



NEW GUIDELINES FOR ORGANIZING MUSIC TEACHING FOR HIGHER EDUCATION
INSTITUTIONS



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INSTITUTIONS

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This article focuses on the status of organizing music teaching in higher education institutions and providing a new guideline for high education institutions[SJ1] . The objective was to help high institutions better organize music teaching to align with the specific professional abilities required by the employment market for music graduates. Optimizing music teaching with employment as the orientation will further ensure market competitiveness of graduates, while also meeting business owners's demand for truly "useful" music talents. This study collected data from four groups, through questionnaire surveys and interviews, including business owners university teachers, graduates and students. A total of 179 questionnaires were distributed, including 49 for public organizations and 105 for private organizations. 15 interviews were conducted, consisting of five university teachers, five graduates and five students. By analyzing the mean, dispersion and concentration of the questionnaire information results, observing them in a classified manner, and combining the aggregate analysis and multi-perspective analysis of the interview content, a comprehensive status of organizing music teaching in higher education institutions was obtained. This status was presented in five aspects: course structure, practical experience, interest guidance, career guidance and university-enterprise cooperation. Based on these findings,, a new set of guidelines was proposed to support Chinese universities in reforming their music teaching approaches.

Keyword : Music teaching, New guidelines, Music education and employment, Music professional skills

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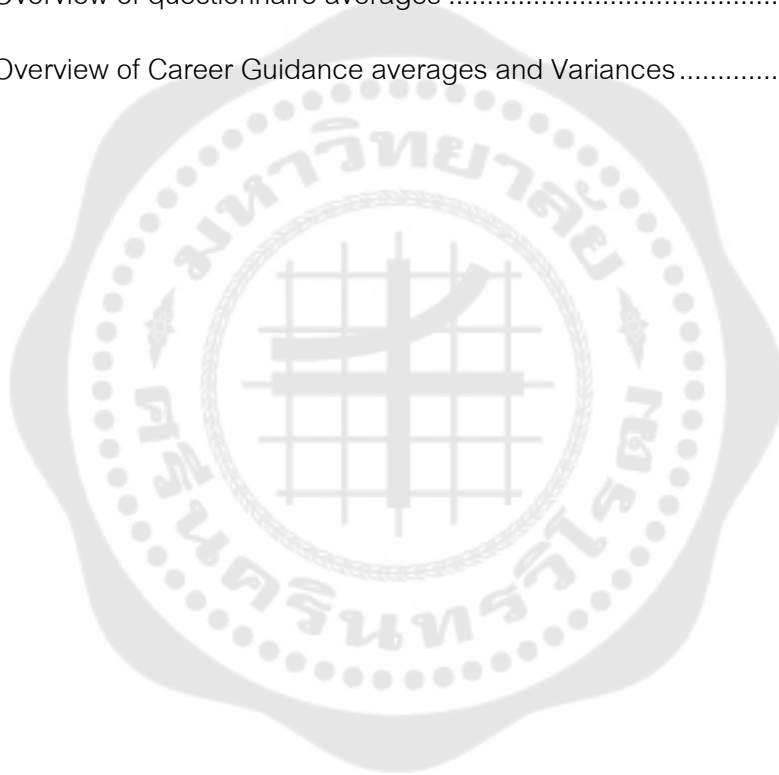
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CHAPTER 1

INTRODUCTION

Background

In the context of the 20th Party Congress, which clearly pointed out the important assertion that "talent is the first resource, and the implementation of the employment priority strategy", the Ministry of Education decided to implement the "Employment and Entrepreneurship Promotion Actions for the 2023 National Ordinary College Graduates", which is not only aimed at leading the employment and entrepreneurship of college graduates to a new height, but also provides clear support and guarantee for the priority status of students' employment in colleges and universities. This initiative not only aims to lead the employment and entrepreneurship of college graduates to new heights but also provides clear support and guarantee for the priority status of student employment work in colleges and universities, which highlights the importance of talents to national development and social progress, as well as the priority status of student employment work in colleges and universities. In the context of the current new era of China's rapid development, the Opinions of the Central Committee of the Communist Party of China and the State Council on Comprehensively Deepening Educational Reform in the New Era was released in 2018, a document that is a general deployment of educational reform in the new era. Among other things, it emphasizes policy measures such as improving the quality of talent training and promoting the integration of industry, academia and research. This initiative is of great significance: on the one hand, it caters to the needs of China's economic and social development in the new era and keeps the education system up to date; on the other hand, it highlights the importance of education reform, which, as the cornerstone of the country's development, comprehensively deepens the reform of education and plays a key role in upgrading the overall quality of the country and realizing the goal of comprehensively building a socialist modernization. There are three core ideas: the first is to implement the new development concept, emphasizing the people-centered development idea, stressing the service function of education, and promoting the all-

round development of human beings; the second is to promote the modernization of education, accelerating the reform and innovation of education under the support of information technology, and cultivating talents to meet the requirements of the new era; and the third is to implement the innovation-driven development strategy, encouraging innovation and entrepreneurship of schools and teachers, and promoting the in-depth integration of industrial education. The third is to implement the innovation-driven development strategy, encourage school and teacher innovation and entrepreneurship, and promote deep integration of industrial education. This document fully demonstrates that at the national level, realizing the consistency between school teaching and social market demand is one of the important goals of current Chinese education policy. In the face of the increasingly competitive global environment and changing economic situation, it is a national strategy to promote the reform of the education system, improve the quality of talent cultivation, optimize the allocation of education resources, and promote the integration of industry, academia and research.

Competition among art colleges and universities is mainly reflected in various aspects such as reputation ranking, enrollment, faculty, teaching resources and university-enterprise cooperation, etc. Each school needs to work hard to improve its competitiveness to attract more excellent students and teachers and stay ahead of the game. In Europe, the preferences of business owners often have a direct impact on the enrollment of colleges and universities. Because of the close correlation between businesses and schools, colleges and universities will adjust their curricula according to the needs of businesses and expand school-enterprise cooperation to cultivate talents that are more in line with market demand. In enrollment, the preference of business owners for the graduating institutions of the employed will also become one of the factors for students to choose schools. Chinese colleges and universities have also worked hard in recent years to respond positively to market demand, strengthen cooperation with enterprises, and adjust teaching content and methods to improve students' competitiveness in employment. For example, some colleges and universities have offered practical courses in cooperation with enterprises and established joint

laboratories or studios between schools and enterprises to provide students with more practical opportunities. In addition, schools have strengthened career guidance services, providing more support for career planning and employment information to help students better adapt to changes in the job market. However, despite these measures, there are still enormous problems. These include the serious lag in curriculum updating, the rapid development of globalization and information technology which makes the market demand change rapidly, the need for music education to adapt to the integration of multiculturalism, the insufficient self-improvement of teachers, the joint studios are mainly titled, and the practical communication is insufficient; the lack of mentors to lead the practice and project participation, and the lack of a strong goal, and there is no corresponding evaluation rules; the lack of specificity in the practical operation of career guidance, and the absence of a set of rigorous guidance system and so on. At the same time, the diversification and rapid change of social values also put forward higher requirements for the content and methods of music education. Educators need to constantly reflect on and adjust the content of education to adapt to the trend of social and cultural development. Therefore, colleges and universities need to continuously improve their education and teaching methods, maintain close contact with the social market, keep the curriculum content up-to-date, deeply explore interdisciplinary teaching and comprehensive ability cultivation, strengthen the construction of faculty, optimize the evaluation system, and clarify the goals and social responsibilities of artistic talents training to solve these problems more effectively.

The employment direction of art music students after graduation is very diversified. In addition to the traditional examination for public office and editorial, a very large majority of graduates choose to enter the market, engaging in artistic performances and performances, artistic creation, artistic management and planning, or setting up individual studios to carry out artistic training and other activities. These fields impose strict requirements on the comprehensive ability of individuals. In terms of professional ability, graduates' sight-reading ability, improvisation ability, musical infectiousness and expressiveness, as well as solid knowledge of music theory and level

of performance skills, will be fully demonstrated in professional teams or artistic performances. In addition, factors such as performance experience, market awareness, communication skills, as well as flexibility and creativity will have a direct impact on graduates' performance and achievements in teamwork, project development and career advancement. When graduates find themselves facing these issues in the real world, they often feel confused and disoriented. They may realize that there is a gap between the knowledge and skills they have acquired during school and the demands of the actual workplace and feel that they are not fully equipped to cope with the challenges of the workplace. This discomfort and bewilderment may affect their mental health and career development, and even their denial of personal value and disappointment in the industry. Therefore, it is one of the important tasks of art college education to solve these problems, help art graduates better adapt to the social employment environment, and improve their career competitiveness and adaptability. Schools should start from the source, further strengthen the comprehensive ability cultivation of students, and provide more lectures, opportunities and resources related to practical work, to help them successfully realize their career development goals.

The problem of disconnection between art colleges and the development of the art industry has formed a vicious circle in the art ecosystem. Art colleges and universities may fail to keep pace with the development of the art industry in a timely manner in their long-term teaching practice, resulting in a mismatch between teaching content and market demand. This disconnect makes it often difficult for students to effectively apply the knowledge and skills they learn during school, or insufficient to support the skills needed for actual work, thus causing students to face employment difficulties after graduation. Business owners are also troubled by the difficulty of finding music practitioners with practical skills, high performance ability, creativity, and a good match with the market demand in the recruitment process. This phenomenon not only affects the normal operation of enterprises but also hinders the development of the entire music industry. With the increasing difficulty in recruitment, business owners believe that the music industry has great limitations and turn to invest in other industries,

while many music practitioners believe that the pay scale of the music industry is highly polarized, making it difficult to guarantee a stable income, and try to switch to other industries, resulting in a vicious cycle. To break this cycle, we can try to strengthen the cooperation between universities and the art industry, establish closer contact and communication channels, pay more attention to practical teaching, adjust the teaching content and methodology in accordance with the actual needs of the art industry, and cultivate talents more in line with the market demand. At the same time, the art industry should also actively participate in the process of education and teaching, provide internship opportunities, industry insights and project cooperation, and provide students with better employment support and development platform. Only through the joint efforts of both sides can we realize the virtuous cycle of the art ecosystem and promote the sustainable and healthy development of the art industry.

To summarize, under the guidance of the current macro-strategy at the national level, the fierce competition among colleges and universities, the complex background of graduates' job-seeking, employers' employment and the development of the social market, we have to re-examine the competitiveness of the graduates of music majors of Chinese art colleges and universities in the job market, the gap between professional skills and the market needs, as well as the disconnection between the quality of teaching and the practical ability of the colleges and universities, which have prompted us to rethink and explore the idea of music talent cultivation. These complexities have prompted us to rethink and explore the idea of music talent cultivation, which is also the motivation for my research on this thesis.

Objectives of the Study

The research purpose of this thesis is twofold

- 1.To study the current situation of music teaching in higher education institutions.
- 2.To propose guidelines for the organization of music teaching in higher education institutions.

Question of the Study

According to the purpose of the study, there are three research questions in this paper

1.Survey on the status quo of music teaching in colleges and universities: what are the current curricula, teaching methods, and practical aspects of music teaching in Chinese colleges and universities?

2.Quality assessment of music teaching in colleges and universities: what is the current quality of music teaching in colleges and universities? Is it able to meet the learning needs of students and the demands of the job market? How to assess the performance of current music teaching in colleges and universities in meeting the needs of the job market?

3.In the context of promoting a closer link between music teaching in universities and the development of the arts industry, what concrete measures should be taken to promote cooperation and exchange between the two sides? To achieve the goal of improving students' competitiveness in employment and training talents adapted to the needs of society.

Significance of the Study

In the context of the current new era of China's rapid development, education reform has been put on the agenda, which reflects the importance attached at the national level to the close connection between the education system and social needs. At the same time, art colleges and universities are facing challenges such as mismatch with market demand and disconnection between teaching quality and practical ability in a competitive schooling environment. Against this background, it is of great practical significance and far-reaching impact to conduct a study on the competitiveness of music graduates in the job market and the mismatch between professional skills and market demand, as well as the disconnection between the quality of teaching and practical ability in colleges and universities. This study aims to deeply analyze the nature and causes of these problems and provide theoretical and practical guidance for solving the current problem of insufficient music talent cultivation mode. Through the

improvement of education and teaching methods in colleges and universities and the in-depth cooperation with the art industry, it can promote the comprehensive development of music talents and adapt to the market demand and make a positive contribution to promoting the reform and development of China's art education. In addition, the study has the following significance:

Promote the reform and development of art education: Through in-depth research and solving the existing problems, it can provide important reference and reference for the reform of China's art education and promote the development of art education in the direction of being closer to the actual demand and cultivating more competitive talents.

