

# Higher Vocational Music Professional Training Quality Research Based on TQM Theory

Dongming Li<sup>a,\*</sup>, Dongyue Li<sup>b</sup>

Tianfu College of Art and Media, Sichuan Vocational College of Science and Technology, Meishan, China

<sup>a</sup> 825182196@qq.com, <sup>b</sup> 52181226@qq.com

\*Corresponding author

**Keywords:** Music Major in Higher Vocational Colleges, Total Quality Management, Quality of Talent Training, Quality Standards for Personnel Training

**Abstract:** Aiming at the problems of the training quality of music majors in higher vocational colleges, such as the lack of systematic theoretical guidance and empirical investigation and analysis, according to the theory of total quality management, taking quality as the center and full participation as the basis, the methods of quality goal setting, process management, performance measurement and analysis, goal orientation, training and education and continuous improvement are adopted. Field research, statistical analysis, find out the main problems and causes of the quality of music professional talent training in higher vocational colleges, and put forward five aspects of the improvement measures to ensure the quality of talent training: optimizing teaching conditions, giving corresponding autonomy, perfecting the quality of talent training evaluation system, promoting the innovation and reform of talent training mode, help to improve the quality of music professional talent training in higher vocational colleges.

## 1. Introduction

The traditional research on the training quality of music professionals in colleges and universities mainly stays on the construction of professional skills training programs and curriculum systems [1]. With the continuous improvement of discipline construction in colleges and universities and the continuous change of social talent demand, it is necessary to study more comprehensive and scientific methods to improve the training quality of music professionals in colleges and universities.

TQM(Total Quality Management) Total quality management means that an organization takes quality as the center and takes full participation as the basis, aiming at customer satisfaction and achieving good social and economic benefits. It is characterized by comprehensive, whole process and systematic management of all staff. Practice has proved that it is an effective quality management theory [2].

The early research on the quality of music professional talent training in colleges and universities is limited in scope, most of which focus on professional skills and curriculum system, and focus on standardized and systematic quality standards of music professional talent training, resulting in many factors are not considered, problems cannot be prevented, and the expected goal cannot be reached. The talent training mode should be formulated according to the characteristics of music majors, so as to promote the development of the subject's initiative and improve the comprehensive quality of music majors in colleges and universities [3]. The factors influencing the quality of talent cultivation of music majors in colleges and universities show a multi-dimensional research trend within the major, involving the interdisciplinary disciplines of musicology, psychology, pedagogy and management. The process research is scattered in the fields of teaching, teacher education, student employment, department management and so on, which has received attention from various parties, and many similar topics have emerged [4,5].

The quality of music professional talent training in colleges and universities is a dynamic and long-term process, and is affected by the internal and external environment of colleges and universities. It needs to be managed from the overall macro and micro level, under the guidance of the theory of total

quality management, theoretical analysis and quantitative analysis, research and data analysis. Find out the problems and solve them, constantly improve, improve the management and operation mode of music professional talent training quality, and improve the quality.

## **2. Overview of Related Concepts**

### **2.1. Theory of total quality management**

The famous American quality management master Feigenbaum put forward the concept of total quality management, total quality management is a kind of integrated, comprehensive business management method and idea. Taking product quality as the core and full participation as the foundation, its fundamental purpose is to realize the long-term success of the organization through customer satisfaction and enhance the interests of all members of the organization and the whole society. It represents the latest stage in the development of quality management.

The basic principle of total Quality Management: In order to achieve real economic benefits, management must begin with the identification of customer quality requirements, and finally customer satisfaction with the product. In order to achieve this goal, work methods are constantly improved to guide the coordination activities of people, resources, and information.

Characteristics and comprehensiveness: the object of management is all factors affecting quality and the whole process of production and operation. Full staff: refers to the total quality management to rely on all staff. Preventive: refers to total quality management should have a high degree of preventive. Service: mainly manifested in the enterprise with its own products or services to meet the needs of users, service for users. Scientific: quality management must be scientific, must be more conscious use of modern science and technology and advanced scientific management methods.

