



RESEARCH ARTICLE

Research on Music Major Curriculum Innovation in Higher Vocational Colleges is based on the Analysis of Investigation and Research Nepal

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ARTICLE INFO	ABSTRACT
Received: May 27, 2024	This paper aims to study that in 1995, when vocational colleges officially became full-time universities recognized by the state, vocational colleges opened the prelude of vigorous reform and development. Most early higher vocational colleges are the transformation and merger of key technical secondary schools. Most of them have problems such as backward teaching materials and teaching methods, low starting point, little experience and weak teachers, which are difficult to meet the development needs of higher vocational education in time. In the past nearly 30 years of development, higher education has generally carried out large-scale. 1、 To the actual situation to understand the professional talent training goals divorced from the society. 2、 To the teaching team to understand the lack of scientific nature of teaching methods. 3、 To the Enrollment and employment are more difficult, and the timeliness of teaching materials is poor.
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INTRODUCTION

Higher vocational college is a new school in the process of China's education system reform, mainly for the society to cultivate urgently needed operational, skilled and advanced applied technology management talents [Yu Minghui, Tang Jianmin. Quality Analysis and Improvement Suggestions of the Annual Report of Higher Vocational Education Quality — Based on the annual quality report analysis of 1433 higher vocational colleges in 2022 [J]. Jiangsu Higher Vocational Education, 2023,23 (1): 55-60.]. In recent years, higher vocational colleges in China have been better developed. In the 2022, there are 3013 institutions of higher learning, 3 compared with 2021, higher vocational schools were 10168 students, and 58.3 million students in 2022,315,900 compared with 2321 and 4.947700 graduates, up 963600 compared with last year, or 24.19%. The expansion of the scale.

Research Objectives

1. Optimize the school-running idea, accurately define the talent training objectives, and establish a good image.
2. Reform the talent training mode; optimize the curriculum system; and improve the teaching staff.
3. Solve the problem of enrollment and employment; reform the curriculum content and accelerate the process of textbook construction.

LITERATURE REVIEW

of literature published in the last two years is higher. The number of relevant foreign literature published earlier is relatively large, and the number of relevant documents published in the past two

years is relatively small. Higher vocational colleges are the colleges with higher theoretical knowledge and professional skills and technical personnel and pay more attention to the cultivation of students' applied technology and practical ability in the teaching content. Scholars at home and abroad have carried out analysis of higher vocational colleges and can classify higher vocational colleges from abroad and abroad: Higher vocational colleges first appeared abroad. In the 1990s, the competition of developed countries in the field of trade became fiercer, which shook the dominant position of the United States in the world.

After various investigations, the American economic community and labor industry believe that the low quality of labor is the main reason for the decline of the export competitiveness of most American industrial products. With increasing unemployment, there is a serious shortage of professionals needed for high technology, especially for information development. In response to the low professional quality of the new workforce, the US Department of Education and the Department of Labor jointly introduced the School to Employment Act, which requires schools to implement the learning plan of corporate training based on vocational education. Later, other Western countries have also made a lot of efforts in the development of higher vocational colleges.

middle school, vocational high school and vocational school, can complete the necessary higher education studies they need through the education over For example, in the United States, Germany, Switzerland, Singapore, Australia and other countries, higher vocational education has achieved excellent development, gained a world-recognized high level of education and a good social reputation. In different periods of development, American higher vocational colleges have the corresponding process of legal formulation and promulgation. In the Morrill Act promulgated by the United States Congress in 1862, the land allocation was adopted to support the construction of higher schools that serve the development of industry and agriculture, and improved the level of vocational education [Mamiseishvili K, Stuckey A. Foreign-born academic leaders in U.S. higher education. [J]. Journal of Diversity in Higher Education, 2022.]. The Smith — Hughes Act of 1917 first addressed the curriculum and appropriation of vocational education, stripping vocational education from the general education system. The governance subjects of higher vocational colleges in the United States include government, community, enterprise and so on, and different subjects play their own roles.

