

Music of Colleges and Universities “Multi-skill” New Applied Talents Training and Research

Take Hainan For Instance

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Abstract—“The cultivation of multi-skill” talent is one of the hottest trends in ordinary university training objectives for music majors in recent years. We unite the Hainan Province ordinary university music professional employment demand, supply, the knowledge structure, and the actual situation of the cultivation mode, and put forward the goal of cultivating area characteristics—the ordinary university music professional employment training goal of the “multi-skill” new applied talents. We based on the original training scheme, to strengthen the cultivation of innovative measures, to cultivate the idea of forming new applied talents.

Keywords—component; the cultivation of multi-skill; supply and demand of employment; applied talents; training mode

I. INTRODUCTION

In recent years, with the development of higher education and the university's increase enrollment, graduates are increasing. The employment situation is not optimistic. This is the ordinary model, which can develop talents is already cannot satisfy the existing grass-roots unit's comprehensive elite talent demand. Ordinary university graduates of music major, especially music education graduates were more obvious to the above situation. According to the actual situation of the existing, taking Hainan Province as an example, music professional graduate employment is facing various difficulties and challenges. The employing units on the comprehensive skills of graduation requirements are more stringent, and some caused by objective and actual working environment and working conditions. Therefore, in order to meet the needs of social development, to bring up the “good at many things and expert in one” new talents majored in music is imperative. We combination of employment relationship between supply and demand, and analysis of students and cultivate practical manner. so, we based on previous “good at many things and expert in one” training mode, and to strengthen the new measures. Let an “expert” more “professional”, the “many kinds of ability” more “refined”, and shaped the formation of new training mode of applied talents.

“Multi-skill” are often said to be a special long. How long is a special talent that is now fashionable word “application-oriented talents.” Is certain ability in all aspects,

in one specific aspect of a person to be able to excel, which is characterized by versatile, able to play an active role in many areas. The major characteristics of today's society are interdisciplinary, knowledge integration, technology integration. This feature determines everyone to improve their overall quality, but also individuals both to expand their knowledge constantly adjust their mentality, change their thinking, to become a “bright thinkers.” In this competitive era, society becomes more and more professionals need a long man. “A special long” is a talent to meet the social needs of the application, easy to find a job after graduation. So we are trying to learn professional knowledge, while others should be broad spectrum of expertise, such as psychology, literature, history and marketing theory, so that they have a complete knowledge structure.

II. EMPLOYER OF THE “MULTI-SKILL” NEEDS

After the actual research, at present, the current trend of college graduates in Hainan Province mainly has three kinds: one is to be teachers, who work in a good conditions and good school in county and city. Two is teaching in rural special post recruitment of teachers' school conditions, which has hard edge area of the township. Three is working in some Enterprises and institutions, at the same time, as the unit's literary backbone role, and a little graduate are engaged in Art performance or Music industry. Our graduates are facing employment unit. For example some country and city, the township, special positions, Enterprises and institutions, they have different demands to music teachers, they did not need very strong ability of graduates, but their demands to graduate comprehensive. What is the wants is that the person can teach, can singing, can dancing, can play a musical instrument, and composed. what's more, they need the Almighty full-time music teacher who can organize various activities. A music teacher can be used as many teachers to relieve the less prepared, and the reality problem of lack of the dedicated teachers. On the actual situation of Hainan province at the present stage of rural middle school, we can see a music teacher, who just can teach music lessons. They are not adapt to the rural middle school work, requirements for the music teachers of rural middle school teaching conditions are relatively poor, in a sense, it is the highest. They not only require the music

teachers are competent at music teaching work, namely: teach, singing, dancing, playing, composing, and organize various cultural activities. Even some primary school also requires that they can teach other courses. Then the cultivation of new period college music majors "multi-skill" new application-oriented talents is impetrated.

