

The Practice of Entrepreneurship Education for Music Major Students under the Background of Digitalization

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Abstract: With the continuous development of the times, the digital development background should be taken into account when carrying out entrepreneurship education for music majors, and entrepreneurship education should be carried out in combination with the new social demand for talents. In this paper, the relevant strategies and methods of entrepreneurship education for music majors are mainly discussed under the digital background.

Key words: digitalization; music major; entrepreneurship education

1. Introduction

With the concept of mass entrepreneurship and innovation, entrepreneurship education should also be integrated into the talent training system of colleges and universities when conducting education for music majors. The continuous development of the times has also changed the way in which music is carried. Music is becoming more and more digital. Teachers should encourage students to explore the future career development path through entrepreneurship after graduation ^[1]. In addition, the characteristics of music major should be taken into account in the entrepreneurship education for college students based on the digital background, so that students can obtain a broader career development space through entrepreneurship education.

2. The Significance of Innovation Education from the Perspective of Mass Entrepreneurship and Innovation

The concept of mass entrepreneurship was first proposed at the the World Economic Forum annual meeting 2014 in Davos. Subsequently, relevant documents on innovation and entrepreneurship were issued one after another. Since then, the self-employment model featuring mass entrepreneurship and mass innovation has been popularized in the society. Especially with the continuous development of the Internet, network-based entrepreneurship has become the main form of social entrepreneurship at present. Mass entrepreneurship and innovation, as a kind of industrial restructuring with the participation of the whole people, can effectively stimulate

economic growth and enhance the country's innovation ability. In this context, education on innovation and entrepreneurship for college students is also an effective means to cultivate individual innovative thinking and entrepreneurial ability, which is conducive to building a good entrepreneurial culture.

For college students majoring in music, the advent of the Internet age also poses unprecedented challenges to the music industry in the future. How to deal with the external environment, give play to their own advantages and get out of the dilemma of the traditional employment concept requires every music major student to have the professional quality and preparation. Therefore, the innovation and entrepreneurship education for music students under the digital background can alleviate the employment difficulties of music majors to a great extent.

3. The Current Situation and Problems of Entrepreneurship Education for Music Majors in China

Compared with western countries, the entrepreneurship education for music majors in China is still in its infancy. Although some development experience has been accumulated, there are still many deficiencies in the teaching staff, entrepreneurship education and scientific research resources, resulting in some problems in the entrepreneurship education for music majors. Specifically, it is mainly manifested in the following aspects.

3.1. The Lagging Concept of Music College Students in Entrepreneurship

Influenced by the traditional exam-oriented education, some college students are more willing to find jobs in the society after graduation than to devote their energy to starting their own businesses. Some only hope to find jobs after graduation, and usually only understand and learn from books ^[2]. In addition, many teachers fail to shape students' concept of employment and entrepreneurship in the process of education, and generally lack the excavation of innovative spirit and pay insufficient attention to entrepreneurship education, which ultimately leads to students not forming a positive entrepreneurial concept. As a result, there is neither understanding of

entrepreneurship nor blueprint planning for self-employment, nor psychological preparation for daring to fight and venture. After graduation, they still rely too much on schools and parents, and the lack of self-employment consciousness also increases the difficulty of self-employment to a certain extent.

3.2. Immature Innovative Education System for Music Major

Entrepreneurship courses for Chinese college students tend to be more focused on career planning and employment guidance, instead of promoting KAB or SIYB courses that really focus on practical education of entrepreneurship, which is not conducive to helping students to effectively improve their entrepreneurial ability as just education at the level of career planning. Different from employability, entrepreneurship requires students to have a certain industry forward-looking vision to accurately identify opportunities and drive others to work together. However, entrepreneurship education in many colleges and universities only stays at the theoretical level, emphasizing the definition of entrepreneurship and related theoretical knowledge, and does not make an in-depth discussion on entrepreneurship policies and procedures that students should pay attention to in the actual entrepreneurial process. Moreover, the entrepreneurship education for music majors lacks the correspondence with music majors themselves, and the cultivation of students' imagination and creativity is often neglected in the process of entrepreneurship education. Entrepreneurship requires courage and boldness. If the entire entrepreneurship education system stays at the theoretical level, it will only lead students to fail to make correct judgments in the actual process of entrepreneurship, fail to reach the essence of entrepreneurship, and get very limited ability promotion.