For example, the government departments issue policies to promote education equity and provide school funds; enterprises have the decision-making power and voice, jointly formulate the plan to train professional talents with schools, participate in the development of educational resources and professional courses, and effectively participate in the training of talents The legal basis for the establishment of German colleges is the Agreement on the Development of Federal State Colleges issued in 1968, The establishment of "dual system" is based on the Vocational Education Law promulgated in 1969 [Deissinger T. Problems and Developments in the German Vocational Education and Training System: the critical relationship between different streams in post-compulsory secondary education [J]. Konstanzer Online-Publications-System (KOPS), 2022].

In the Vocational Education Promotion Law promulgated in 1981, it has for the first-time linked training needs with vocational education, pointing out that vocational education is not only contributing to the sustainable economic development of the country, but also striving to meet individual needs. In Germany, no matter what kind of education they receive, students can choose the development path that meets their own needs at the appropriate education node. After graduation, German junior high school students have three choices, which, liberal arts and science It includes federal and state laws, including vocational education and training law, labor law, vocational education and training funding law. Early emphasis on the connection between general higher education and higher vocational education, in 1985-1987, the Federal Commission on Higher Education pointed out that accelerating the credit conversion between higher education and vocational and technical education [Gavin, Moodie.

The missing link in Australian tertiary education: short-cycle higher education [J]. *International Journal of Training Research*, 2014.]. Higher vocational schools in Australia are mainly held in the state (territory) government departments, widely involved in the society and dominated by the industry. Enterprises put forward the specifications and objectives for talent training according to their own needs, and industry associations formulate talent training goals, participate in the formulation of higher vocational education policies, and regularly evaluate the teaching effect and curriculum quality of schools. Research status of domestic higher vocational colleges. In China's higher education, higher vocational education is a very important form, undertaking the important task of conveying application-oriented and senior skilled talents for social and economic development, and its important position is beyond doubt.

In the Higher Education Law promulgated in 1998, the category of institutions of higher learning is clearly mentioned, including ordinary institutions of higher learning and higher vocational schools. In 2006, the Ministry of Education issued a document on the teaching quality of higher vocational education, which clearly stated that as one of the types of higher education, higher vocational education undertakes the mission of cultivating senior skilled personnel needed in the front line and plays an irreplaceable role in China's socialist modernization construction.

Conceptual Framework

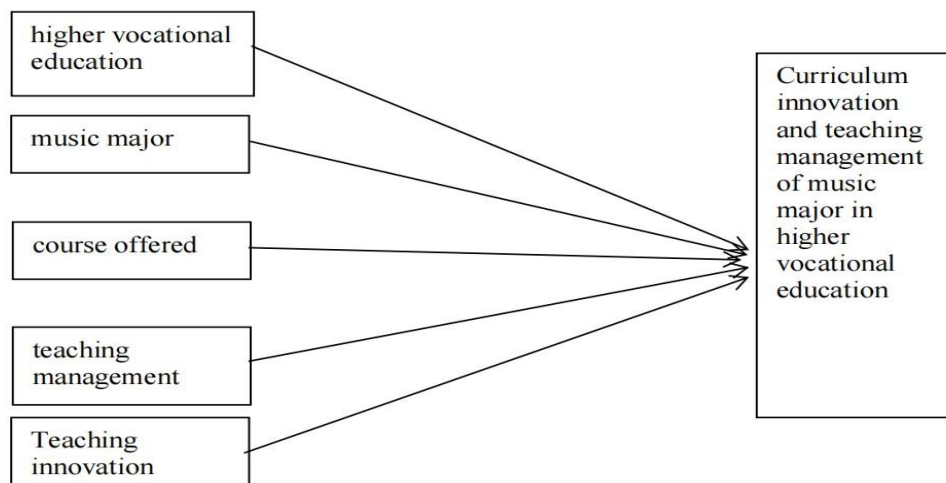
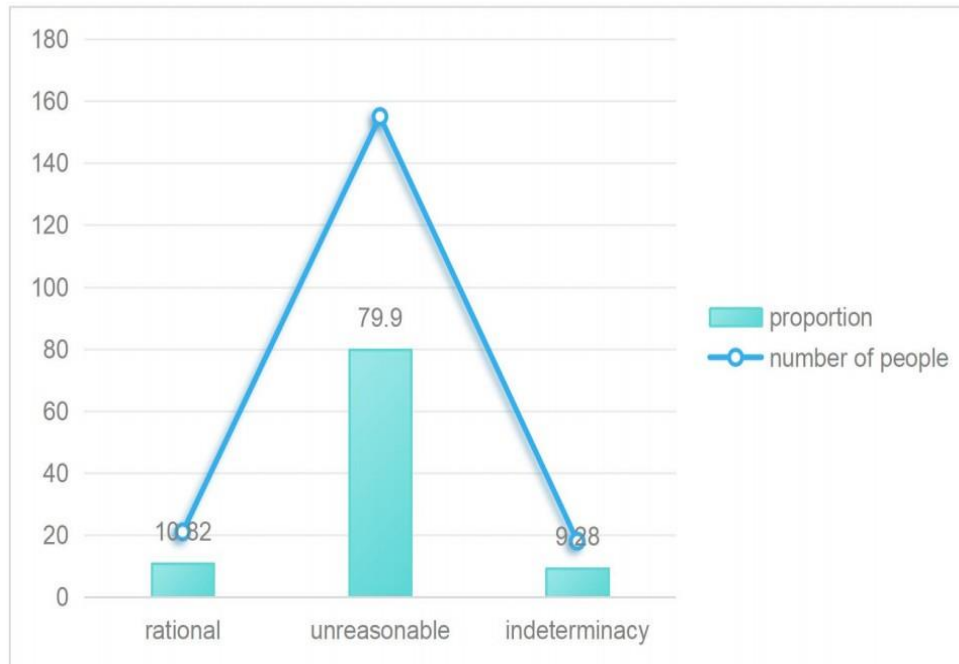