Improve the employment competitiveness of music talents: By improving the training mode of music talents, graduates can be better adapted to the needs of the employment market, improve their career competitiveness, and provide broader space and more choices for their career development.

Promote the combination of industry, academia and research: By strengthening the cooperation between universities and the art industry, we can promote the combination of industry, academia and research, so that education and practical work can be more closely integrated to provide students with better practice opportunities and development platforms and promote the healthy development of the art industry.

Promote comprehensive quality cultivation: Through in-depth discussion of the comprehensive ability of musical talents, we can promote the comprehensive development of students in music skills, performance ability, communication ability, etc., and cultivate more comprehensive and more creative artistic talents.

Contribute to the enhancement of national soft power: Excellent artistic talents are an important part of national soft power, and their growth and development can not only promote the prosperity of domestic cultural undertakings but also make positive contributions to China's cultural exchanges and external communication and enhance the country's cultural influence and international competitiveness.

Scope of the Study

This study focuses on music teaching in colleges and universities to investigate how to optimize music teaching to meet the needs of the job market and improve the market competitiveness of music graduates. The scope of the study mainly includes the following aspects:

Competitiveness of music graduates in the employment market: To study the competitiveness of music graduates in the employment market, including the employment rate, salary level, career development prospects and other aspects.

Matching degree between music professional skills and market demand: To explore the matching degree between professional skills and market demand of music graduates and analyze the mismatch problems and reasons.

Teaching Quality and Practical Ability of Colleges and Universities: Investigate and analyze the teaching quality of music majors in colleges and universities, including curriculum, teaching methods, teacher strength, etc., as well as the performance of students in terms of practical ability.

Demand for Music Talents in the Art Industry: To investigate and analyze the demand for music talents in the art industry, including the recruitment demand and skill requirements of various positions.

Relationship between the education system and the social market: To study the connection between the reform of the education system and the demand of the social market, and to explore the influence and feedback of the policy on music education in colleges and universities.

By studying the above aspects, we can get a comprehensive understanding of the current problems and challenges facing music education in China and provide theoretical and practical support for the formulation of improvement measures.

Definition of terms

New guidelines: In this paper, "new guidelines" refer to a set of methods and strategies adopted in the education and training process, which aims to promote the all-round development of students and improve their ability level by providing targeted suggestions and norms, optimize music teaching, meet students' learning needs and the needs of the job market, and promote students' future career development. The guidelines include five aspects: our structure (professional courses, interdisciplinary courses), practical experience, interest guidance, career counseling and university-enterprise cooperation.

Organizing music teaching: This involves planning, designing and managing the music program to ensure that students receive comprehensive and systematic training in the music learning process. It may include the organization of curriculum, teaching methods, practical activities, and faculty development to improve the quality and effectiveness of music teaching. It may also involve collaboration and exchange with the music industry to better integrate learning with practice and to provide students with learning opportunities relevant to music industry practice.

Higher education institutions: This thesis is centered around music, so the higher education institutions mentioned in the title refer specifically to art higher education institutions, and art colleges usually refer to higher education institutions that specialize in training art talents. The teaching objective of art colleges is usually to train students to become art talents with professionalism and creativity, who are competent in art creation, performance, teaching, management and other art-related jobs. The disciplinary settings and teaching contents of art colleges usually cover art theory and practice, basic skills training, specialized course learning, art history and cultural heritage. In addition to traditional classroom teaching, art colleges also emphasize students' practical training and artistic creation, providing students with sufficient stage and display opportunities, and cultivating students' expressive ability and innovative spirit. Art colleges may differ in their characteristics and teaching modes, with some focusing on the training of a specific art field, such as conservatories and fine arts

colleges, while others are comprehensive art colleges that cover the education and training of multiple art fields. This article refers to all colleges and universities that train art talents.

Music teaching: Good music teaching is aimed at cultivating music talents, who should not only have excellent music skills and artistic expression, solid music theory foundation, but also have certain comprehensive ability to meet the market demand. Therefore, the music teaching talked about in this paper is not only limited to the teaching of music theory and performance skills, but also includes business sense, i.e., understanding the music market dynamics, good communication skills, basic marketing skills, the ability to use a certain music production software, arranging and composing skills, and other macro perspectives of music teaching. It even involves good teamwork and project management skills to improve synergy and performance efficiency. In a nutshell, music teaching is not only about developing individuals with specialized musical skills, but also about developing composite musical talents with comprehensive qualities such as business sense, diversified skills, artistic management skills, as well as social and communication skills.

CHAPTER 2

REVIEW OF THE LITERATURE

The research of the problem is not a one-step process, it needs to be built on the basis of existing research materials, fully understand the original research status quo, and through the comprehensive grasp of the research materials as well as the comprehensive analysis of the cutting-edge research fields and hotspots, in order to carry out in-depth discussion of the research problem and enhance the theoretical depth and credibility of the article. This study focuses on the current situation and problems of music teaching in colleges and universities, the employment situation of music students, and combines the relevant experiences of the world's industry-teaching integration to further improve the theoretical depth and research breadth of the article, to provide valuable references for proposing a new guide to the organization of music teaching in higher education institutions.

Status of Music Teaching in Higher Education

Through the search of the key words' music teaching status quo, the author of nearly 15 articles for a comprehensive collation and analysis, roughly summarized the current music teaching in colleges and universities have the following status quo:

1.too much emphasis on theoretical knowledge transfer

Teachers in higher vocational colleges and universities focus on teaching students' theoretical knowledge, and pay little attention to teaching practice, which leads to the emergence of many "high scores and low ability" students, so in order to adapt to the development of society, the need to combine theory and practice, and promote them to become well-rounded talents. (He Ji, 2022) The educational process of music education majors in colleges and universities tends to favor theorizing, focusing on the basic knowledge and theoretical research of the music discipline. (Tang Fen, 2023) Traditional music education tends to focus on teaching basic music theory and skills, and the teaching method is relatively single, mainly based on classroom lectures and instrument practice. Although this teaching method helps students to master the

basic knowledge of music, it lacks innovation and diversity and is difficult to meet the needs and interests of different students. (Ji Wenli, 2023)

2.Lack of interest guidance

Teachers only pay attention to the quality of teaching, but neglect to understand the students' personality and hobbies, resulting in the loss of both sides of the coin, students are not interested in music, resulting in a decline in the quality of teaching. (He Ji, 2022)

The people-oriented education concept is very important, but the modern music education model needs reform and innovation. We cannot continue the feudal and conservative education concept of the past. We should strengthen the cultivation of students' interest in music, fully arouse students' enthusiasm for learning, let students take the initiative to start learning, and experience the charm of music with their hearts. (Li Chenhao, 2019)

3.Insufficient practice

With the continuous development and changes in the field of education, new educational concepts, teaching methods and technologies are constantly emerging. However, it often takes time for the higher education system to update educational curricula and training programs to ensure that they are in line with the latest developments and market needs. As a result, the knowledge and skills that students are exposed to during their school years may not be sufficiently relevant to meet the needs of the marketplace. While this has a role to play in developing students' musical literacy and academic research skills, it neglects the development of practical experience and skills related to real work. (Tang Fen, 2023)

Traditional music education favors theoretical teaching and lacks practical music practice and application. Students often learn theoretical knowledge in the classroom but lack the opportunity to apply this knowledge to actual music composition and performance, making it difficult to truly improve their musical abilities. Music education is often segregated from other disciplines and lacks opportunities for interdisciplinary education and communication. This makes it difficult for students to

combine music with knowledge and skills from other fields, limiting their comprehensive quality development. (Ji Wenli, 2023)

4. Professional skills and comprehensive skills

The field of music education has a continuous demand for talents with excellent music professional knowledge and skills. The market demand for music education talents shows a diversified trend, requiring "multi-skilled" talents. In addition to a wealth of knowledge in music theory, performance skills, vocal skills and conducting ability, solid pedagogical knowledge and skills in teaching methodology, instructional design and educational psychology are also required. In addition, teamwork and social skills are highly sought after in the music education sector, which often involves collaboration with students, parents, colleagues and the community. Therefore, the demand for talents in the field of music education is diversified and comprehensive. (Tang Fen, 2023)

5. Interdisciplinary integration

The market is also in need of people with interdisciplinary and innovative skills. With the development of technology and changes in society, the field of music education is constantly innovating and changing, requiring people who can combine technology and music education, and who can utilize online education platforms and digital tools to teach and meet the needs of different learners. (Zhao Xiaoming, 2020)

The curriculum system of music education in colleges and universities is not scientific enough and needs to be improved to meet the needs of the society. Some colleges and universities are relatively independent and self-centered in the construction of the curriculum system for music majors, focusing on the unitary development of music majors, without truly infiltrating and integrating music professional knowledge with other academic knowledge (Zhang Man, 2023).

6. Evaluation and Assessment

Establishment of a system for evaluating the employment competitiveness of music graduates in colleges and universities. For example, from the point of view of whether the academic setting meets the needs of the society, it is easy

for music majors to find employment and the employment rate is relatively high, but the society's demand for music majors cannot be met. The social demand for music majors is not satisfied. The reason for this is that the institutions are withholding data and statistics are not standardized, etc. Evaluating the employment competitiveness of music graduates through a single employment rate cannot truly reflect the employment quality and level of music graduates in colleges and universities, and it is not possible to make effective judgments on the ratio of supply and demand as well as the level of employment. The construction of a complete and scientific evaluation system of employment competitiveness of music graduates in colleges and universities can, on the one hand, make a more objective evaluation of graduates' employment ability, and through the standard comparison and survey analysis, the evaluation results can be used as an important guideline for the employment of music majors and be used to adjust the employment guidance work. On the other hand, it can test the reasonableness of the cultivation of music majors in colleges and universities, which can be used to adjust the direction of specialty setting and talent cultivation program. (Gao Miaomiao, 2020)

7. Development and Planning (Employment Guidance)

Students may face the problem of lack of employment guidance during their study in school. Although they have received proper music education knowledge and skills training, how to apply what they have learned to practical work after graduation and how to choose a job is still a challenge. First, students often lack knowledge and awareness of the job market. They may have limited knowledge of career opportunities, industry trends, and job requirements in the music education field, resulting in a lack of clear direction and goals in career planning and job searching. Students lack job searching skills and materials to prepare for employment. The job market is highly competitive, and job searching materials and processes such as resumes, interviews, and demo sessions are crucial for successful employment. (Tang Fen, 2023)

Through the comprehensive organization and analysis of nearly ten articles about the current situation of music teaching, there are some outstanding problems in the current music education in colleges and universities. First, the teaching process is excessively biased towards the teaching of theoretical knowledge, and lack of attention to practice, resulting in the phenomenon of "high score, low ability" of students. Secondly, teachers neglect to understand students' personality and interests, and lack of guidance for their interests, which affects students' motivation and depth of learning music. In addition, the knowledge and skills that students are exposed to during their school years do not match with the actual work demands, and the lack of practical experience affects their competitiveness in employment. In addition, the demand for talents in the field of music education is no longer limited to professional knowledge and skills in music but emphasizes more on comprehensive ability and interdisciplinary combination. However, the current music education system in colleges and universities has not yet fully adapted to this change in demand and lacks a comprehensive talent training program. At the same time, the evaluation system of students' employment competitiveness needs to be improved, and there are problems such as underreporting of data and irregular statistics. Finally, the lack of effective employment guidance and limited knowledge of the job market make students face many challenges in the process of career planning and job search. Therefore, in response to these problems, music education in colleges and universities needs to be comprehensively optimized and reformed to better cultivate music education talents adapted to the needs of society.

