

Separation and Integration of Music Education and Innovation and Entrepreneurship Education

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Abstract: Innovation and entrepreneurship education is a new educational model and new idea centered on the guidance of college students' innovative thinking, the training of innovative consciousness, the cultivation of entrepreneurial spirit and entrepreneurial ability. With the development of economy and society, especially the proposal of the strategy of building an innovative country in 2020, it is not only required to cultivate talents with innovative consciousness, spirit and entrepreneurial ability while mastering music professional skills, but also with the ability to achieve innovative self-development from work or the ability to realize self-entrepreneurship. The integration of music professional education and innovation and entrepreneurship education is the final trend in the development process of music education and the embodiment of higher education to achieve educational goals in the new period. This paper analyzes the separation and integration of music professional education and innovation and entrepreneurship education to help solve the confusion of students' employment, improve students' music professional ability, clarify their employment goals, and provide reference for the integration of professional education and innovation and entrepreneurship education in colleges and universities.

Keywords: Music Education, Innovation and Entrepreneurship Education, Division, Merge.

1. Introduction

Along with our economic transformation and industrial upgrading, and the number of university graduates increasing year by year, the employment situation is unusually severe. Business-pioneering education in common colleges and universities, is the service state to speed up the transformation of the mode of economic development, to build an innovation-oriented country, and the strategy of human resources power, is to deepen the reform of the higher education teaching, improve the quality of talent training, the important way to promote college students' all-round development, is to carry out the job creation and encourage entrepreneurship to create more employment opportunities, and the important measure to promote full employment of university graduates. At present, innovation and entrepreneurship education in colleges and universities is still in the mode of single teaching to a certain extent. Its curriculum content is only teaching, and it is not really carried out in combination with disciplines. As a result, professional education and innovation and entrepreneurship education develop independently in parallel, and do not become a mutually supporting and cross-cutting teaching mode. However, the music major needs to cross and integrate with each other in innovation and entrepreneurship education, which can not only promote the sustainable development of the music major, but also provide technical guarantee for the national health.

2. The Separation of Music Professional Education and Innovation Education and Entrepreneurship Education

With the timely development of "innovation education,

entrepreneurship education" proposed by the state, the educational structure types of colleges and universities also show a trend of diversification. Generally speaking, the current types of education can be divided into three types: professional education, innovation education and entrepreneurial education. However, due to the short development time of innovation education and entrepreneurship education, or due to the educational mechanism and system, the separation of professional education, innovation education and entrepreneurship education in colleges and universities is very obvious, which is mainly reflected in the following aspects.

2.1. Different Educational Concepts

Professional education is not only the basic responsibility of higher education, but also the important content of university running. It is also clearly stipulated in the 26th article of the Higher Education Law that the common mission of higher education is to enable students to master the necessary basic theory, professional knowledge, professional skills, and basic skills and ability to engage in the practical work of the major, regardless of the specialized, undergraduate or postgraduate program. Therefore, professional education is a mature form of education, and its concept always emphasizes "teaching and educating people". At present, innovative education focuses on the concept level, which mainly refers to the cultivation of innovative qualities such as innovative consciousness, innovative spirit, innovative thinking, creative ability or innovative personality and innovative talent concept. It needs to be developed into an educational form with substantial content. As a new form of quality education, the core of entrepreneurial education is to cultivate talents with basic entrepreneurial quality and creative personality, so that students can change from mere job seekers to job creators, that is, "entrepreneurs", which has strong commercial significance. Although all the above three

kinds of education aim at educating people, their educational concepts are different. Among them, professional education and entrepreneurial education are not only a kind of educational concept, but also a real form of education, while innovative education mainly stays at the level of concept, which needs to be transformed and extended to the form of education.