Fig.1 Conceptual Framework

RESEARCH METHODOLOGY

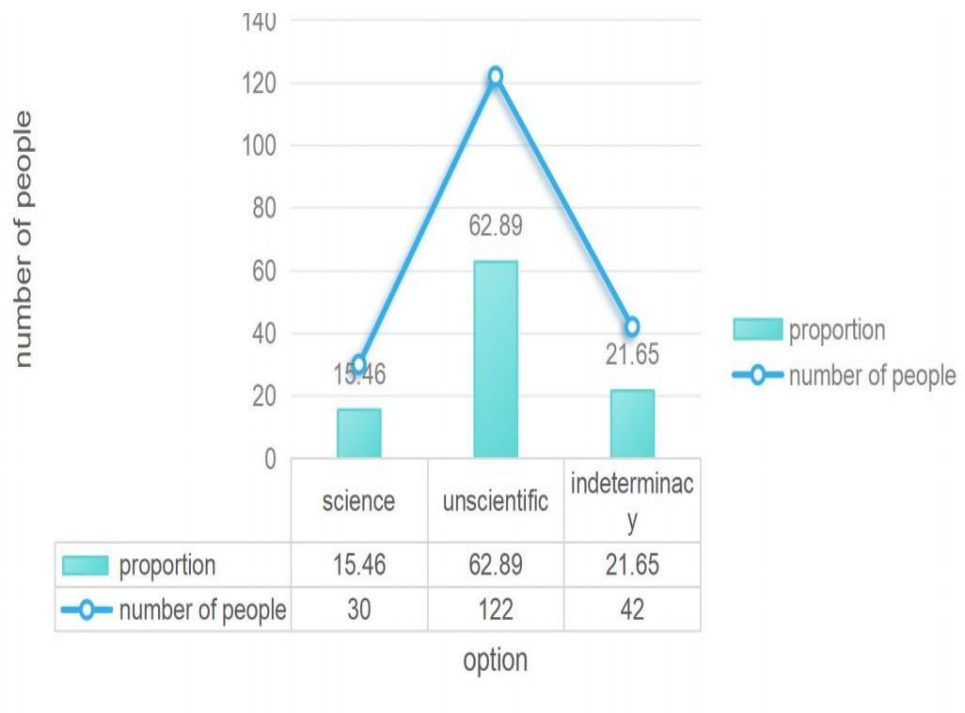
Qualitative research method Observation, interview, action research and case study. The qualitative research method used in this study, mainly the interview method. In the interview, semi-structured interview is adopted. First, the interview outline is set, then the students and teachers who need to be interviewed are determined, and finally the interview is implemented. Meanwhile, attention should be paid to the record of the questions and answers in the interview. Quantitative research method Quantitative research method is a statistical analysis based on data. Through the collection, collation and analysis of a large amount of data, quantitative description and interpretation of research problems, so as to obtain scientific and objective research conclusions. In this study, the questionnaire method was selected to set up the student volume and the teacher volume respectively. By setting standardized questions and options, data samples were collected and analyzed, and more reliable and objective research results were obtained.