Current employment status of music students

At present, China's conservatory talent training mode is relatively single, the national music talent market development status is not good, this is mainly because of the social related art groups, enterprises for the conservatory graduates of higher quality requirements, and the school has not been able to adjust the music professional training program based on the market demand, especially in the setting of diversified, special music courses, the establishment of students' personal interest orientation is not

adequate. This has led to the unfavorable export of talents and weak core competitiveness in employment. (Ninyi Yida, 2021)

Students majoring in music education in higher education must have high comprehensive quality, solid theoretical foundation and strong creative ability to be able to make their mark in the field of music education. In addition, students must have a high level of organization and management and be able to teach music education in an organized manner. However, from the employment situation in recent years, music education graduates are difficult to find employment the number of graduates increases year by year (Xiao Zhidan, 2021)

The employment direction is too narrow: in many colleges and universities, music majors are divided into two main fields: musicology and music performance, which means that students focus more on voice or piano. Although there are courses in instrumental music, dance, and music production, students are not majors, which reduces their employment competitiveness to some extent. Employers usually position music graduates as the foundation of arts and culture, such as music teachers in schools, enterprises and institutions, or cultural organizations. In one study, it was found that a school needs one or two music teachers. According to a survey, in 2019, out of 108 graduates from a college in Anhui, only one entered a private middle school, five entered a middle school, one entered an elementary school, and one entered a kindergarten. Some students entered private piano training organizations, working flexibly as teachers or working in large hotels, playing and singing. The rest of the students went into banking, insurance, broadcasting and commercial companies. (Gao Chang, 2023)

The survey found that music education graduates still account for a certain percentage of the unemployed population. They quit their jobs because their jobs, salaries, etc. did not meet the goals they set. Many students still hold the concept of "waiting for a job to come to them", hoping to wait for a stable job with high wages and good conditions, especially in developed cities. (Chia Hongqi, 2021)

At present, China's conservatory talent training mode is relatively single, the national music talent market development status is not good, this is mainly because of the social related art groups, enterprises for the conservatory graduates of higher quality requirements, and the school has not been able to adjust the music professional training program based on the market demand, especially in the set-up of diversified, special music courses, the establishment of students' personal interest in the direction of the insufficiently adequate. This has led to the unfavorable export of talents and weak core competitiveness in employment. (Nien Nien Yida, 2021)

From the perspective of curriculum, music majors can be divided into two categories: musicology and music performance. The curriculum of musicology majors is more oriented to education, although it contains multi-subject content, but the characteristics of the discipline determines that the professional skills of the students of the major are mastered "broadly but not precisely", compared to the lower applicability, which makes the graduates of the major in the competition for non-teacher training positions lack of professional ability to support and professional self-confidence, and lack of employment competitiveness. Music performance majors, as the name suggests, are engaged in the direction of performance, such as vocal, instrumental, keyboard, choral and conducting direction, etc. The employment direction of music performance majors is wider compared to that of teacher training graduates, and the main employment direction after their graduation is opera and dance theaters, television stations, and art studios. In today's social system, the traditional large-scale arts and cultural organizations are in transition, from the original large whole gradually become a single or a single, the demand for talents in the performance of a large number of reduced, most of the arts organizations began to take the contract employment system, the music performance class in line with the employment position is invariably also a large number of reduced. The only remaining business sector with a formal establishment is even more demanding, in addition to professional ability, language, there is a more stringent image review, so that many graduates were rejected. (Wang Yifan and Wang Jian, 2021)

There are 58 graduates in the 2019 graduates of the musicology program of Suzhou University of Science and Technology, of which 56 are employed, and the overall employment rate is 96.55%. As shown in Table 2, the employment rate of graduate school is only 6.90%; the employment rate of primary and secondary schools is only 20.69%; the employment rate of art training institutions accounts for 65.52%; the employment rate of state-owned enterprises and colleges and universities is only 3.45%; and no one has been employed in the governmental agencies, cultural and media organizations, performing arts groups, etc. This fully reflects the fact that the graduates of the 2019 graduating class of musicology majors have been employed for a total of 58 students. This fully reflects that the overall employment quality of 2019 graduates is not high. (Chen Lin, 2020)

The professional ability of undergraduate musicology graduates is related to the teaching and curriculum on the one hand; on the other hand, it is closely related to the students' learning initiative. In terms of the curriculum of the 2019 graduates of the musicology program of Suzhou University of Science and Technology, its advantage lies in the fact that the major direction of voice, piano and instrumental music is still taught in the form of individual lessons or two people in a lesson, thus ensuring the quality of teaching. However, there is an imbalance in the curriculum of major, minor, and improvisation accompaniment, i.e., as a future music teacher in primary and secondary schools, singing and accompaniment are the two most important courses, which are under-arranged in terms of class hours; at the same time, the cultivation of practical ability needs to be planned in detail. (Chen Lin, 2020)

iiMedia Research (AiMedia Consulting) data show that China's music education market size reached 113.38 billion yuan in 2021, of which 52.87 billion yuan in 2021 semester children's market size, a year-on-year growth of 20.0%. It is expected that the release of future policy dividends will gradually expand the education market size, which is expected to reach 161.67 billion yuan in 2025. It was found that East China ranked first in the national music education consumer region, and stringed instruments have the highest proportion of learning in the national music education.

Analysts from AiMedia Consulting believe that East China and other economically wealthier regions are the main battleground for music education.

In the past five years, more than 90% of undergraduates majoring in music trained by local applied colleges and universities have been engaged in basic music education in primary and secondary schools or the education and training industry, while a small number of other graduates have worked as professional actors in arts and cultural organizations, music supervisors in enterprises such as Culture Media Ltd. or started their own businesses. (Zhang Teng, 2023)

Under the background of compound cultivation mode, the five major destinations for graduates of the School of Music in the future professional market are national troupes and music colleges (the first category), local art troupes or local art colleges (the second category), comprehensive universities and art colleges (the third category), music teachers of the general education system (the fourth category), and all kinds of enterprises of cultural and music-related units (the fifth category). In terms of the current employment situation, it seems that music colleges and cultural organizations have a greater demand for music talents (80% of graduates choose to do so), while fewer students can enter the first and second categories of arts organizations. (Ninyi Yida, 2021)

Currently, China's music academies are faced with the problems of a relatively homogenous talent training model and a poorly developed national music talent market. This is mainly because the social related art groups and enterprises have higher requirements for the quality of graduates of music colleges, while the school side fails to adjust the music professional talent training program according to the market demand, especially in the setting of diversified and characteristic music courses and the establishment of students' personal interest orientation is deficient. This leads to unfavorable output of talents in music colleges and weak core competitiveness in employment. At the same time, students of higher music education majors need to have high comprehensive quality, solid theoretical foundation and strong innovation ability, but in recent years, the employment difficulty of music education graduates has

increased, and the direction of employment is relatively too narrow, leading to an increase in the employment pressure of graduates. From the perspective of curriculum, music majors are divided into two major categories: musicology and music performance, but there is an imbalance and narrowness in the employment direction of these majors, which affects the employment competitiveness of graduates. The current employment situation shows that many music graduates still face difficulties in employment and the risk of unemployment, making them face many challenges in the job search process. Therefore, in response to these problems, it is necessary for music colleges and relevant departments to strengthen cooperation, optimize the mode of training music talents, adjust the curriculum, and improve the employment competitiveness of graduates, to better meet the needs of the music talent market.

Current reform and development strategies

Yuan Guiren, former Minister of Education, pointed out that the transformation and development of Chinese universities is essentially a structural reform of the supply side of higher education in China." As the education administrators of colleges and universities should gradually change their concepts, colleges and universities are no longer passive recipients, but should become the supply body and main body of the talent element of the society, give full play to the influence and supply capacity of colleges and universities in society, and carry out intentional, purposeful, and targeted talent cultivation oriented to the social demand and aiming at high-quality employment, so as to continuously satisfy and push forward the development of the society. (Zhao, 2020)

The Ministry of Education issued two important documents, "Opinions of the Ministry of Education on Accelerating the Construction of High-level Undergraduate Education to Comprehensively Improve Talent Cultivation Capability" and "Opinions of the Ministry of Education on Deepening the Reform of Teaching and Learning in Undergraduate Education to Comprehensively Improve the Quality of Talent Cultivation" in 2018 and 2019 respectively, which put forward specific requirements and suggestions from the whole process of teaching and learning, deepening the reform of

teaching and learning, rigorous management of teaching and learning, and strengthening the organizational guarantee. As an independent music and art college, we have put forward specific requirements and suggestions. As an independent music and art college, the professional art talents we cultivate should not only have high professional skills and techniques, but also have certain cultural literacy, international vision, and innovative ideas and cultural spirit that can serve the society. Whether from the level of professional skills or from the level of artistic qualities, students should be trained to become outstanding talents with "patriotism, sense of responsibility, and national righteousness". As a professional music and art college, we should take the demand of employers as the guide, start from talent selection, adjust the professional structure, revise the talent training program, strict teaching management, and constantly improve the employment tracking and feedback mechanism, so that the feedback results can be used in the talent selection process, and thus build a closed loop of "enrollment-culture-employment", and continuously realize the improvement of teaching quality. In order to build a closed loop of "enrollment-culture-employment", the quality of teaching is continuously improved. (Zhao Xiaoming, 2020)

In 2017, the State Council issued "Certain Opinions on Deepening the Integration of Education and Industry", which puts forward the construction of a pattern of integrated development of education and industry, encourages school-enterprise synergy, cooperation in educating people, fully mobilizes the enthusiasm and initiative of enterprises to participate in the integration of education and industry, and strengthens the guidance of policies. In 2018, the Hunan Provincial People's Government issued "Implementation Opinions on Deepening the Integration of Education and Industry", which deepens the "attracting enterprises into education". In 2018, the Hunan Provincial People's Government issued the Opinions on the Implementation of Deepening the Integration of Industry and Education, deepening the reform of the system of "introducing enterprises into education", supporting and guiding industrial enterprises to participate in depth in the educational and teaching reforms of vocational schools and institutions of higher education, and to participate in various ways in the construction of

school specialties, curriculums, internships and practical training, and to implement the task-based training mode oriented to the real production environment of enterprises. Support industrial enterprises to set up industrial colleges and enterprise studios, laboratories and innovation and practice bases based on or in cooperation with vocational schools and colleges of higher education.

Considering the characteristics of music majors and the demand for talents from the society and enterprises, the School of Music of Changsha University explores the talent cultivation mode of local colleges and universities in music majors by carrying out the high-quality employment program in the nature of "school-enterprise cooperation" to realize the all-around development of the students' core professional theoretical and practical abilities, employability, innovation and entrepreneurship, and to help students in colleges and universities to have high-quality employment. To realize the all-round development of students' core professional theory and practical ability, employment ability, innovation and entrepreneurship ability, and to help students at colleges and universities to have high quality employment. The main initiatives are as follows:

1. Adhering to the principle of "inviting in and going out", we make use of the practice week to invite the main teachers and senior managers of the teaching department and administration department of the enterprises to give centralized theoretical lectures on the contents and characteristics of enterprise teaching and enterprise management, which are linked to the practice credits, so as to allow the lecturers to guide students with their personal working experience and help students better understand the needs of the enterprises. The lecturers will help students better understand the needs of enterprises and promote good employment in the future.

2. For all the students in the teacher training class to carry out the basic skills demonstration competition, focusing on improving the students' core professionalism and employability, inviting the main person in charge of the enterprise, the piano and vocal teachers of the university to be the judges; setting up a special

scholarship, and the enterprise will fund the implementation of the standard of the reserve of excellent talents to carry out the targeted training.

