

Research on the Integration of Music Education and Innovation and Entrepreneurship Education in Colleges and Universities

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Abstract: Nowadays, China's education system, objectives and training concept models are constantly updated. Colleges and universities also lose no time to adjust the professional education concept according to the national development strategy. The teaching content and means are diversified, especially the diversified and compound needs of the social needs of music education talents, which puts forward higher requirements for music related talents. However, due to the constraints of ideology, method ability and other aspects, there is no organic integration of professional education and innovation and entrepreneurship [innovation and entrepreneurship are hereinafter collectively referred to as "mass entrepreneurship and entrepreneurship"] education. This paper takes the talent supply and demand relationship as the starting point, focuses on the problems existing in professional education and mass entrepreneurship and innovation education in some colleges and universities, and puts forward feasible suggestions to promote the mutual integration of music professional education and mass entrepreneurship and innovation education by emphasizing the current situation and significance of the integration of universal professional education and mass entrepreneurship and innovation education, so as to promote the adaptability and fit of the construction of music education major in Colleges and universities in the new era, Hope to provide the relevant theoretical research foundation for the talent training in Colleges and universities.

Keywords: Professional education; Innovation and entrepreneurship education; Concrete measure

1. Problems existing in innovation and entrepreneurship education in colleges and universities

At present, it is more scientific for colleges and universities in Our country from the development of macroscopic education concept cognition to the continuous reform and innovation of specific education mode and means. However, there are still many problems in the setting and implementation of entrepreneurship and innovation education.

First, the "unity" of entrepreneurship and innovation education does not meet the needs of the "different genders" of professional education. But at present domestic double gen education of ordinary colleges and universities, especially the local comprehensive colleges generally went into a state of "unify", namely the school uniform to the teaching outline, teaching plan, teaching important and difficult to design, write and implement, ignore the demand for double gen education and professional education, the difference of the combination of education teaching system and the imperfection of the curriculum, Isolation from each other has become a common phenomenon. In music education and the theory of composing two music related, for example, music education professional personnel training points to is to strengthen the capacity of music play sing foundation and music theory knowledge, on the basis of directed to improve students' music education teaching ability, the professional demand for double gen education should tend to entrepreneurship and innovation of education related field or industry guidance, On the basis of improving the basic ability of music playing and singing and relevant knowledge of music theory, the major of theoretical composition aims to cultivate talents in music theory and creation. In this major, innovation and entrepreneurship education should be combined with its professional characteristics to improve the innovative and entrepreneurial characteristics of music theory and music creation output.

Second, there are problems in the recognition of the importance of entrepreneurship and innovation education by university decision-making and management. Both schools and departments should deeply understand the importance of entrepreneurship and innovation education. At present, many colleges and universities attach great importance to professional education but neglect the development and implementation of entrepreneurship and innovation education, which is manifested as passive implementation of entrepreneurship and innovation education, passive promotion of entrepreneurship and innovation projects, low policy and capital investment, and even reduced investment of entrepreneurship and innovation teachers and class setting, which seriously restricts the improvement of students' awareness and ability of entrepreneurship and innovation. "Although the leadership of some universities attaches importance to innovation and entrepreneurship education and has formulated a series of management and implementation measures, the specific management and implementation personnel do not attach importance to innovation and entrepreneurship

education, resulting in the failure of all measures, and the quality and effect of innovation and entrepreneurship education are greatly affected” [1].

Third, the practical cycle of mass entrepreneurship and innovation is too short. China has carried out innovation and entrepreneurship education for a short period of time, and some teachers do not have a profound and specific understanding of entrepreneurship and entrepreneurship education, and lack of composite teaching concepts and scientific teaching objectives. First of all, some teachers only pay attention to whether students can succeed in entrepreneurship, only explain entrepreneurship skills to students in class, and take a variety of measures to increase the number of entrepreneurial students. Under this education model, the success rate of students' entrepreneurship is improved, but due to the lack of students' innovation ability, entrepreneurship projects are usually difficult to develop in the long run. Secondly, some universities carry out innovation and entrepreneurship education for a short period of time with limited class hours, and some teachers of entrepreneurship and entrepreneurship course attach importance to the explanation of theoretical knowledge of entrepreneurship and entrepreneurship, but fail to make them realize the importance of innovation, thus failing to effectively improve students' comprehensive ability [2].

Third, lack of perfect teaching system. First of all, the innovation and entrepreneurship education in some colleges and universities is carried out for a short time and lacks experience. Students are only taught simple theoretical courses without systematic education, and teachers rarely lead students to practice. Even if students spend a lot of time on learning, it is difficult for them to have a deep understanding of the connotation of entrepreneurship. Secondly, some colleges and universities will establish various entrepreneurship competitions in the teaching process, so that students can use these competitions to practice. However, colleges and universities ignore the teaching of basic knowledge, even if students participate in a large number of activities, it is difficult to improve their own innovation ability. This kind of teaching mode instead wastes a lot of students' time and is not good for their development. Finally, there are certain differences in the professional courses of different colleges and universities in China, and colleges and universities have their own educational characteristics. However, when conducting teaching management, colleges and universities do not hold relevant innovation and entrepreneurship activities according to their own characteristics, so students cannot combine the knowledge they have learned with entrepreneurship.

