

Practical Exploration and Path Optimization of Curriculum System Construction for Vocal Performance Majors in Universities from the Perspective of Industry-Education Integration

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Abstract: This paper delves into the core value of industry-education integration in advancing the reconstruction of the curriculum system for vocal performance majors in universities. It encompasses practical examples, constituent elements, existing challenges, and potential solutions. The research focuses on the advantages of industry-education collaboration, such as deepening practical experience, innovating curriculum structure, enhancing educational efficacy, and strengthening students' career development potential. It vividly illustrates its operational model and significant outcomes using the exemplary collaboration between Guilin Tourism University and Guangxi Cultural Industry Co., Ltd. as a case study. Simultaneously, the paper reveals current challenges in collaborative mechanisms, teaching arrangements, faculty structure, and the alignment of practical resources. It proposes countermeasures such as optimizing the collaborative system, strengthening the connection between teaching and market needs, improving the comprehensive quality of faculty, and broadening practical pathways. Finally, the paper forecasts future development trends for industry-education integration in empowering the curriculum development for university vocal performance majors.

Keywords: Industry-Education Integration; Vocal Performance Major; Curriculum Structure; Professional Competence; Faculty Development; Problems and Countermeasures

1. Introduction

1.1 Research Background

With the rapid development of China's socio-

economy, higher education occupies a central position in national strategic development. The vocal performance major, as a multidisciplinary art field integrating diverse artistic forms, sees its educational quality and talent cultivation effectiveness directly impacting the prosperity of cultural and artistic endeavors. However, the current curriculum system for this major commonly faces issues such as structural imbalance, singular teaching content, and weak faculty reserves. To enhance the educational level of this major, drive curriculum system innovation, and explore industry-education collaborative talent cultivation models has become a new focal point.

In recent years, this model has been increasingly applied in constructing the curriculum system for university vocal performance programs. On one hand, the industry provides universities with valuable practical resources and cutting-edge industry information, ensuring teaching arrangements align more closely with actual needs. On the other hand, universities cultivate professionals with both practical skills and innovative capabilities for enterprises. This study aims to conduct an in-depth analysis of the practical experiences and theoretical reflections on promoting the reconstruction of the vocal performance curriculum system through industry-education integration, with the goal of empowering professional education reform.

1.2 Research Value

Firstly, industry-education collaboration helps refine the educational quality of vocal performance majors. Joint efforts enable the precise identification of industry demands, optimize disciplinary layout, enhance the practicality and relevance of content, and significantly improve educational outcomes. Secondly, collaboration facilitates the cultivation of high-quality music professionals by providing

students with abundant platforms for practical training, aiding them in refining their skills and enhancing workplace competitiveness. Furthermore, this approach achieves mutual benefit for universities and enterprises, integrating advantageous resources and accelerating the integration of industry, academia, and research. Ultimately, collaboration drives structural reform and innovation in the vocal performance curriculum. Drawing on successful domestic and international experiences, it explores feasible pathways for localized curriculum construction, laying a solid foundation for the sustainable development of the major.

2. Core Value and Driving Mechanisms of Industry-Education Integration in Empowering Curriculum System Reconstruction for Performance Majors

2.1 Multidimensional Connotation and Core Characteristics of the Collaborative Mechanism

Industry-education integration is far from a simple university-industry partnership. It is a strategically synergistic relationship built on deep mutual trust, aiming to integrate the advantageous resources of both parties to form a talent development consortium characterized by "resource sharing, process co-management, outcome sharing, and responsibility sharing." This consortium collaboratively shapes compound applied talents with outstanding vocal performance skills, profound humanistic literacy, keen market acumen, and innovative practical abilities for the cultural market. In the process of reconstructing the curriculum system for vocal performance majors, this deep collaboration exhibits rich and distinctive contemporary connotations and core features.

The essential meaning of collaboration lies in breaking through the boundaries of the traditional campus, achieving deep embedding and seamless linkage between the university's professional education entity and relevant industry market entities. Its core lies in constructing a full-chain collaborative system encompassing "co-researching curriculum - co-implementing teaching - co-guiding practice - co-constructing evaluation - co-cultivating talent." Universities are no longer isolated ivory towers, nor are enterprises merely end-users of graduates; both jointly participate in the entire

process of encoding talent cultivation. From the scientific setting of curriculum objectives (closely aligned with the latest industry competency models and job competency requirements), to the precise development of teaching content (incorporating real-world project cases and cutting-edge technical standards), to the effective implementation of practical links (providing authentic performance environments and stage testing platforms), and finally to the joint evaluation of talent quality (establishing a dual university-enterprise evaluation index system) – each link is permeated with the co-creation of wisdom and resource co-construction by both parties. For example, a joint university-enterprise expert group regularly conducts market demand diagnosis and analysis to dynamically adjust the weight of curriculum modules, ensuring teaching supply precisely matches industry needs.