3. the implementation of the "two teachers" program, for the school professional teachers to enterprises to carry out research and seminars aimed at professional teachers and enterprises to meet, targeted reform of the teaching content and teaching methods, to enhance the effectiveness of teachers for the content of the student lectures and the students' personal capacity of the social needs of the curriculum construction. (Zhang Teng, 2023)

In the dual-teacher system, Henan Science and Technology College of Music and Dance lecturer Xiong Qiuling has the same reform proposal: For a long time, music education has often been regarded as the exclusive task of subject teachers, leading to the relative independence of the music education system; in the context of the integration of industry and education, colleges and universities need to break the conventional education system, combining the music industry and teaching, and promoting the unity of the theoretical and practical development of students. On the one hand, colleges and universities can regularly organize and carry out academic exchange seminars, requiring practice tutors and music teachers to report on the recent teaching content and results, so as to enhance the understanding of both sides on students' learning situation, so that both sides can adjust the teaching rhythm according to students' actual situation in time, and to promote students' development of theoretical and practical knowledge in the same frequency. On the other hand, colleges and universities can organize music teachers to visit industrial teaching bases on a regular basis, so that they can personally perceive the problems of teaching and the actual needs of students' development in practice, and work with practice tutors to formulate teaching programs, optimize the teaching design, update the teaching content, and promote students' development. (Xiong Qiuling, 2023)

The current reform and development of art education is faced with many challenges and needs, and a series of reform initiatives and strategies have been adopted by universities and at the national level. The Ministry of Education has issued several important documents, putting forward opinions on deepening the teaching reform of undergraduate education and comprehensively improving the quality of talent cultivation, emphasizing a talent cultivation model oriented to social demand and aiming at high-quality employment. In addition, the State Council has also put forward several opinions on deepening the integration of industry and education, encouraging school-enterprise collaboration and cooperation in educating people, backed by strengthened policy guidance. At the local level, Hunan Province and other places have also issued specific implementation opinions to support school-enterprise cooperation and integration of production and education, and to promote the close integration of school education and industrial development.

In response to the current situation, some universities and colleges are actively exploring reform paths that meet their own characteristics. For example, the School of Music of Changsha College has explored the talent cultivation mode of music majors in local colleges and universities by launching a high-quality employment program in the nature of "school-enterprise cooperation" to realize the all-round development and high-quality employment of students. At the same time, some colleges have also put forward specific initiatives, such as adhering to the principle of "inviting in and going out" and implementing the "dual teacher" program, etc., to promote the effective docking between school education and industrial demand, and to further enhance the quality of teaching and the competitiveness of students' employment.

In general, the current reform and development of art education is moving in the direction of more socialization and industrialization, and universities and the national level are constantly exploring reform paths suitable for their own situations, to promote the healthy development of the cause of art education and improve the quality of talent training.

International comparison and learning

With reference to the international research on the employment situation of music graduates from foreign art colleges and universities, we will explore the experiences and lessons in their cultivation mode and teaching methods, to provide reference for China's music education reform.

1.U.S.A. Industry-University-Research Cooperation Innovative Talent Cultivation Mode

The U.S. industry-university-research cooperation for innovative personnel training is mainly through the form of "cooperative education", with the following modes: Science and Technology Industrial Park (STIP) mode.

(1) Science and technology industrial park mode, through the construction of many science and technology industrial parks to successfully achieve the goal of industrialization, completed the process of scientific and technological innovation results into productivity and industrial competitiveness.

(2) Business incubator model, which was formed earlier. The initial model of U.S. industry-university-research cooperation is the industry-university cooperative education model marked by "land-grant colleges", which has been carried out with good results.

(3) The research center model, which was created later. The Cooperative Research Center (CRC) model was proposed in the 1970s and has become the largest and most successful industry-university-research collaborative innovation alliance model in the United States. It is implemented through seed funding from the National Science Foundation (NSF) to cultivate areas and capabilities for industry-university-research co-innovation, followed by full funding from universities, industries, states, or nongovernmental organizations (NGOs). (Chen H, Chou G, Hou J, 2018)

German Industry-University-Research Collaboration Innovative Talent Cultivation Model Franzhof Association Model. Founded in 1949 in Munich, Germany, the Franzhof Association model is a mechanism in which enterprises, universities and

the government cooperate and play their respective roles. Universities share the scientific research work and cultivate talents, the government provides financial support for the association to minimize costs, enterprises provide production conditions and give full play to their marketing capabilities, and the association cultivates professionals and invests in basic and applied research (Gong Li, Tian Jin, 2013)

The "dual system" education model of German industry-university-research cooperation to cultivate innovative talents is based on the purpose of application and theoretical knowledge, where enterprises and universities cooperate to undertake teaching activities, integrate their respective talent cultivation goals into the process of education, and work together to cultivate innovative talents in demand. (Zhang Xiaodi, 2015)

2. Japan is a country that attaches importance to industry-university-research cooperation in the cultivation of innovative talents, and its industry-university-research cooperation talent cultivation model has its significant features: First, the government is highly supportive. One of the basic national policies of Japan is to cultivate innovative talents through industry-university-research cooperation. To cultivate more innovative talents from industry-university-research cooperation, Japan has established a series of policies and systems and requires enterprises and universities to comply with this program. Another characteristic is that Japan has institutionalized the mode of cultivating innovative talents through cooperation between industries, universities and research institutes, including the following modes: Commissioned research mode.

(1) Commissioned research model. The commissioned research model refers to researchers in universities accepting research projects commissioned by private enterprises, associations and social organizations with the support of funds from the commissioner.

(2) Joint research mode. Joint research mode is mainly divided into two categories: the first one is general cooperation, i.e., researchers from universities and private enterprises work together to carry out the same project for an indeterminate

period of time, and the research place is in universities, and the research results are shared by both sides; the second one is shared cooperation, i.e., universities and private enterprises give full play to their respective advantages, make full use of the resources and facilities, and divide the research work, which is conducive to the research of the project and the development of the university. The second type is shared cooperation, in which universities and private enterprises make full use of each other's advantages, resources and facilities, and divide the research work of the project, which is conducive to promoting the further development of industry-university research.

(3) Admission of entrusted researchers. Private enterprises choose to cooperate with universities to strengthen the technical training of relevant researchers and improve their technical and business level. Private enterprises bear the training costs and entrust universities to provide high-level training and guidance to their researchers.

(4) Cooperative research center model. To promote joint research between research institutions and private companies, the Japanese government has established "cooperative research centers" in some national universities since the late 1980s as a window for cooperation with companies. The government provides research institutions and enterprises with advanced R&D equipment, fixed R&D sites, and sufficient research resources.

(5) Science and technology city and high-tech park model. The model of science and technology city and high-tech park is based on the cluster effect to build a new urban area integrating universities, research institutes and high-tech enterprises in a medium-sized city. (Chen H, Chu G, Hou J, 2018)

CHAPTER 3

METHODOLOGY

Research Process

The research purpose of this thesis is twofold:

- To study the current situation of music teaching in higher education institutions.
- To propose guidelines for the organization of music teaching in higher education institutions.

Around these two research purposes, the overall idea of the research is to understand the current situation, analyze problems, and give suggestions. The specific process is as follows:

1. To study the current situation of music teaching in higher education institutions.

(1) the author analyzes the research purpose and research questions, extracts relevant keywords, and uses them to search for literature. Through many literature reviews and the organization of useful information, the author preliminarily explores the current situation and problems of organizing music teaching in high education institutions, making sufficient preparations for the next step of research.

(2) based on the literature analysis, the author specifically designed the interview outline and questionnaire form from five aspects, namely course structure, practical experience, interest guidance, career guidance and university-enterprise cooperation, hoping to further restore the current situation of organizing music teaching in high education institutions through objective and comprehensive information collection.

(3) to take into account, the reliability of the questionnaire, the author specially invited 3 experts in the fields of music and education to conduct expert validity verification (IOC). The experts gave scores on the meaning of each question in the questionnaire and its relevance to the research topic. Expressing opinions is divided into 3 types: + 1 means you agree that the examination is consistent with its purpose or

Content; 0 means you still cannot focus on whether the question is consistent with the Purpose or content; -1 means you do not agree that the examination is consistent with its purpose or Content. Then the content validity score is calculated based on the experts' scores. After calculating the values of the three experts respectively, if the result is 0.8 or above, it means that the questionnaire has expert validity.

(4) according to the plan, the questionnaire and interview data were collected from the target population. Through effective data result analysis and combined with the relevant content of literature analysis, the first research purpose of this study was achieved.

2. To propose guidelines for the organization of music teaching in higher education

(1) to further observe the problems in the current situation and classify them through the exploration of the first research purpose.

(2) according to the current problems in different categories, the interview and questionnaire data were analyzed again, and the relevant suggestions of the four interviewees on optimizing these problems were sorted out. Combined with the literature review, a complete and comprehensive guide was compiled to achieve the second research purpose of this study.

Research Instruments

The selection of research tools was based on a comprehensive consideration of the research questions, target populations, and practical circumstances. This study adopts a mixed-methods approach, incorporating both qualitative and quantitative research methods. Specifically, the qualitative methods include document analysis and interviews, while the quantitative method involves a survey. The details are as follows:

1. Qualitative Research Methods

Document Analysis:

To gain a comprehensive understanding of the current state of music education in Chinese higher education institutions, the researcher systematically reviewed relevant literature, including academic journals, research reports, and government documents. This analysis identified issues within the current state and provided a solid foundation for the subsequent research.

Interviews:

Experts in music education, music students, and alumni with music-related degrees were invited for interviews to discuss their perspectives, attitudes, and suggestions regarding five key areas: curriculum design, practical experience, interest cultivation, employment guidance, and school-enterprise collaboration.

Semi-structured interviews were chosen due to their advantages over other research methods:

- Flexibility: The researcher could adjust the sequence and content of questions based on respondents' answers, enabling the exploration of interesting themes, the collection of in-depth information, and clarification of responses for accurate understanding.
- Depth: Open-ended questions allowed respondents to provide detailed descriptions of their experiences and viewpoints, capturing data and nuances that may be missed in questionnaires or structured interviews.
- Authenticity: Interviews allowed respondents to freely express their opinions and experiences, capturing unique perspectives and enhancing the relevance and authenticity of the data.

Through semi-structured interviews with three groups—current students, university music educators, and alumni working in the field—the study explored, Current students' real perceptions of curriculum design, teaching methods, and practical components; Music educators' professional insights and teaching experiences; Alumni's feedback on the alignment between their education and

employment, as well as their application of learned skills in their careers. This approach provided a comprehensive understanding of the current state of music education in higher education institutions, supporting the formulation of practical improvement recommendations.

2.Quantitative Research Method

Survey:

Based on the research objectives, questions, and issues identified in the current state analysis, a targeted survey was designed and distributed to employers and school principals. The survey collected data on their expectations and requirements regarding the job capabilities of music graduates.

The use of surveys for employers offers unique advantages:

- Broader Coverage: Compared to interviews, surveys can be distributed to a larger number of organizations, ensuring the research results are more representative and improving research efficiency by collecting substantial data within a short time.
- Enhanced Data Reliability: Combining quantitative survey data with qualitative interview findings from the three other groups enriches the data sources. This approach allows for cross-validation, improving data reliability and consistency while providing a more comprehensive understanding of the research objectives.

Through this mixed-methods approach, the study draws on diverse data sources to achieve its research goals, offering robust insights into the current state of music education and proposing actionable recommendations for its improvement.

Data Collection

Based on an analysis of the research objectives and questions, the study categorizes its stakeholders into four groups: current students majoring in music, university music educators, alumni who have graduated from music programs, and employers in the music job market. The study will collect information through interviews with teachers, students and graduates, and will collect information through

questionnaires with business owners. Of these, 15 interviews were conducted, 5 from teachers, 5 from students, and 5 from graduates. A total of 179 questionnaires were conducted, 105 from private organizations and 74 from public organizations.

1. Interviews with University Educators, Current Students, and Alumni

The study addresses a broad and somewhat subjective range of issues. Targeted interviews are employed to ensure the accuracy of data collection and to better and more deeply achieve the research objectives. A total of 15 respondents—5 university music educators, 5 current students, and 5 alumni—were randomly selected across China. Interviews were conducted anonymously via online voice calls.

The selection criteria for participants are as follows:

- Educators: Must have at least five years of experience teaching music courses in higher education.
- Students: Must currently be enrolled in music courses.
- Alumni: Must have been working in a music-related industry for at least six months.

These criteria aim to ensure that participants provide valuable insights and experiences, reducing the risk of biased results. Participants were identified using snowball sampling, allowing the researcher to locate suitable respondents through referrals.

2. Survey of Employers in the Music Job Market

From the literature review, it was found that music graduates primarily find employment in two major categories: public institutions such as primary and secondary schools and youth activity centers, and private organizations such as training centers and performance companies. Therefore, the study focuses on collecting data through surveys targeting managers, administrators, or principals in these organizations.

Target Respondents: Managers, administrators, and principals of music-related enterprises and institutions.

Population: Tongzhou District, Nantong City, Jiangsu Province

Sample: All primary and secondary schools (25 middle schools and 49 elementary school, totaling 74) in Tongzhou District, Nantong City, with arts training institutions (105) recognized by the Culture, Tourism and Education Department, totaling 179 enterprises.

