



RESEARCH ARTICLE

Research on the Teaching of Pop Music in Chinese Vocational Colleges—Taking Four Representative Universities as Examples

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| ARTICLE INFO | ABSTRACT |
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| Received: Sep 18, 2024 Accepted: Nov 11, 2024 | The purpose of this study was 1) pop music in Chinese higher vocational colleges makes a scientific education plan suitable for pop music education. 2) Strengthen the construction of educational theory system and build a perfect education systems. 3) and Chinese higher vocational colleges have established a pop music talent system. It is not the current popular music that affects the development of popular music education. The questionnaire and interviews were used to collect data and analyzed quantitatively. The survey focuses on five aspects: establishing equal status between teachers and students, optimizing teaching conditions, giving teachers and students corresponding autonomy in choosing popular courses, improving the quality evaluation system of talent cultivation promoting innovative reform of talent cultivation models, and ensuring the cultivation of popular music professionals in Chinese vocational art colleges. Based on the need for innovative cultivation models and the principle of motivating the main body of talent cultivation, explore the path to improve the quality of music professional training in vocational art colleges through specialization, diversification, and standardization. |
| <p>Keywords</p> <p>China Vocational Art Colleges Pop Music Professional Teaching Personnel Training</p> | |
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1. INTRODUCTION

After decades of accumulation of mainland Chinese pop music, it has developed rapidly clearly and specifically in its creation and performance. Reviewing the development process of Chinese pop music, from the initial imitation framework of Europe, America, Hong Kong, Taiwan, Japan and South Korea, to go out of China's own characteristics and style, gradually has its own personalized connotation (Baranovitch, N. 2003).

The rise of Chinese pop music teaching can be traced back to the 90990s. Due to the history and national background of China, pop music teaching is often a blind spot in Chinese art colleges and universities. After the reform and opening up, especially in the late 1990s. The pop music culture industry began to grow rapidly. During this period, Chinese art colleges and comprehensive universities gradually became interested in pop music, and tried to incorporate pop music education into music education (Clauhs & Sanguinetti 2022). In 1989, China Wuhan Conservatory of Music became the first college in China to recruit popular singing majors. Nowadays, many colleges and universities also have popular songs singing majors, such as China Shanghai Conservatory of Music, China Nanjing University of the Arts, China Tianjin Conservatory of Music, China Xinghai Conservatory of Music, China Sichuan Conservatory of Music and so on (De Kloet, J. 2010).

Since 2001, the national art colleges and universities have opened a pop music, the main education direction is performing professional, China Guangdong art vocational college since 2004, take the lead in the province to open the first pop music professional, pop music education finally into the university compulsory courses, open three popular music teaching system: pop music production,

pop instrumental music, pop singing. Gradually establish the modern art education system of pop music, with pop music vocational education as the main development direction. (Jacke, C. 2013).

The background of teaching research of pop music teaching in Chinese higher vocational colleges is multi-dimensional, involving market demand, education reform, internationalization, technology integration, social responsibility, social orientation and student development. These factors together constitute a complex research background, requiring educators to constantly explore and innovate to cultivate pop music professionals to meet the needs of The Times. To sum up, only can be seen from the subject classification, compared with other mature disciplines, pop music in music art colleges is still an emerging discipline, although China vocational pop music education is steadily, but the current Chinese vocational colleges pop music professional education in teaching experience is still rich, an urgent need to solve many problems. This major is a challenging major, but also a new field of research, with great attraction.

2. LITERATURE

Western research review

Kloet.(2010).pointed that in China with a Cut:Globalization,Urban Youth and Popular Music,it analyzes the phenomenon of young people in China and the world listening to pop music for the record albums released after the 1990s.

Jacke. (2013).pointed that"German Popular Music Studies as Part of (International) Media Cultural Studies" paper suggests that popular concerts have a psychological impact on the listener's musical aesthetic. Students' music perception is their individual perception of a certain musical phenomenon in the experience of musical aesthetic activities. This perceptual ability is the main ability of the perceptual timbre and tone. Mark. (1991).pointed that college students music perception because of its mental development, than primary and secondary school period, can abstract thinking and dialectical, in view of this, teaching must on the premise of emotional experience and music representation, under the background of the students to music meaning has a certain degree of emotional experience, on the basis of melody, rhythm, type in music content to study. Therefore, in the study of music knowledge, we must start from the specific music mood to deepen the students' music sports.