Music is based on subject characteristics to develop professional education, it will be the traditional teaching concept and professional ability quality, its "dynamic, static, study and practice," a set of learning methods for students with a process of gradually learning from theory to practice, enabling them not only to the professional skills to master more can improve their cognition of the professional skills, so as to complete the transformation from theory to practice. Innovation and entrepreneurship education focuses on the cultivation of college students' comprehensive professional quality. Through the cultivation of students' innovative and entrepreneurial thinking, consciousness, spirit and ability, students can master the comprehensive quality and ability to adapt to the extension of the professional field. However, at present, some school administrators, teachers, parents and students regard innovation and entrepreneurship education as a kind of "part-time education". Indeed, carrying out innovation and entrepreneurship education will break the existing relatively mature professional education system and increase the burden of teaching management. Some universities are reluctant to try integration. The deviation of these educational concepts directly leads to the lack of attention paid to innovation and entrepreneurship education in universities [1].

2.2. Disjointed Curriculum Setting

China's higher education has achieved a steady and orderly development, in which professional education has a lot to do with it. Its curriculum setup is scientific and reasonable on the whole. But with the continuous change of economic structure and market demand, the curriculum setting of traditional professional education is the same, lack of autonomy, low quality of course, unreasonable overall structure of course and so on [2]. It shows that not only can not meet the needs of college students' innovation and entrepreneurship, but also the curriculum of professional education is basically disconnected from that of entrepreneurship education. And innovative education curriculum is still under exploration. There are few courses to cultivate innovation ability and few courses related to entrepreneurship, which is in sharp contrast to foreign universities. For example, American universities have a relatively complete curriculum system of entrepreneurship education. By 2010, more than 1700 schools in the United States had opened entrepreneurship education courses [3]. The ability of scientific research innovation and self-employment of college students has become an important indicator of the quality of higher education. The integration of the curriculum of innovation education and entrepreneurship education with the curriculum of professional education has naturally become the top priority of higher education.

The professional education course of music major consists of professional theory course, professional science course and pedagogy course. School music, western music history and music development history, basic music theory, music aesthetics, music professional theoretical basis for these courses of study on theory, music appreciation, music creation,

sightsinging instrumental performance, these theory course are the professional element theory part, giving theoretical guidance for professional element classes practice drill. Specialty science course is a special skill course for teaching music majors and educating students to engage in their own specialty. It is the basis for imparting music professional knowledge and guiding students to engage in music professional activities, as well as the technical guarantee for promoting the popularization of music among the people. The course of innovation and entrepreneurship education requires students to be familiar with the entrepreneurial environment, cultivate innovative thinking, exercise innovative ability, etc. Especially to master the method of selecting entrepreneurial projects, constantly improve their own quality, and use innovative thinking to solve various problems in study and life. Able to set reasonable business goals according to their own conditions; Able to use entrepreneurial skills to complete the selection of entrepreneurial projects; Able to adapt to the professional environment, complete the role transition from a student to a social person and reasonably carry out personal career development; Be able to have the basic quality and ability of an entrepreneur and be ready to start a business.

2.3. Single Teaching Staff

Teachers engaged in music professional education in Chinese colleges and universities have senior educational background, deep professional knowledge and superb educational skills, various teaching means and rich teaching experience, which have high prestige in the field of music professional education. But innovation entrepreneurship education teachers have the ability to our professional knowledge, market insight and the ability of the enterprise planning and the ability of business model development, from which it is not hard to see creative teachers should not only have professional theory knowledge also should have creative ability, entrepreneurial experience or corporate jobs teachers are few and far between. It is difficult to cultivate students' innovative ability and entrepreneurial ability. And, most colleges and universities have yet specialized education innovation, entrepreneurship education teachers, innovative entrepreneurship education development more dependent on teachers "professional education", "professional" to engage in entrepreneurship education teachers generally is engaged in the teaching and the enterprise management work in the university students' employment as the guidance of teachers, due to their lack of entrepreneurial experience, in teaching, they tend to focus more on theoretical teaching and simply read from the script, which is not attractive to students [4] and its effect is greatly reduced. Because most music teachers only pay attention to the cultivation of professional ability, and spend most of their time and energy on teaching professional skills and techniques, and less on the cultivation of abilities outside the major. Therefore, music professional education and innovation and entrepreneurship education are separated and cannot be well integrated. Therefore, it is particularly critical to integrate talent resources inside and outside the school and build a team of teachers with both professional knowledge background and innovative spirit and entrepreneurial experience.

