

Research and Practice on the Talent Training Model of School-Enterprise Cooperation for Music Performance Major in University

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ABSTRACT

The article analyzes and studies the scientific methods of training talents for music performance professionals in colleges and universities, which expounds the methods and advantages of school-enterprise cooperation models at home and abroad, analyzes the problems existing in the current training model in my country, and applies this model to undergraduate colleges and universities Training of professional talents in music performance. It is proposed that music performance majors in colleges and universities should modify and formulate reasonably practical teaching systems and programs that are in line with the transformation and development of music majors, while actively exploring and researching new models for training applied talents in music education, and promoting practicality based on the construction of "practical bases" teaching application.

Keywords: school-enterprise cooperation, talent training, music performance, teaching reform

1. INTRODUCTION

Currently, local colleges and universities are facing some difficulties in cultivating music performance professionals, compared with professional music colleges. The comprehensive quality and practical ability of students majoring in music are often relatively weak. The road of school-enterprise cooperation is needed to efficiently integrate the two different educational environments and educational resources of schools and enterprises. Therefore, the study of the school-enterprise cooperation model for the cultivation of applied talents in music performance majors in local universities has important social and practical significance.[1]

2. RESEARCH ON THE TRAINING MODEL OF SCHOOL-ENTERPRISE COOPERATION

Looking at foreign music education, they are all integrated with local culture, and have obvious regional adaptation characteristics, which are not suitable for us to copy. Germany closely integrates school education with corporate training, focusing on cultivating high-level professional skilled workers; American music education has cultural characteristics of inclusiveness, forming a "multi-mode" music education system.

2.1. Research on the Talent Training Model of Foreign

Some industrially developed countries in the world pay special attention to vocational education. With economic development, the implementation and research of school-enterprise cooperation has been relatively early. For example, the United States, Germany, and the United Kingdom have different understanding and development of school-enterprise cooperation, but they all have formed a school-enterprise cooperation model that meets the development and actual needs of their country. Among them, the "dual system" in Germany, the "CBE" in the United States and British "sandwich" model are the most representative.[2]

2.1.1. The "dual system" in Germany

The "dual system" in Germany refers to an education system in which young people receive general cultural and professional theoretical education in vocational schools while conducting vocational skills training in enterprises. The characteristics of the "dual system" model are mainly shown in the following table.[3]

Table 1. The characteristics of the "dual system" model

Features of the "Dual System" Model		
Educational institutions	Businesses	Schools
Competent department	The federal government is in charge	Unified management by each state
Source of Funding	Corporate commitment,	National and state, the town government
Teaching content,	Professional experience and professional skills in enterprise teaching	Professional knowledge and general cultural knowledge of school teaching,

2.1.2. The "CBE" in the US

In the 1970s, the University of Houston, based on Bloom's mastery learning model and feedback teaching principles, developed a teaching model that highlights ability training. CBE (Competency Based Education) refers to a teaching system centered on ability training. It emphasizes the learning, mastering, and application of abilities required for a career or position. A teaching system that focuses on student-centered learning, and is not limited by time and environment to organize courses and implement teaching. The core is to determine the ability target from the needs of the market, through representative enterprise experts, form a curriculum development committee, formulate the ability decomposition table, the curriculum development table, and then set up courses, organize teaching content, and finally evaluate according to the requirements of the ability.

2.1.3. British "sandwich" model

At the beginning of the 19th century, the British Sunderland Institute of Technology realized that traditional education focusing on knowledge could no longer meet society's demand for talents. It was necessary to intersperse the teaching mode of work training in the course of students' study. This kind of training mode is based on school teaching, usually, after a year of theoretical knowledge learning, students enter the enterprise for internships, learn work experience, and then return to the classroom to continue learning theoretical lessons after the internship. It looks a bit like a "sandwich" with a piece of meat between two pieces of bread, so it is called the "sandwich" mode.

The "sandwich" model strengthened the role of enterprises in vocational schools, and established and trained enterprise associations to coordinate the relationship between enterprises and schools. At the same time, the two different educational environments and resources of schools and enterprises are used to cultivate talents that meet the needs of enterprises in the training goals, combining classroom learning with work practice, and combining theoretical knowledge with practical skills. In addition, it ensures the consistency of study and work, the relevance of internship training and academic goals, and the unity of internship training and internship evaluation.[4]

2.2. Research on the Talent Training Mode of Domestic

Compared with developed countries, the research on the training model of skilled talents in vocational education in our country started relatively late. Similarly, the development of school-enterprise cooperation is relatively late. With the development of the national economy and the changes in social science and technology, the number of skilled talents required is also increasing. How to train better talents in a relatively short period of time has become a topic of general concern among educational scholars. However, at present, my country's skill-based talent training model has not yet formed a relatively complete model, especially in terms of professional settings, curriculum settings, social practice requirements and forms, and student academic evaluation systems. The plan is still relatively fragmented. Nowadays, in our country, there are many kinds of technical talents who cooperate with schools and enterprises.