Data Analysis

Questionnaire:

First, 30 survey responses will be selected for reliability and validity analysis. Then, the content of each section in the questionnaire results will be examined using measures of mean, central tendency, and dispersion. Descriptive statistics and correlation analysis methods will be employed, and a longitudinal quantitative comparison will be conducted between the two groups: public and private organizations.

Interviews:

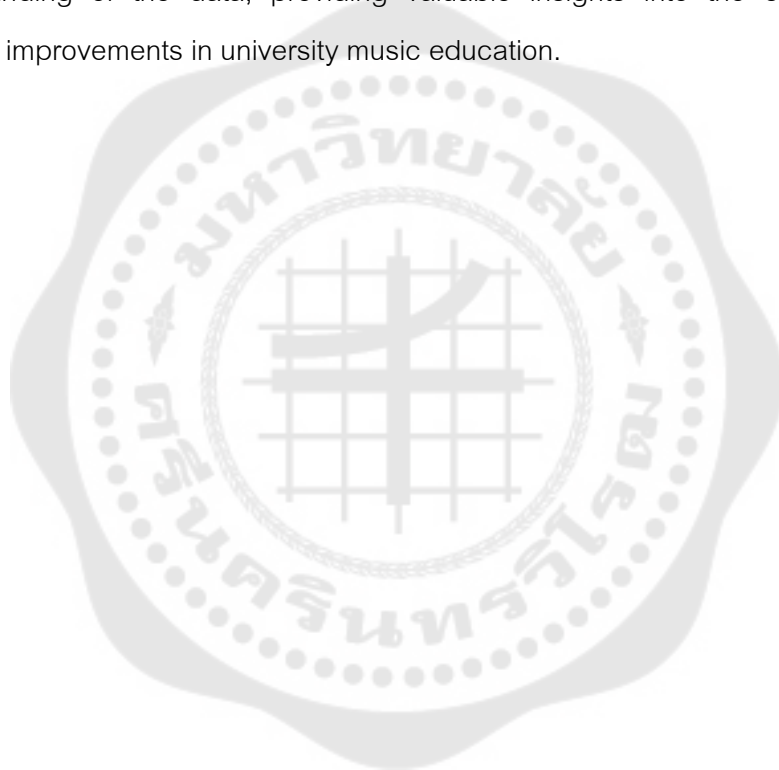
The interview analysis will begin with categorizing participants' responses based on their perspectives on curriculum design, practical experience, learning interest and motivation, employment preparation, and suggestions. The responses will be analyzed and summarized to highlight conflicts and consensus, revealing issues and areas for improvement in university music education. This approach enables the researcher to conceptualize the current state and developmental trajectory of music teaching in higher education institutions.

Analysis Steps:

1. Numbering Respondents: Assign a unique identifier to each participant and transcribe the oral interview data into text form.
2. Labeling Text Information: Tag the transcribed text based on the content of each section in the interview outline.
3. Organizing and Integrating Labels: Consolidate similar labels to reduce redundancy and compare the content under each label to identify differences and commonalities.
4. Analyzing Differences and Commonalities:

- Aggregate Analysis: Group similar views together.
- Multi-perspective Analysis: Explore diverse perspectives on the same issue from different respondents.
- Inter-thematic Analysis: Identify the interconnections, complementary relationships, or contrasts between different sections of the interview outline. This helps uncover inherent balances and relationships among various themes.

This structured approach allows for a comprehensive and nuanced understanding of the data, providing valuable insights into the current state and potential improvements in university music education.



CHAPTER 4

FINDINGS

Objectives of the Study

Based on the discussion above, this thesis has two research objectives:

1.To study the current situation of music teaching in higher education institutions.

2.To propose guidelines for the organization of music teaching in higher education institutions.

To address these objectives, we employed two research methods: semi-structured interviews from qualitative research and surveys from quantitative research.

Analysis of research result

1.Basic information

1.1 Questionnaire

A total of 179 questionnaires were distributed in this study, and all 179 were successfully collected. Below is an overview of the basic details of the questionnaire.

(1) Questionnaire collection status

The questionnaire targeted the primary employment destinations of music graduates, divided into two major categories: public organizations and private organizations. After collecting the responses, the specific number of institutions represented is as follows:

Table 1 Questionnaire collection details

Organization type	number	proportion
public	74	41.3%
private	105	58.7%
total	179	100%

The table above shows that there were 74 public questionnaires, accounting for 41.3%, and 105 private questionnaires, accounting for 58.7%. The actual number of questionnaires collected was consistent with expectations.

(2) Statistics on industry experience of respondents

To understand the respondents' work experience in the industry and ensure the accuracy and reliability of the questionnaire data, the researcher reviewed the professional title evaluation criteria in public organizations and the common experience requirements in private organizations' recruitment information. Based on this, respondents' industry work experience was categorized into four groups: 1–3 years, 3–6 years, 6–12 years, and over 12 years. The specific distribution is as follows:

Table 2 Statistics on industry experience of respondents

Type	1-3	Proportio n	3-6	Proportio n	6-12	Proportion	Over1 2	Proportio n
Public	0	0%	11	14.9%	56	75.7%	7	9.5%
Private	4	3.8%	45	42.9%	43	41%	13	12.4%
Total	4	2.23%	56	31.2%	99	55.3%	20	11.2%

According to the data, most respondents' industry experience falls within the 6–12 years range, with public organization leaders making up the largest proportion at 31.28%. Leaders with relatively less experience (1–3 years) total 4 individuals, all from private organizations, accounting for 2.23%. Those with over 12 years of industry experience are primarily leaders of private organizations, totaling 13 individuals. Overall, respondents with 3–12 years of industry experience represent 86.59% of the survey participants.

(3) Educational Background Distribution

Based on the statistical analysis of the respondents' educational background distribution, the results are as follows:

Table 3 Educational background of respondent

Type	PHD	Proportion	master	Proportion	bachelor	Proportion	Under bachelor	Proportion
public	5	6.8%	38	51.4%	31	41.9%	0	0%
private	0	0%	15	14.3%	76	72.4%	14	13.3%
Total	5	2.8%	53	29.6%	107	59.8%	14	7.8%

Through statistical analysis of the educational background of the respondents, we observe that the educational background of business owners is mostly concentrated at the bachelor's level, accounting for 59.78%. Among them, leaders from private organizations represent the largest proportion, with 76 individuals, accounting for 42.5% of the total. Doctorate degrees and educational qualifications below the bachelor's level are relatively few. The five doctorate holders are all from public organizations, while the total number of individuals with qualifications below a bachelor's degree is 14, all from private organizations. The distribution of respondents' educational backgrounds shows a pattern of being concentrated in the middle, with fewer individuals at either end of the spectrum.

(4) Overview of questionnaire averages

Through literature analysis, the questionnaire content was divided into five sections: curriculum design (professional courses and interdisciplinary courses), practical experience, interest guidance, career counseling, and university-enterprise collaboration. The average scores for each section are as follows:

Table 4 Overview of questionnaire averages

Category	average
professional Courses	3.06
Interdisciplinary Courses	3.69
Practical Activities	3.88
Interest Guidance	4.03
Career Counseling	4.32
University-Enterprise Collaboration	4.12

Based on the overall scores, employment guidance received the highest average score of 4.32, while the specialized courses within curriculum design received the lowest score of 3.06. Ranking the sections by average scores in terms of importance, the order is as follows: employment guidance, university-industry collaboration, interest development, practical experience, interdisciplinary courses, and specialized courses.

1.2 Interviews

This study conducted interviews with a total of 15 individuals from three cities: Chengdu, Hunan and Nantong. The interviewees included 5 university teachers, 5 current students, and 5 graduates. Among the university teachers, all were young music educators with more than 5 years of work experience. Among the 5 current students, 2 were in their second year, 2 were in their third year, and 1 was in their fourth year. Of the 5 graduates who had already entered the workforce, 1 was working in a theater, 2 were teaching in primary or secondary schools, and the remaining 2 were employed by music education organizations.

2.The current situation

2.1 Course structure

We collected information from two aspects, professional course settings and interdisciplinary course settings, through questionnaires. specialized course design and interdisciplinary course design. Among the specialized courses, the highest-scoring item was professional skills, with an overall average score of 4.6. Items with an average score below 3 included Music Theory, Music History, and Introduction to the Arts. In interdisciplinary course design, Project Management, Communication and Collaboration, and Marketing had overall averages above 4, with Communication and Collaboration scoring the highest at 4.67 and a variance of 0.45. Items scoring below 3 included Computer Skills and Others. Comparing the design of specialized courses and interdisciplinary courses, the overall average score for interdisciplinary courses was higher at 3.69, 17% higher than the average score for specialized courses.

The 15 interviewees gave highly consistent responses when discussing the courses offered by their schools. They stated that the school curriculum is divided into three categories: general courses, required courses, and elective courses. General courses include English, Physical Education, Computer Studies, and Mao Zedong Theory, which are required by national regulations. Required courses include Basic Music Theory, Ear Training, Vocal Music, Song Composition, Harmony, Masterpiece Appreciation, Chinese and Foreign Music History, Fundamentals of Music Education Theory, Musical Form and Composition Analysis, Fundamentals of Music Aesthetics,

Fundamentals of Choir and Conducting, Piano Improvisation, Piano, and Introduction to Ethnic and Folk Music. These courses were mentioned by 100% of respondents. Additionally, Psychology, Behavioral Studies, Music Directing, and Stage Planning were mentioned by different respondents as required courses offered by their respective schools.

Elective courses showed significant variability. Seven respondents, accounting for 46.7% of the interviewees, stated that "the number of elective courses is not extensive," while eight respondents, accounting for 53.3%, stated that "elective courses are very diverse." Elective subjects mentioned included Italian, Secondary Instrument, Floriculture, Music Production, Yoga, and Music Directing. Notably, one respondent shared, "The elective courses I like either clash with required courses or are too hard to enroll in, so I end up randomly selecting courses just to earn enough credits." Overall, students' evaluations of elective courses were characterized by phrases like "easy to pass," "casual," and "credit-earning," accounting for 70% of responses among students and graduates. The remaining 30% indicated that "it depends on the teacher."

In terms of teaching methods, the descriptions from the 15 interviewees were also highly consistent, stating that teaching mainly comprises one-on-one instrumental/vocal lessons and classroom-based theoretical music courses. Some schools also offer a limited number of small group ensemble courses. Universities usually evaluate students' academic performance through two methods: written tests and live performances.

Among the interviewed students, three selected their "major courses" (instrumental/vocal lessons) as the most helpful courses. When graduates were asked about the courses that benefited their work the most, two mentioned "Piano Improvisation." Other graduates responded to this question by stating, "In actual work, specialized knowledge is not the most challenging aspect; communication, management, and interpersonal skills are more difficult."

Regarding elective courses, interviews with teachers provided deeper insights and identified the following problems:

1. Students generally do not place much importance on elective courses.
2. Some elective courses require students to have a certain foundational knowledge, but varying levels of student backgrounds make lesson preparation challenging.
3. Students often choose elective courses based on peer influence rather than their own interests, strengths, or future career needs. They lack planning and purpose in their selections, and schools do not provide adequate guidance in this regard.
4. There is a shortage of qualified teachers for electives. Previously, fewer elective courses were offered, but now all faculty members across various departments have been mobilized to teach electives. While this has increased the number of courses, due to unclear teaching objectives and other factors, the actual teaching quality is difficult to ensure.

2.2 Practical experience

Questionnaire:

In the employers' focus on students' practical abilities, this section received an average score of 3.88, showing a very high level of importance. The top three ranked aspects are music teaching, organizing concerts/festivals, and live performances. The two lowest-ranked aspects are competitions and interdisciplinary collaboration. It is worth noting that interdisciplinary collaboration has a variance value of 1.45, the highest in this section, indicating significant differences in respondents' levels of attention to this issue. Upon further analysis, it was found that private organizations scored 3.76 on this aspect, while public organizations scored 2.85, with a gap of 0.9.

Interviews:

Based on the information provided by 15 interviewees, university practical activities can be roughly categorized into the following types:

competitions: national, provincial, and municipal professional skills competitions for university students; national and provincial industry-related professional competitions; and other comprehensive art competitions.