2.4. Decentralized Management

Music professional education and innovation and entrepreneurship education in colleges and universities belong to different departments, which fail to reflect the effect

of integration. Professional music education belongs to the school of music or music section, innovation entrepreneurship education belongs to business school or the student essence, due to the ownership of different departments led to the division of different responsibilities, they are all different, the teaching focus is different, forming the niches, each cross, their teaching mode. Students in the learning process is also a branch of learning, assessment of branch, specialized theory knowledge is not the essence of entrepreneurial education and innovation fuses in together, make the students feel the professional education and innovation education are two kinds of education form, failed to understand the professional education is the foundation of creative education, creative education is the sublimation of professional education.

College education involves music professional education, innovation education and entrepreneurship education, and its management mode is also multifarious, and the system and mechanism are not completely straightened out. The prominent performance is that the management focal point is scattered and not unified. First, the leaders in charge of the teaching of the school leaders focus on professional education, not familiar with the situation of scientific research innovation and student entrepreneurship; The school leaders in charge of scientific research focus on scientific research management, and have little understanding of music professional education and entrepreneurship education. However, school leaders in charge of student activities are concerned about innovation education and entrepreneurship education, but they have limited understanding of teaching rules and scientific research operation, which is easy to put the cart before the horse. Second, the executive branch, a more common phenomenon in colleges and universities is focusing on the educational administration department to carry out and implement the student's professional music education, but the management of the entrepreneurship education is missing, the innovation education management, rather than the teaching management department such as student management department (student affairs office, the graduate school), employment guidance departments, youth corps committee, etc. But as the main body of entrepreneurship education teaching management, Organize and carry out numerous entrepreneurship courses and competitions. In this way, music professional education, innovation education and entrepreneurship education form "three skins", which is difficult to carry out in depth.

3. The Integration Strategy of Music Professional Education and Innovation Education and Entrepreneurship Education

The integration of music professional education, innovation education and entrepreneurship education can be divided into three stages, namely, the initial state, the middle state and the late state. The following strategies can be adopted to promote the continuous evolution of this process, so as to achieve the purpose of cultivating innovative and entrepreneurial talents in music majors.

3.1. Integration of Educational Concepts

By changing and optimizing the educational concept, the integrated educational concept of "music major + innovation

+ entrepreneurship" is formed. One is to change the traditional single music professional education concept. The generation of traditional music professional education originates from the disciplinary differentiation caused by the social division of labor. It emphasizes the "subject-based" and "post-based", lays emphasis on the teaching of music professional knowledge and skill training, and ignores the cultivation of comprehensive quality. Its disadvantages have emerged, so this educational concept needs to be changed. However, innovative education and entrepreneurial education aim to cultivate innovative and entrepreneurial talents and enable students to have innovative thinking, innovative quality and entrepreneurial ability, which are important educational forms to make up for the lack of music professional education at this stage. Therefore, the importance of innovative education and entrepreneurial education at this stage should be fully recognized. The second is to promote the effective integration of the three educational concepts and forms. Music professional education, innovation education and entrepreneurship education are organic components of higher education activities, but music professional education is the foundation, innovation education and entrepreneurship education is practice, the three can not replace each other, but can be integrated and promote each other. We should combine the three educational concepts organically, and strengthen the form of entrepreneurial education in music professional education activities, and gradually permeate the form of innovative education, which is not only an important measure of talent training, but also the inevitable requirement of economic and social development. Third, the three kinds of education will be included in the personnel training plan. At present, although innovation education and entrepreneurship education are springing up like mushrooms after a spring rain, they are still separated from the "formal education" and have not been really incorporated into the curriculum teaching, resulting in the phenomenon of thunder and rain. Therefore, innovative education, entrepreneurial education and music professional education should be included in the training program of music professionals in colleges and universities, and innovative education and entrepreneurial education should be carried out throughout the whole process of talent training, so as to highlight their important roles.