The first pillar of total quality management is cost control in a timely and comprehensive manner, eliminating all activities in the production process that do not add value, that is, eliminating waste. The second pillar of total quality management is continuous improvement automation, continuous improvement is another brand new corporate culture, based on prevention, is to control the product quality in advance, eliminate the accident before it occurs, so that each process is in the control state. Scientific quality management must be based on correct data processing, analysis and processing to find out the rules, and then combined with professional technology and actual situation, make correct judgments and take correct measures for existing problems.

The management system with product quality as the center and system view as the guidance, through the establishment of quality assurance system, controls the entire production process, that is, controls the factors affecting quality, and realizes the full play of the organization's role, in order to meet the needs of customers, and improve product quality and improve the work process. As an important theoretical system in management science, it has the characteristics of whole process, comprehensiveness and all-personnel, including four stages: planning, execution, inspection and processing. The core idea can be summed up as, the planning stage is to take product quality as the center, the implementation stage should establish a perfect system, the inspection stage to see whether it meets customer needs, and the processing stage should continuously improve the quality of work.

With a large number of learning and using total quality management in the field of teaching, especially many educational experts in western developed countries are learning from total quality management, and with the gradual deepening and improvement of research, the teaching management mode needs to break through the traditional education mode, and many educational organizations focus on the quality and efficiency as the core of total quality management. The characteristics of quality are that it can be with the continuous development of society and technology, the dynamic nature of the old and the new, and it can also be different with the change of time, place, and use object. The essence of higher education determines that the goal of professional education is to cultivate specialized talents on the basis of general education.

### **2.2. Quality management of music major in higher vocational colleges**

In view of the music professional management has not formed a perfect quality management

system, music college should have good school conditions and beautiful teaching environment, establish quality management system, service students, so that students are satisfied. Serve the society and make the society satisfied. The management mode of music major in colleges and universities should develop toward a professional and diversified management mode, involving a wider range of professional management. The particularity of music professional education and the particularity of industry demand will be integrated with the school management system to build a modern higher music education system with a complete comprehensive function of teaching, research and art practice.

The training goal is to meet the "social needs", adhere to the training of compound application talents as the guidance, cultivate students' feelings of service to music, pay attention to the combination of theoretical courses and teaching practice, and fully combine education and teaching ability with art activity planning ability, chorus command ability, band arrangement ability, so as to better meet the needs of music education teaching and cultural construction.

According to the ability needs of cultural and art museums, art training institutions, cultural propaganda and other jobs, the cultivation of music professionals requires excellent teachers, comprehensive music education curriculum system, rich music culture resources, advanced music facilities and technical support, as well as a wide range of international exchanges and cooperation, to provide students with a unique and superior learning environment and development opportunities. Students can receive professional music education and training in the school, master a solid music theory and performance skills, but also can interact and communicate with world-class musicians, and constantly expand the boundaries of music.

### **2.3. Quality standards for music professional talent training**

The International Organization for Standardization defines "quality" as being able to meet a need and reflecting the sum of the characteristics of an entity. In the 2008 standard, quality is again defined as the degree to which inherent characteristics are met. The quality of music talent training in colleges and universities is characterized by the following characteristics: inheriting the excellent traditional Chinese culture, excavating, carrying forward, demonstrating and leading the humanistic connotation, spiritual character and artistic characteristics. It is the guarantee to improve the quality of talents to integrate the national aesthetic education policy, Chinese and foreign aesthetic education theory and contemporary music practice with goals, directions and basis, and to cultivate music talents who meet the needs of basic art education.

The quality of personnel training is the training objectives of students in colleges and universities in education and teaching, and the quality assessment of graduates is the assessment of Lide Shuren education, professional specifications and their quality status. The characteristics of quality are that it can be with the continuous development of society and technology, the dynamic nature of the old and the new, and it can also be different with the change of time, place, and use object. The essence of higher education determines that the goal of professional education is to cultivate specialized talents on the basis of general education. With the rapid development of all fields of society in our country, the high-quality education resources of higher vocational colleges are doubled, higher music education is also developing rapidly, and the social demand for higher music talents is also more diverse. Training objectives and training methods should change with the change of social needs.