RESEARCH RESULTS

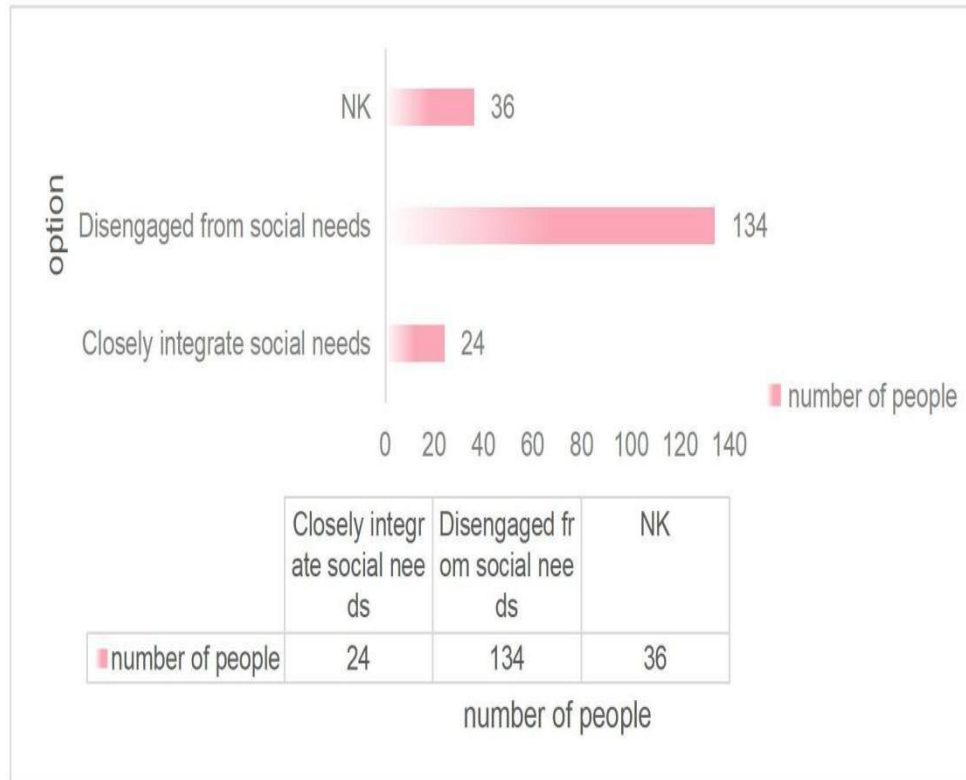


The teaching of music major should transmit the national culture and the world diversified music culture to students, not only promote the improvement of students' professional quality, but also improve their comprehensive quality. The curriculum should be closely connected with folk culture, history, religion, nationality, etc. However, there are still some problems in the specific teaching content setting of music majors.

Table 1 shows the survey results of the students' rationality of the music major courses in their schools.



According to the statistical results in the figure above, 122 students think that the teaching evaluation method of their school music major is unscientific, accounting for 62.89%, and only 30 students think that the teaching evaluation method is scientific, accounting for 15.46%. The result show that most students think that the teaching evaluation method is unreasonable. If the current teaching evaluation method is not optimized in time, it may affect the subsequent teaching effect and evaluation effect.



Music major has a strong practical characteristic, so the training goal of music major students in higher vocational colleges should also pay attention to the improvement of students' practical ability. Moreover, the social demand for music talents is a changing process, and higher vocational colleges need to adjust the talent training objectives according to the changes in demand. In fact, the talent training goal of higher vocational colleges is not adjusted for a long time after being determined.

According to the survey results on the music professional talent training goals of their school in Figure 4-1, 134 students said that the music professional talent training goals of their school were out of social needs, while only 24 students believed that the talent training goals were closely.

