

# Analysis of the Training Model of Music Education in Vocational Colleges

-- An example from Inner Mongolia Autonomous Region

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**Abstract:** The vocational colleges in Inner Mongolia mainly cultivate practical talents with professional techniques and skills according to the needs of social jobs. However, the expansion policy of colleges and universities in recent years and the increasing number of people who can enjoy higher education resources have led to the lack of social competitiveness of students under the traditional training mode in Inner Mongolia vocational colleges, so there is a need to explore how vocational colleges can build a new talent training mode in the direction of music education under the unstable situation of funding, teachers and equipment factors. This paper comprehensively analyzes the specific problems of music education in current vocational colleges in Inner Mongolia, and proposes the reform methods of its music education cultivation mode according to the relevant requirements and later goals of vocational education.

**Keywords:** Music Education in Vocational Colleges, Training Mode, Inner Mongolia.

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## 1. Introduction

From a certain point of view, for the way of training innovative talents, on the one hand, with the help of developing a practical school concept, with the help of institutional reform, refining the specific content of vocational education and professional courses, improving the new and efficient operation and management model and performance evaluation system as well as the final selection of outstanding talents is in its initial stage, and the music education courses in Inner Mongolia's applied undergraduate institutions have now made great progress. The background music in our country is not a profession and the country is prosperous. From a certain point of view, it seems that this for the training of professional background music talents, the first step is to determine the placement of senior talents and constantly work to achieve the rate of progress [1]. With the help of the analysis of the current mode of training talents in applied undergraduate music education in Inner Mongolia, it can help us to better understand the school's working ideas and related data rectification measures for the development of music education background.

## 2. Analysis of the Current Situation of Music Education in Vocational Colleges in Inner Mongolia

### 2.1. Inability to adapt to the needs of vocational education

For traditional music education, there is a lack of comprehensive grasp of music, too much focus on music content, and no accurate positioning of music education is found. In addition, many colleges and universities have too broad educational requirements for students, just blindly asking students to improve their musical ability, but there is no comprehensive estimation of market demand, resulting in

students lacking certain practical ability and social practice ability, and low employment rate, even though many students enter new positions, they also often do not adapt to the current needs. In the training process, the school adheres to a potpourri of training strategies. Too few featured recording artists and electronic music teachers are trained with the same students, lacking certain characteristics, and ultimately failing to train students suitable for vocational education and directly deviating from the current requirements related to vocational education [2].

### 2.2. Music education is too professional

At present, the training of music education in China overuses the educational training model of the former Soviet Union in the past, and students are introduced to professional learning too early, and many of them do not improve their overall ability and are only applicable to a relatively narrow field. In addition, in our current music curriculum education, the basic knowledge of music is taken as an important part of music education, and only the systematic integrity of professional knowledge is focused in music education. As a result, the specific requirements of students' career development are socially neglected, and students' creative ability cannot be fundamentally improved. China's current higher education music education curriculum is basically comprehensive, part of the content and form, etc. can get rid of the substantial problems of society, many compulsory music subjects, too many courses in the music curriculum, relatively speaking, the number of elective courses is reduced, the entire curriculum structure is relatively existent[3].

### 2.3. Lack of character in the cultivation of musical talent

The single education is an important problem in the current music talent training, and the education lacks certain innovation and does not cultivate students with special characteristics and target abilities. In particular, music

education in Inner Mongolia vocational universities directly utilizes the educational curriculum of art universities. The characteristics of Inner Mongolia vocational colleges themselves are insufficient to meet the current market needs. Second, the education process ignores the internship education and social practice for students. The teaching philosophy is very much in line with that of art universities, and the practicality of students is clearly lacking. Finally, Inner Mongolia vocational universities usually contain a variety of majors and often carry out fully compatible teaching in practice, music education presents an isolated state of development, and it is naturally impossible for students to achieve a leap forward in their level[4].

## **2.4. Lack of comprehensive quality training for students in music education**

First, music education in China lacks high cultural content. There is a lack of certain cultural inculcation in the classroom, students mostly focus on the understanding of music knowledge, but not enough knowledge of music, the frequency of music broadcasting is too low, teachers do not explain the content of knowledge enough, the center of education is only focused on one song, students do not know and understand other songs in their learning, concentrating on improving students' understanding of music concepts, mastery and ability to compose music, but a variety of music styles, rhythmic characteristics, tempo characteristics, and rhythmic features. For students, music can only have standards such as pitch and intonation and cannot be well appreciated for its rhythm and deeper styles. In addition, most of the songs listened to by the Port Party Committee and students are century-old classics, lacking some kind of novelty, and now that the Internet is developing rapidly, students prefer a variety of popular songs, students have a low preference for outdated songs, low motivation to learn, and low efficiency in the classroom.

## **3. Analysis of the Reform Strategy of Music Education Training Mode in Inner Mongolia Vocational Colleges**

### **3.1. Transformation of vocational music teaching ideas, adapt to market demand**

The reform of music education in higher vocational colleges and universities focuses on cultivating students' innovative spirit and hands-on ability. In this regard, we should actively explore and cultivate students' comprehensive quality, and establish a specialized music education teaching mode, with the core of cultivating students' creative thinking, and an all-round teaching system based on time ability, make full use of classroom and after-school time, encourage students to go to relevant units for internship, and improve students' comprehensive ability through practical training. At the same time, improve students' creativity and comprehensive quality, so that they can be exposed to the knowledge of other arts, so that they can adapt to the needs of society and thus reach a better future.