2.1.1 Systematic Presentation of Salient Characteristics:

Resource Sharing: Multidimensional Integration from Basic to Advanced. Industry-education integration transcends the initial stage of simply borrowing physical resources (e.g., professional rehearsal halls, recording studios, theaters, performance equipment). It deepens into an all-encompassing, multidimensional sharing that includes intellectual resources (e.g., the experiential wisdom of senior corporate directors, artistic directors, front-line performers), information resources (e.g., industry trend reports, production processes, audience analysis), and project resources (e.g., opportunities for commercial resident performances, incubation projects for original productions, creation of large-scale cultural tourism live performances). The theoretical sedimentation and research strength of universities, combined with the practical experience and market sensitivity of enterprises, through this deep-level resource integration, significantly amplify teaching effectiveness. Abstract artistic theories are concretized, verified, and sublimated in real scenarios, making the path to practical application more direct and efficient.

Complementary Advantages: Deep Integration of Industry, Academia, and Research. Its core value lies in achieving a perfect complementarity between the rigorous, systematic academic research and talent cultivation logic of higher education and the

rapidly changing market demands and practical experience of the cultural industry. The university's disciplinary system provides students with a solid foundation in artistic theory, aesthetic cultivation, and critical thinking; the vibrant practices of enterprises introduce the latest market dynamics, industry standards, production processes, business operation models, and "clinical" experience in handling emergencies. The complementary fusion of the two fosters compound talents who possess both profound artistic accomplishment and mastery of industry operational norms, while also exhibiting innovative thinking and practical adaptability – for instance, being an "all-rounder" capable of independently handling everything from vocal technique interpretation and character portrayal to the planning and execution of small-scale performance projects.

Integration of Learning and Application: Contextualized Learning and Capability Iteration. The core driver of industry-education integration lies in thoroughly breaking down the barrier between "learning" and "application," extending the teaching domain from traditional classrooms to real stages, recording studios, and performance project teams. By embedding real commercial performance projects, repertoire production tasks, and music recording practices into the teaching system, students apply knowledge, hone skills, and solve problems in authentic, uncertain contexts. This "learning by doing, doing while learning" model not only strengthens students' ability to transform theoretical knowledge into practical results (operational ability) but, more importantly, stimulates their exploratory spirit (e.g., adapting to different acoustic environments, communicating with diverse audiences), innovative consciousness (e.g., artistic breakthroughs under constraints), and cross-domain collaboration abilities in the process of solving practical problems, realizing the dynamic application of knowledge and the spiral escalation of practical capabilities.

Demand Orientation: Precise Alignment of Talent Supply and Market Needs. The enduring vitality of industry-education integration lies in its strong orientation towards market demand. The construction of the curriculum system is no longer the result of closed-door discussions within the university but is based on real-time tracking and in-depth interpretation of changes in industry talent requirements. Enterprises, as

frontline market entities, enable the curriculum design to precisely target the core competency spectrum (e.g., musical theater singing ability, comprehensive performance capability in cultural tourism live shows, creation and performance ability for new media music works) required of vocal performance talents in the present and near future. Teaching content and evaluation standards remain dynamically synchronized with the latest industry requirements, thereby ensuring graduates' professional skills, artistic expressiveness, and professional ethics highly align with employer needs, fundamentally enhancing their core competitiveness and irreplaceability in the job market.

Diverse Forms: Richness and Flexibility of Collaborative Paths. Industry-education collaboration demonstrates strong adaptability and flexibility in practice, manifested in diverse collaborative carriers and paths. At the foundational level, "jointly building practice bases" (e.g., co-investing in high-standard rehearsal halls with lighting/sound equipment, simulation theaters, small performance venues) provides stable platforms for skill refinement. At the intermediate level, "project collaboration" (e.g., jointly undertaking government cultural projects, commercial performance seasons, original repertoire production) integrates students into real project process management, allowing them to experience the complete performance life cycle. At the deeper level, "joint curriculum development" (e.g., collaboratively developing specialized courses like "Vocal Performance and Stagecraft," "Operation of Cultural Tourism Performance Projects," "Incubation of New Media Vocal IP") systematically incorporates corporate practical wisdom into the curriculum's DNA. Additionally, models such as "regular industry expert lectures" (enterprise experts resident on campus delivering modular teaching), "enterprise-customized talent cultivation classes," "industry-academia-research joint research studios," and "student entrepreneurship incubators" collectively weave a multi-level, three-dimensional industry-education integration network, infusing the curriculum system with a continuous stream of industry vitality.