DISCUSSION

The hypothesized relationship in the study is that society, schools, students, teachers and parents will all affect the innovation effect of music curriculum in higher vocational colleges. Scholars have also conducted research on the related factors affecting the effect of curriculum innovation. The existing research can be divided into the current situation of the construction of the music curriculum system in higher vocational colleges and the influencing factors of the curriculum innovation and reform of music-related majors. Details are as follows.

The construction status of music course system in Higher vocational colleges. The main task of higher vocational education is to send a large number of high-quality technical talents to the society. The importance of opening music majors in higher vocational colleges, the construction of curriculum

system and the effectiveness of students' learning have become the focus of the construction of music curriculum system in higher vocational colleges. Chen Yifei (2004) that the development of music education in higher vocational colleges, should face the market, cultivate the society needs the comprehensive quality of comprehensive technical personnel, he put forward the music education can improve higher vocational students learning interest, and through noble, wonderful music inspired their enthusiasm for learning and life, at the same time of listening to art, reflect on yourself, with a peaceful and healthy mood in the face of study and work, correctly treat their social orientation. Wang Yichuan (2007) focuses on analyzing the positive role of music education to student moral education, should overturn the way of moral education and ideological and political education, art education through the vivid carrier of aesthetic and moral education, implementation of higher vocational college students' positive benign management mode, promote the development of higher vocational education.

Sun Yafei (2008) analyzed the necessity of music education in higher vocational colleges from the perspective of cultivating students' overall personality Li Yan (2008) started from the main problems of public music. Education in colleges and universities, analyzed the course design of public music education in colleges and universities and put forward improvement measures. She believes that the problems in music education in colleges and universities include limited curriculum resources, insufficient curriculum, weak teachers and music education.

Insufficient facilities and other problems. Yang Xilan (2008) and Wen Zheng Rong (2007) made a comprehensive analysis of the current situation of higher vocational music education. They believe that the main problems existing in higher vocational music education include the serious lack of curriculum resources, the unclear teaching objectives, and the lack of systematic and standardized teaching content.

The curriculum setting is single, the teaching material content is old, and the teaching method is monotonous. Teacher's status is in an awkward situation, etc. Influencing factors of the innovation of college music courses. Qian Jie (2011) carried out the empirical analysis of the influencing factors of college students 'music quality teaching and adopted the investigation method and observation method analysis.

