

# Market Demand Oriented Music Curriculum Reform in Colleges and Universities

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**Abstract :** In the teaching reform of music classroom in colleges and universities, it is necessary to take the current market demand as an important guide of teaching reform and understand the development direction of future market music, so as to timely adjust the teaching mode of teachers according to the actual learning situation of students and the content of music teaching materials. By analyzing the market demand, this paper understands the current music curriculum and reform strategies in colleges and universities. It aims to help music majors find the future employment direction, improve their employability, and update the professional curriculum in time. Understanding the market demand and setting up professional classes guided by the market is an important direction of music reform and innovation in colleges and universities.

**Keywords :** Market Demand; College Music; Curriculum Reform

## 1. Introduction

With the continuous development of China's economy, the potential of the music market has been gradually tapped. More and more employment opportunities are placed in front of music students, and the music curriculum reform in colleges and universities is also facing great challenges. It is necessary to focus on the matching degree between talents and the market according to the needs of the current music market. Only in this way can we really cultivate comprehensive music talents suitable for social development. In the process of music curriculum reform, teachers think about reform and innovation from the perspective of market demand, understand the problems existing in current teaching, and timely put forward optimized solutions to help students form good music literacy and provide diversified options for students' future employment.

## 2. Analysis of music curriculum in colleges and universities

From the perspective of curriculum, it is found that there are still many disadvantages in the curriculum of music major in colleges and universities. The curriculum is directly related to the content of classroom teaching and the improvement of classroom teaching quality, which is the fundamental guarantee for the cultivation of music talents. However, at present, the graduates of music major in colleges and universities are facing the problem of employment difficulties. The students trained by the teaching mode of music major do not meet the needs of social development. By analyzing the root causes, it is found that the number of graduates is gradually increasing, and the phenomenon of supply exceeding demand is becoming more and more obvious. Moreover, the professional curriculum did not do a good job in the market demand integration analysis in time, and did not do a good job in the reform and innovation of the curriculum teaching content, which led to the lack of clarity of the future planning of music majors after graduation. Music majors need to spend a lot of time and energy to improve their professional level, while music students' cultural course examination scores are lower than other majors at the same level, so the overall cultural quality of students is not high.

After students enter the university, the curriculum of music major in colleges and universities is affected by the traditional teaching mode, and the connection between professional courses and social needs is not close enough, which makes it difficult for students trained under this mode to improve their social competitiveness. Generally speaking, according to the analysis of

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curriculum, it is found that within 1-2 years after admission, students mainly study basic music theory, vocal music, piano and other music technology courses. Students have low enthusiasm for active learning, and they lose curiosity and enthusiasm for professional learning. There are also some public compulsory courses, most of which are arranged in the first two years, accounting for more than half of the teaching time in the first two years, which may lead to less time for students' music learning and affect the improvement of subsequent students' music level. In addition, China has turned to market economy and formed a talent training mode guided by market demand, which is an important development direction of college reform at present. In the changing process of society, higher standards and requirements are put forward for music majors in colleges and universities, and there are certain differences between students' professional knowledge and their own employment, resulting in students not mastering vocational skills matching social needs, which is a serious problem in the current curriculum.

### **3. Market demand oriented reform strategy of music curriculum in colleges and universities**

#### **3.1 Fully understanding the music market information**

After clarifying the market demand as an important guide of music teaching reform, teachers need to understand the music demand information of the market and determine the training objectives of talents in the reform of music curriculum. On the basis of meeting the requirements of teaching reform and development, the teaching reform of music major in colleges and universities should fully understand the basic objectives of talent training, grasp the direction of social demand for music talents, and learn the contents of the classroom. Reform is based on market demand, improve the teaching mode and the concept of talent training and development, so as to further adjust the classroom setting, build a diversified classroom teaching system, and cultivate professional music talents suitable for the diversified development needs of society. Cultivating excellent music talents for the country and society is one of the important objectives of music teaching. In the development of teaching activities, teachers focus on this basic educational goal and pay attention to market information. We should understand the richness of mass music life, the training objectives of musicology, and emphasize the diversified development of students. Therefore, in the development of music teaching activities, it is necessary to set the teaching content from the teaching goal of building morality and cultivating people, so as to cultivate students' strong organization and planning ability and social adaptability. Music talents also need to have a solid professional music foundation, strong theoretical and practical performance ability, and strive to become compound talents to meet the current social needs.