Bennett (2012) pointed that the cultural connotation of many genres of American pop music is studied, which is a new cultural perspective. Both in the European and American music industry and in the Chinese music industry, teenagers play an important support for the promotion of the pop music industry.

Simmons (2012) pointed that based on the historical and cultural era of the digital age, we have collected 20 music critical papers from different perspectives on pop music research around the world.

Clauhs & Sanguinetti. (2022).pointed that the study objective was to investigate the attitudes, values and beliefs of New York music teachers regarding the inclusion of pop music in the classroom. Question

- a. How much is the K-12 teacher interested in teaching various popular instruments and popular music styles?
- b. What attitudes and beliefs do music teachers express in pop music education?
- c. What popular music teaching methods are most commonly used by music teachers?
- d. What are the advantages and disadvantages associated with pop music lessons and ensembles in the school environment? The respondents of this paper (N=120) were all members of the New York State School Music Association, and about 75% of the respondents agreed or strongly agreed with the inclusion of pop music education in the school curriculum. K-12 schools shall include pop instruments and pop music singing.

Chinese research review

Sun Xiaoxiao, et al. (2021).pointed that vocational education has great potential. We should create a good environment in which everyone can become talents and show their talents, and give everyone

the opportunity to excel in life. In addition, the state has also issued relevant documents on the reform of vocational education. These documents and the attention of national leaders fully show that vocational education is facing a great opportunity for development. As the main area of vocational education reform, higher vocational colleges mainly serve the professional technical talents, and have very high requirements for students' comprehensive ability. This paper focuses on the development of music community courses in higher vocational colleges under the background of double high school, in order to promote the construction and development of other related community courses in higher vocational colleges

Wang He.(2020).pointed that the ensemble teaching mode of pop music majors in higher vocational colleges established with the orchestra major as the template reflects a lot of inadaptability in the actual teaching process due to the differences of the majors. Through combing and reflecting on the teaching situation and talent training objectives, we try to explore the ensemble teaching mode and teaching concept in line with the characteristics of pop music in higher vocational colleges. As a part of the pop music teaching system, pop music ensemble teaching has been carried out in Chinese art vocational colleges. Due to the short start time, the current art higher vocational colleges have not yet established a relatively perfect training mode of pop music ensemble talents. Article mainly around the art of higher vocational colleges pop music ensemble talent training methods and methods, through the present situation of carding and the analysis of the problem, discusses the art of higher vocational colleges in pop music ensemble talent training new ideas and new means, to establish the art of higher vocational colleges pop music talent training new mode lay the foundation of the ensemble.

Lin Weiqiang.(2019).pointed that in the pop music education forum of Chinese higher art colleges and universities, various art colleges put forward the vision of Chinese modern pop music education, which its strength and status can be divided into the world with classical music and folk music education respectively. This arduous task should be undertaken by —— Guangdong pop musicians, the birthplace of pop music. Specifically, Guangdong province needs to build a professional school (department) that reflects the characteristics of contemporary pop music education. Guangdong literature and art vocational college of pop music since 2004 was the first founded the first pop music in Guangdong province, the pop music education into university classroom, singing, instrumental music, and music production three teaching system, focus on China's urbanization and the rapid development of cultural industry of huge gap, practical art talents, hope by broadening the thinking, fusion resources, and comprehensive thinking of modern art education, gradually establish to vocational education as the main development direction of modern art education system.

Cao Zhixian. (2017).pointed that in modern music culture, pop music occupies a considerable proportion, and many musicians are not expected to be pop music, has now become half of the music industry. Among many art vocational colleges, pop music has become a major that attracts many young people.