### **3.2. Reform the curriculum**

At present, in the music education of Inner Mongolia higher vocational institutions, we should combine music education with professional technology, and effectively strengthen the reform and practice of professional technology

courses. In the higher vocational music education, we should firstly establish the teaching idea of "innovation", not only to improve the creativity of students, but also to enhance the creativity of students, so that the innovative function of music can be fully played. The first thing is to establish the teaching idea of "innovation", not only to improve students' creativity, but also to enhance students' creativity, so that the innovative function of music can be fully played.

Secondly, according to the actual situation of higher vocational education in Inner Mongolia, we should open various specialties to ensure the close integration between the professions and the market, offer music courses with special features, expand the comprehensive quality of students, make their knowledge meet the requirements of the society and the market, so that they can better meet the needs of different societies, and thus broaden their employment channels.

### **3.3. Innovative teaching mode**

In teaching, some teachers over-emphasize "step-by-step" and "serious" classroom teaching, and their teaching content and teaching methods are rather backward, which not only affects students' thinking and expression ability, but also affects their enthusiasm for learning. Higher vocational institutions should strengthen the construction of teachers on the basis of sending excellent music teachers to higher vocational institutions with modern educational ideas to study and research.

In teaching, teachers should encourage and guide students to use their professional knowledge to create creatively in the classroom according to social hotspots, so as to make the content of education and teaching richer. At the same time, on the basis of teaching textbook knowledge, students' extracurricular knowledge expansion should be strengthened[5]. In this way, students' interest in learning music can be stimulated, and the traditional teacher-led classroom can be transformed into a teacher-student interactive and student-oriented classroom teaching mode.

Inner Mongolia senior high school should change the traditional unchanging way of teaching, implement diversified teaching, and integrate creative themes into teaching, so that students' creative thinking can be really improved to achieve better results, and vocational education should learn from the advanced experience of foreign countries to turn it into their own knowledge, and then combine it with their actual situation to turn it into their own ability.

We have to face the society and vigorously develop the art that the public likes, for example, we can offer some music courses that are suitable for the popular ones nowadays, for example, we can offer some popular musical instrument classes, for example, we can teach some popular musical instruments, such as guitar and so on, so as to better combine with vocal music, and we can also promote students' learning by playing a lot of music resources.

### **3.4. Focus on students' artistic practice**

Music is a high-tech art, which is practical and useful. Most of the professional music professionals work in the field of performance and rarely specialize in theoretical research, and music is exactly in line with the core idea of higher education, so practical training should be taken as the main content to cultivate students' creativity. At the same time, it is necessary to change the previous teaching strategy that only emphasizes

students' classroom knowledge and make practical ability an important element in the evaluation of students' ability. Students should also be encouraged to actively participate in various social practices and schools should organize cultural performances in order to attract more music lovers to join them. Teachers likewise organize various activities on their own and put the projects entirely under the responsibility of the trainees, who can sustainably design, organize, plan, and finally execute the teaching, so that they can better complete their training and allow students to give full play to their creativity, recognize the flaws in their understanding, and continuously improve their abilities and deepen their understanding of music in the actual teaching, leading to further innovation.<sup>[6]</sup> The connotation of music teaching in Inner Mongolia High School to be grasped emphasizes the participation of students in the main class, requiring teachers to teach both in the teaching content and in the teaching process, to develop students' rapid learning ability, and to actively participate in experiential teaching in the classroom, such as interaction between teachers and teachers, and to provide feedback to students after class, to strengthen students' practical skills and gradually cultivate their learning and practical skills. At the same time, the curriculum of practical application classes should also adopt a scientific evaluation method to promote the overall quality of students' practical skills.

### 3.5. Strengthen the training of composite music talents

From the current employment situation, application-oriented talents are increasingly popular in the society, and creative talents with many aspects also have diversified career options. Therefore, Inner Mongolia High School cannot be satisfied with the cultivation of pure technical skill talents.

At the same time, it should also pay attention to the sound and comprehensive development of the curriculum system. At the same time, students are encouraged to choose their favorite subjects outside of their major and pay attention to the cultivation of individual character, and strive to highlight their own personality and ability. With the development of the times, the interpenetration of various disciplines and the interpenetration of each other, the requirements for music teaching are becoming higher and higher. With the development of the times, music teaching has high requirements for students' professional knowledge and connections, while music is a part of the arts, mainly literature. Among them, music is classified as art, and its big category belongs to literature. Vocational teachers must pay attention to the coordinated integration of music and other art majors, and secondly, higher education institutions can implement credit system, and in these courses, besides art, they can also learn other things, such as literature and history, etc. Both arts and science can interpenetrate and complement each other, so

as to improve students' comprehensive quality. Music majors should not only have humanities, but also have certain knowledge of natural science, so that they can make their teaching fit with the society, and can really cultivate their knowledge. Through continuous practice, the students can not only teach music on the podium, but also demonstrate their skills on the stage, enhance their cultural literacy, and lay a solid foundation for their future entry into society.

## 4. Conclusion

Different stages of social development have different requirements for talents, and it is an important criterion for the development of the times to keep pace with the times to adapt to the changing talents needed by the society. At present, there are still some problems in music education in China's higher vocational colleges and universities, such as: the music education method is too single, the training of music professionals is not prominent enough, and the curriculum is not reasonable. Inner Mongolia higher vocational colleges should continue to deepen the curriculum, innovate teaching methods, actively carry out various sports activities and social practice, etc., so as to lay a solid foundation for the cultivation of diversified music talents. Due to the strong support from the state on the education policy of higher education institutions, the current situation and conditions of higher education institutions have improved, but there are still problems such as teaching concept, lagging in teaching methods, lack of interaction between teachers and students in class, interest, and lack of teaching practice experience. For this reason, it is necessary to make a correct positioning of talent cultivation, reform and optimize the education concept and teaching methods, and make efforts to meet the development of the times and students' individuality.

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