To deeply understand the quality of music and art talent cultivation, we should have two basic viewpoints: professional and cultural quality: First, as an art major, music actively summarizes the real world or profoundly reflects the ideological spirit with a specific sound organization structure. Researchers, educators and learners should recognize, analyze and gain insight into the sequential thinking logic and structured technical system in the face of music and music works in a professional way. Second, music and music works convey meaning, contain history and culture, and reflect society and life. When researchers, educators and learners share music works, they are deeply comprehending the true meaning and essence of life. Music education should grasp the two basic points of music art, based on the sound level to understand the artistic form at the same time, the perspective of its social, cultural and humanistic connotation, and by constantly improving the aesthetic level of music art to

give full play to the educational value of music discipline.

Talent training mode is to achieve the goal of talent training as the guidance of educational behavior and activity structure. For pattern research, the description and analysis of complex research objects should be carried out in a simple, abstract and structural way, and the essential characteristics such as the main form, characteristics, structure and movement law of things should be grasp - Ed from the whole. Therefore, the talent training mode covers many elements such as training objectives, content, methods and conditions, including training objectives and specifications, professional Settings and construction, curriculum system and teaching content, teaching methods and teaching means, teaching evaluation and quality monitoring. The training mode of music majors is mainly to improve the comprehensive quality and innovation ability of music majors, and integrate teaching, scientific research and artistic practice in a systematic way to give full play to the interaction of the three.

## **2.4. Personnel training quality management methods**

It is necessary to introduce TQM into the training quality of music majors in higher vocational colleges. High-quality talents change and develop with the needs of The Times, and the quality standards are also constantly changing. Therefore, education and teaching need a high level of management. The idea and method of total quality management (TQM) is introduced to improve the quality of music professional talent training in a scientific and constantly improved way to adapt to social changes.

At present, TQM is widely used in state-owned large-scale production enterprises, but the concept and method of TQM are rarely introduced in music professional talent training projects in higher vocational colleges, and the most is the use of individual quality assurance and management means. The application of TQM mode in the music professional talent training project of higher vocational colleges is helpful to the improvement of their own quality management and the sustainable development of the organization.

The principle of TQM is universal. From the development history, TQM was first applied to manufacturing. However, from the deduction of the principle of TQM, its essence is to use limited resources to meet the needs of customers, which is also applicable to the service industry. The music professional talent training project in higher vocational colleges is a project to serve the society. In terms of management and quality, many of them are connected with industrial and commercial enterprises. The training project of music major in higher vocational colleges is similar to the production process of manufacturing industry. The entire production process of educational public welfare projects is based on the effective use of resources to achieve high-quality training of students. Its quality management is based on the process of achieving quality standards through the service of educational programs. This is similar to the manufacturing process where raw materials are input, processed, and then produced. The quality of music professional talent training in higher vocational colleges is similar to the quality consciousness of manufacturing industry. The quality of social service is the basis for the development and survival of music professional talent training institutions in higher vocational colleges. Service quality is related to the sustainable development of music major in higher vocational colleges, especially the limited educational resources, it is necessary to use resources more efficiently to complete the project with high quality, so as to win the recognition of parents and society, so that the school can get more long-term development. This is similar to the "customer is god" manufacturing industry to improve product quality as the core competitiveness of quality consciousness.

Research idea: Three key factors in the quality of music professional talent training in colleges and universities: talent training quality standard, talent training mode and talent training subject initiative. The function of quality standards of music talent training in colleges and universities is to clarify the professional training objectives, provide professional teaching standards, and evaluate the composition of professional teaching quality. The role of talent training mode is mainly to change the concept of talent training, set up professional characteristic courses, and enrich the composition of professional teaching mode. The role of the initiative of the subject of talent training is to improve

the efficiency of leadership management, stimulate the enthusiasm of teachers, and strengthen the composition of students' professional identity.

The theory of total quality management is embedded in the quality of music professional talent training, and a positive measure is constructed to promote the reform of talent training mode and give play to the initiative of the main body through the systematic formulation of talent training quality standards, and then improve the model framework of the research on the quality of music professional talent training in colleges and universities. Taking the case study as the main method, the music major construction project of Sichuan Vocational College of Science and technology is selected as a case, and the relevant literature information of the music major construction project of Sichuan Vocational College of science and technology is collected through literature analysis. The satisfaction status of students and teaching assistants to the music major construction project of Sichuan Vocational College of science and technology is collected through questionnaire survey. Research on the quality management of educational public welfare projects, collect data through interviews, make classified statistics according to different project participation methods and different understanding angles, and through years of observation and analysis, deeply study the cases, analyze the causes, and propose improvement strategies.