Huang Xinping. (2019).pointed that pop music is a kind of music that can reflect the true feelings and aesthetic feelings of the public. Therefore, when the direction of pop music is added to vocational music education, students prefer to learn. Because students like to listen to pop music at ordinary times, pop music adds fun to students' life. The article also mentioned the basic situation of pop music education in Chinese colleges and universities, some music art colleges in China have opened pop music related majors.

Zhang Peng. (2016).pointed that with the development of China's social economy, Chinese culture also presents a hundred schools of thought contend. Pop music, also known as popular music, is loved by the masses of the people because of its short structure, lively form, popular content and sincere feelings. As one of the majors in art vocational colleges, pop music is also loved by more and more young people. Pop music ensemble is an important link in the course of pop music teaching.

Pop music and popular music

Xu Yuanyong.(2015).pointed that popular music has three meanings: "the fashionable, avant-garde and secular popular music, including jazz, rock music, blues music and country music developed in the first half of the 19th century, the pop music with Chinese characteristics, that is, absorbing the

pop music elements of Europe and America, inherits the traditional music culture tradition of ancient China, integrating the new secular aesthetic form of Chinese today; the third is all popular music".

Zhang Luoxiao&Lu Yiming(2000).pointed that after the end of World War II, in addition to the above styles, popular music developed new musical styles such as rock, new rock, country, soul, blues, disco and so on.

Theoretical framework

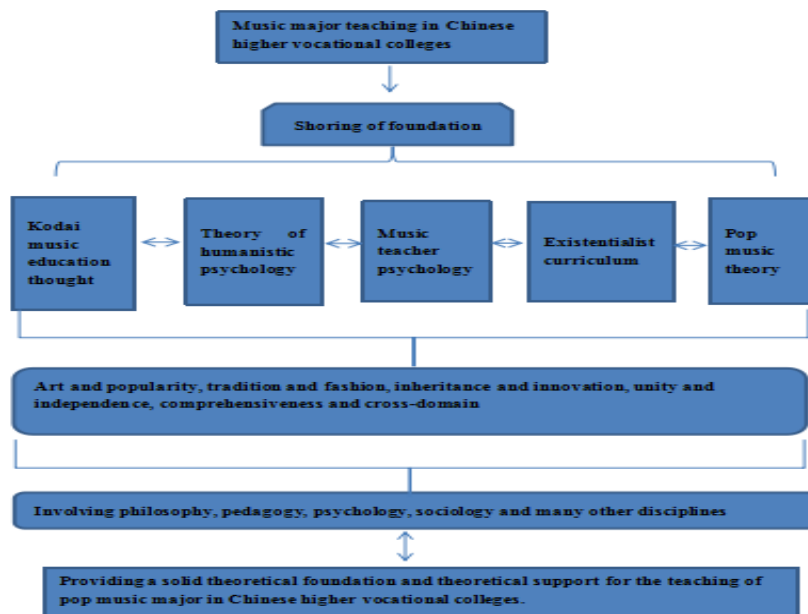


Figure 1: Research framework

3. OBJECTIVES

- Pop music in Chinese higher vocational colleges makes a scientific education plan suitable for pop music education.
- Strengthen the construction of educational theory system and build a perfect education systems.
- Chinese higher vocational colleges have established a pop music talent system.

4. METHODS

The data collection of this paper is done in the method of questionnaire, field investigation, interview, literature research and survey data.

In this study, questionnaire method, field examination method and interview method were conducted between four selected universities and Chinese authorities in pop music education, teachers, educational administrators of some vocational art colleges, graduates and students. In the investigation process, researchers take as many dimensions as possible, so as to achieve a more comprehensive and accurate investigation results. Among the 740 formal samples, as shown in Table 16, in the total sample from four higher vocational colleges, 627 samples are public universities, accounting for 84.7% of the sample; 200 samples are normal universities, accounting for 27% of the sample; 113 samples are private universities, accounting for 15.3% of the sample. Shanxi Vocational College of Arts is the one with the largest enrollment scale and the most comprehensive training level, so the sample number is higher than that of other higher vocational colleges.

