

Reform of Talent Training Mode for Art Subjects (Music, Fine Arts and Dance) in Vocational Colleges from the Perspective of Industry-Education Integration

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Abstract: This paper explores the reform of the talent training mode for art subjects (music, fine arts, and dance) in vocational colleges from the perspective of industry-education integration. By analyzing the existing problems in current art talent training, and combining the necessity and advantages of industry-education integration, this paper proposes strategies for building an industry-education integrated talent training mode. These strategies include optimizing the curriculum system, strengthening practical teaching, building a "dual-teacher" faculty team, improving the evaluation system, and establishing a long-term mechanism for school-enterprise cooperation. The aim is to enhance the quality of art talent training in vocational colleges through reform, meeting the demand for high-quality art talents in society.

Keywords: Industry-Education Integration, vocational colleges, art subjects, talent training mode, teaching reform

1. Introduction

As society develops and culture thrives, the art industry demands diverse and high - quality talents. Vocational colleges, key for art talent training, have a mode influencing talent quality and industry development. Currently, there are issues in art (music, fine arts, dance) talent training in vocational colleges, like theory - practice divide and teaching-enterprise needs mismatch. Industry - education integration, achieved through school - enterprise cooperation for resource sharing, aims to cultivate market - fit talents. In vocational art training, this integration can boost students' practical and innovative skills, align teaching with industry demands, and enhance talent training effectiveness.

2. Analysis of the current talent training situation for art subjects in vocational colleges

2.1 Talent training objectives are detached from market demand

At present, some vocational colleges focus too much on the imparting of theoretical knowledge in setting the talent training objectives for art subjects, while neglecting the cultivation of students' practical and innovation abilities. This results in graduates lacking competitiveness in the job market and being unable to meet the actual needs of enterprises. According to relevant data, the art industry has a strong demand for talents with practical experience and innovation ability, but students trained by vocational colleges often fall short in these aspects. [1]

2.2 Unreasonable curriculum system

The curriculum system of art subjects in vocational colleges often focuses too much on the completeness of the discipline system while neglecting the connection with industrial demands. Some course contents are outdated and updated slowly, failing to keep up with the development of the art industry. The proportion of practical courses is low, failing to meet the needs of cultivating students' practical abilities. In addition, there are few cross-disciplinary courses, which are not conducive to improving students' overall quality.

2.3 Weak practical teaching links

Practical teaching is an important part of talent training for art subjects in vocational colleges, but there are many problems in the practical teaching links of some vocational colleges. For example, insufficient practical teaching resources, limited practical teaching conditions, and irregular practical teaching management. These problems make it difficult for students to get sufficient exercise and improvement during practice, affecting the effectiveness of practical ability training.

2.4 Faculty team construction needs strengthening

The faculty team of art subjects in vocational colleges is one of the key factors affecting the quality of talent training.

Some vocational colleges' faculty teams have problems such as unreasonable structure and insufficient practical experience. Some teachers lack work experience in enterprises and find it difficult to integrate industrial demands into teaching. Young teachers also face many challenges in their training and development. [2]

3. Necessity and advantages of industry-education integration in talent training for art subjects in vocational colleges

3.1 Necessity

Industry-education integration can enable vocational colleges to pay closer attention to market dynamics and enterprise demands, and adjust talent training objectives and curriculum systems in a timely manner to adapt to market changes. By cooperating with enterprises to conduct practical teaching activities, students can be exposed to real working environments and project tasks, thereby enhancing their practical and innovation abilities. Industry-education integration can also achieve resource sharing and complementary advantages between schools and enterprises, improving the utilization efficiency of educational resources.

3.2 Advantages

Industry-education integration can make vocational colleges more clearly understand enterprises' staffing demands, thereby conducting teaching activities in a more targeted manner and improving the relevance and effectiveness of teaching. By jointly training talents with enterprises, vocational colleges can introduce advanced concepts and technical means from enterprises, improving the quality and level of talent training. Industry-education integration can also promote the combination of industry, education, and research between vocational colleges and enterprises, driving technological innovation and results transformation, and injecting new vitality into the development of the art industry.

4. Reform strategies for the talent training mode of art subjects in vocational colleges from the perspective of industry-education integration

4.1 Optimize the curriculum system to align with industrial demands

Vocational colleges should adjust the curriculum system according to the development trends of the art industry and the actual demands of enterprises. Increase the setting of cross-disciplinary courses to broaden students' knowledge and vision; strengthen the proportion of practical courses to improve students' practical and innovation abilities. Vocational colleges should closely monitor the latest dynamics and technological progress in the art industry, and update teaching content and textbook systems in a timely manner. Introduce advanced concepts and technical means from enterprises to make teaching content more practical and cutting-edge. Vocational colleges can also build a modular curriculum system based on different fields and job demands in the art industry. Students can choose corresponding modules for study according to their interests and career plans, improving the relevance and effectiveness of learning. [3]

4.2 Strengthen practical teaching to improve students' practical abilities

Vocational colleges should partner with enterprises to build practical bases, giving students real - world projects. This enables students to understand industry trends, improving their practical and innovative skills. Adopting project - based teaching, colleges can bring enterprise projects into classrooms, helping students integrate theory with practice and enhance problem - solving abilities.

Moreover, strengthening practical teaching management is essential. Establishing management and evaluation systems for full - process tracking ensures teaching quality.

4.3 Build a "dual-teacher" faculty team to improve teachers' practical abilities

Vocational colleges can bring in enterprise experts as part - time teachers. They not only teach practical knowledge but also participate in school teaching management, promoting industry - education - research integration. For teacher development, vocational colleges should arrange enterprise training and academic exchanges, urging teachers to engage in enterprise projects to enhance skills. Incentive mechanisms are crucial. Rewarding teachers for industry - education integration efforts and incorporating this work into evaluation systems will boost teacher enthusiasm.

4.4 Improve the evaluation system to promote students' all-round development

Vocational colleges need to build a diversified evaluation system. Besides traditional exam scores, they should value students' practical, innovative, and teamwork skills. The colleges can adopt enterprise evaluation standards. Through

internships and training, students can engage in real - world work, and enterprise experts can assess their practical outcomes. Moreover, process evaluation matters. Regular assessments, homework checks, and classroom discussions help understand students' learning status. This allows for personalized guidance according to students' needs.

4.5 Establish a long-term mechanism for school-enterprise cooperation to promote the in-depth development of industry-education integration

Vocational colleges must deepen enterprise cooperation. Beyond building practical bases and internships, they should jointly do tech development and results transformation to energize the art industry. They also need to diversify cooperation. Besides traditional order - based and work - study models, new ones like shareholding and mixed - ownership can be explored for mutual gain. Finally, a guarantee mechanism is crucial. Setting up management and coordination systems, clarifying rights and duties, and strengthening supervision will ensure smooth school - enterprise cooperation.

5. Conclusion

The reform of art talent training in vocational colleges under industry - education integration is a collective task involving the government, schools, and enterprises. Measures like optimizing curricula, intensifying practical teaching, building a "dual - teacher" faculty, refining the evaluation system, and setting up a long - term school - enterprise cooperation mechanism can drive this reform forward. As industry - education integration deepens, art talent training in vocational colleges will see more opportunities and broader prospects.

References

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