III. KNOWLEDGE STRUCTURE AND CULTURE THE WAY TO PUT THE SHORTCOMINGS

At present, the knowledge structure of Hainan and most of the national ordinary university music students approximately form two aspects: one is the cultural knowledge and professional preschool; two is the acquisition phase of the university knowledge, including professional skills, professional theory and cultural knowledge. Music students before go to school, they need to take a lot of time learning the professional knowledge; therefore, in the cultural basis they are weaker than other professional students. After entering the school, because they music professional skills is strong, some skills to spend a lot of time, therefore, they reduce the proportion of common culture in the course, the culture of elective course requirements than other subjects, which resulted in music students basic literacy is lower than other students. In addition, according to the objective of fostering teachers, there are many professional basic theory and technical theory courses in the university curriculum, to learn these courses, they will enable the students to have a broad knowledge and artistic vision, and it is conducive to improving the quality of professional. However, the prevailing situation is most of the students only pay attention to their major or minor professional courses, such as vocal, piano, dance, instrumental music skills, and generally to the professional theory courses have to deal with attitude. As for other public cultural course, such as language, politics, Chinese, university education course, the situation is not professional theory courses. To sum up, the student learning intention and learning mode have focused on technology, light theory, tendency to ignore the improvement of cultural quality, and contempt of all-round development. Many students go to work after graduation, it is difficult to meet the needs of middle school music teaching, and especially the teaching of middle school cannot meet the needs of quality-oriented education.

College of Music faculty structure reasonable professional institutions without music, which is mainly manifested in: professional music institutions complete curriculum, teachers equipped place. Colleges and universities can not be compared with the music teacher, some courses can not be opened because there was no teacher.

Colleges and universities, the overall level of the music teacher did not like the music specialized professional institutions, which is mainly manifested in: professional music teachers colleges one is highly educated doctors and masters, strong teachers, the school also has a long history of and a wealth of teaching accumulation, on the other hand practical experience with rich artistic performers, singers, dance performers, theorists like.

Teaching college of music equipment was not as complete professional music institutions; professional music institutions have a special rehearsal hall, a fully equipped teaching facility. Specialist Music College, mostly run only in recent years, not all aspects of the conditions are compared with the professional music institutions.

Music schools "one to one" teaching method is highlighted "professional", mainly to train specialized playing or singing talent, and often these professionals are not able to play the piano to sing, to play the piano can not sing.

IV. STRENGTHEN THE "MULTI-SKILL" NEW APPLICATION-ORIENTED TALENTS MEASURES

Base on the current cultivating mode, we require students major in vocal music, instrumental music, and dance to master comprehensive skills. For instance, vocal music students need to understand folk, pop and opera, chorus and conductor; Instrumental music students need to know orchestra, the keyboard class; dance students need to grasp modern dance and directors. By achieving all these, students can reach the basic requirement of "mastering many skills while majoring in one". In order to achieve new standards of applied talents, we should focus more on strengthening the following several respects.

A. *Correct Concepts and Practical*

According to the current undergraduate employment situation for department of music in Hainan, there are little of them can be a teacher in colleges (and universities), a singer or a performer. Moreover, the undergraduate who keep on working in this field general as music teachers of primary and middle schools in various counties, cities and township or even as backbone of literary of enterprises and institutions. Therefore, undergraduates who major in music have to learn theoretical knowledge steadily, master skills comprehensively but pointedly and use theoretical pedagogic flexibly. Thus, in order to become an eligible music teacher of primary and middle schools.

B. *Emphasis on Education and Training of Local Music*

Strengthen the training of professional skills of the local music culture. To create some theoretical and professional skill courses with local ethnic characteristics, such as Hainan Li folk songs, Danzhou tune sound, Bamboo Dance, and some professor of Li instrumental music. Nevertheless, to truly know and up to perceptual knowledge to rational knowledge, we still need more listening, more seeing and more observation. What's more, we have to combine various teaching methods with strengthening the training process. Only in this way can we improve skills.

C. *Emphasis on Cultural Education Curriculum*

Pay attention to the training of public cultural course. The phenomenon of "thinking highly of major classes, but lighting of culture classes" is generally existed in music students, which lead to poor cultural literacy and narrow knowledge directly. Moreover, it influences the development of major and the extension of continuing education, not to

mention application-oriented "mastering many skills while majoring in one" talents. Therefore, we have to pay attention to the training of any other public cultural course as well to improve the standard of teaching.

D. Ability to Focus on Coordinating

Pay attention to the cultivation of organizing ability. It's impossible for music graduates who have poor organizing ability to carry out the work when they entering a workplace. Because excellent organizational skills are important for teacher, such as organizing students to rehearse, taking part in all kinds of art activities, performances, competitions and so on. Only in this way can take a good grades and good effect. Therefore, we must use some methods such as artistic practicing, social practicing, professional reporting, educational practicing, and professional practicing and so on to strengthen the cultivation of organizing ability for students. Thus, they will have better comprehensive ability.