In the entrepreneurship education for music major, the characteristics of music major should be integrated and the knowledge structure should be built. Teachers engaged in entrepreneurship education should also have a certain sense of advance and understand the related knowledge of economy, marketing, business and digital music. Only in this way can they provide sufficient guidance for music majors who want to start their own businesses and get rid of the dilemma of acting blindly.

3.3. Insufficient Music Professional Knowledge of Students for Starting Their Businesses

With the continuous expansion of enrollment, music education majors have been set up in many comprehensive universities that tend to lower the standards of music enrollment in order to recruit enough students. Especially compared with professional music colleges and universities, many students have weak professional skills, coupled with the large number of students enrolled in this major and the large size of the class, many teachers are unable to take care of every student in their teaching, resulting in unsatisfactory results in professional knowledge teaching. Many schools have not kept pace with the times in teaching ability, and students' cultural

courses and professional foundations are weak. The sharp decline in the quality of students has also affected the quality of teaching. Every year, a large number of graduates cannot find good jobs. The above problems are also reflected in the few successful cases due to the lack of professionalism when they set up their own music studio or training center even if students have the idea of starting a business.

3.4. A Serious Shortage of Investment in University Entrepreneurship Education

Schools often lack sufficient attention to the entrepreneurship education of music majors. Although many colleges and universities have realized the importance of entrepreneurship, they are unable to provide the necessary guarantee for music entrepreneurship education due to insufficient funds and many entrepreneurship-related facilities. Especially for students majoring in music, the advent of the digital era has put forward higher requirements for music production. The school needs the investment of relevant hardware in order to support the students to improve their relevant capabilities^[3]. The lack of investment in this field will also affect the effect of music professional entrepreneurship education.

3.5. The Lack of a Good Entrepreneurial Environment for College Students Making it Relatively Difficult for Music Majors to Start Businesses

When the employment environment is not optimistic, it is very difficult for students to achieve self-employment through entrepreneurship. Colleges and universities can encourage college students to start businesses by holding various kinds of business plan competitions. However, due to the relatively weak atmosphere of the overall entrepreneurial environment and the great difficulty of college students' entrepreneurship financing, it is difficult to put even an excellent entrepreneurship plan into practice. In music majors of some universities, many college students feel that the employment prospects of music majors are rather vague under the impact of the Internet. Even if they want to start a business, they don't know what to do in the first step. Even though some college students spend a lot of energy and money on learning entrepreneurship courses or consulting social organizations, it is still difficult to start a business without funds and experience.

4. Relevant Strategies of Entrepreneurship Guidance for Music Majors under the Digital Background

4.1. Keeping Pace with the Times and Deepening the Reform of Music Curriculum

In order to better promote innovation and entrepreneurship education, colleges and universities should first adjust the curriculum content for music majors, improve the matching degree of learning content at school stage according to the actual employment needs of society, and at the same time, actively build a music learning display platform to find more cooperation in the society in terms of entrepreneurship policies, projects and funds, so

as to expand a broader space for music majors to innovate in this module. On campus, the school should also actively provide music majors with more opportunities to get in touch with entrepreneurial practices, such as giving students relevant exercises in concerts or choirs to enhance their awareness of innovation and entrepreneurship^[4], and organizing students to visit and communicate in music studios. The school should not only use music studios as a starting point for entrepreneurship, but also serve as a gathering place for music entrepreneurs to communicate, so that students can have a preliminary understanding of the market during the school period and lay a solid foundation for subsequent learning.