Concerts: teacher-student concerts hosted by professional instructors; class report concerts; personal graduation concerts; performances held during departmental festivals; and other external performance exchange activities organized by the school.

Teaching practice: generally conducted in the third year of university, with a duration that varies by school, ranging from several weeks to several months.

Community practice: organized performances in community settings and activities assisting elderly community members during festivals.

Interviewees' Evaluation of Practical Activities:

The evaluation of the diversity of practical activities showed significant polarization among respondents. Some stated that "there are plenty of activities," while others believed "activities are limited." The main reason lies in the fact that most practical activities require proactive applications or certain screening processes to participate. One graduate mentioned, "It depends on your relationship with the teacher," reflecting the uncertainty of obtaining opportunities for practical activities.

Measures Taken by Schools to Optimize Practical Activities:

It was found that schools have taken steps to encourage students to participate in practical activities by linking some activities directly to academic credits, meaning participation can contribute to credit requirements. Additionally, some schools have established "volunteer" platforms that allow students to assist with events in other departments. The participation hours recorded on the platform can be submitted as

supporting materials for class leader selection, scholarship applications, and outstanding student awards.

2.3 Interest Guidance (work enthusiasm)

In the questionnaire, the average score for this column reached 4 points, indicating that employers place a very high level of importance on this aspect. The top three ranked items are growth willingness, project participation, and attitude toward work challenges. The overall variance in this section is small, reflecting a high degree of consistency among respondents' opinions.

Interviews: According to interview statistics, students' overall interest in courses is relatively low. Related keywords include "boring," "okay," and "depends on the teacher." Such negative evaluations accounted for 60%, neutral attitudes for 20%, and the remaining 20% of students found the overall course interest acceptable.

Noteworthy information emerged from two respondents who stated, "The teachers have been using the same course materials for years, and the final exam questions don't change. You can pass the course by buying notes from the previous cohort." A similar sentiment was confirmed by a university teacher, who said, "Some teachers are senior enough; they stick to the old routine in their teaching and use the same exam questions year after year."

2.4 Career Counseling

In the questionnaire, this part is divided into 5 questions for investigation, achieving an average score of 4.3. The average variance is below 1, and the specific results are as follows:

Table 5 Overview of Career Guidance averages and Variances

Topic	average	variance
Introduction to positions...	4.2	0.9
Employment market and needs...	4.4	0.5
Career planning...	4.5	0.4
Resume creation...	3.9	0.8
Company networking events...	4.5	0.4

All four groups unanimously stated that the school offers career guidance courses. The course duration ranges from a minimum of three sessions to a maximum of one semester, and they are typically delivered by external faculty members. Additionally, all four groups confirmed that the school provides an internal online platform for job searching, where students can register and communicate directly with employers seeking to hire. Both students and graduates indicated that the career guidance courses typically culminate in submitting a résumé as a final assignment. 80% of respondents stated that these courses were not helpful, with keywords like "lacking substance," "the teacher encourages us to pursue graduate studies," and "it's just about making a résumé" frequently mentioned.

Regarding future career plans:

- Among current students, four expressed plans to pursue graduate studies, while one hoped to become a teacher in a primary or secondary school.

- Graduates generally rated the school's employment support poorly. Common feedback included: "limited channels for job searching" (mentioned 3 times), "relying mainly on family connections" (mentioned 3 times), and "searching independently on mainstream job platforms" (mentioned 2 times).

2.5 University-Enterprise Collaboration

This section had an average score of 4.11, ranking second in the entire survey, following the career guidance section. The highest-scoring item in this section was "long-term, stable internship programs," with a variance of 0.38, indicating low dispersion. Additionally, other highly supported suggestions from employers included inviting experienced professionals for curriculum reform, organizing expert lectures, and regularly hosting academic exchange meetings.

3.The guideline

3.1 Course structure

Suggestions from university teachers regarding these issues include:

1. Adjust the evaluation system. Teacher 2 stated, "Students focus their efforts where the grades are." By increasing the credit weight of elective courses, schools can enhance students' attention to these courses.

2. Schools should introduce career pathways, job requirements, and occupational positions to students earlier, allowing them time to explore their abilities and interests, plan their elective courses accordingly, and better prepare for integration into society after graduation.

3. Schools should screen elective courses for each major and strengthen oversight of lesson preparation by teachers, ensuring a more comprehensive evaluation of teaching quality.

4. Some universities have already transitioned from traditional, rigid structures focusing on Chinese and Foreign Music History, Basic Music Theory, and core subjects to more diversified programs. Schools could further increase cross-

department and interdisciplinary training initiatives. Communication and collaboration among teachers should also be intensified.

3.2 Practical experience

Main Suggestions from Teachers for the Practical Component:

The types of practical activities mainly focus on traditional concerts and competitions. Upon closer observation, these activities are still centered around the core professional courses, with few opportunities for practicing applied musical skills. There is potential to increase the number of practical activities that all students can participate in, such as expanding the duration of teaching practices and increasing collaborations with enterprises and institutions, such as tourism sites, museums, and the film industry, to enrich the types of practical experiences.

Current traditional practical activities, such as performances and concerts, are fairly frequent, but the guidance provided by teachers is not very strong. If the practical activities were structured with more organized guidance, the outcomes might be better.

Another key point is that teachers are currently more focused on aspects related to their professional titles and promotions. Activities that can improve students' practical work skills but are not directly related to the teacher's own promotion tend to receive less attention. To further improve the quality of practical components, it may be beneficial to consider incorporating practical activities into the promotion assessment criteria.

3.3 Interest Guidance (work enthusiasm)

Faced with the lack of appeal in course content, solutions were collected from teachers:

1. The core of interest guidance lies in the specific course content. This poses a significant challenge to teachers' abilities, requiring them to stay up to date, increase communication, and continually learn and improve in terms of teaching content, design, and methods.

2. Establishing a more comprehensive evaluation system. This involves diversifying methods for assessing students' learning quality. Some theoretical courses are inherently dull, and the monotony of the examination format adds to students' sense of pressure, which is not conducive to fostering interest. At the same time, the evaluation system for teaching quality also needs improvement. Adding "engagement and interest" as an evaluation criterion would prompt teachers to place greater emphasis on enhancing students' learning interest.

3.4 Career Counseling

University faculty shared the following perspectives:

1. Collaboration between universities is gradually increasing, but partnerships with enterprises remain limited. Teachers are leveraging their personal networks to seek more opportunities for collaboration with companies but expressed hope that their departments could arrange more such opportunities.

2. The evaluation of faculty for professional title promotion focuses on completing the required teaching hours, publishing research articles, and applying for projects. Guiding students to win awards also earns bonus points. However, teachers' attention to students' actual employment outcomes is generally low.

CHAPTER 5

CONCLUSION AND DISCUSSION

Conclusion

The author started with a small observation in the workplace, which sparked curiosity about whether the current situation of organizing music teaching in high education institutions meets the actual needs of the job market. This led to the formation of two research objectives, namely, to explore the current situation of organizing music teaching in high education institutions and to provide a new guideline for high education institutions. To achieve these goals, this study investigated the current situation of organizing music teaching in high education institutions, counted the needs of the job market, and explored the degree of fit between organizing music teaching and these needs. Finally, it identified areas that need improvement and developed new guidelines for higher education institutions.

The results of this study can help universities systematically optimize their music teaching organization to improve students' competitiveness in the job market, thereby supporting national policies, institutional goals and personal aspirations. At the same time, it cannot be ignored that if there are more fresh blood in the music industry that adapts to the needs of market development, this will undoubtedly promote a virtuous cycle and prosperity in the music industry.

1. The current situation

1.1 Course structure

First, music students pay the most attention to the main professional courses, that is, the instrument playing or vocal singing part, and the school is also actively improving the teaching quality of the main professional courses, which is a good performance and meets the market demand.

Secondly, in the questionnaire information of business owners, we can observe that business owners pay more attention to "practical" subjects such as instrument/vocal playing/singing ability, improvisation accompaniment, arrangement

and music production, and pay less attention to theoretical subjects such as music theory, music history, and art overview.

However, at present, the proportion of theoretical knowledge courses offered by colleges and universities is very large. Although theoretical knowledge is an important support for learning music professional courses well, from the perspective of market demand, if theoretical knowledge only stays at the theoretical level and does not play a role in the integration of applied subjects such as improvisation accompaniment and melody writing, then the learning of this theoretical knowledge is a failure and is not liked by the market.

Among the interdisciplinary courses, communication and collaboration, project management and marketing are ranked in the top three, and their scores are far higher than the average score of professional courses. In my opinion, this means that the market has higher requirements for graduates. Excellent professional skills have become a necessary ability that graduates should have. In addition, graduates should also have some mastery of other comprehensive abilities to better meet the needs of the job market. In data observation, especially in the questionnaire survey, the author compared the average importance of professional courses and interdisciplinary knowledge and skills in the minds of employers. They have a greater demand for interdisciplinary knowledge and skills, which can also indirectly explain that the current graduates' abilities in this regard are far less than the expectations of business owners. Therefore, as the interviewed teacher No. 4 said, "One specialty and multiple skills are both a regular requirement for music students and a regular requirement for the diversification of school music courses."

Among them, the author also found a phenomenon that both public and private organizations unanimously believe that communication and collaboration and project management and organizational skills are the two most important things they value, which requires schools to provide students with more cooperative projects and practical opportunities to exercise relevant abilities earlier to improve students' employment competitiveness.

Facing the instructions given by the state to build all-round talents, through the efforts in recent years, most schools have made a lot of efforts to enrich the elective courses and have achieved results. However, there is still a lot of room for improvement in terms of feedback from students and business owners. Combined with the information given by teachers in the interview, most of the school students tend to improve their main professional skills, and the awareness of diversified development has not been established. The school has shown extensive management in the setting of elective courses, guiding students' interests, and evaluating teaching quality. It remains at "there are courses" to take, but the grasp of accuracy is not strong.

At the same time, the school lacks investment in student learning materials. For example, when talking about why student No. 3 did not choose the music production course, he said, "These courses require additional money to buy software, and they also have requirements for the computer system." Software use is an application tool that students must master in the intelligent era, and the school's supporting teaching facilities still have a certain lag.

1.2 Practical experience

According to the questionnaire results, what business owners want most is to strengthen students' teaching practice activities. Usually, colleges and universities will provide students with opportunities for practical activities, mainly music competitions, stage performances and live performances. It is worth noting that in actual work, employers are not very fond of music competitions and other practical activities. On the contrary, music teaching ability has been unanimously recognized in any organization.

Overall, the current practical activities of colleges and universities have been greatly optimized, and students are being fully encouraged to participate in more practical activities. However, judging from the extreme feedback from the respondents, the overall practical opportunities are still not sufficient, and the types of

practical activities are only around concerts, competitions, etc., which are relatively fixed and traditional.

1.3 Interest guidance

Interest is the biggest source of motivation. In addition to teaching knowledge itself, actively guiding interest in school learning is like adding an engine to a ship, which drives students to actively and positively face work problems and continuously improve after employment. Based on this, both business owners and graduates said that the interests of graduates will cause them to have obvious differences after one year of work. Interested graduates are promoted faster, have a higher degree of work completion, and usually perform better under pressure. However, in the actual situation, we feel that students are not very enthusiastic about the course itself. Some teachers have the desire to make the course design novel and interesting, but some teachers have maintained the teaching content, teaching design and even the final test papers unchanged for many years, which has led to students' negative attitude towards the course.

1.4 Career Counseling

Compared with the huge demand of employers for career guidance in schools and the weakness of colleges and universities in this area, schools still have a long way to go. Companies are eager for students to have a better understanding of the industry before graduation, including the main employment fields, specific positions and fields in each field, what specific skills are needed, how to choose a suitable career path based on their interests and strengths, including interview and job search skills and more opportunities for finding jobs and internships.

The career guidance part is the part that all four groups tend to emphasize repeatedly, mainly in the first place, what are the main paths for work after graduation, what are the requirements and preferences for work ability for each path, and currently the information acquisition of this part is mainly collected by students themselves through the Internet and other forms. Students are more confused in this

issue, and graduates who are employed have the view that the actual work situation is inconsistent with their imagination.