2.2.1. "Order-based" training method

Talent customization means that the school formulates a talent training plan through research according to the needs of the employer. Students have been studying theoretical knowledge in school for a certain period of time. After graduation, students will directly enter the employer's work. The advantage of this method is that it has strong pertinence and will not cause waste of human resources due to repeated training of talents and concentrated hotspot training. Enterprises are also very happy to accept this kind of graduates who are customized through their requirements, and they are in line with their own talent requirements.[5]

However, such an "order-based" training method requires relatively high school conditions. First, a high-level teacher team must independently develop and implement a talent training plan that meets the requirements of the employer. Secondly, schools must have sufficient financial resources to update practical equipment in real-time to ensure that students can learn the most commonly used technologies and procedures in factories in the school. Finally, students may only learn professional knowledge and technology while they are in

school. Now that the market is increasingly fierce and knowledge and technology are increasingly updated, students may lack some self-learning ability to ensure their continued development in the technical field in the future.

2.2.2. The school-run factory or enterprise-run school method

In recent years, more and more schools run factories and enterprises run schools. Both of these phenomena have played a certain role in promoting the training of skilled talents. There are two reasons for the emergence of school-run factories: First, the school wants to use its core technology to start a business, and when the state provides insufficient resources, it can increase income, improve school-running conditions and faculty's treatment. Second, the factory established by the school can also provide a good internship base for students, making the school and the enterprise closer, the school can better grasp the status of students' internship in the enterprise, and the enterprise can also get some manpower in return. In addition, teachers can also return to school-run enterprises for on-the-job training to increase their understanding of the latest technology.

2.2.3. The "work-study alternation" method

The "work-study alternation" method is a kind of training method of skilled talents that alternately conducts study in school and internship in enterprise, and it is an education method that combines learning with application. It originated from Huang Yanpei's thinking of "use both hands and brain. Doing and learning". Huang Yanpei believes that "vocational education must meet the needs of society", "knowledge and skills are equal", and "theory and practice are parallel." It is his opinion that education and labor should be combined.

The advantages of the "work-study alternation" education method are also obvious. First of all, it reduces the cost of cultivating talents in schools. Because most of the actual teaching is placed in the part of the enterprise, the school's purchase of machinery and equipment requires only updates. Will be reduced, and the budget will be reduced accordingly. Then, the construction of the "dual teacher" teaching team (school teachers and corporate instructors) was strengthened. Through such cooperation between schools and enterprises, school teachers and excellent high-skilled personnel within the enterprise have the opportunity to discuss new development results frequently. It can also improve the knowledge systems of both parties. Finally, to a certain extent, the students' practical ability is improved.

3. PROBLEMS EXISTING IN THE TRAINING MODEL

3.1. Low emphasis on school-enterprise cooperation

The music performance majors of local colleges and universities did not fully consider the current society's demand for music performance talents in the talent training work, and the school-running philosophy was traditional and outdated. In general, the school-enterprise cooperation model is to bring students into the social work environment, help them understand the work model, improve practical experience and adaptability. This mode usually appears in the form of internship teaching, and the content and time of internship are relatively free and broad. However, at this stage, in some college music performance majors, school-enterprise cooperation is still not paid enough attention. Even if there is a sense of cooperation, there is a lack of adequate communication and understanding, and no scientific and reasonable cooperation plan has been formulated. This is a key issue in the current process of school-enterprise cooperation in the training of music performance professionals in local colleges and universities. Only by actively contacting and cooperating with companies can it bring greater advantages to talent training and enable graduates to complete quickly The transition from study to work.[6]

In the implementation of the school-enterprise cooperation talent training model, there is a problem of insufficient cooperation depth, which is mainly reflected in three aspects: First, under this training model, many companies only provide students with practical training venues, and have not fully participated in talent training. Secondly, for fresh graduates, companies are not very active in accepting graduates for employment. Finally, the cultural construction and management and operation systems of schools and enterprises are different, which will affect the transformation of student roles.