The interview objects of this study are: senior figures in the field of pop music education in four selected universities and Chinese vocational colleges, teachers and educational administrators of some universities with pop music majors. Specifically, it is divided into 5 senior figures in the pop music education field, 10 pop music professional teachers in higher vocational art schools, 10 students, and 10 work management and teaching guarantee personnel. The interview is recorded in the form of log, in which the face-to-face interview should be recorded on the premise of obtaining the consent of the interviewees, and the telephone interview should be timely recorded with relevant

information. After the face-to-face interview, the recording should be sorted into text in time, and the telephone interview should be sorted out by the record of the telephone interview. After all the interviews, the interview results should be summarized and sorted out for the next analysis.

5. RESULTS

Analytic result of pop music in Chinese higher vocational colleges makes a scientific education plan suitable for pop music education. (Objective1)

Table 1: Statistical analysis of the colleges and institutions

| | | frequency | percentage | Effective percentage | Cumulative percentage |
|-------|---|-----------|------------|----------------------|-----------------------|
| valid | 1Shanxi Art Vocational College | 335 | 45.3 | 45.3 | 45.3 |
| | 2Changchun Normal University | 200 | 27 | 27 | 72.3 |
| | 3Guangdong Vocational College of Literature and Art | 92 | 12.4 | 12.4 | 84.7 |
| | 4Guangdong ATV Art Vocational College | 113 | 15.3 | 15.3 | 100 |
| | total | 740 | 100 | 100 | |

Source: collation of this study

As shown in Table 1, 240 respondents in the overall sample were boys, accounting for 32.4% of the sample; 500 respondents were female, accounting for 67.6% of the sample. From the results of the questionnaire, it confirms the fact that the gender of music professionals in the quality of training in higher vocational art colleges is unbalanced in the interview.

Table 2: Statistical analysis of the gender

| | | frequency | percentage | Effective percentage | Cumulative percentage |
|-------|---------|-----------|------------|----------------------|-----------------------|
| valid | 1male | 240 | 32.4 | 32.4 | 32.4 |
| | 2female | 500 | 67.6 | 67.6 | 100 |
| | total | 740 | 100 | 100 | |

Source: Collation of this study

As shown in Table 2, there were 18 students under 18, or 2.4% of the sample; 332 aged 18-20, 44.9% of the sample; 313 aged 21-22, 42.2% of the sample; 39 over 23 years, accounting for 1.8% of the sample. According to the results of the questionnaire, the age level of students in music major in universities is mainly 18-20 years old and 21-22 years old, which is an important age stage for the formation of professional consciousness.

Table 3: Statistical analysis of the age of the students

| | | frequency | percentage | Effective percentage | Cumulative percentage |
|-------|---------------------|-----------|------------|----------------------|-----------------------|
| valid | Under the age of 18 | 18 | 2.4 | 2.4 | 2.4 |
| | 18-20 Years old | 332 | 44.9 | 44.9 | 47.3 |
| | 21-22 Years old | 313 | 42.2 | 42.3 | 89.6 |
| | Over 23 years old | 77 | 10.4 | 10.4 | 100 |
| | total | 740 | 100 | 100 | |

Source: Collation of this study

As shown in Table 3, in the overall sample, the majors of music performance, musicology and composition technology are divided according to the national standard of music teaching quality.

According to investigator accounting, there were 401 subjects, accounting for 54.2% of the sample; 326 subjects, accounting for 44.1% of the sample; 13 subjects, accounting for 1.7% of the sample. According to the results of the questionnaire, the training quality of pop music professionals in Chinese higher vocational colleges is mainly composed of music performance and musicology, while few universities have the conditions to train composition technology professionals.

Table 4: Professional statistical analysis

| | | frequency | percentage | Effective percentage | Cumulative percentage |
|-------|------------------------|-----------|------------|----------------------|-----------------------|
| valid | musical performance | 401 | 54.2 | 54.2 | 54.2 |
| | musicology | 326 | 44.1 | 44.1 | 96.5 |
| | Composition technology | 13 | 1.7 | 1.7 | 100 |
| | total | 740 | 100 | 100 | |

Source: Collation of this study

As shown in Table 4, the sources of students in the overall sample include municipal and above cities, counties and rural areas, including 171 respondents from municipal and above cities, accounting for 23.1% of the sample; 189 respondents from county towns, accounting for 22.5% of the sample; 380 respondents from rural areas, accounting for 51.4% of the sample. According to the results of the questionnaire, the students of pop music colleges in Chinese higher vocational colleges are mostly in rural areas.