### **2.5. Scientific research is not enough to promote teaching**

The requirements of the society for the quality of music professional talents are more inclined to practical talents. However, the current training of music professionals in higher vocational colleges in China is more focused on the cultivation of academic ability from many aspects such as quality control and teaching performance. However, higher vocational colleges and social enterprises and institutions do not have a platform for cooperation and discussion, which leads to a large deviation between the music professionals cultivated by schools and the actual needs of society.

The evaluation of professional titles of music teachers is generally related to how to coordinate the relationship between teaching and scientific research. Teachers believe that practical teaching is out of touch with scientific research, the skills in practical teaching are difficult to be upgraded to the research level, and the research topics are difficult to be applied in practical teaching. Therefore, the energy of teachers is distracted, making it difficult to achieve both teaching and scientific research. The researchers believe that the evaluation of professional titles should be based on different professional standards to form a linkage mechanism between music teaching and scientific research, so as to stimulate the enthusiasm of teachers and students in teaching interaction, facilitate the output and recognition of professional achievements, and provide a more favorable development environment for improving the quality of talent training.

## **3. Current Situation of Music Professional Talent Training Quality**

### **3.1. The structure of teachers is not reasonable**

Teachers are professional personnel who perform the duty of education and teaching, and undertake the mission of teaching and educating people, cultivating builders and successors of the socialist cause, and improving the national quality. The transmission of cultural knowledge by teachers is a bridge connecting the past and the future for the continuation and development of human society. Teachers are the engineers of the human soul and play a key role in the growth of the young generation. Teachers are the organizers and leaders of education, and play a leading role in the education process.

As Fredrickson and Burden have noted, "existing music teachers are arguably the best recruiters for the profession. Their support will undoubtedly exert a very positive influence on the generation of future music teachers at the enrollment stage." It can be seen that the teaching staff of music colleges in higher vocational colleges is the primary condition to determine the quality of talent training.

The construction of music professional teachers in higher vocational colleges should improve the ability of music professional teachers to combine theory and practice. Music art is a discipline that

combines theory and practice. Classroom teaching should allocate a good proportion of "platform" and "stage" to fully combine classroom teaching and artistic performance. Through the method of "platform" to "stage" and back to "platform", the combination of theory teaching and practice teaching can be realized to improve teachers' teaching level, teaching and research ability, and solve problems existing in teaching. Too much attention to the cultivation of students' music skills is a malpractice in music professional teachers' teaching, which is not only unfavorable to the development of professional teachers' own artistic cultivation and scientific research ability, but also unfavorable to the cultivation of high-quality and all-round development of music talents.

The main reasons of teacher management problems are the lack of job attraction, unsatisfactory salary treatment, lack of urban attraction, greater work pressure and personal family factors. Schools should strengthen teacher training, improve the evaluation and incentive mechanism, strengthen teaching management and supervision, improve teaching resources and facilities, and standardize lesson preparation and teaching. Because the subject we want to open cannot find suitable professional teachers, and may not be able to meet the hardware facilities, the school takes the way of setting up courses according to people or opening courses with conditions, that is, what kind of teachers, what kind of courses, and what conditions.

### **3.2. Lack of characteristics of professional personnel training**

Implementing the principle of objective is the first condition for the implementation of comprehensive teaching quality management to ensure that the teaching quality activities are purposeful and efficient. From the survey of the training mode of music major undergraduate talents in higher vocational colleges, there are problems such as lack of characteristics and fuzzy positioning in the training target orientation. In view of the fact that the quality of professional talent training is composed of many aspects, it is concluded that the top-level design of training plan and goal is lack of characteristics and scientific, which makes the training mode of music major undergraduate talents tend to be single and feature-less. And finally make the music major undergraduate talent training quality can not catch the talent and social differentiation needs.

