

A Probe into the Construction Path of College Music Art Management Courses

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Abstract: Music art management is an emerging discipline. The establishment of this discipline can not only enable my country's cultural industry to be better inherited and promoted, it is also an inevitable requirement of the development of the times. Based on this, this article expounds the necessity of constructing music art management courses in colleges and universities, and analyzes the current status of music art management courses, and then puts forward an effective way to construct its curriculum system for the reference of major universities.

1. Introduction

With the continuous development of the country's social economy and the continuous deepening of educational reforms, many colleges and universities have advocated quality education, with the goal of cultivating contemporary university students for comprehensive development of compound talents. In recent years, the domestic and foreign cultural industries have been developing rapidly, which requires universities to cultivate more outstanding music and art management talents for the society. As a new discipline derived from music, the music art management course combines the theoretical knowledge and practice of music to meet the needs of modern society for artistic talents. For the construction of music art management courses, colleges and universities need to make full use of their own teaching facilities, and combine the characteristics of the music discipline to develop their curriculum system, guide students to fully grasp the relevant knowledge of this course, and improve music skills at the same time In order to meet the needs of modern society and cultural enterprises for talents.

2. The Necessity of Constructing Music Art Management Courses in Colleges and Universities

Under the current social background of the new era, people from all walks of life in China are paying more and more attention to the cultural industry, which has caused major universities to gradually increase the investment costs for music and art majors. Planning, organization, and implementation are the main means of music art management. The current music education reform requires that music and art talents cultivated by universities must have solid knowledge of music theory, and must have certain practical experience, and must master information collection and information The ability to conduct analysis also requires contemporary college students to have a certain knowledge and understanding of the modern media industry. It can be seen from this that if

you want to engage in the music and art industry, you must continuously improve your professional level. At this stage, a large number of music, art and culture companies have emerged in China, and the development of these companies is inseparable from music and art management talents, which to a certain extent provides broad employment opportunities and employment prospects for graduates of music and art management. If the course of music art management in major colleges and universities is used as one of the major courses of musicology, it can effectively alleviate the employment limitations caused by the expansion of colleges and universities. The opening of the music art management discipline not only broadens the employment direction of college students, but also lays the foundation for the overall development of college students. Therefore, it is very necessary for music and art management courses to be opened in major vocational colleges. On the other hand, with the continuous development of Internet technology, the world has gradually entered the era of mass media. The establishment of music art management courses in universities is to adapt to social development trends and meet the needs of market development. The opening of this course can effectively increase students The opportunity to obtain cutting-edge knowledge of music arts is also conducive to higher vocational colleges to expand the scientificity and completeness of their own musicology courses.

3. Problems in the Construction of College Music Art Management Courses

3.1 Unclear Subject Positioning

Since the new art management major in China, major colleges and universities have opened this major in succession. However, the positioning of music art management courses in each higher vocational college is not clear, and major colleges and universities have a lot to do with music art management. The curriculum settings and educational goals of the subjects are different, which leads to the relatively vague positioning of many universities for this subject. Some of the leaders and subject professors of higher vocational colleges believe that music art management is a form of expression on the basis of management, which is the extension and application of the management discipline in the field of art, so the course of music art management is summarized as Management discipline. Another part of university administrators believes that music art management courses belong to the category of art, and they think that it only uses management-related ideas and methods to deal with many problems in art. Due to the inaccurate subject positioning of major universities for music art management courses, many universities have inconsistent in the construction and definition of the theoretical system of music art management courses. This is the biggest problem in the construction of art management courses in universities in my country. The existence of this problem shows that the domestic discipline definition of music art management courses needs to clarify its own position, and set up relevant courses scientifically and rationally, so as to promote the perfection and steady development of the course system of this discipline.

3.2 Inconsistent Proportions between Theory Classes and Practical Classes

Music art management, as the name suggests, is the marketing method and music market development in the music market, as well as various techniques such as art management. In music education in modern society, balancing the theoretical and practical proportional relationship of the course of music art management is a problem to be improved by major vocational colleges. However, in the course of constructing music art management in many higher vocational colleges, the proportion of theoretical knowledge courses and practical operation courses is obviously out of balance. There are many colleges and universities that “emphasize practice and neglect theory”. There are few theoretical lessons for this course. Even in theoretical classrooms, teachers also take

the relevant theoretical knowledge away, thinking that students only need to understand the course. Theoretical knowledge is enough, but more practical operation is required. However, because students do not have a solid theory, they often make some low-level mistakes in actual operation and cannot practice well. There are also some colleges and universities that “emphasize theory and ignore practice”. Such colleges and universities have more theoretical knowledge settings for the course of music art management, but often arrange less practical courses. Although the curriculum arrangement of this kind of colleges and universities has provided a solid theoretical foundation for students majoring in music and art management to a certain extent, because students have few practical hands-on opportunities, it is difficult for students to grasp the theoretical knowledge in practical operations. Really use it in practice, which is not conducive to the all-round development of music and art management students. In addition, if students of music art management want to develop their own music art skills, they need to spend a lot of time to learn music theory and other related theoretical knowledge, and the practical operation of music art management also takes a lot of time and energy. Therefore, how to find a balance point between theoretical and practical courses to balance the two sides is a problem that major colleges and universities need to think about and explore.