3.2. Integration of Curriculum System

It is mainly to promote teaching reform and build a curriculum system combining "theory and practice". The design of curriculum system is influenced by and carries the educational concept, which is the key to the quality of talent training. "The integration of innovation education, entrepreneurship education and music professional education" as a new education model, in the curriculum system design, not only scientific and reasonable, but also to achieve the purpose. Therefore, the curriculum system design should be paid attention to in the following aspects: first, increase the proportion of innovation and entrepreneurship courses. On the basis of music professional education, we should carry out deep-level entrepreneurship education, reform the existing teaching content of music professional education, especially increase the proportion of innovation and entrepreneurship courses. The courses of innovation education and entrepreneurship education in Chinese colleges and universities are scattered and simple, which are basically disconnected and separated from the discipline music

education, and seriously lack of systematization and rigor as a discipline. The second is to establish a multi-level, three-dimensional curriculum structure. The new curriculum design must take into account the dual characteristics of curriculum teaching and innovation and entrepreneurship practice. To be specific, on the basis of improving the original music professional knowledge teaching courses, the introduction of innovative education, entrepreneurial education courses, innovative consciousness, innovative personality, entrepreneurial ability and other concepts are integrated into it, to form a comprehensive curriculum education system. The courses of innovation education and entrepreneurship education are divided into two categories: one is subject courses, which are divided into public courses, professional courses and elective courses. The course objectives and contents are designed according to different types. Another kind is practical courses, mainly activity and the situational teaching model, to establish "a guest room" for college students "innovation works" BBS "innovation" "coffee" entrepreneurship "entrepreneurial community" "business alliance" and so on the spatial pattern, for the majority of students' innovative entrepreneurs to provide a good working space, the network space, social space and resources sharing space. In addition, the courses of interdisciplinary, cross-disciplinary and borderline disciplines are set up to broaden students' knowledge horizon and improve their creativity. In addition, the curriculum design should also pay attention to systematization, not only to coordinate the internal relationship of curriculum teaching, but also to coordinate the relationship between closely related student activities. Third, enhance the flexibility and pertinence of teaching methods. Whether the integrated new curriculum system can achieve the desired effect smoothly depends on whether the curriculum teaching method is scientific and reasonable, but it needs the joint efforts of students, teachers and universities. As far as students are concerned, how to change the learning mode and cognitive mode of the "post-80s" and "post-90s" groups under the influence of the traditional music professional education mode is a difficult problem. For teachers, a set of new teaching methods and methods should be formulated according to the new curriculum design to enhance the teaching ability and knowledge imparting ability, and the spirit of innovation and entrepreneurship should run through the whole process of curriculum teaching, so as to cultivate students' ability to discover and solve problems through a variety of different teaching forms. For colleges and universities, the curriculum should also be flexible according to actual condition, in order to achieve the innovation education, entrepreneurship education purpose, for example, can be in the original four courses in the employment guidance is set to education throughout the university four years of innovation and entrepreneurship education, provide entrepreneurial knowledge and entrepreneurial skills as soon as possible, to cultivate college students' sense of innovation and entrepreneurship. In addition, it is also very important to put innovation education and entrepreneurship education into practice and establish a new assessment and education mechanism for students and teachers, which directly relates to the success or failure of educational reform.