Table 5: Statistical analysis of students' origin

| | | frequency | percentage | Effective percentage | Cumulative percentage |
|-------|----------------------------------|-----------|------------|----------------------|-----------------------|
| valid | Municipal-level and above cities | 171 | 23.1 | 23.1 | 23.1 |
| | county town | 189 | 25.5 | 22.5 | 45.6 |
| | countryside | 380 | 51.4 | 51.4 | 100 |
| | total | 740 | 100 | 100 | |

Source: Collation of this study

As shown in Table 5, in the overall sample, the educational level of parents, including junior high school and below, senior high school, technical secondary school, 122 respondents of junior college and undergraduate, accounting for 17% of the sample, and 6 respondents, accounting for 7.9% of the sample. According to the results of the questionnaire, the parents of music students have education below high school and technical secondary school. The combination of the origin of the students and the parents' education level can confirm the fact that the teachers generally reflect the low quality of the students in the interview.

Table 6: Statistical analysis of academic qualifications

| | | frequency | percentage | Effective percentage | Cumulative percentage |
|-------|--|-----------|------------|----------------------|-----------------------|
| valid | Junior high school and below | 380 | 51.3 | 51.3 | 51.3 |
| | High school and technical secondary school | 232 | 31.3 | 31.3 | 82.6 |
| | Junior college and undergraduate | 122 | 16.5 | 16.5 | 99.1 |
| | Graduate school above | 6 | 7.9 | 7.9 | 100 |
| | total | 740 | 100 | 100 | |

Source: Collation of this study

As shown in Table 6, the frequency table shows the percentage of the responses of the six options. The higher scores were for the students themselves, professional atmosphere and teacher teaching, which were 29.6%, 28.4% and 22.6%, respectively, significantly higher than the scores of the other two options. Similarly, in the percentage of cases, these three options scored as high as 82.7%, 79.6% and 74.5%, indicating that among the 740 students surveyed, most students believed that academic achievement came from their own efforts, professional atmosphere and teacher teaching as the most important.

Table 7: The academic achievement of the student music major follows the multiple response variable analysis with its answers

| | | Individual cases | Percentage | Percentage of cases |
|------------------------|-------------------------|------------------|------------|---------------------|
| Scholastic achievement | Management system | 460 | 22.2 | 62.2 |
| | Teacher teaching | 551 | 26.6 | 74.5 |
| | Social needs | 430 | 20.8 | 58.1 |
| | Students themselves | 612 | 29.6 | 82.7 |
| | Professional atmosphere | 589 | 28.4 | 79.6 |
| | Else | 18 | 0.9 | 3.8 |
| Total | | 2071 | 100 | 360.9 |

Source: This study was prepared using one to two groups

As shown in Table 7, will decide or encourage students to participate in the music professional practice factors, the response of seven options, including "suitable for me", "have time", "see the activity practical" and "interesting" four options score high, 45.8%, 23.9%, 18.6% and 17.3%, significantly higher than the other three options. Similarly, in the percentage of cases, the four options scored as high as 80.8%, 75%, 54.3%, and 58.1%.

