Exploration on the Practice of Music Art in Higher Vocational Colleges

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Abstract: Music art practice is an important way of music teaching in higher vocational colleges, which can help students internalize theoretical knowledge and enhance their practical ability and improve their professional competitiveness. At present, the music art practice activities in higher vocational colleges have the problems of single way, weak practicality and lack of clear goal, so that the educational effect of practical courses is not obvious. In view of these situations, higher vocational colleges need to innovate and optimize the practical approach, teacher education concept and music teaching content, so that the practical curriculum can be carried out effectively.

1. The Value of Music Art Practice in Higher Vocational Colleges

Under the background of the new curriculum reform, the music art practice course has become the key content of music specialty teaching in higher vocational colleges. The high-quality music art practice course has a positive influence on the students' practical ability, music comprehensive accomplishment and professional competitiveness. However, in the teaching practice, some higher vocational colleges do not pay enough attention to the music art practice course, and do not have enough understanding of the art practice and the way of development, so that the art practice cannot achieve good results. Therefore, the music art practice pattern needs to carry on the thorough exploration research.

(1) to help improve students' professional competitiveness
In the current social stage, the demand of the society for talents is not only limited to the professional theory ability, but also includes the practical ability, that is, the comprehensive talents with equal emphasis on theory and practice ability have strong professional competitiveness [1]. For students majoring in music in higher vocational colleges, high-quality music art practice courses can not only enable students to absorb internalized theoretical knowledge in practical activities, but also increase students' practical performance experience, enhance students' practical ability, and enable students to smoothly transition between school and work.

(2) To contribute to the development of students' musical literacy
Rich and high-quality music art practice activities can expand students' understanding of music major and fully stimulate students' interest in music learning. After participating in practice, students can reflect and understand themselves and students' performance, discover and learn the advantages of students, and find their own shortcomings and strengths. On this basis, students can reasonably plan their own learning and growth direction.

(3) to help improve the teaching effect of theoretical courses
Theoretical teaching is the main teaching content of music major in higher vocational colleges. With the help of practical courses, students can better understand and absorb the knowledge of teaching in theoretical courses. At the same time, the teaching process of practical courses is more practical and interesting, which can effectively optimize students' learning experience [2]. Under the adjustment of practical courses, students can adjust their learning attitude and devote themselves to the study of theoretical knowledge with a good mental outlook. In addition, students can find their own shortcomings and development direction from practical courses. After the deep cognition of themselves, students can participate in the teaching activities of the theory course more purposefully, and improve the teaching effect of the theory course.
2. The Dilemma of Higher Vocational College Music Art Practice

2.1 A Single Approach to Music Art Practice

In reality, the practice of music art in many higher vocational colleges is single, and it is usually a mere formality, so it is difficult for students to get enough gains from practical activities. For example, some higher vocational colleges did not expand the way of practice outside school, music art practice activities are carried out in the school. In these schools, students can only perform in concert halls or theaters in the school, and because of the large number of students, the real ability to get exercise is often the strong practical part of the students, other students can not get effective exercise opportunities. In addition, some higher vocational colleges do not care about practical courses, only in extracurricular activities to practice students exercise, students can not even perform or practice in the school's professional concert hall.

2.2 The Quality of Music Art Practice is not High

Compared with theoretical courses, the quality of music art practice courses or activities is generally not high. In reality, theoretical courses include courses such as culture, skills, and all have professional teachers to teach, most of them have rich teaching experience. However, there are few experienced teachers in the art practice curriculum. Because of the lack of teachers, the teachers in the practice curriculum are usually the teachers in other courses [3]. In this case, the quality of music practice courses or activities can not be guaranteed, and the activities carried out by teachers can not be close to the actual learning needs of students. In addition, music theory courses in higher vocational colleges have accumulated many years of teaching experience, and have accumulated rich experience in teaching planning, curriculum planning, teaching objectives and so on, which can ensure the quality of theoretical courses. But the experience of art practice is less, so it is difficult to set a reasonable syllabus according to the accumulated experience. In the absence of professional teachers and reasonable syllabus, the quality of music art practice courses in higher vocational colleges is naturally difficult to be guaranteed.

