

Optimization path for dual-qualified teachers' growth in music performance at higher vocational colleges in Hainan free trade port

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Abstract: Against the backdrop of the construction of the Hainan Free Trade Port (Hainan FTP), the music performance major in higher vocational colleges serves as a core platform for cultivating applied artistic talents. The quality of the dual-qualified teaching faculty directly determines the standard of talent training and the efficiency of cultural development in the Free Trade Port. Currently, dual-qualified teachers for higher vocational music performance programs in the Hainan FTP face prominent problems: insufficient practical capabilities, inadequate school-enterprise collaborative training mechanisms, and a simplistic evaluation and assessment system. Based on the artistic education demands of the Hainan Free Trade Port and the characteristics of the music performance major in higher vocational colleges, this paper explores optimized growth paths for dual-qualified teachers that fit the Hainan FTP's development orientation from four dimensions: improving teachers' professional competencies, refining training mechanisms, optimizing evaluation systems, and strengthening supporting guarantee systems. It aims to provide references for improving the quality of music performance education in higher vocational colleges within the Hainan Free Trade Port.

Keywords: Hainan Free Trade Port; higher vocational music performance; dual-qualified teachers; growth path; school-enterprise collaboration

1 Introduction

As a landmark initiative for China's in-depth reform and opening-up in the new era, the Hainan Free Trade Port urgently needs support from applied talents with both professional expertise and practical capabilities for its cultural development. Higher vocational music performance programs cultivate practical talents for frontline roles in stage performance, artistic guidance, cultural communication and related fields. The competency of dual-qualified teachers—who possess both theoretical teaching expertise and artistic practical skills—directly determines whether talent training can meet the cultural industry development demands of the Hainan Free Trade Port.

At present, the development of dual-qualified teachers for music performance programs in some higher vocational colleges of the Hainan Free Trade Port still faces prominent dilemmas. On the one hand, most teachers are graduates of art academies and lack frontline industry experience, which hinders the integration of cutting-edge cultural industry cases and practical professional skills related to the Free Trade Port into classroom teaching. On the other hand, the school-enterprise collaborative training mechanism is inadequate, offering limited channels for industry artists to participate in teaching and for teachers to conduct in-depth artistic practice. Meanwhile, the evaluation and assessment system prioritizes theories over

practice and attaches more importance to research outcomes than practical processes, restricting the improvement of teachers' practical capabilities. In view of this, combined with the developmental orientation of the Hainan FTP and the professional characteristics of higher vocational music performance majors, this paper explores optimized growth paths for dual-qualified teachers, so as to bolster the high-quality development of vocational art education in Hainan FTP [1].

2 Existing problems in the construction of dual-qualified teachers of higher vocational music performance in the Hainan FTP

2.1 Disconnection between practical capabilities and FTP development demands

The Hainan Free Trade Port integrates diverse artistic resources, encompassing international performances, ethnic cultural integration, and cultural–tourism integration. This places higher demands on the onstage practical competencies and cultural innovation capabilities of music performance talents. However, a large number of current teachers of music performance in higher vocational colleges lack frontline industry experience. Most of them focus merely on theoretical research and academic promotion, with limited participation in professional art troupe performances, cultural and tourism performance project planning, and on-site stage practice. They also struggle to integrate distinctive cultural and artistic projects of the Hainan Free Trade Port — such as the Island-wide Art Festival and Li-Miao ethnic performance programs — into classroom teaching, thereby causing a disconnect between curriculum instruction and industry demands [2].

2.2 Inadequate school-enterprise collaborative training mechanisms

School-enterprise cooperation is the core approach for cultivating dual-qualified teachers, yet current collaboration for higher vocational music performance programs in the Hainan FTP remains superficial and formalistic. For one thing, cooperation between higher vocational art colleges, local professional art troupes and cultural-tourism enterprises remains superficial. It is largely limited to inviting guest lecturers on a part-time basis, without establishing long-term, stable practical training bases for teachers. For another, local enterprises lack enthusiasm for participating in teacher training and have little incentive to provide practical posts and on-site guidance. This hinders teachers from accumulating frontline industry practice experience.