The school level does not pay enough attention to the music major, which leads to the lack of top-level design of music major in higher vocational colleges. Often according to the overall development orientation of the school, the professional talent training objectives and implementation methods are formulated, but the professional training objectives and training methods lack particularity, and the music is not professional enough. A special environment for music professional development should be provided to support the orientation and development of professional talent training.

### **3.3. The teaching quality supervision mechanism is not sound**

Professional teaching quality supervision mechanism can allow teachers and students to maintain the subjective initiative of teaching, supervise teachers and students to comply with the supervision mechanism and to be able to take the initiative to learn, while making up for the shortcomings of music professional teaching training, in higher vocational colleges plays a very important role in talent training. The quality supervision system of music major undergraduate talents training in higher vocational colleges is subject to teaching conditions and professional particularity, especially the quality supervision of professional course teaching of teachers and students, which is difficult to achieve scientific and effective. Some teachers and students do not attach importance to the quality supervision mechanism due to the supervision link, and always deal with scientific research work and learning tasks negatively, resulting in the reduction of learning enthusiasm and initiative.

It is difficult to monitor the music professional courses. Most of the music professional courses are small courses, and the teachers communicate with the students alone in their own piano rooms, so they cannot supervise by listening to the lectures. Many bad phenomena of professional courses occur, such as teachers arriving late and leaving early, or students not coming to class, and the quality of class is lack of monitoring. Sign in, leaders tour piano room, etc., but also can not guarantee full effectiveness, this way to supervise the quality of teaching is backward.

### **3.4. Insufficient resources for teaching and practice**

Both scientific research and teaching need certain resources and support conditions, which directly affect the smooth progress of the teaching process and the acquisition of scientific research results. In the current environment, although many music majors in higher vocational colleges have been equipped with many corresponding practical teaching systems, due to the large demand of students, the quality and quantity of teaching equipment can not meet the standards, affecting the normal teaching and the practice of improving the quality of music professional talent training, resulting in a great impact.

The teaching practice of music majors needs the joint efforts of teachers and students, including rehearsals, performances and other forms. It must have good practice equipment, and after a lot of practice over the years, it can achieve results. The function of setting up art practice courses is first to make students better apply what they have learned; Secondly, teaching display promoted teacher-student interaction in teaching. The labor value of teacher teaching is rationalized in the way of curriculum.

### **3.5. Insufficient achievements in scientific research and teaching**

Scientific principles and methods revealed by scientific research results can promote the in-depth development of teaching. Scientific research project-based teaching method takes students as the center and takes scientific research projects as the carrier. Through scientific research projects, students can gather scattered knowledge points and form a relatively complete knowledge framework. It pays attention to the penetration of scientific research in actual teaching, and applies what they have learned in practice to realize the effective output and innovation transformation of scientific research results.

The society's demand for the quality of music professional talents is more inclined to practical talents. But at present, the cultivation of music professionals in higher vocational colleges in our country pays more attention to the cultivation of academic ability from the aspects of quality monitoring and teaching performance. However, higher vocational colleges and social enterprises and institutions do not have a platform for cooperation and consultation to communicate, each of their own opinions has led to a large deviation between the music professionals trained by the school and the actual needs of the society.

The professional title of music teachers generally exists on how to coordinate the relationship between teaching and research. Teachers think that practical teaching and scientific research are disconnected, the skills in practical teaching are difficult to promote to the level of research, and the research topics are difficult to use in practical teaching. Therefore, teachers' energy is scattered, making teaching and scientific research difficult to achieve both. Researchers believe that the evaluation of professional titles should be based on different professional standards, forming a linkage mechanism between music teaching and research, so as to stimulate the enthusiasm of teachers and students in the teaching interaction, and also facilitate the output and identification of professional achievements, providing a more favorable development environment for improving the quality of talent training.