2.2 Multidimensional Effects and Strategic Value of Collaboration-Driven Curriculum System Reconstruction

In the teaching reform of vocal performance majors, industry-education integration collaboration has transcended its role as an auxiliary tool to become the core engine driving structural, in-depth, and systematic reconstruction of the curriculum system. It brings not only a quantitative increase in courses (new course modules) but also a qualitative leap (innovation in concepts, content, and evaluation). Its multi-dimensional driving effects hold profound strategic value.

2.2.1 Foundation Reshaping: Deep Construction and Sublimation of the Practical Teaching System

The most significant enabling effect of collaboration on the curriculum system is its revolutionary enhancement of students' practical learning experience. By deeply linking with the operational mechanisms of theaters, industrial-standard processes of professional recording workshops, and project production departments of large performance companies, universities break the physical and contextual limitations of traditional training rooms. They pave a progressive practical path for students from "imitative practice" to "authentic stage performance." For instance, students no longer solely practice solo pieces in well-soundproofed piano rooms but directly participate in rehearsals and dress rehearsals under corporate mentors' guidance, culminating in performing commercially for real audiences. This process inherently hones professional psychological resilience and stage response capabilities. More crucially, enterprises' active projects (e.g., a tourism festival opening ceremony being planned, the rehearsal of a newly created musical, the recording of an original album) are directly transformed into course cases or practical tasks embedded into teaching modules. This "frontline" import of teaching content ensures that the skills learned, strategies applied, and materials created by students during their studies remain synchronized with industry practices. Their horizons are vastly broadened, moving beyond the static world of textbooks, resulting in comprehensive, multi-dimensional tempering and leapfrog improvement in knowledge structure updates, artistic sensitivity cultivation, problem-solving strategies, familiarity with technical equipment, and teamwork patterns – overall artistic literacy.

2.2.2 Structural Reshaping: Systemic Innovation of Curriculum Content and Educational Efficacy

The optimizing role of industry-education collaboration on the curriculum system extends beyond piecemeal content updates, triggering systemic changes in the entire curriculum architecture. The deep embedding of a "practical gene" constitutes the core logic of reform: transforming authentic corporate business project execution cases, classic stage character portrayal cases, market audience behavior analysis, and show contingency handling experiences into teaching materials. Students are tasked to use learned theories in decision-making drills and practical operations during course assignments (e.g., project proposals, character analysis reports, performance contingency planning design). This application-oriented curriculum design and implementation greatly enhance the practical value and precise relevance of teaching content; students learn what they will use, addressing the chronic problem of the "theory-practice gap." Simultaneously, enterprises on the market frontier act as sensitive "radar detectors," capable of capturing and discerning the latest industry trends and evolving demands in technology iteration (e.g., immersive audio technology, AI-assisted creation), audience aesthetic shifts (e.g., popularity of Chinese-style musicals, rise of immersive performances), and business model innovation (e.g., online live streaming performances, performance IP operation). This input of external signals effectively drives the dynamic adjustment and updating of curriculum content (as opposed to relying on rigid, decade-old textbooks), ensuring teaching content stays abreast of the times—or even lays the groundwork prospectively for new fields (e.g., vocal performance for virtual idols, integrated cultural tourism audio-visual performances). It also actively introduces cutting-edge industry concepts, innovative teaching methods (e.g., workshops, project-based learning, flipped classrooms), and technological tools (e.g., VR/AR for stage blocking rehearsal, acoustic modeling simulations).

2.2.3 Value Reshaping: Multidimensional Forging and Elevation of Student Career Development Competitiveness

Industry-education integration collaboration plays an irreplaceable central role in forging students' professional competitiveness and future development potential, acting through multiple synergistic pathways.

Systematic Refinement of Practical Skills: Integrating authentic work scenarios (from nerve-wracking audition processes and efficient combined rehearsals to high-pressure formal performances) deeply with classroom teaching. Students systematically hone core vocational skills—ranging from vocal control, repertoire interpretation, and character building to stage presentation, teamwork, and live performance management—by participating in highly realistic project operations or directly undertaking actual tasks within training bases (equivalent to corporate pre-production environments). This immersive, combat-style training allows students to adapt in advance to complex industry operating rules and fast-paced work intensity, mastering "professional-grade" hard skills that meet market expectations. This enables graduates to integrate nearly seamlessly with industry requirements upon graduation, achieving rapid transition.