2.3 Simplistic evaluation and assessment system

The existing evaluation system for dual-qualified teachers mostly adopts standards from general universities, emphasizing theoretical achievements such as paper publications and research projects while neglecting practical outcomes including stage performances, artistic practice and industry services. It emphasizes outcome-based academic evaluation while neglecting practical competency assessment, lacking targeted evaluation on the improvement of teachers' practical capabilities and their contributions to the industry. This simplistic system drives teachers to concentrate on theoretical research rather than polishing practical skills, which deviates from the dual-competency positioning of dual-qualified teachers [3].

3 Optimized growth paths for dual-qualified teachers in higher vocational music performance (Hainan FTP)

3.1 Strengthen competency development to consolidate the foundation of dual-qualified teaching

Build a hierarchical and categorized practical training system. Differentiated training plans should be formulated based on teachers' professional backgrounds for novice, developing and senior teachers respectively: Novice teachers shall be arranged to take up temporary postings in professional art troupes and cultural tourism enterprises in the Hainan Free Trade Port, participating in stage performances and project planning to accumulate frontline practical experience; developing teachers will be supported to attend provincial and higher-level vocational skill training programs and international art exchange activities, so as to absorb advanced teaching concepts and performance techniques; senior

teachers are encouraged to undertake the research and development of key cultural performance projects and artistic guidance work in the FTP, thereby enhancing their industry influence and innovation capabilities [4].

3.2 Refine collaborative training mechanisms to open key growth channels

Jointly build school-enterprise practical education bases. Leverage the cultural industry resources of the Hainan FTP, and cooperate with high-quality local art troupes and cultural tourism enterprises to jointly construct practice bases for dual-qualified teachers. Enterprises provide practical posts and projects for teachers, while colleges offer talent training and artistic consulting services for enterprises, forming an integrated school-local cooperation model featuring mutual complementation and win-win development. Meanwhile, teachers' practical performance is included in enterprise assessment to mobilize enterprises' enthusiasm for participation.

Set up innovative teaching teams of dual-qualified teachers. Focusing on distinctive music performance projects of the FTP (such as Li-Miao ethnic performances and island folk cultural performances), innovative teaching teams composed of college professional teachers, industry experts and enterprise technical backbones are established. These teams jointly develop curriculum resources, compile teaching materials and advance teaching reform. Collaborative teamwork effectively improves teachers' comprehensive competencies, enabling individual professional growth and collective team development [5].

3.3 Optimize the evaluation system to stimulate internal growth motivation

Construct a dual-competency oriented evaluation system. Break the simplistic theoretical evaluation model and establish a two-dimensional evaluation system covering theoretical teaching ability and artistic practical ability: Theoretical teaching ability involves teaching design, teaching effectiveness and student feedback; artistic practical ability includes stage performance proficiency, achievements of artistic projects, industry service contributions and practical teaching outcomes. The weight of artistic practical ability is set at no less than 40%, guiding teachers to attach importance to improving practical skills.

3.4 Improve the supporting guarantee system to underpin sustainable development

Enhance resource support for professional development. Increase resource investment in cultivating dual-qualified teachers for higher vocational music performance majors, build a localized practical teaching resource library for music performance in the Hainan Free Trade Port, and integrate cutting-edge industry cases and artistic resources. Allocate special funds for dual-qualified teacher training to support teachers in participating in practical training, international exchanges and project research and development.

4 Conclusion

The cultivation of dual-qualified teachers for higher vocational music performance in the Hainan Free Trade Port is a systematic project. It needs to address dilemmas in competency improvement, mechanism construction, evaluation reform and guarantee support based on the demands of FTP cultural development and the characteristics of higher vocational art education. By strengthening the cultivation of teachers' dual professional competencies, improving school-enterprise collaborative training mechanisms, optimizing the multi-dimensional evaluation system, and refining the supporting guarantee system, a high-caliber dual-qualified teaching team tailored to the development positioning of the Hainan Free Trade Port can be built. This will cultivate more music performance talents with both professional expertise and practical capabilities for the Hainan FTP, thereby boosting the high-quality development and prosperous growth of its cultural industry.

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Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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