#### **3.2 Adding teaching content of market demand**

In terms of music classroom content teaching setting, teachers need to increase the teaching content related to the market demand, so that students can understand the general development direction of the current music market demand, so as to make more students willing to spend time and energy to understand the dynamics of the music market, let students know what direction their self-learning should develop in, and make a good career development plan for students in the future. In the process of music teaching in colleges and universities, we need to do a good job in talent training and market demand. At present, some large music colleges in China have also added different market demand contents, which represents the current reform and development trend. For example, Sichuan Conservatory of Music has added the content of popular conservatory of music, which is an important way to adapt to the trend of development and market demand, and created a new model of pop music education. Most of the music in colleges and universities focus on cultivating students' professional music singing skills, singing methods and musical instruments. In fact, the discipline of music not only needs to cultivate students' aesthetic function, but also needs to reflect the mode of all-round development of morality, intelligence and physique. Especially at present, the development speed of urban culture is faster and faster, and the public demand for music is higher and higher, which has promoted the local economic development. The more areas with rapid economic development, the greater the demand for music talents, and these can be used as professional teaching contents to meet the market demand. Teachers consciously mention these teaching contents in classroom teaching to improve students' ideological cognition.

In classroom teaching. To analyze the current social demand for students, it is some applied art talents, rather than traditional art talents, which need to reflect the diversified development of students. Considering the public's music hobbies and needs, we can consider integrating social music activities, mass music aesthetics and other related teaching contents into the teaching classroom, so as to connect the social needs with the classroom teaching. We should set up popular courses such as guitar, pop and percussion, and courses closely connected with social music such as band rehearsal, music therapy, music prenatal education and music early education, reflecting the development mode of aesthetic popularization. These belong to the development model of reform and

innovation of music education major in ordinary colleges and universities. We should also connect the classroom teaching content with the market demand, and increase different music teaching modes such as music planning, art management and pop music singing, so that students can truly understand the employment direction that music talents can choose and what changes can be brought to people's life services.

### **3.3 Flexible choice of professional music curriculum**

Because the demand of the current music talent market changes rapidly, in music teaching, teachers can consider flexibly configuring professional elective courses, so that students can have more choice space, improve teachers' ideological understanding, and reflect the flexible change of music course teaching guided by market demand. Because some music majors in colleges and universities may not have the conditions or ability to set up new majors, most of them take the professional teachers of the university as the backbone of teaching, and the employees of teachers outside the school as the auxiliary force of teaching. In the music curriculum, we can consider setting up diversified music elective courses and establishing a flexible and independent curriculum system, so that every student can choose a suitable curriculum system for in-depth learning according to their own interests and hobbies and their future career planning, in order to achieve a better connection between music teaching and market demand.

At the same time, this flexible and diverse selection model respects individual differences and the interests of each student, reflecting the integration between personal development and the development of the times. For example, a university that has set up the major of "music therapy" can hire local professionals to explain the knowledge of music therapy under the condition of insufficient teachers. Some famous local music therapy cases can also be introduced for classroom analysis, so that students can not only accept the professional explanation of their teachers, but also understand the views of some practitioners in the society on music therapy. It enables students to master a wider range of music knowledge in the broad professional learning process, avoids the closure of music curriculum to a certain extent, and reflects the diversity of talent training.

## **4. Conclusion**

To sum up, taking the market demand as the guidance of teaching, paying deep attention to the reform and innovation direction of the current music market, and improving the reform of music classroom teaching content is of great significance for the development of music teaching in colleges and universities. We should help students realize the diversity of music professional employment and reflect the personalized training mode of music talents.

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