Proactive Expansion of Industry Vision and Strategic Insight: Industry Helmsman deliver high-value lectures and strategic trend-sharing sessions offering profound insights into market development trajectories, business model innovations, cutting-edge technology applications (e.g., AI in music creation/live performance), and shifts in audience psychology. This opens a "god's-eye view" for students to comprehend the industry. It is far more than passive information reception; it cultivates strategic vision and deep industry literacy—the ability to grasp the industry's pulse, understand business logic, and anticipate future opportunities—empowering them with foresight and predictive capabilities in complex markets, forming unique cognitive advantages in workplace competition.

Deep Integration of Comprehensive Professional Competence: Within real or highly simulated project collaboration environments, students must rapidly integrate into cross-disciplinary, cross-functional teams (closely collaborating with roles like directors, lighting designers, sound engineers, set designers, and operations staff), working towards shared goals through effective communication, mutual support, and collaborative problem-solving. Handling contingencies (e.g., actor emergencies, equipment failures) tests adaptability and troubleshooting skills; project timelines and budget pressures hone time management and resilience; confronting creative bottlenecks

ignites innovative thinking. The collaborative model systematically shapes vital yet hard-to-quantify professional "soft skills" such as efficient communication, teamwork, responsibility, systems thinking, stress resistance, and innovation, constituting the soul of differentiated talent competitiveness.

3. Exemplary Practice of Industry-Education Collaboration in University Vocal Performance Curriculum Systems: A Case Study of Guilin Tourism University and Guangxi Cultural Industry Co., Ltd. (GXCIC)

3.1 Analysis of the Collaboration Mechanism

The collaboration between Guilin Tourism University (GLTU) and Guangxi Cultural Industry Co., Ltd. (GXCIC) serves as a benchmark case in this field:

Background and Positioning: With the booming cultural industry, the demand for high-quality vocal performance talent surged. As a university serving the cultural tourism sector, GLTU is committed to cultivating professionals that meet social needs. GXCIC, as a regional leader, possesses rich resources and practical experience. Based on a shared vision, the two parties initiated deep collaboration.

3.2 Collaborative Pathways

Co-building Practice Platforms: Jointly establishing a training base equipped with advanced facilities such as vocal rehearsal halls and recording studios, providing venues for refining professional skills.

Integrated Teaching Resources: Collaboratively developing curricula by embedding corporate resources and practical experience; GXCIC provides quality resources like musical scripts and performance tickets.

Collaborative Faculty Development: GXCIC dispatches key personnel as guest lecturers to impart expertise; university teachers undertake attachments at GXCIC to enhance their capabilities.

Research-Production Synergy: Jointly conducting specialized research projects that feed back into teaching practice; GXCIC provides practical training projects to enhance student competitiveness.

3.3 Collaborative Outcomes

Elevated Educational Standards: Significantly improved course teaching quality, facilitating the

well-rounded development of students' professional skills and comprehensive competence.

Enhanced Career Competitiveness: Students accumulated real work experience, laying a foundation for employment advantages.

Optimized Curriculum System: Promoted curriculum system reform, making major settings more aligned with societal needs and enhancing the university's competitiveness.

Enhanced University Reputation: The successful practice expanded the university's influence and social reputation within the cultural industry sector.

4. Key Drivers for Industry-Education Collaboration in Vocal Performance Curriculum Systems

4.1 Institutional Guarantees and University Empowerment: The Cornerstone of Collaboration

The orderly advancement of collaboration relies on strong policy support and scientific guidance from the university. Specific policies should be formulated, clearly defining objectives, tasks, and guarantee mechanisms. Concrete measures include: establishing special collaboration funding; creating a dedicated coordinating body; and constructing an evaluation system.

4.2 Strategic Consensus: The Pivot of Collaboration

Collaboration outcomes deeply depend on the combined efforts of both parties. Universities need to proactively engage enterprises to understand talent needs; enterprises should prioritize educational quality and invest in curriculum development. Pathways include: establishing a collaborative committee for regular consultation; strengthening interaction to build mutual trust; signing agreements with clearly defined rights and responsibilities.

4.3 Curriculum Dynamic Adjustment: The Core of Collaboration

Curriculum adaptation is the focus of collaborative advancement. Universities must closely follow market and industry trends to adjust curriculum arrangements, ensuring teaching meets corporate demands. Strategies include: inviting industry experts to participate in design; co-developing courses; strengthening practical teaching.