E. Emphasis on Race to Achieve the Training Effect

"In order to promote practice through competitions" and to improve practical skills. Artistic practice can achieve a good combination of the theory and practice. No matter how proficient in the theoretical knowledge, if there is no practical skills, known as, "unable to stand on the stage and unable to perform", is not a qualified musician. Competitions can not only test students' abilities and their own level, but also is the best way to facilitate students to apply the knowledge into the general practice, to improve students' confidence, to enhance performing skills, to stimulate students' musical aesthetic perception, imagination and creativity and this process also provides the opportunities for mutual learning and communication. So, by encouraging students to participate in cultural performances and art competitions, the improvement of professional skills in the competitions, the expansion of professional horizons and the accumulation of stage experience, are the necessary process to develop "multi-skill" new application-oriented talents.

F. Importance of Education Practice Sessions

Practice sessions to focus on education, changing the form of educational practice; enrich teaching practice content, emphasis on student teaching ability. Internship in the grasp of music education at the same time, to increase the content of other courses, especially music teachers often serve as a trainee and internship courses, so that students have a chance to get in before induction and direct training experience, thus bringing books to school to become the theoretical for teaching practice experience, as quickly as possible after the induction into the role of teachers, to assume the teaching of the employing school arranged to accommodate the needs of rural schools. We should, we must put education internship as an important form of examination results, as a test of our products pass or fail criteria, rather than the educational practice as a music education major simple transitions. Some institutions where they are going to take back and forth where the method of dispersing educational internship schools where results from the assessment of learning. This is a reform, ostensibly to give students more opportunities

for exercise, in fact, to save money, reduce trouble, thus abandoning the students one of the most comprehensive, the most important test opportunities. So, in practice these two methods, the school must be more fully considered, as far as possible a comprehensive, appropriate and balanced.

G. Examination Reform

To reform the examination form and content, focused on examining students' comprehensive ability, teaching practical ability and overall quality. Music Education in the form of professional examination is entirely traditional art institutions in accordance with the examination mode, and is based on professional singing, playing professionals to assess the requirements of the students, and is usually sub examination method, such as vocals, piano, and sound, etc. for an assessment. Some of the students the skills of a few good results, you can get a high score, the teaching effect is a mess; some students in skills is not strength, but the effect is very good school. For such students, we should consider appropriate for their ratings. Obviously, such a test format can not fully examine the students, no music education major characteristics; can not reflect the normal sex. Therefore, I advocate the use of "comprehensive examination Law" and "sub-item examination method" a combination of the student to check both test students the skills, but also pay attention to examine the students' teaching ability, because of excellent technical skills are as good a high school music teacher based; excellent technical skills through teaching to test, and the student's teaching ability as a major test content, so as to reflect normal, reflecting the characteristics of our music education major.

V. SUMMARY

As a college music education, we must make our students understand and master the music contained in the basic content and different method of singing, a variety of different instruments of structural principles and ways of playing. To be a good a good school music teacher, not only to be able to play and sing, to understand modern educational theory, teaching methods, to master basic music theory knowledge and basic skills, but also to be done at the same time projecting a professional, as far as possible expand the scope of knowledge and more.

The ordinary university music professional, especially to the cultivation of music education professionals, which must adapt to the development of the society and the demand of society, keep improving and strive for excellence. The cultivation of application-oriented "mastering many skills while majoring in one" talents also need to advance with the times, pioneering, and innovative, at the same time we have to combine with the basic situation of actual employment and improve the cultivation standards and goals constantly. Therefore, that graduates can leave school and enter a workplace as a eligible "multi-skill" new application-oriented talents of music.

ACKNOWLEDGMENT

This research was financially supported by The project of science foundation of education department of Hainan

province (No.Hjsk2012-64); National study base in Hainan Province in 2011 planning issues (No.QMZJD2012-12); The 2011 Hainan education science study topics of the "12th Five-Year Plan (No.QJ112540); Supported by Scientific Research Foundation of Qiongzhou University (No.QYQN201307)

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