Table 8: The frequency table after the analysis of multiple response variables, prompting students to participate in the music professional practice factors organized by the department

| | | Individual cases | Percentage | Percentage of cases |
|----------------|--|------------------|------------|---------------------|
| Attend factors | Whether there is time | 555 | 23.9 | 75 |
| | Is it right for me | 598 | 25.8 | 80.8 |
| | Is it interesting | 402 | 17.3 | 54.3 |
| | Look at the practicality of the activity | 430 | 18.6 | 58.1 |
| | Rich rewards | 132 | 5.7 | 17.8 |
| | The teacher is interested | 111 | 4.8 | 15 |
| | Else | 89 | 3.8 | 3.8 |
| Total | | 2317 | 100 | 12 |

Source: This study was prepared using one to two groups

In several scales, The average score of "Status of Music Professional Training Quality Table 1" is 39.13, the average score of "Status of Music Professional Training Quality Table 2" is 35.63, the average score of "Evaluation Scale of Talent Training Quality Standard" is 37.82, The score of "Talent Training Mode evaluation Scale" is 52.15, Are all above their respective theoretical average, But did not reach a higher level, Therefore, we believe that the current situation of the training quality training and quality standard of pop music professionals in Chinese higher vocational art colleges is slightly above the average level; In several scales, The highest score was 27.59, Therefore, students majoring in pop

music in Chinese higher vocational colleges believe that the influence of subject initiative is at a high level. Therefore, for the feeling of the four dimensions of pop music professional talent training quality in Chinese higher vocational colleges, the most prominent contradiction is the dimension of talent training mode.

Analytic result of strengthen the construction of educational theory system and build a perfect education systems. (Objective2)

(1) Aesthetic perception

That is to say, perfect perception is realized through aesthetic listening. In the construction of pop music major in higher vocational colleges should make students feel the emotions and attitudes transmitted by pop music works in the process of listening through aesthetic perception, so as to realize the establishment and perfection of self-aesthetic values. In this process, "from pure to compound" should be the core principle that teachers should always adhere to. "From pure to compound" means to realize the reasonable transformation from pure aesthetic perception to compound aesthetic perception. In general, we choose basic music in popular music class is given priority to with positive mainstream pop music, and the teacher is more simple introduction music background requires the students to listen to the music in the form of teaching, the teaching method "and less", called "pure aesthetic perception", seems to promote the correct aesthetic values education, the students actually not into the brain into the heart, education effect of natural impossible. In other words, aesthetic teaching is not empty moral preaching, but simple aesthetic perception in a sense is more like a kind of "alternative preaching", routine routine boring feelings, can not directly hit the hearts of the educators, can not achieve the due effect of aesthetic education. therefore, In order to truly realize the establishment of students' aesthetic values, Must promote the effective application of composite aesthetic perception in the classroom, So-called "composite aesthetic perception", That is to realize students' "valuable and emotional listening", Teachers should fully tell students the origin of the creation of each typical pop music work creation process of the background and cultural characteristics and other content, A comprehensive introduction and analysis of the songwriters and singers of the work, on this basis, Guide students to try to listen with emotion and intellectual background, Being in the environment reflected by the work, While making listening more valuable and making the students feel empathy, And then they are willing to accept the values conveyed by the work itself.

(2) The realization of "cultural people" in the teaching process

If the acquisition of knowledge is the core essence of knowledge education, the cultural education is the comprehensive development of knowledge education, it on the one hand, the importance of knowledge education, on the other hand, emphasize on the basis of acquiring knowledge also want to fully grasp the meaning of knowledge, make students master the knowledge more complete more attractive more practical value. Therefore, the teaching of pop music in higher vocational colleges should realize "cultural people" in the teaching process. First, it can change the narrow pop music knowledge into the promotion of pop music culture, realize the new value of professional art education; second, it can continue to expand the extension of its own concept, guide students to view the cultural differences and characteristics correctly on the basis of discussing the Chinese and Western culture reflected in pop music, and enable students to understand the Chinese and western culture in the process of cultural and immersive culture, and establish the national culture confidence. In the teaching of pop music in higher vocational colleges, in addition to effectively playing the function of education in cultivating students and inheriting Chinese excellent culture, it can also play a positive role in the cultivation of private morality such as students' personal quality, and its educational achievements still need to be explored and explored.

(3) "Create education" concept

Create education concept under the influence of the teaching process of teaching "teaching" and "learning", its effect is far beyond the category of art education itself demand, by creating education to improve students' creative ability, achieve "art can ascend" has become the basic goal, and on the basis of upgrading the comprehensive awakening of students' creative consciousness and the

creative ability of comprehensive promotion, will gradually become a new era of China vocational colleges to undertake new tasks and new mission.

