensive evaluation should adopt diversified evaluation methods (Pei, 2022). In a word, by reforming the teaching mode of higher vocational music majors, the comprehensive quality of higher vocational students can be improved comprehensively, and their ability to adapt to the needs of society can be improved, so as to lay a solid foundation for future employment.

5. Measures for reforming music teaching in higher vocational preschool education majors

5.1 The way of cultivating practice-oriented talents in higher vocational music majors

In view of the problems existing in the teaching of preschool education majors, we should take corresponding countermeasures to solve them.

First of all, higher vocational institutions should change the traditional teaching mode from the practical point of view, focus on cultivating students' comprehensive quality and comprehensive ability, strengthen the training of students' professional

knowledge and pay attention to the teaching of music theory knowledge in order to improve students' comprehensive quality. At the same time, in the actual teaching to achieve the combination of classroom teaching and social practice, to achieve the purpose of learning to apply.

Secondly, higher vocational institutions should establish a reasonable curriculum system with the actual situation of our university, focus on cultivating students' independent thinking ability and innovation ability, and cultivate students' good comprehensive quality and professional skills. Higher vocational institutions should increase practical courses in traditional music teaching to realize the scientific of education and teaching plan, so as to improve the practical ability of current music students. Higher vocational music teaching should be combined with new media technology to carry out multi-level, multi-form and all-round teaching activities. Music curriculum can be divided into three categories: music culture, art and aesthetics, and music performance, each of which belongs to music majors. Higher vocational institutions can choose different types of courses according to students' interests and needs, so as to realize the relevance of teaching higher vocational music majors. For creative students, they can choose music composition courses, which can meet students' learning interests and achieve professional learning, improve personal creative ability, and apply the learned music knowledge in practice to enrich personal music knowledge system (Shi, 2020).

Finally, in terms of teaching content and teaching methods, we should fully mobilize students' enthusiasm to participate in various music practice activities, especially for students who are introverted and shy to demonstrate, and strengthen the arrangement of professional practice courses in higher education music, so that music education in higher education institutions can be combined with professional skills practice activities to improve the practical ability of higher education students. (1) Choose different types of courses according to students' interests, such as vocal teaching for music performance class; dance teaching for learning dance, instrumental music and other related subjects. This will give full play to students' subjective initiative and improve the teaching effect. (2) Emphasize the learning of theoretical knowledge and practical application skills in musicology; (3) Make students fully aware of the positive impact of learning on their future career development. In the process of learning theoretical knowledge, students can prepare their own study plans and carefully complete what they have learned. Students are encouraged to exchange and discuss in classroom communication and discussion. (4) Emphasize the role of practical courses in social practice activities. For example,

participating in social activities, organizing performances, part-time jobs, etc. is conducive to stimulating students to think about and analyze certain problems in life and work. (4) Establish a set of perfect teaching evaluation system, and use the evaluation results as a reference basis for the evaluation of teaching contents and teachers' teaching quality. Finally, establish a music professional practice platform, such as a music appreciation association, so that more people can learn about their preferences and areas of expertise, and also provide a stage to showcase their talents and dreams.

5.2 Opening and optimization of public education courses

Public education courses are an important way to cultivate students in the process of teaching music in higher education. For example, public courses such as piano class, chorus class, dance class and recitation class are offered in higher vocational music teaching, which can make students have a deeper understanding of the ideological connotation of music works. A large number of music appreciation and national folk music appreciation can be offered in higher vocational music teaching, so that students can improve their aesthetic ability and cultivation by understanding these contents. In a word, the reform and innovation ability of higher vocational music teaching is the key to cultivate talents urgently needed by the society (Wang, 2022).

5.3 Effective participation of higher vocational music students in community music education

Community music education can effectively improve students' music quality and practical ability. The community is a platform and learning place for students to learn. By participating in community activities, students can not only feel the charm of music, but also feel the cultural connotation, as well as various aspects of social life as well as emotions. At the same time, the community is an open environment that gives students the opportunity to be exposed to the community. In the practical activities, students are also exposed to new things and new ideas, enhancing their hands-on skills and creative awareness. At the same time, through this platform, students can better understand themselves, learn about the community, improve themselves and establish a correct outlook on life and values. Besides, students can get more information and resources through communication with the outside world. Students are able to put what they have learned into practice. At the same time, by participating in community activities, they can experience a new way of life, enrich social experience, enhance their sense of social responsibility and mission, improve their overall quality and ability, and strengthen their love and firm belief in the motherland, socialist road and cause. In conclusion, participation in community

music education activities by senior music majors can effectively enhance students' knowledge and ability, personal comprehensive quality and ability learned in practical activities.

6. Conclusion

With the continuous development and progress of science and technology, the society attaches more and more importance to the music art talents and needs more and more artistic talents with comprehensive quality and innovative spirit. In order to strengthen the level and quality of music education and teaching activities in higher education institutions, improve students' learning ability and awareness of music majors, and enable them to grasp music professional knowledge, skills and related theories more quickly, this paper presents its views on how to cultivate practical music talents, in order to help the reform and development of music education in higher education institutions.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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