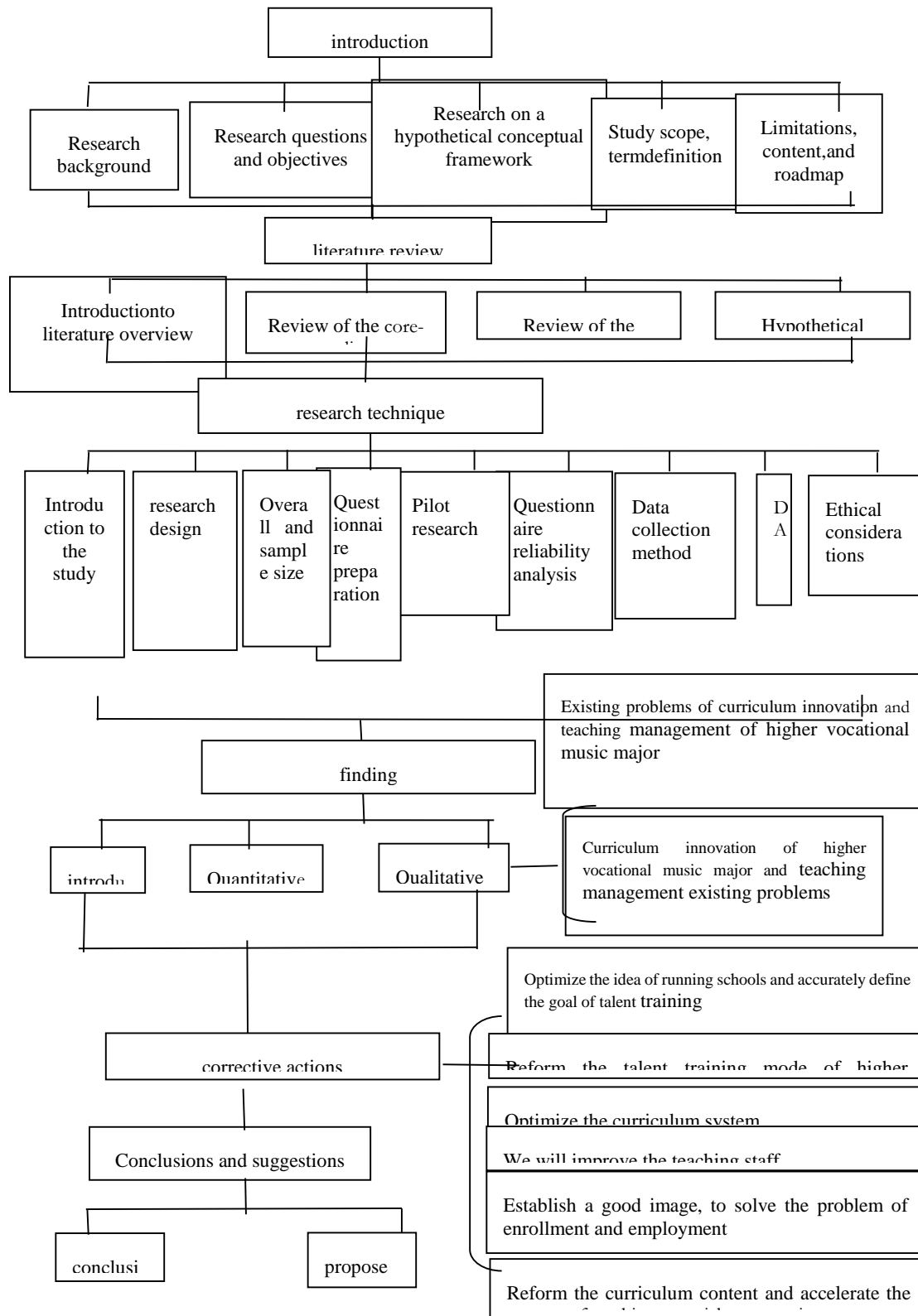
The results showed that students' emotional factors, learning motivation, learning attitude and so on are the main influencing factors. Su Jun (2014) took Shangluo College, a local university in southern Shaanxi, as an example, analyzed the factors affecting the teaching quality of music major, and put forward countermeasures.

The influencing factors mentioned in the study include the subjective and objective factors of teachers, student factors, including the source of students, the differences in cultural literacy, teaching environment factors, including school hardware facilities, school teaching environment atmosphere, parents' support degree, etc.

The proposed improvement countermeasures are enhancing the construction of teachers' ethics, promoting the improvement of teaching environment, enhancing teaching management and implementing differentiated teaching. Bi Xiaoru (2019) used AHP method to analyze the influencing factors affecting the implementation effect of innovation and entrepreneurship education reform in colleges and universities, which mentioned several factors of schools, teachers and students, aiming to provide objective reference for the design of specific reform plans through factor analysis.

From the perspective of teachers 'teaching behavior, Zhan Lin (2021) has carried out an empirical analysis of the factors affecting the teaching effect of undergraduate colleges and universities. The results show that the education management departments of colleges and universities, teachers' responsibility and professional ethics are all direct influencing factors.

Knowledge from Research



CONCLUSION

Research that samples university music currently specific problems in curriculum innovation and teaching management are professional personnel training target from social demand, curriculum system set relatively rigid, teaching methods and evaluation method lack of scientific, teaching staff construction need to improve, enrollment and employment, more difficulty, the timeliness of the teaching material is poor. The reasons for these problems include students' own factors, school, teachers and parents' factors. Combined with the results of questionnaire and interview, it is believed that the most important influencing factor is the school factor.

Suggestions

Optimize the idea of running schools and accurately define the talent training objectives. In the formulation of talent training goals, higher vocational education must be different from ordinary colleges and universities, fully show the characteristics of higher vocational colleges, and the training objectives should have dynamic characteristics. The goal of higher vocational training is to summarize the performance of social needs, but also the basis of teaching plan formulation, so it should have the characteristics of teaching practice activities and social needs.

Reform the talent training mode of higher vocational music professionals. Higher vocational education has unique characteristics, so there are also some specific degrees in talent training. The talent training mode constructed should also highlight the personality of higher vocational colleges. Before the reform of music professional talent training mode, we should fully understand the characteristics of higher vocational talent training mode, Determine the principles to be followed in talent training In order to build a unique talent training mode of music majors in higher vocational colleges, it is necessary to follow some basic principles. (1) adhere to the guiding role of market demand and cultivate capable talents. (2) Cultivate quality-oriented talents according to the professional needs.