3.3. Faculty Integration

Through the integration of teacher resources, to create a "full-time + part-time" complementary teaching team. At present, there are many teachers in domestic colleges and

universities who are skilled in knowledge and teaching skills, but few teachers with entrepreneurial experience or working experience in enterprises, which makes it difficult to cultivate students' innovative ability and entrepreneurial ability. It is particularly critical to integrate talent resources inside and outside the school and build a team of teachers who have not only music major, entrepreneurial knowledge background, but also innovative spirit and entrepreneurial experience. First, "go out and bring in". On the one hand, according to the actual situation of innovation education and entrepreneurship education, colleges and universities select innovation and entrepreneurship teachers with good knowledge base and strong innovation ability to further study in enterprises, get familiar with the production and innovation mode of enterprises, research and development operation mode, improve teaching practice ability, and effectively guide the entrepreneurship practice of college students. On the other hand, colleges and universities should introduce and employ a group of experienced successful entrepreneurs, entrepreneurs, business managers and other successful entrepreneurs as part-time teachers to enrich and optimize the teaching staff. For example, the course "Entrepreneurial Opportunity Identification" offered by Stanford Business School and the course "Technological Entrepreneurship" offered by the School of Engineering are jointly offered by three guest teachers with rich experience in entrepreneurship and business management [5]. In this way, entrepreneurship experience and innovation enlightenment will be shared with students, making up for the lack of practical music professional knowledge. On the other hand, promote the exchange and discussion between university teachers and part-time teachers of enterprises, such as full-time teachers of universities to participate in the technological innovation and knowledge production of enterprises; Part-time teachers in enterprises can participate in scientific research innovation and academic exchanges in universities. Meanwhile, they can also carry out various research projects according to the theme of innovation and entrepreneurship so as to improve the professional level of music of innovation and entrepreneurship teachers. Second, "build a team, strong training". Entrepreneurship education is a new field of higher education, its based on a comprehensive and practical features, involving multidisciplinary knowledge of crossover and integration [6], but there is currently no specific most universities entrepreneurship education teachers, carried out by the innovation entrepreneurship education also depends on the teachers "professional" more "of music professional education," the effect. Therefore, colleges and universities should set up a special team of innovation and entrepreneurship teachers and establish a "innovation and entrepreneurship teacher reserve pool", which will include both full-time teachers in the university and part-time teachers outside the university to give full play to their respective advantages. At the same time, we should strengthen the training of innovation and entrepreneurship knowledge and practical training for teachers, and give teachers as many opportunities and conditions as possible to participate in the training programs of innovative education and entrepreneurship education. Actively promote existing teacher training programs, such as the KAB instructor training of the Central Committee of the Communist Youth League, the SIYB training of the Ministry of Human Resources and Social Security, and the entrepreneurship instructor training of the National College Student

Information Counseling and Employment Guidance Center, etc. [7]. In addition, teachers may be encouraged and supported to attend teacher training courses at other training institutions.

3.4. Convergence of Management Mechanisms

The establishment of a special innovation and entrepreneurship education management institution is the premise of the effective integration of music professional education and innovation and entrepreneurship education, so as to avoid the work can not be coordinated and unified because of the different departments. The arrangement and planning of teaching content by a management organization is the basis for the integration of music professional education and innovation and entrepreneurship education, which is conducive to the integration of teachers, the development of social resources, improve the utilization rate of funds, and also promote the integration of production, learning and research. In the process of participating in innovation and entrepreneurship competition, professional practice, professional internship and employment, students will be guided and arranged by a unified management organization, so that they will not be blind and clueless. Instead, they will participate with goals, pertinence, direction and purpose. Make music professional education from learning to practice to employment to form a complete closed-loop education model.

4. Conclusion

Music professional education and creative education fusion process although faces many uncertain factors, but in school and society under the joint efforts of the parties will solve one by one, in this article, through the integration of the

improvement of the curriculum system, teaching staff, management institution of adjustment and revision of the talent training scheme, course content the five aspects of fusion, It has made a qualitative leap in the development of music professional education, clarified the direction for the future employment of music major students, and provided some references for the integration of various majors and innovation and entrepreneurship education.

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