## **4. Suggestions on Improving the Quality of Music Professional Talent Training**

### **4.1. We will improve the quality standards for personnel training**

A goal is the organization's effort to achieve a desired future situation, or it can be a specific project to be completed. The professional training objective is to train the educated to be the people who are needed by the profession. The "Quality Standard of Talent Training" divides the training objective of music major into three major categories: music performance, musicology, composition and composition technology theory for evaluation. The major of music performance needs to cultivate high-level innovative talents with musical performance ability and cultural and artistic accomplishment. Musicology major needs to cultivate innovative professionals with basic theoretical literacy and systematic professional knowledge of musicology, who can engage in research, teaching,

management and production in a certain field such as culture, education, media, creation and editing, and instrument repair. The major of composition and theory of composition technology needs to cultivate specialized talents who have a systematic grasp of music creation skills, auditory skills, conducting skills and other related knowledge, and have high artistic accomplishment and innovation ability. They can be engaged in music creation, conducting, teaching and research in literary and art groups, educational institutions, scientific research institutes, cultural departments, and media industries. The National Standard for Teaching Quality of Ordinary Undergraduate Majors in Ordinary Colleges and Universities (hereinafter referred to as the "Standard") also suggests that higher vocational colleges formulate appropriate training objectives according to their basic positioning and training direction.

It is the consensus of most college level leaders to recognize the development orientation of schools and colleges, to use their own professional advantages, and to carry out professional teaching and management reasonably. Culture specification is essentially the embodiment of culture goal. According to the ability requirements of the Standard for the training of music majors, students majoring in music performance should be proficient in playing and singing skills, familiar with various styles and genres in the field of music performance, and have the ability to independently analyze and complete new tracks by using professional knowledge. In musicology, students majoring in musicology theory, music education, art management and music technology are required to master their major theoretical knowledge, and have the ability to use professional knowledge to engage in related research and work. Students majoring in composition and theory of composition technology should master the basic theories and skills in their professional field, and at the same time, they should have the practical ability of creation, arrangement and conducting.

#### **4.2. Change the concept of talent cultivation**

Music professional talent training must meet the needs of social development, but the current development is in the transition stage, relatively backward teaching mode, teaching concept, has been unable to meet the needs of comprehensive talent training, to break the traditional "teacher-centered" teaching mode, to establish the teaching mode with students as the main position in the classroom. Realize the fundamental change of teaching method from "content-based" to "student-based". During the interview, researchers found that when the music colleges of higher vocational colleges practiced the concept of "student-oriented" talent cultivation, they sought a balanced development between the cultivation of professional elites and public education, paid attention to the employment trend and job requirements of music majors, and based on meeting social needs and improving application ability with a pragmatic attitude.

With the continuous expansion of the enrollment scale of music major in higher vocational colleges, the devaluation of diploma and employment difficulties of graduates have intensified. The low employment rate and narrow employment channels of music majors are the topics of social concern in recent years. Therefore, it is an irreversible trend of The Times to fully consider the situation of economic and social development and train music professionals based on social needs. At present, most of the students trained by music major are engaged in teaching after graduation. When they go to work, they often cannot adapt to the teaching work as soon as possible. The professional knowledge learned in university is useless, and the ability required by work has not been learned in university. It often takes a year or a few years to find out.

#### **4.3. Motivate teachers to teach**

Teachers' teaching enthusiasm refers to the active force generated by teachers in obtaining teaching results. To increase the positive teaching performance of teachers to stimulate teachers' teaching innovation and enthusiasm, so as to improve work efficiency and achieve the effect of promoting professional development; However, if the school can not handle it well, it will cause the enthusiasm of teachers to decrease, resulting in slow progress of work, so that professional development lags behind.

The professional title evaluation needs teachers to achieve certain professional standards, which is an affirmation of teachers' teaching work. There are still many problems in the professional title



evaluation of music major. In addition to the limitation of promotion places, the confusion of music teachers in the title evaluation mainly focuses on the lack of scientific research ability. It is believed that the major of music teachers, especially skilled teachers, determines that they are not good at research, or they should put their energy on teaching and carry out the title evaluation from the teaching results.

#### **4.4. We will improve the quality evaluation system for personnel training**

Only by correctly handling the various elements of the teaching system and its relationship with other systems in the school, can all the elements that affect the teaching quality be placed under control from beginning to end, so as to ensure the continuous improvement of the teaching quality and the continuous improvement of customer satisfaction. To establish a certain order, norms and standards is the meaning of the principle of higher education management level. After order, norms and standards are established, they must be resolutely carried out, so that their energy and level are consistent or consistent in strict management.