4.4 Integrated Faculty Development: The Support for Collaboration

Faculty development is key to driving curriculum reconstruction. Strengthening faculty training is needed to enhance practical and teaching abilities. Measures include: hiring enterprise experts as part-time instructors; encouraging teachers to participate in enterprise practice; and intensifying teacher training programs.

4.5 Student Practice Empowerment: The Goal of Collaboration

Enhancing students' practical abilities is the core objective of collaboration. Leverage the collaboration to build diverse practice platforms. Measures include: jointly conducting internships and practical training; organizing events like arts festivals to provide performance/showcase opportunities; and encouraging participation in professional competitions to boost comprehensive abilities.

5. Current Practical Dilemmas Facing Collaboration

5.1 Immature Collaborative Mechanisms

Weaknesses in the collaboration mechanism constrain curriculum development. Key issues are: collaboration relationships often formed ad hoc around projects, lacking long-term institutional design, leading to short-termism; absence of effective communication platforms causes information blockages and hinders synergy; inadequate evaluation systems make it difficult to objectively measure outcomes, dampening motivation.

5.2 Disconnect Between Curriculum Arrangement and Market Needs

Curriculum settings lag behind market evolution. Some content is outdated, failing to keep pace with industry developments; the structure lacks specificity and neglects students' individualized development needs. Consequently, graduates struggle to quickly integrate into the professional environment, affecting the quality of cultivation.

5.3 Prominent Faculty Deficiencies

Faculty shortcomings are widespread. Many teachers lack practical experience, hindering integration of theory and practice; industry experts often lack sufficient depth of

involvement in teaching, affecting content practicality; the faculty is relatively young, leading to a generational gap in experience transfer.

5.4 Shortage of Student Practice Resources

Students lack sufficient practical opportunities. Key issues are: insufficient collaborative project volume; poorly organized practical sessions affecting effectiveness; access limited by factors like grades or aptitude.

6. Countermeasures and Development Suggestions

6.1 Restructure Long-Term Collaborative Mechanisms

Establish a robust collaborative framework with clearly defined rights and responsibilities to ensure orderly project progression. Develop standardized collaborative documents; set up a dedicated coordinating organization responsible for communication and supervision; hold regular joint meetings to share experiences and solve problems.

6.2 Deepen the Alignment Between Teaching and Market Needs

Curriculum design should focus on market relevance. Invite industry elites to participate in design ensuring forward-looking practicality; regularly evaluate and update teaching content; conduct market research to discern trends, providing data support for curriculum adjustments.

6.3 Enhance Comprehensive Faculty Quality

Strengthen teacher development programs to elevate teaching and practical competence; incentivize participation in academic exchanges; recruit seasoned industry experts to teaching positions.

4. Expand Diversified Practice Pathways

Co-build high-quality practice bases to meet student operational needs; regularly organize performances, competitions, and internships; encourage participation in social projects to enhance comprehensive competence and collaboration abilities.

7. Conclusion

7.1 The Profound Significance of Collaboration for Curriculum System

Reconstruction

The driving effect of collaboration on university vocal performance curriculum development manifests in: 1. Educational Quality Upgrade: Embedding corporate practical projects enhances students' professional skills and comprehensive competence; 2. Curriculum System Restructuring: Industry participation ensures content remains cutting-edge and practical; 3. Faculty Structure Optimization: Industry experts supplement the teaching force, infusing practical experience and perspectives; 4. Synergy in Academia-Industry-Research: Accelerates integration, promotes application of results, and broadens the major's influence; 5. Broadening of Employment Pathways: Students gain early industry exposure, grasp demand dynamics, and lay employment foundations.

7.2 Actual Outcomes of Collaboration-Driven Curriculum Development

Collaboration achieved significant results: 1. Continuous Content Updates: Course content continuously updated to align with industry trends; 2. Outstanding Practical Teaching Results: Student competence improved remarkably; 3. Improved Faculty Structure: Enhanced teaching quality; 4. Deepened Academia-Industry-Research Integration: Continued progress; 5. Dual Improvement: Graduate employment rates and employment quality both increased.

7.3 Future Prospects of Collaboration-Driven Curriculum Systems

Future development directions include: 1. Deepening Collaborative Model Innovation: Exploring more diverse pathways; 2. Optimizing Curriculum System Structure: Enhancing educational quality; 3. Strengthening Practical Teaching Links: Boosting student innovation capabilities; 4. Continuously Improving Faculty Structure: Maintaining focus; 5. Expanding the Breadth and Depth of Academia-Industry-Research Collaboration: Broadening and deepening ties.

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