2.3 The Practice of Music Art is not Characteristic

With the strengthening of national economic power, the development of cultural soft power has become the focus of national attention, and the folk culture represented by intangible cultural heritage has become the focus of scholars and society. In the field of education, the art education of colleges at all levels is advocating the study and development of folk culture and the creation of special art courses. However, in many higher vocational colleges art practice courses, folk art has not been paid attention to. The theoretical and practical courses carried out in many higher vocational colleges are not combined with the local folk performing arts. In this case, the higher vocational colleges can not cultivate students with local characteristics, and students do not have a stronger professional competitiveness after graduation.
3. Exploration on the Practice of Music Art in Higher Vocational Colleges

(1) Expand practical approaches to develop students' comprehensive literacy

In order to improve the quality of music art practice, higher vocational colleges need to combine the actual situation of the school and the market situation of the city, reasonably expand the practical way, and cultivate the students' music comprehensive accomplishment. First of all, higher vocational colleges should pay attention to the importance of associations, associations can be an important way of music art practice. Music teachers can guide students to create professional associations based on interest and expertise, such as Chinese music clubs, instrumental clubs, choirs, dance clubs and so on, and link these associations to the school league committee. In this way, students can receive more formal performance opportunities, as well as more contact with other associations in the school, and more field performances from the activities of other associations.

![Figure 2 Practice of Music arts in higher vocational colleges](image)

Secondly, higher vocational colleges should give full play to the particularity of the school and establish friendly cooperative relations with various local cultural departments, such as the cultural bureau, cultural center, cultural center and so on in the city and county [4]. On this basis, the school is able to obtain information on the various performances organized by the local government and the cultural sector, and to obtain opportunities for students to perform in practice. On the basis of friendly cooperation, the school can establish closer contact with relevant departments, strive to cooperate with these departments to establish off-campus training bases, supplement the shortage of school training bases with the performance venues of these departments, and increase the actual performance opportunities of students. In this way, students can effectively accumulate stage performance experience and enhance their professional competitiveness after graduation.

Finally, higher vocational colleges need to attach importance to the form of folk art, carry out practical mining courses, let students understand the local characteristics of folk art forms, and expand students' musical vision. In reality, the development of practical wind courses needs the allocation of funds by the school's academic affairs office, and the teachers of music majors organize students to go deep into the countryside or folk art groups, such as Guangdong music, Hakka’s folk song, Chaozhou zheng music, Cantonese Opera and so on, so that students can personally observe the expression and content of folk art and understand the life of folk artists. Through such practical courses, students can not only learn the characteristic folk art, but also pass on the traditional culture and get the development of comprehensive literacy.

(2) Reference to the development experience of famous schools and standardization of practical curriculum

To improve students' practical ability, we not only need to expand the way of practice, but also pay attention to the quality of practical courses. Higher vocational colleges can refer to the development experience of brother colleges or famous schools, train teachers, and optimize and innovate the syllabus and teaching contents, so that the practical courses and practical activities can not only connect with the theoretical courses, but also meet the needs of the market, and promote the development of students' comprehensive ability. First of all, higher vocational colleges can learn from the successful experience of other colleges and universities, and carry out all-round and systematic training for teachers in practical courses, so that teachers can understand the educational ideas, educational ideas and methods of music art practice courses. Higher vocational colleges can
cooperate with enterprises or outside training bases to send teachers to these units for study and training. Then, the higher vocational colleges need to mobilize the strength of the music teaching and research office, based on the previous students' employment intention, the local market demand, to carry on the teaching goal, the syllabus, the teaching content and so on content optimization innovation to the practice course, in order to enhance the practice course and the activity quality, enhances the student after the graduation occupation competition ability. For example, most of the students in our school are engaged in music majors after graduation, which are concentrated in arts education center, arts and culture company, musical instrument store, primary schools, kindergartens and so on, then the practical curriculum teaching objectives, syllabus and content of the school need to refer to the actual work content of the relevant occupation, focusing on music performance and non-posthumous art. If students are more likely to work in an arts training centre after graduation, practice courses will need to integrate relevant music teaching method.

![Non-posthumous art](image)

**Figure 3 Non-posthumous art**

4. Conclusion

To sum up, higher vocational colleges need to pay attention to the quality of music art practical courses and activities in order to cultivate students with high professional competitiveness. Higher vocational colleges need to understand the present situation of music art practice and the talent standard of the actual demand of the market. If the practice way is single, the practice course quality is poor and so on, the higher vocational college may expand the practice way from the association and so on, may draw lessons from the famous school development course to optimize the practice course arrangement.

References