Improving the quality evaluation system of music professional talent training in higher vocational colleges includes two parts: the supervision evaluation system of the national education supervision department and the self-examination evaluation system within the school. The supervision and evaluation system of the national education supervision department is based on the national education guidelines and policies and the national standards of music teaching in colleges and universities. The internal self-inspection and evaluation system of the school is based on the supervision and evaluation system of the national education supervision department. On the basis of the unified requirements of school-running standards and teaching quality standards, starting from the reality of the school, highlighting the characteristics of independent school-running and reform and innovation ability, further standardizing and improving the construction of first-class disciplines and the development of characteristics, strict requirements for high standards, and the formation of characteristics and brands. In a word, to improve the quality evaluation system of music professional talent training in higher vocational colleges, it is necessary to form a strong force in deepening the practice of education and teaching reform. That is, around the implementation of national education guidelines and policies, governments at all levels and educational administrative departments at all levels should issue relevant implementation opinions suitable for the region, educational supervision departments at all levels should improve the normalized supervision and evaluation system, schools give full play to the function of independent running schools, improve the internal governance structure and scientific evaluation system.

#### **4.5. Promote the innovation of talent training mode**

All aspects of school education and teaching and its process, all influence each other interaction. And people's ideas and behavior are the decisive factors affecting the quality of teaching. The continuous improvement and promotion of teaching quality requires the extensive participation and active input of all staff and external customers in the school. Break the boundaries of time and space, make full use of the teaching network platform, make high-quality educational resources benefit all kinds of students at all levels, and form an atmosphere of interactive discussion. Innovative teaching methods do not necessarily reject traditional teaching methods. In view of the unique style of music singing and performance skills, the teaching-student teaching mode has a long history with universal regularity, which can enable students to quickly grasp the sound and playing skills in the direct perception. Even in the modern music professional education, this good teaching method is still in play.

The particularity of music teaching requires a more scientific management system to ensure the teaching order, so as to improve the quality of talent training. In the daily teaching work, it is necessary to implement more effective monitoring of music professional skills courses, and establish an effective supervision mechanism between various departments, teachers and students. In addition, flexible management should be given to the teaching practice of music major to ensure the orderly progress of art practice, and perfect music teaching management in colleges and universities can achieve the quality goal of professional talent training in line with expectations.

## 5. Conclusion

Total quality management (TQM) is a management philosophy driven by the needs of customers. A comprehensive understanding of the current situation of quality management is the premise of research.

The modern scientific management method advocated by comprehensive quality management includes: active attention to customer needs, continuous improvement of management strategies, continuous improvement of detail quality, and comprehensive use of management tools.

The three key factors in the quality of talent training of music majors in colleges and universities: quality standards of talent training, talent training mode and talent training subject initiative, play an important and positive role in improving the practical work of talent training quality of music colleges in colleges and universities.

The professional management of colleges and universities has been constantly improved, and the management mode has been characterized and diversified. It is beneficial to improve the quality of training and put forward improvement measures.

## Acknowledgements

The authors greatly appreciate the following sponsors for their support to the study: Soft Science Project of Science and Technology Department of Sichuan Province, "Intelligent NUMERICAL control system based on physical motion control principle" 22RCYJ0005.

## References

- [1] LIU Zhen. Analysis on the Innovative Talent Training Mode of "learning, research and Performance" of Music Major in Colleges and Universities under the background of "Double first-class" [J]. Art Research, 2018:172-175.
- [2] CHENG Fengchun. Teaching Total Quality Management: Theory and Operation Strategy [M]. Education Science Press, 2004
- [3] Feng Nina. Research and Practice on the Teaching Reform of Art Practice Courses under the Applied Talents Training Mode -- Taking the "Children's Musical Rehearsal" Course of the School of Music and Dance of Hubei University of Arts and Sciences as an Example [J]. Theatre House, 2018(36):186.
- [4] Forrest S. A sense of self for UNIX processes[C] // Proceedings of the IEEE symposium on Security and Privacy. Oakland: IEEE Press, 1996: 120-128.
- [5] Department of Education, Nanjing Normal University. Pedagogy [M]. Beijing: People's Education and Education Press, 1984.