Fourth, there are problems with the curriculum. Secondly, when setting the courses of innovation and entrepreneurship, some universities fail to consider the needs of enterprises for talents. Although the talents cultivated are capable of innovation and entrepreneurship, they do not meet the needs of the society, which is not conducive to the subsequent employment and development of students. Finally, innovation and entrepreneurship education mainly includes theoretical knowledge learning and practice. When setting up courses, some universities will arrange students to practice after they have learned all theoretical knowledge, so that students cannot use the knowledge they have learned in time. This kind of teaching quality is poor and cannot effectively cultivate students' ability.

Fifth, the quality of teaching materials is poor, which is mainly reflected in two aspects. First of all, China's universities have carried out innovation and entrepreneurship education for a short period of time, so they cannot establish real, visible and targeted cases of entrepreneurship and innovation for students, which makes it difficult to effectively mobilize the enthusiasm of students. However, some textbooks have many operational cases, but lack theoretical knowledge, which leads to the lack of solid foundation of students and can not really improve their entrepreneurial level. Second, the current professional textbooks of most universities rarely involve innovative knowledge, which cannot meet the needs of students for entrepreneurship and innovation. Therefore, new textbooks need to be developed to integrate knowledge and help students understand.

Sixth, there is a lack of professional teachers with entrepreneurship and innovation consciousness and comprehensive teaching ability. Classroom teachers for professional education and the combination of double gen education is not enough in-depth education concept, combined with the professional education and double and the shortage of education administration and teaching talents, teaching design, teaching implementation is not very good, lead to innovative entrepreneurship education with professional knowledge interaction, hard synchronous ascension, double gen education curriculum is a widespread by students as “useless lesson”. First of all, colleges and universities in China have a high threshold in recruiting teachers, and set strict requirements on teachers' education background and age. Some teachers have higher academic qualifications and rich theoretical knowledge, but they lack practical experience in innovation and entrepreneurship and cannot guide students to practice. Secondly, some colleges and universities do not employ professional teachers, but employ part-time staff such as counselors, who have little knowledge of innovation and entrepreneurship education and are difficult to adopt scientific teaching mode. Such teachers may even give negative guidance to students.

2. The significance of integrating professional education with innovation and entrepreneurship education

First of all, universities usually divide students into different majors in the past, which can cultivate professional talents quickly. However, this education model also has its drawbacks. First, colleges and universities attach importance to the explanation of theoretical knowledge when conducting professional education, and lack the cultivation of students' practical ability and application ability, especially the related education of the connection between theory and practice, resulting in their inadequate comprehensive ability. Second, under this education mode, students master relatively single knowledge, the connection and application between courses cannot form a closed loop, and there are certain limitations in the way of thinking and knowledge application, which are inconsistent with the demand for talents in Our society. Third, although some colleges and universities realize the importance of innovation and entrepreneurship courses, they fail to integrate them well with professional education, making entrepreneurship and entrepreneurship education formalized and superficial. When college teachers infiltrate entrepreneurship knowledge into professional classes, students' innovation level will be improved to a certain extent.

Secondly, it is beneficial to students' employment and development. At present, the educational background of talents in Our country has been improved, and the posts in the society are limited, leading to students facing greater difficulty in employment. As part of the lack of innovation in colleges and universities entrepreneurship education, the majority of students to understand innovation entrepreneurship is less, also did not realize the importance of entrepreneurship, when colleges and universities will be linked with professional knowledge and business knowledge, can improve the students' career ability, at the same time can also provide them with new development direction, in order to solve the problem of employment, is conducive to the development of our society and economy.

Finally, it is conducive to the reform of innovation and entrepreneurship education model. In the past, innovation and entrepreneurship education in China was not integrated with professional education, and students' knowledge reserve was insufficient through short-term learning of innovation and entrepreneurship, resulting in a lack of solid foundation for entrepreneurship projects. Under this education model, although the entrepreneurship rate of students will be improved, it is difficult to maintain entrepreneurship programs for a long time. There are many problems in this kind of innovation and entrepreneurship education, which needs to be reformed. When colleges and universities combine professional knowledge with entrepreneurial knowledge, they can enrich students' knowledge and improve their knowledge structure, thus solving the above problems^[3].