The skills and skills learned by the music major are usually mastered through repeated and long-term practice and practice after understanding some theoretical knowledge points, which are also some common points in the study of the music major in ordinary universities and higher vocational colleges. Combined with the characteristics of music major, it is necessary to skillfully integrate professional skills into practical positions, learn theoretical knowledge based on students' practical activities, and improve the level of professional skills. To enable students to develop in an all-round way, they also need to master professional related qualities, such as creativity, communication skills, self-learning, cooperation with others, communication with others and so on, etc. Introduce open learning methods Music teaching activities already have the characteristics of openness, which is related to the situation of music majors themselves.

Deepen the reform of education mode. The emergence and development of higher vocational education conforms to the needs of The Times, adheres to the practical and practical teaching principles, and attaches importance to the cultivation of people's practical ability.

Optimize the curriculum system. The ultimate goal of reforming the curriculum system of music major in higher vocational colleges is to make students achieve harmonious and all-round development and achieve the range of educational goal.

Innovate the course forms (1) Optimization and improvement of the curriculum system. The rationality of the curriculum should be clarified from the specifications of talent training in higher vocational colleges. (2) Enhance the expansion of the research content. We can set up some elective courses to expand the research content of specialized courses. (3) Expand the proportion of practical links in the curriculum system.

One of the key links of the reform of high-quality music major is to enhance students' professional skills training. Increase the proportion of practical courses. In introducing the teaching of post practice teaching activities in the classroom teaching, 2-4 class hours can be arranged in the teaching schedule, which will run through the whole music major teaching.

Optimize the evaluation system The evaluation system is more like a hidden baton that can guide the development of higher vocational education. This requires higher vocational colleges to build a more reasonable, effective and scientific evaluation system, which needs to adhere to the dominant position of students, the dominant position of teachers, take students' employment as the main goal, and carry out multi-means, multi-channel and all-round evaluation. Improve the management system The development of music teaching activities also needs to build a perfect teaching management system, which is composed of professional music education institutions, professional teachers and fixed teaching and research sections. At the same time, we should formulate reasonable teaching plans, perfect standard system, and set up specialized personnel responsible for planning and arranging the courses of music students. Improve teachers' educational level Although the comprehensive level of a teacher cannot be directly measured by the level of education, but it can reflect a person's learning ability. Ability can be transferred, the learning level can also be improved, but also can drive the improvement of other abilities.

The main way for higher vocational college teachers to improve their academic qualifications is for professional graduate students. The key channel for in-service teachers' knowledge update and professional level improvement is to go to the front line of enterprises or colleges, directly participate in professional related work, update comprehensive knowledge and improve professional level through post practice, that is, post practice. Accelerate the training process of "double-teacher" teachers The requirements of "double-qualified" teachers are relatively high, which requires teachers to have solid theoretical knowledge, but also need to have the corresponding social practice ability, comprehensive quality, with a certain professional orientation. "Double-qualified" teachers should not only use their academic qualifications and certificates as the measurement standard, which means that the teachers with many certificates and high academic qualifications are not necessarily "double-qualified" teachers. In the process of cultivating "double teacher" teachers, it is necessary to train them from two aspects: first, pay attention to the training of individual teachers' quality; second, set up "double teacher" teacher group in schools.

Most teachers in higher vocational colleges directly come to the school after graduation from the school, quite lack of industry background, advanced concepts and knowledge, and the teaching methods and methods used may lag behind. In the process of training "double-qualified" teachers in the school, some famous actors, experts and scholars with high comprehensive quality, strong working ability and high technical level can also be introduced from enterprises and professional schools as a supplement to the teachers in the school.

After entering the campus, these technical teachers can play a positive role in students' understanding of the job requirements, management, corporate culture and professional skills, and can also help to broaden the horizon of teachers in the campus. At the same time, attention should also be paid to the cultivation of technical teachers outside the school, so that they can teach students professional skills with more disciplinary teaching methods, and master scientific emotional communication methods and verbal expression ability. Training mode, and provide policy support, to obtain better interactive result.

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