(4) Promote academic research in pop music majors

The teaching of pop music major in Chinese higher vocational colleges should strengthen the academic research, in order to serve the professional teaching and talent training, and effectively improve its scientific and professional nature. Taking one with another, This chapter discusses the core practice strategies of pop music major teaching in Chinese higher vocational colleges — course planning, teaching design and subject support, In essence, the following relationship exists: Discipline support is the foundation, Instructional design and curriculum planning constitute a combination of "longitude and latitude", Only to build a solid foundation, To realize the scientific planning of "longitude and latitude", In order to fundamentally promote the teaching of pop music major in Chinese higher vocational colleges in the practical dimension, And at the same time, Other relevant ancillary practice strategies are equally indispensable, The joint development of core and auxiliary practice strategies, It is an important symbol of the new leap forward in the teaching of pop music major in Chinese higher vocational colleges.

Analytic result of Chinese higher vocational colleges have established a pop music talent system. (Objective3)

(1) Practical strategy of talent training.

At present, in the teaching process of pop music major, the construction of practice base is being paid more and more attention. Various universities have introduced systems to carry out "joint training" with government troupes, off-campus institutions and related enterprises, providing a large number of relatively rich and selective practice bases for students. However, in the process of pop music professional off-campus base construction in the future, we should still pay attention to achieve "several outstanding". For example: to highlight the main body position of colleges and universities. To clear the practice is part of the university curriculum system, talent training link, although will bring to build units, but the practice is the main purpose of service school education teaching work, so the school in the process to build the dominant position, avoid students in the base "heavy field practice, heavy performance light teaching". To highlight the important position of the practice base in the process of practice teaching. In the process of teaching practice of pop music major, we should give full play to the role of off-campus practice base. It is necessary to highlight the "practical professionalism" of the off-campus practice base, and fully mobilize the relevant resources of the base, such as commercial operation resources and media resources, to serve students' practical teaching links in an all-round way. In addition, conditional colleges and universities should also be based on extensive exploration of existing campus practice base construction work, campus practice base has "high security, low time cost, nearby guidance" various advantages, so colleges and universities with the relevant college, authority department to build the campus practice base, provide students with performance exchanges, academic exchanges, and other practice platform, in the effective supplementary practice base construction at the same time to further realize the further development of professional education.

(2) The second classroom education system.

For pop music major after graduation career choice and career direction and the requirement of the career "innovation" core ability, design "simulation agent" elite, "Internet +" acting company operating competition, "I am a pop singer", "project" vocational training activities, to cultivate students' pre-job consciousness, job ability, career development ability as the core task, design "pop musicians business plan competition", "simulation" concert "and" innovation " project, focusing on cultivating students' innovative entrepreneurial consciousness and basic entrepreneurial ability. Through the systematic promotion of these two training modes, the "seamless connection" of pop music talents and social needs can be realized while improving the second classroom activities.

Optimize the implementation of the "multi-platform joint training mode". In the process of training pop music professionals, we should fully learn from the strengths of other majors, actively guide the students of our majors to "go out", and fully implement the "multi-platform joint training". To rely on the second class rich student activities, build "international academic and practical communication

platform", and foreign pop music professional construction better school schools, promote the orderly operation of communication and sending mechanism, actively send outstanding students abroad and abroad for short-term, long-term, study, performances, communication, to broaden students 'vision, enhance the internationalization of students' professional learning, in promoting students' practical ability and enhance the level of theoretical research.

6. CONCLUSION

1. Pop music in Chinese higher vocational colleges makes a scientific education plan suitable for pop music education.

In China's higher vocational art colleges, the quality status and the influence of quality standards is slightly above the average level; Students majoring in pop music in Chinese higher vocational colleges believe that the influence of subject initiative is at a relatively high level. For the feeling of the four dimensions of talent training quality of pop music professionals in Chinese higher vocational colleges, the most prominent contradiction is the dimension of talent training mode.