In addition, some provinces and regions have established an overall recruitment platform to connect enterprises and students, but most of the enterprises currently participating in the recruitment are large companies, and the information about small and medium-sized enterprises entering the campus is still lagging behind. In addition, the school is in a passive state in the overall external connection. After the establishment of the recruitment platform, all the connections are left to the companies and students to carry out independently. For the problems and needs of companies or students in actual recruitment, there is no active intervention or active participation in the organization and coordination of actual problems. In the importance rating of this part in the questionnaire survey, the lowest average score is 4 points. Combined with the results of the interview summary, it shows that the school is lacking in providing students with industry-related information.

1.5 University-enterprise cooperation

In terms of school-enterprise cooperation, whether from the statements of students, university teachers or graduates, the links between schools and organizations are very scarce. Most of the time, it is not enough to rely solely on professional university teachers to convey employment or industry-related dynamic information to students, because many times, teachers are not very clear about the specific needs of the employer organization. University teachers are more aware of matters that are directly related to the actual scope of courses and their own professional title promotion.

In summary, the findings suggest that music education in Chinese universities is no longer limited to narrow professional skills; in today's fast-moving job market, specialization alone is no longer enough. In specific areas of knowledge, flexible application of subject expertise, interdisciplinary integration, and a deeper and more dynamic understanding of concepts are more valuable than rote memorization of theoretical content to cope with exams.

In addition, the development of personal capabilities, including communication, teamwork, management and organizational skills, highlights the growing importance of practical experience and interest-driven curriculum design. Achieving excellence in professional fields is essential for institutions, but specialization alone cannot fully meet today's standards. Competition between universities increasingly depends on the actual employment of graduates and the achievements of alumni in society, so cooperation with industry is indispensable. Such cooperation requires more human resources investment, but in turn brings broad benefits to the industry.

2. New guidelines

2.1 Course structure

Adjust the proportion of courses and teaching design: On the one hand, schools can reduce the proportion of theoretical knowledge in the curriculum setting; on the other hand, teachers can adjust the specific content of theoretical courses more, teach theoretical subjects in a more vivid and scenario-based form, increase the combination of theoretical knowledge and practice, and improve interest.

Enrich teaching evaluation methods: At present, the evaluation method of theoretical subjects for students is still mainly mid-term and final written examinations. Students feel a lot of pressure, so they spend more energy on theoretical subjects. Schools can reform teaching evaluation and further enrich teaching evaluation methods.

One specialty and multiple skills: Increase the importance of teaching interdisciplinary knowledge and skills, organize purposeful and systematic teaching activities of interdisciplinary knowledge and skills, and pay special attention to improving the construction of three related courses: communication and collaboration, project management and marketing.

Open employment guidance courses in advance: Marketing and promotion capabilities are highly valued in private enterprises. If schools can introduce relevant information about employment positions to students earlier and open

employment guidance-related courses earlier, they can remind students to prepare for corresponding elective courses in advance according to their personal advantages and preferences.

Clarify the significance and teaching objectives of elective courses: Implement elective courses in a planned and purposeful manner to improve students' comprehensive abilities and meet the needs of the job market.

Improve teaching software and hardware facilities: For example, software use is an application tool that students must master in the intelligent era. Schools should try their best to provide conditions and provide students with certain supporting support to better meet students' learning needs.

2.2 Practical experience

Extend and enhance teaching practice: By prolonging the duration of practical experiences, design long-term teaching practice projects that span the entire university tenure, ensuring that students continuously accumulate practical experience during their studies. Collaborate with enterprises and institutions to undertake targeted practice projects, providing systematic and ongoing opportunities to deepen practical experience and align with professional requirements.

Enrich the types of practical activities: Universities should organize application-oriented practical activities that all students can participate in. Additionally, it is important to focus on expanding practical fields by collaborating with tourism boards, museums, the film industry, and new media organizations to develop diverse practical activities that meet market demands, catering to students' varied interests and career development.

Optimize guidance for practical activities: Strengthen teachers' guidance and organization of practical activities by designing content with clear processes and objectives, ensuring that students can apply what they learn. To encourage greater teacher involvement in cultivating practical skills, their effectiveness in practical activities can be included in the assessment criteria for professional title evaluations, thereby improving the overall quality of practical activities.

Enhance equity in practical opportunities: Establish a transparent application and distribution mechanism for practical activities to ensure that all students have the opportunity to participate in various types of practical experiences. Universities should also establish resource-sharing platforms to broaden the scope of practical activities and provide equitable opportunities for more students.

Adjust the alignment of enterprise demands with practical activities:

Optimize the content of practical activities based on enterprise feedback, reducing the emphasis on music competitions that have low recognition among businesses. Instead, increase practice formats that better align with market demands, such as music teaching and interdisciplinary collaboration, to enhance the market adaptability of activities and improve students' employment competitiveness.

2.3 Interest guidance

Strengthen guidance on course interest: Teachers should continuously update the curriculum, designing application-oriented and practical courses that align with industry developments to enhance student engagement. Additionally, diversifying teaching methods through practical activities, case analyses, and school-enterprise collaboration projects can increase the fun and participation of the courses. Organizing teacher training and experience-sharing sessions can enhance teachers' professional capabilities and foster innovative teaching design.

Improve the teaching evaluation system: Diversify assessment methods for theoretical courses by incorporating project presentations, case analyses, and group reports, reducing the pressure associated with single written exams. Furthermore, enhance the teacher evaluation system by emphasizing course engagement and interest cultivation as key indicators of teaching quality.

Clarify the importance of interest cultivation: Schools should view stimulating student interest as a crucial component of teaching objectives and strengthen their focus on teachers' instructional practices. Additionally, combining on-campus practical activities with external collaborative projects can provide students with

early exposure to real-world environments, boosting their motivation and enhancing learning outcomes.

Focus on career interests and guidance: Incorporate career interest guidance content into the curriculum, providing students with information on industry trends and job demands to help them better plan their career paths. Establish school-enterprise cooperation mechanisms to offer more internship opportunities, enabling students to develop their interests and skills through practice, thus enhancing their post-graduation employment competitiveness.

2.4 Career Counseling

Optimize career guidance courses: Enrich the content of career guidance courses to cover practical topics such as industry trends, job demands, job search skills, and resume writing, enhancing the actual assistance provided by the courses. Integrate practical-oriented segments such as real case analyses, mock interviews, and career experiences to give students a tangible understanding of the professional world. Additionally, invite industry experts and corporate representatives to teach classes, enhancing the practicality and industry relevance of the courses.

Strengthen school-enterprise cooperation and industry communication: Schools should establish dedicated agencies to connect with businesses, regularly organizing lectures or seminars inviting companies to share job demands and career development pathways. Simultaneously, collaborate with leading enterprises to develop practical projects that allow students to understand job requirements through hands-on experiences, reducing the adaptation period between graduation and employment while enhancing employability.

Optimize recruitment platform functions: Increase the participation of small and medium-sized enterprises on recruitment platforms, broadening job selection options and boosting the platform's attractiveness and usage rate. Moreover, schools should enhance the management and support of recruitment platforms, actively

facilitating connections between enterprises and students, providing practical guidance and feedback, resolving encountered issues, and improving platform functionality.

Enhance students' ability to access career information: Schools should consolidate resources regarding industry trends, company information, and job descriptions to create a comprehensive career information database, providing ample support for students. Additionally, design personalized career planning guidance courses tailored to the differing needs of current students and graduates, helping them clarify career goals and efficiently plan their future development paths.

Pay attention to the connection between teachers and student employment: Optimize the teacher evaluation system by including employment guidance and student development metrics in professional title assessments, heightening teachers' awareness of student employment issues. Encourage teachers to participate in career guidance-related training to enhance their advising capabilities, enabling them to play a more proactive role in career counseling.

Enhance the school's initiative in recruitment activities: Schools should proactively assist enterprises and students in overcoming practical challenges during the recruitment process, providing more precise services to improve recruitment efficiency. By establishing feedback mechanisms, schools can timely gather opinions from students and enterprises, continually optimizing employment services and course offerings to ensure the relevance and effectiveness of career guidance.

2.5 University-enterprise cooperation

Optimize university-enterprise cooperation: Establish long-term, stable internship programs forming a fixed school-enterprise collaboration mechanism to provide students with continuous practical opportunities. Additionally, invite industry experts and seasoned professionals to participate in curriculum reform, lectures, and academic exchanges to strengthen the alignment of courses with real-world needs. Schools should actively promote collaborative projects with enterprises, formalizing cooperation structures, deepening university-enterprise relationships, and enhancing collaboration efficiency and tangible value.

Learn from international cooperation models: By referencing successful international university-enterprise cooperation cases and making local adaptations based on school characteristics, explore feasible mechanisms for in-depth collaboration. Adopt project-based partnerships to jointly undertake real projects with enterprises, allowing students to engage directly in practical experiences, thereby enhancing their operational capabilities and understanding of industry demands.

Improve the teaching evaluation system: Optimize teaching evaluation criteria by including metrics related to the enhancement of employability, prompting both teachers and students to focus more on the demands of the job market. Additionally, establish a dynamic evaluation mechanism to adjust assessment indicators based on market changes, ensuring that teaching content keeps pace with the latest social and enterprise requirements.

Discussion

The research results of Tang Fen (2023) are consistent with this study. The study pointed out that "the educational process of music education majors in colleges and universities tends to be theoretical, focusing on the basic knowledge and theoretical research of music disciplines." As the teacher of interviewee No. 2 said, "students are mainly concerned about how to pass the exam. Now the theoretical knowledge exam still accounts for the largest proportion, so naturally students' minds are on theoretical courses." Reducing the proportion of theoretical courses and paying more attention to practicality are what contemporary colleges and universities should pay attention to. At the same time, Tang Fen also pointed out in the study that students lack employment guidance, which is highly consistent with this study. We all agree that students lack understanding of employment opportunities, industry trends and employment requirements, and lack career planning and clear job search directions and goals. This shows that schools should pay more attention to the opening of courses related to employment guidance, from job search skills, career development direction planning to

the establishment of job search channels to more comprehensively help students improve their competitiveness.

The relevant conclusions about employment guidance have also been confirmed in the research published by Xing Yanan (2020). The article mentioned that music and art colleges often rely on the resources and channels of professional tutors to provide recommendations and help for students' employment, and to a certain extent achieve fixed-point employment. In this case, music and art colleges are relatively backward in the development of specialized employment counseling and related work compared with other colleges and departments.

In the research of Wang Wenzhen (2016), it is stated that "the perfection of the teaching evaluation system and the student assessment system will directly affect the teaching quality, so a set of perfect teaching evaluation system and student assessment system should be formulated. In addition to meeting the requirements of the relevant national general college education evaluation documents, the evaluation content should abandon the original music course assessment that focuses on theoretical knowledge, and should increase the assessment of college students' actual music appreciation level and music comprehension ability." This research result and the research of this article both mentioned that colleges and universities can adjust the learning and teaching focus of students and teachers by adjusting the teaching evaluation system and the student assessment system, make the teaching content more vivid and interesting, combine theoretical courses with practical courses, and improve students' comprehensive abilities more comprehensively.

In her exploration of the curriculum setting of music majors in colleges and universities, Li Ting (2023) mentioned that the opening of elective courses, especially modern music equipment, such as "electronic music production" needs to be strengthened. This is consistent with the research results of this study on further improving the quality of elective courses and increasing the investment in school learning materials. We all agree that the current music major curriculum setting in

colleges and universities is basically complete, but elective courses need to be further strengthened in terms of subject opening and supporting facilities.

Gao Chang (2024) pointed out in the research published that a music education major career planning course should be opened for students. This course will run through the entire learning cycle of students to help students understand their interests and development directions. At the same time, Gao Chang pointed out that the teaching content should include an introduction to the situation in the music field, an analysis of the development trend of the industry, so that students can understand the current situation of the employment market and provide a basis for choosing a suitable career direction. This research result is very consistent with the relevant results of this study. The market has certain expectations for graduates, and graduates also have certain expectations for the employment market. They present a mutually dependent and interrelated relationship. Schools should let students know what the market requires of personal abilities in various career directions earlier, so as to better plan their university study career, choose elective courses in a planned and purposeful manner, and participate in practical activities.