4.2. Encouraging Music Major Students to Realize Self-Employment through Multi-Sided Counseling

Entrepreneurship guidance for music students should be combined with the actual interests of students and the characteristics of entrepreneurship projects, so that students can combine their own interests and entrepreneurship projects. Before graduation, the school can solve some initial problems for the students, select potential entrepreneurs, and let the students make a business plan according to their own starting ideas. Then the teachers can evaluate the feasibility of the plan and give corresponding resources. Such kind of entrepreneurship-oriented education combined with interests can deepen students' cognition and understanding of entrepreneurship.

4.3. Strengthening the Training of Comprehensive Quality of Music Majors

Colleges and universities should not only mold the professional skills of music majors, but also pay attention to the cultivation of comprehensive quality. Especially at a time when information is becoming more and more developed, music professionals should be able to keep pace with the times and have the necessary psychological qualities to start a business. In the construction of curriculum system, colleges and universities should take the all-round and comprehensive development of people as the course center, and add core literacy education modules in the teaching process, so that students can broaden the choice space of autonomous learning through entrepreneurial learning, thus improving their comprehensive quality and ability.

4.4. Promoting the Organic Integration of Professional Education and Innovation and Entrepreneurship Education

Music majors should constantly improve their ability in learning professional knowledge. At the same time, schools should also set up credits related to innovation ability to provide scientific, reasonable and effective system services for entrepreneurial talents. They should truly combine professional education with innovative and entrepreneurial education, and take innovative and entrepreneurial education as the foundation, so that students can form a rational cognitive foundation for learning, develop a sense of action, and better start their own businesses after entering the society.

4.5. Strengthening the Practical Training of Teachers in Innovation and Entrepreneurship Education

In the digital context, teachers themselves should have a certain degree of awareness of innovation and entrepreneurship, and have relevant practical experience, because if innovation and entrepreneurship education only stays in the oral statement, it will only become superficial. Therefore, teachers should be able to continuously improve their professional quality, improve their knowledge structure and participate in formal teaching and training for the innovative and entrepreneurial education of music major. It is best to enter the enterprise to experience the survival of the enterprise^[5], and to strengthen the understanding and application of innovation and entrepreneurship in the process of experiential training, and to do a good job of integration with music education.

In addition, colleges and universities can also teach music majors the experience and ways of starting a business by hiring an entrepreneurial tutor to guide them. Similarly, attention should be paid to strengthening the ties between students majoring in music and society. Schools need to provide students with practical opportunities such as social performances and audio recording, so that they can be exposed to entrepreneurship at the school stage^[6]. For students who are interested in starting a business, this is also an important opportunity to learn about starting a business and realize the integration of theoretical knowledge of starting a business and market research on music business knowledge. Furthermore, schools can also allow students to set up small business start-up studios for pre-start-up practice through some support policies in schools. All these targeted training and the adjustment of entrepreneurship education ability based on teachers can make entrepreneurship gradually close to college students to cultivate the public's awareness of the times of entrepreneurship and innovation.

5. Conclusions

To sum up, the digital background means the great development of knowledge economy and the ever-changing new era. As an important base for training talents, colleges and universities should be able to integrate innovation and entrepreneurship education with the times, inject more core competitiveness for music majors, and enhance the intrinsic value of talents. As the employment situation faced by the music major is becoming increasingly serious, colleges and universities should encourage students to start their own businesses, seize the development opportunity of the market, take entrepreneurship as the starting point, so that students have a stronger sense of competition and an open concept. In view of the characteristics of the times, combined with the actual learning situation of music students, they should build their abilities, incorporate entrepreneurship, innovation and creativity into the process of music education, and make adjustments to the teaching content and structure. At the same time, colleges and universities should also set up relevant supporting policies so that music majors can truly stand firm in the digital background and the wave of higher education reform and development,

have stronger social adaptability, contribute greater value in society, and make positive contributions to China's economic and social development.

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