2. Strengthen the construction of educational theory system and build a perfect education systems.

1. Aesthetic perception
2. The realization of "cultural people" in the teaching process
3. "Create education" concept
4. Promote academic research in pop music majors

3. Chinese higher vocational colleges have established a pop music talent system.

1. Practical strategy of talent training.
2. The second classroom education system.

7. DISCUSSION

First, the basic enlightenment of the development of pop music professional education abroad. At present, the academic community has initially carried out research on the development of pop music professional education abroad, such as the analysis and research of pop music professional setting and education teaching of University of Berkeley, Alabama State University, University of North Texas and other schools. If research points out, "Berkeley provides a huge elective courses, including the acoustic and electroacoustic courses, American root music, music design, commercial record production, music, drama, English, history, musical repair, Mediterranean music, music, society, music technology, music, music, Latin music, philosophy, psychology, recording and production for musicians, jazz music and pop music theory, video game soundtrack, visual culture and new media research, television and new media music writing this 20 elective course". This is consistent with Liang Junyi's (2016) theory. However, compared with other fields, there is still relatively little research in this field at present, and there is still a large room for research in the future.

Second, research on the construction system of evaluation and index system of pop music majors in Chinese higher vocational colleges. The latest fifth round of discipline evaluation of education shows that the overall evaluation system of art majors has been relatively sound. On this basis, the future academic research can be for pop music professional teaching evaluation system and index system of in-depth, in order to provide popular music professional teaching with more authoritative, standard teaching reference, at the same time can help researchers and educators constantly reflect on their own research and practice, and further promote the sustainable development of pop music professional teaching in colleges and universities.

Third, at present, "pop music has appeared in a large number of primary and secondary schools in China, and the Department of Basic Education of the Ministry of Education has put forward in the textbook compilation requirements that the compilation of textbooks should take into account the organic combination of tradition and modernity, classical and general, and Chinese music culture and the world's multicultural". In view of this, In the following research and practice process, Colleges and universities should be linked with basic education, To be "close to the mass culture orientation, Insight into the new aesthetic needs, Establish a rational hierarchy in the education system, Construct the level of pop music education in the primary school-Middle school-University, Teaching according

to their own different educational requirements ", Then from research to practice level to try to build "basic education-higher education" integrated pop music education system, Make pop music education just like any other music education, Form a regular and consistent system of education, This is conducive to the spread of the positive energy of pop music, It is also conducive to the construction of pop music majors in colleges and universities, It is more conducive to the dissemination and cultivation of socialist core values through pop music among young people. This is consistent with Wu Huimin's (2013) theory.

8. RECOMMENDATIONS

1. Strengthen the development of teachers. Musicians with rich practical experience are hired as part-time teachers to complement the full-time teachers in the school and improve the teaching quality
2. Improve the curriculum system. To build a curriculum system combining theory and practice, covering music theory, solfeggio and ear training, musical instrument performance, arrangement and production, singing skills and other aspects.
3. Strengthen practical teaching. Increase the proportion of practical training hours, such as recording studio practical operation, live performance, etc., so that students can accumulate experience in practical operation.
4. Establish a school-enterprise cooperation mechanism. Establish long-term cooperative relations with music companies and performing arts agencies to provide internship and employment opportunities for students.
5. Pay attention to the cultivation of innovation ability. Students are encouraged to participate in original music creation, and campus singer competitions, band competitions and other activities to stimulate students' creativity.
6. Introducing international educational resources. Exchange and cooperation projects with well-known foreign music colleges to broaden students' international vision.
7. Optimize the evaluation system. The establishment of a diversified evaluation system should not only pay attention to students' professional skills, but also investigate their comprehensive quality and teamwork ability.
8. Increase capital investment. Schools should increase financial support for pop music majors, improve teaching facilities, and purchase advanced sound equipment and technical software.
9. Strengthen industry research. Regularly organize teachers to go to the front-line music enterprises for research, understand the development trends of the industry, and timely adjust the teaching content and direction.
10. Pay attention to mental health education. Psychological counseling courses are offered to help students cope with learning pressure and professional competition, and cultivate good psychological quality.

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