Dai Linyan (2023) found in her research that the proportion of teaching practice courses needs to be increased. The article emphasizes that first, it is necessary to increase the attention to practical teaching, and second, students should be led to carry out more practical teaching activities, check and correct students' mistakes in daily teaching as much as possible, strengthen teaching practice ability, and improve employment opportunities. This research finding is consistent with the research results of this article, and we both mentioned that regular and long-term cooperation with business owners should be strengthened, which will help improve employment competitiveness.

Limitation

This study has its limitations. Through in-depth interviews, the researchers directly obtained perspectives from teachers, students, and graduates regarding university-level music education. However, a limitation of this approach is that the personal experiences and views of individual respondents may not fully represent the broader context. Although we recognized this issue early on and developed a detailed interview guide, some respondents still had an incomplete understanding of certain concepts.

Additionally, our interpretation of the interview material remains somewhat high-level. While we proactively incorporated a questionnaire to provide a more straightforward data presentation and to further validate and supplement the interview findings, the study's timeframe was limited due to its nature as a graduate-level thesis. This time constraint prevented a deeper exploration of all identified issues, and we ask readers to bear this limitation in mind.

Recommendation for Further study

Suggestions for applying the research results

To better use the results of this study, I have given two very practical suggestions

First, In the course structure section, the focus is on improving the content design and proportion of each course. Given the differences between the theoretical and practical parts of the current music courses, higher education institutions must consider adopting a more balanced approach to course structure. This involves integrating more practical guidance and industry-related experience while maintaining a strong theoretical foundation. In the practical experience, the focus is on the richness of practical activities, getting rid of the traditional forms of concerts and performances, and increasing project-based practical activities with cultural tourism institutions, large entertainment companies, etc., which requires closer ties between schools and enterprises. What needs to be paid attention to in interest guidance is the continuous improvement of teachers' innovative ability, which is not only reflected in teaching

content but also in teaching design. If colleges and universities can focus part of their attention on teachers' research on teaching content and teaching design, this will bring a force that cannot be underestimated for students' interest stimulation and future career development and even industry development. Regarding the career counseling section, the biggest suggestion is to offer vocational courses in advance, and not to put career-related introductions at the end when students are about to graduate. If vocational courses can be infiltrated when students just enter school, it will provide students with more trial and error space to plan and find the most suitable career development path for themselves. Finally, in university-

enterprise cooperation, it is recommended that colleges take their own actual conditions as a starting point and learn from existing international cooperation models to promote it.

Suggestions for future research

This study provides a framework and direction for optimizing the organization of music teaching. However, in this information collection, due to the questionnaire form used, the business owners' more ideas and improvement suggestions were not fully collected. In the next study, we can increase the interviews with business owners to make up for the shortcomings of this study. In addition, in this study, I observed that the opinions of the respondents on some questions were very inconsistent, which made me interested in measuring the specific weight of each question. In subsequent research, everyone can use the results of this study as a basis for a more in-depth evaluation and discussion of the weight of specific questions. I believe this will be of further help in promoting the reform of college music courses.

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APPENDIX

APPENDIX 1 IOC

1.Yan Yi, senior primary and secondary school teacher, President of Zhangjiagang Folk Music Association, has 30 years of experience in music education and management.

Professional direction is conducting and instrument erhu performance. In 30 years of practice, he has led the team to win numerous awards and has rich experience.

Some awards:

Led the group to participate in the first Huale International Chamber Music Competition and won the primary school group gold medal

Participated in the 10th Yangtze River Delta Art Troupe special performance, won the outstanding performance award, personal outstanding contribution award

He won the first prize in the 2015 Suzhou External Educational Institutions Instrumental Ensemble Competition.

He has been awarded the title of outstanding tutor in the Central Conservatory of Music and Shanghai Conservatory of Music for many times, and Advanced Individual in Jiangsu Province for External Education.

Therefore, we can consider the reliability of our questionnaire to be excellent.

When we input the results of the 30 questionnaires into SPSS to calculate the KMO value, the software displayed "This matrix is not a positive definite matrix," primarily because the sample size (30) is smaller than the number of variables (37). Therefore, we grouped the variables for testing, with each group corresponding to a specific category of our questions (1.1, 1.2, 2, 3, 4, 5). We obtained the following KMO and p-values:

KMO 和巴特利特检验				KMO 和巴特利特检验			
KMO 取样适切性量数。		.510		KMO 取样适切性量数。		.906	
巴特利特球形度检验	近似卡方	57.514		巴特利特球形度检验	近似卡方	162.723	
	自由度	28			自由度	21	
	显著性	<.001			显著性	<.001	
KMO 和巴特利特检验				KMO 和巴特利特检验			
KMO 取样适切性量数。		.883		KMO 取样适切性量数。		.867	
巴特利特球形度检验	近似卡方	303.102		巴特利特球形度检验	近似卡方	374.562	
	自由度	15			自由度	15	
	显著性	<.001			显著性	<.001	
KMO 和巴特利特检验				KMO 和巴特利特检验			
KMO 取样适切性量数。		.931		KMO 取样适切性量数。		.866	
巴特利特球形度检验	近似卡方	447.672		巴特利特球形度检验	近似卡方	252.856	
	自由度	15			自由度	6	
	显著性	<.001			显著性	<.001	

We can see that the KMO of each group is approximately 0.5, and moreover, except for the first group, the KMO of the other groups are all greater than 0.8. In addition, the p-values of Bartlett's test of sphericity for all groups are less than 0.05, and even less than 0.001. Therefore, we can reasonably judge that the validity of our questionnaire is qualified.

APPENDIX 3 In-Depth Interview

In-Depth Interview

Information of the Interviewee:

Name: Occupation: Organization:

Interview Date:

Interview Location:

Interview Start time:

Interview End time:

Section 1: Student Interview

Personal Background

- Please introduce your major and year of study.
- At what age did you start learning music, and what was your reason for choosing this major?

Course Setup

- What courses are currently offered?
- Which courses do you think have been the most helpful to you? Why?
- Besides the existing courses, do you think there are other subjects that should be offered? Why?

Practical Experience

- What practical activities does the school provide? Are these opportunities sufficient for you?
- What in-school and out-of-school practical activities have you participated in? How have these activities helped you?
- How do you generally find practical opportunities?

Learning Interest and Motivation

- What is the source of your interest in music studies?
- Which courses or activities at school do you find most appealing?
- Overall, how well do you think the school stimulates your interest? What areas could be improved?

Career Preparation

- What employment guidance and support does the school provide?
- What are your future career plans? Has the school's training met your employment needs?

Suggestions and Recommendations

- How satisfied are you with the current music education overall?
- In your opinion, what aspects of music education should be improved to better meet your needs?

Section 2: Teacher Interview

Personal Background

- Please introduce your teaching background and experience.
- What courses are you currently teaching?

Course Setup

- What are your views on the current music curriculum? Does it meet the students' needs?
- If the curriculum could be adjusted, what changes would you like to see?

Practical Aspects

- How do you organize students' practical activities? How effective are these activities?

- What do you think are the shortcomings of the current practical arrangements? How can they be improved?

Student Interest and Motivation

- How do you stimulate students' interest in music learning?
- How do you assess the current students' learning motivation? How can it be further enhanced?

Career Guidance

- What measures has the school taken for career guidance? How effective are they?
- What improvements do you think are needed in music education to enhance students' employment competitiveness?

Suggestions and Recommendations

- What is your overall evaluation of the current music education?
- In your opinion, what aspects of music education should be improved to better meet societal needs?

Section 3: Alumni Interview

Personal Background

- Please introduce your graduation year and major.
- What is your current job?

Course Setup

- Looking back at the courses you took, which ones were most helpful for your career development?
- Were you satisfied with the course setup at that time? What could be improved?

Practical Aspects

- Did the practical activities during your studies help your career development?

- Do you think the school provided enough practical opportunities? What were the shortcomings?

Interest and Motivation

- How satisfied are you with your current career? What are your future career plans?

Career Preparation

- What challenges did you face when looking for a job after graduation?
- Was the career guidance provided by the school helpful? What could be improved?

Suggestions and Recommendations

- What is your overall evaluation of the current music education?
- In your opinion, what aspects of music education should be improved to better meet the demands of the job market?



APPENDIX4 Questionnaire

Questionnaire

This questionnaire is divided into 3 sections

Section 1: Organizational Background

Section 2: Information Collection

Section 3: Feedback Collection

Section 1

Please check the box next to the item you deem appropriate. All questions are single-choice.

- 1 What type of organization do you belong to?
 - ☐ Private Organization (music school, educational institution.)
 - ☐ Public Organization (middle school, primary school, cultural center, theater, youth center.)
 - ☐ Other, please specify: _____
- 2 Please select the number of years you have been in touch with the music-related field:
 - ☐ 1-3 years
 - ☐ 3-6 years
 - ☐ 6-12 years
 - ☐ Over 12 years
- 3 What is your educational background?
 - ☐ High school/Technical school or below
 - ☐ Associate degree
 - ☐ Bachelor's degree
 - ☐ Master's degree
 - ☐ Doctorate or above

Section 2						
Each question has 5 levels: 1 - Very unimportant, 2 - Unimportant, 3 - Neutral, 4 - Important, 5 - Very important. Please try to avoid choosing "Neutral" in your responses.		Very unimportant	Unimportant	Neutral	Important	Very important
		1	2	3	4	5
1. Course Structure						
1.1	Based on your company's/organization's employment needs, please evaluate the importance of the following professional knowledge and skills of music graduates in the workplace:					
	a. Instrumental/Vocal Performance Skills					
	b. Music Theory Knowledge (sight-singing and ear training, music theory, harmony, musical form analysis, counterpoint)					
	c. Music History					
	d. Comprehensive Art Knowledge (music appreciation, general music knowledge, introduction to art)					
	e. Music Information Technology (computer music production, recording technology, music notation software, arrangement software, etc.)					
	f. Melody Writing, Arranging, and Orchestration					
	g. Improvised Accompaniment					
	h. Ensemble/Choral Ensemble Training					
1.2	Based on your company's/organization's employment needs, please evaluate the importance of the following interdisciplinary knowledge and skills of music graduates in the workplace:					
	a. Basic Computer Skills					
	b. Event Design and Creation					
	c. Project Management and Organization					
	d. Communication and Collaboration					
	e. Marketing and Promotion					
	f. Psychology and Behavioral Studies					
	g. Other Comprehensive Knowledge (learning and communication skills, ability to solve complex problems, information dynamics of various industries)					
2. Practical Experience						
Based on your company's/organization's employment needs, please evaluate the importance of the following practical activities of music graduates in the workplace:						
	a. Stage Performance, Live Shows					
	b. Music Competitions					
	c. Planning, Organizing, and Executing Events like Concerts and Music Festivals					
	d. Music Teaching					
	e. Experience in Music Selection, Arrangement, and Creation					
	f. Participation in Cross-disciplinary Collaborations with Other Art Forms or Disciplines, such as Dance, Theater, Film, Art Exhibitions, etc.					

3、Work Enthusiasm Please evaluate the importance of strengthening the following aspects, based on the performance of employee work motivation in your enterprise/organization:						
a. Demonstrating enthusiasm when receiving work tasks						
b. Proposing ideas and innovative suggestions during work meetings						
c. Level of participation in team projects						
d. Attitude towards work challenges						
e. Proactiveness in reporting work progress						
f. Willingness to grow in their work						
4、Career Guidance Please evaluate the importance of enhancing the following employment guidance, based on the current needs of your company/organization.						
a. Introduction to various industries and positions						
b. Employment market and the needs of different companies/organizations						
c. Career planning and career development advice (considering individual personality and personal interests)						
d. Resume creation, interview skills, and job search strategy coaching						
e. Company networking events and campus recruitment fairs						
5、University-Enterprise Collaboration Please evaluate the importance of the following activities based on the current state of school-enterprise cooperation:						
a. Establishing a long-term, stable internship training program						
b. Inviting industry/organization experts to give lectures on campus						
c. Involving experienced professionals in the design and reform of higher education music courses						
d. Regularly co-hosting industry and academic exchange conferences						
e. Collaboratively developing new music-related courses"						
Section 3						
1、Suggestions In your opinion, in what areas should higher education music programs be improved to better meet the needs of companies/organizations for music professionals? ~ please specify: _____ Thank you very much !						

VITA