3. Concrete measures to promote the integration of professional education and innovation and entrepreneurship education in colleges and universities

3.1 Realize the integration of teaching content

At present, when carrying out innovation and entrepreneurship education and professional education in some colleges and universities in China, the teaching content is relatively single with little connection between the teaching content, which affects the overall teaching quality. Therefore, it is necessary to realize the integration of teaching content. First of all, it is necessary to increase the research on teaching materials and compile compound teaching materials for students to study and use. Secondly, teachers need to enrich the teaching content. When explaining professional content, explain relevant innovation and entrepreneurship cases to students, which can not only make students deeply understand the connection between innovation and entrepreneurship and professional knowledge, but also make them realize the importance of innovation. Finally, we need to adjust the development time of practical teaching. It can improve students' understanding of their own majors and give them a comprehensive understanding of the actual work process, which is conducive to their innovation and entrepreneurship^[4].

3.2 Promote the integration of practical activities

When cultivating students' innovation ability, it is necessary not only to carry out theoretical knowledge teaching, but also to carry out practical activities, so that students can deepen their understanding of innovation and entrepreneurship in the process of practical operation. Therefore, it is necessary to promote the integration of practical activities. First of all, colleges and universities can regularly carry out innovation and entrepreneurship competitions related to professional education to provide students with practical opportunities. Secondly, colleges and universities can cooperate with off-campus enterprises, and the work content of industrial enterprises is more suitable for students' professional knowledge. In this process, enterprises can organize students of different majors to set up different innovation and entrepreneurship groups, so that students can carry out practical operation. Finally, colleges and universities can set up a pioneer park. There are many entrepreneurial projects in the park, and these projects usually last a long time, which can continuously provide practical activities for students, and students can enter the pioneer park at any time to learn about the entrepreneurial process. Colleges and universities can also enable innovation and entrepreneurship teachers to give entrepreneurship lectures in the park, which can not only improve the success rate of students' entrepreneurship, but also improve their comprehensive ability.

3.3 Improve the comprehensive ability of teachers

At present, the shortage of teachers in some universities is serious, and some innovation and entrepreneurship teachers have rich theoretical knowledge, but they seldom participate in the actual entrepreneurship process. However, teachers of some professional courses have little knowledge of innovative knowledge and are unable to explain these contents to students in depth. Therefore, comprehensive ability of teachers should be improved to solve the above problems. First of all, colleges and universities need to raise the threshold of recruitment. In the recruitment process, teachers should not only be required to have a certain degree, but also their work experience, so as to ensure that their comprehensive ability is strong. Secondly, colleges and universities can cooperate with enterprises. First, colleges and universities can hire experts from enterprises to give lectures on campus. These experts know more about professional knowledge and have certain practical experience. They can provide students with high-quality education and guide them to carry out innovation and entrepreneurship. Secondly, enterprises can not only provide students with practical opportunities, but also provide teachers with practical positions to deepen their understanding of the connotation of innovation and entrepreneurship, so as to improve their teaching level^[5].

3.4 Improve the evaluation system

First of all, when carrying out innovation and entrepreneurship education in the past, some colleges and universities only assessed students' theoretical knowledge through paper exams instead of their practical ability, which was not comprehensive enough to understand the real entrepreneurship level of students and the teaching quality of teachers. Therefore, it is necessary to improve the evaluation system, colleges and universities need to evaluate the theoretical knowledge and practical ability, and comprehensively improve the innovation ability of students. Colleges and universities can establish an exchange platform for students to show their entrepreneurial projects and achievements, and then evaluate them^[6].

3.5 Promote innovation system through competition

By the national Ministry of Science and Technology, Ministry of Finance, the Ministry of Education, the national office and the

All-China Federation of Industry and Commerce net letter to guide college students' innovative undertaking contest with the theme of "science and technology innovation, achievement of national games, game adhering to the" government-led, public support, market mechanism "pattern, in effective government as a whole the guide at the same time, maximum polymerization inspired the vitality of the market.

By December 2021, the creative creativity Competition has been successfully held for ten sessions. In March 2022, the provinces have organized and prepared for the 11th Local selection competition of China Innovation and Entrepreneurship Competition. Universities in the autonomous Region have encouraged teachers and students to cultivate innovation and entrepreneurship in different forms by combining their own professional characteristics and using various forms online and offline.

In order to improve the level of innovation and entrepreneurship of students, create an atmosphere of innovation and entrepreneurship in universities, promote the culture of innovation and entrepreneurship, and promote the integration of science and technology and finance.

3.6 Fourth, concluding remarks

To sum up, it is important for colleges and universities to combine professional knowledge with entrepreneurial knowledge, which can not only improve students' comprehensive ability, but also benefit their employment and development. However, the current degree of integration between the two is insufficient, so measures should be taken to solve the problem. In this process, we should not only improve the evaluation system, but also realize the integration of teaching content, promote the integration of practical activities, and improve the comprehensive ability of teachers. Such measures can not only improve the level of talent training, but also promote the reform and development of college education mode.

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