3.3 Relatively Weak Faculty

At this stage, the relatively weak faculty is one of the problems that many colleges and universities have in constructing music art management courses. Except for the well-known music and art schools such as the China Conservatory of Music and the Central Conservatory of Music, the construction of the faculty of other ordinary higher vocational colleges needs to be improved. There are many college music teachers who are generally young teachers who have just graduated. Although most of them are from academic classes, they lack practical experience. A large part of them are intern teachers in colleges and universities after graduation, thus transforming into formal music art teacher. Because of their lack of rich teaching experience, most music teachers are unable to effectively guide students in the teaching process of music art management courses, and even some newly graduated music teachers still have a good understanding of new music art knowledge. Not students know much, which reduces the quality of teaching to a certain extent.

4. An Effective Path for Colleges and Universities to Construct Music and Art Management Courses

4.1 Accurate Positioning of Music and Art Management Courses

At this stage, the music art management course is not only a simple combination of art and management, it has gradually formed an independent comprehensive interdisciplinary under the background of the current era, not only has strong application , It is also humanistic and cross-cutting. But in terms of its emphasis, music art management is more inclined to management to a certain extent. Although it has the relevant characteristics of management and art, the two cannot be integrated mechanically. Art contains rich spiritual culture and material, and its cultural connotation cannot be covered by management. Therefore, in order to effectively solve this problem, managers and subject researchers of major universities should conduct in-depth analysis and discussion on the subject of music art management, and carry out accurate subject positioning, so as to clarify college music The main educational goal of art management is to ensure the comprehensive and coordinated development of college students majoring in music and art.

4.2 Coordinating the Ratio of Theoretical and Practical Classes

In view of the serious imbalance between theoretical and practical courses in the construction of music and art management courses in colleges and universities, major colleges and universities must coordinate the proportion of the professional theory and practice courses in order to better integrate theory and practice. Combination of practice and coordinated development. First of all, the managers and teachers of all major vocational colleges must start to change their own ideas, resolve their differences in the perception of theory and practice, and be deeply aware of the importance of both theory and practice to music art. Management courses are equally important, so as to better coordinate the joint development of the theory and practice courses of music art management courses. Secondly, after the managers and teachers of major colleges and universities have changed their concepts, they should also research and discuss the setting of the professional course of music art management, and learn from the curriculum system structure of some excellent music colleges to make reasonable arrangements for the school. For the curriculum of music art management disciplines, colleges and universities should reasonably plan the hours of music and art management related courses and the frequency of each course. At the same time, they should scientifically set the theory of the major in accordance with the needs of modern society and music culture and art enterprises for talents. Lessons and practical lessons, so that the balance of the two is not biased. Moreover, as a kind of art culture, music art management is constantly developing with the progress of the times, and a lot of theoretical knowledge is also in continuous innovation. Therefore, colleges and universities should also update the school's music art management textbooks in a timely manner, so that music students are exposed to the latest theoretical knowledge in the school, and should be combined with actual life to set up practical operation courses for music art management courses. , Making it fit the reality of contemporary music and art. Finally, students also need to learn relevant theoretical knowledge and practical operations according to their own time, balance their time and energy for learning the two, and avoid the phenomenon that is more biased towards one side.

4.3 Strengthen the Construction of Teachers

In order to solve the problem of teachers in the construction of music art management courses in colleges and universities, major colleges and universities should strengthen the construction of teachers in music art management courses. First of all, colleges and universities should appropriately raise the threshold for music teachers to enter the school, and hire more excellent and experienced music teachers or professors to ensure the improvement of the teaching quality of this course. Secondly, major colleges and universities should pay full attention to the growth and training of teachers related to music in their school, and increase the training of teachers. They can organize teachers to participate in professional training inside and outside the school at a fixed time each week, and increase the opportunities for teachers to go out for further studies. Let relevant teachers have the opportunity to study in other provinces or other schools at least once every two months, so as to promote the continuous improvement of teachers' professional level and comprehensive quality. Finally, higher vocational colleges should also increase opportunities for school-enterprise cooperation, and allow some newly graduated teachers to experience a period of time in music culture enterprises, enhance their own practical ability and enrich their experience, so as to be better in the teaching process. Instruct students to perform correct operations to ensure their learning efficiency and teaching level.

5. Conclusion

The music art cultural industry has broad development prospects, and the music education of major colleges and universities must pay attention to the opening of the course of music art

management. As a comprehensive and cross-cutting subject, the music art management course has many important values in actual music teaching. At the same time, colleges and universities should accurately position this course and combine theory with practice. For the perfect construction of the curriculum, it is necessary to strengthen the teaching staff and introduce more experienced music teachers or professors, so as to better deliver outstanding talents to the society and cultural enterprises. Therefore, universities offering music art management courses provide a good platform for their own music education and music market, which not only increases the employment opportunities for contemporary college students, but also benefits the vigorous development of the country's future music market and cultural industry.

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