3.2. The operating mechanism is not perfect

A sound operating mechanism is conducive to supervising and guiding the cooperation between schools and enterprises. At this stage, the music performance major of local universities still lacks a complete system operation mechanism when conducting school-enterprise cooperation, and there is insufficient cooperation between external facilities and internal management systems. Deviations in the distribution of benefits are prone to adversely affect the long-term cooperation between schools and enterprises.[7]

3.3. Policy support is small

At present, the state has not formulated relevant laws, regulations, policies and systems for school-enterprise cooperation. Unable to obtain rewards or compensation measures, so the cooperation between the two parties is not high. Compared with other industries, my country's art market industry is dominated by small enterprises, with little support from national policies and limited strength. Participation in school-enterprise cooperation is difficult to guarantee, because there is no strength to carry out higher-level school-enterprise cooperation with schools.

4. THE PERFECTION OF THE TALENT TRAINING MODEL

4.1. Promote the process of practical teaching reform

To implement the school-enterprise cooperation model in the process of training talents for music performance majors in local universities, it is necessary to further promote the process of practical teaching reform. Local colleges and universities need to analyze and select off-campus companies suitable for music professional training, and then sign cooperation documents with the company, and let students understand the company's corporate culture, development characteristics, industry service standards and talent concepts before the start of practical teaching information. After signing the agreement, the students enter the cooperative enterprise to carry out practical learning, during which the staff of the enterprise need to provide guidance to the interns in related fields. This cooperation is two-way. Schools and companies also need to establish a public information and resource sharing platform, organically integrate campus culture and corporate culture, and formulate a plan suitable for music performance practice talent training.[8]

4.2. Establish a parallel management mechanism for rewards and constraints

Establishing a management mechanism that combines rewards and constraints is conducive to maximizing the enthusiasm of both parties. For example, companies can formulate incentive measures such as internship awards, schools can provide companies with rehearsal support for company annual meetings or other large conferences and performances, and they can also hire Corporate executives are part-time professors who teach students social work experience. Of course, only incentive measures cannot truly manage the school-enterprise sides, and the necessary restraint system can consolidate the results of school-enterprise cooperation. The restraint mechanism can implement system-level management of the obligations and

responsibilities that must be fulfilled by both the school and the enterprise.

4.3. Enhance corporate social responsibility awareness

The current social economy is developing rapidly. Although the school-enterprise cooperation model focuses on personnel training, it also emphasizes social and economic benefits. Enterprises must establish a good image, pay attention to the cultivation of high-end technical talents, shoulder the responsibilities of students and schools, and enhance the corporate social responsibility awareness. Whether it is a company or a college, it must be clearly recognized.

In addition, to promote cooperation between schools and enterprises, it is necessary to clearly formulate binding regulations for cooperation, sign contracts, cooperation agreements, school rules, etc., to ensure mutual responsibilities, and mutual relationships are equal in cooperation. In addition to the agreement, it is necessary to hang a sign of cooperation to show the relationship between the school and the enterprise. When students enter the enterprise for internship, the enterprise should ensure the safety and reasonable salary of the students, and protect the rights of students. When students go to a company for internship, they must pass a tripartite agreement to jointly ensure the life and internship of the students.[9]

4.4. Construct a scientific and reasonable guarantee mechanism

Seek support from the government and industry, and coordinate schools and enterprises to establish a scientific and reasonable supporting guarantee mechanism. The government should play a guiding role and establish authoritative and complete school-enterprise cooperation guidelines and instruction manuals under the supervision of the government. Led by relevant government functional departments, with the participation of relevant personnel from industries, enterprises, and schools, industry associations are established to coordinate the relationship between schools and enterprises to protect the interests of both parties. The industry association is an indispensable management institution for the normal operation of school-enterprise cooperation. It plays a normal role and the school-enterprise cooperation can operate in a positive and stable state. Industry associations should guide schools and enterprises to actively carry out various forms of interaction, communication and cooperation, such as establishing a school-enterprise cooperation website to achieve a high degree of sharing of resources and information. Promote better cooperation between schools and enterprises, and cultivate high-quality applied music performance talents that meet the needs of the market and industry.

5. CONCLUSION

At present, the demand for talents in music performance in my country's culture and art market needs scientific training mode to guide, and the school-enterprise cooperation mode is an inevitable trend. Deeply tap the potential of college music performance majors in cultivating talents, increase the importance of cooperation between schools and enterprises, improve management and operation mechanisms, and help activate the cultural and artistic market and meet the needs of enterprises for relevant talents.

ACKNOWLEDGMENT

This research was financially supported by the 2020 Research Project of Higher Education Reform in Hainan Province (No. Hnjg2020-96); 2019 Education and Teaching Reform Project of Hainan Tropical Ocean University (No. RHYJG2019-20).

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