

The Role and Application of Red Music Culture in Ideological and Political Education in Instrumental Classes of Teacher Education Colleges

Xin Zhang

College of Music and Huangmei Opera, Huanggang Normal University, Huanggang, Hubei, China

Abstract: Red music culture, as a vital component of history, embodies a unity of artistry and politics, contemporaneity and heritage, locality and popularity, making it a significant resource in ideological and political education (IPE) within higher education. The effective integration of red music culture in instrumental classes of teacher education can enhance students' political awareness and artistic cultivation simultaneously. However, the current incorporation of red music culture into these classes is limited, often superficial, and lacks systematic and innovative approaches. This paper investigates the current state of red music culture in IPE within instrumental classes through survey research, highlighting the necessity for a "Red Music Culture + IPE" integration and proposing specific strategies. The goal is to promote a deeper fusion of red music culture with IPE, constructing a more systematic and diverse teaching model, thus providing theoretical support and practical reference for IPE in the new era.

Keywords: Red Music Culture; Instrumental Teaching; Ideological and Political Education

1. Introduction

Red music culture is a significant cultural achievement formed through the long-term revolutionary struggles of the people, embodying the revolutionary spirit and patriotism of the Chinese nation. Instrumental classes in teacher education colleges serve as crucial venues for the integration of professional education and ideological and political education (IPE). Exploring the incorporation of red music culture into these classes is of great significance. Through the performance and study of red music culture,

students can comprehend revolutionary spirit, enhance their political awareness, and cultivate a correct worldview. This paper aims to discuss the IPE functions of red music culture within instrumental classes and propose innovative applications, providing insights for IPE in higher education and the transmission of red culture.

2. Current Status Analysis of IPE in Instrumental Classes

To comprehensively understand the application of red music culture in IPE within instrumental classes, a mixed-method approach was employed, including surveys, teacher interviews, and classroom observations. A total of 287 questionnaires were distributed, with 269 valid responses collected (43 from teachers and 226 from students), achieving a response rate of 93.7%. Additionally, 10 teachers were randomly selected for interviews, and multiple relevant instrumental classes were observed to analyze the integration of red music culture and the multifaceted performance of IPE functions.

2.1 Content Analysis of Red Music Culture Integration in Instrumental Classes

Survey data reveals that 64.2% of teachers incorporate red music culture into their classes, yet only 37.2% delve into its ideological connotations. Most teachers provide background information and basic music analysis without systematically integrating revolutionary spirit and IPE content, resulting in superficial student understanding; only 38.7% of students grasp its profound meaning. This indicates that the current curriculum design fails to effectively stimulate students' recognition and interest in ideological content.

2.2 Investigation of the Forms of Red Music Culture in Instrumental Classes

There is a significant lack of diversity in teaching methods for IPE. 70.1% of teachers primarily use traditional theoretical lectures and music performance, lacking interactive and experiential teaching approaches. Only 24.7% of teachers attempt interactive or experiential methods, with 26.3% of students reporting participation in such courses. Classroom discussions and cooperative learning account for just 18.9%, leading to a passive reception of information among students and hindering their perception of the ideological connotations of red music culture. The interaction and engagement in IPE are insufficient, severely impacting teaching effectiveness.

2.3 Frequency Investigation of IPE Functions of Red Music Culture

The frequency of integrating IPE functions of red music culture in instrumental classes is limited. 64.2% of teachers report integrating it at least once per semester, while only 21.4% can do so monthly, and 7.6% incorporate it in every class. Student feedback indicates that 52.1% encounter related IPE content at least once per semester, 15.8% monthly, and 5.4% every class. The overall frequency is low, and the lack of sustained IPE diminishes students' deep understanding of red music culture and their recognition of its educational functions.

2.4 Effectiveness Investigation of IPE in Red Music Culture

Students exhibit low levels of understanding and interest in red music culture; only 38.7% comprehend its ideological connotations, and 29.8% show interest in IPE during classes. Among teachers, 41.2% believe that red music culture enhances students' political literacy, but this proportion is not high. This reflects that the current effectiveness of IPE through red music culture is below expectations, with both teachers and students having a weak understanding and sense of engagement in ideological content, failing to fully stimulate students' patriotism and social responsibility. Teaching effectiveness is compromised due to the singularity of content and forms, as well as insufficient resources.

2.5 Teacher Awareness and Resource Support for IPE Functions of Red Music Culture

58.1% of teachers have some awareness of the IPE functions of red music culture, yet few possess a deep understanding and application. 71.4% report a lack of relevant teaching resources and systematic guidance, while 83.5% express a desire for more teaching resources and training support. This indicates that teachers face dual bottlenecks of awareness and resources, hindering the full realization of the IPE functions of red music culture in the classroom. The lack of systematic resources impacts teachers' ability to design innovative class content, subsequently affecting students' learning experiences and the effectiveness of IPE.

3. The Necessity of Integrating "Red Music Culture + IPE" in Instrumental Classes

Based on the status analysis, issues such as superficial content, monotonous teaching methods, low frequency of integration, and weak recognition among teachers and students hinder the effectiveness of red music culture in the IPE of instrumental classes. Therefore, promoting the development of "Red Music Culture + IPE" is essential.

3.1 Innovating Curriculum IPE to Address the Separation of "Red Music Culture" and "IPE"

In practice, there is often a disconnect between "red music culture" and "IPE," with insufficient integration in teaching design, content, and educational goals. IPE typically consists of theoretical instruction, lacking a deep connection with musical practice, thereby limiting its effectiveness. Although red music culture holds significant IPE value, some teachers do not explore its depth adequately, resulting in low integration frequency and a lack of diverse teaching methods. This diminishes continuous and profound ideological influence and weakens the educational impact, restricting students' internalization and recognition of revolutionary spirit.

Modern IPE mandates a deep fusion of the moral function of red music culture with the artistry of instrumental teaching, breaking the independence of ideological elements from musical content. Teachers can explore values of revolutionary spirit, patriotism, and collectivism within red music culture, combining emotional expression with IPE in

instrumental classes. This emotional engagement can transform red music culture into a key vehicle for IPE, ensuring its comprehensive realization within instrumental education.

3.2 Enhancing IPE Effectiveness to Meet Students' Ideological and Emotional Needs

Currently, red music culture applications in instrumental classes are limited to superficial historical introductions, failing to delve into revolutionary spirit and ideological connotations. As a carrier of revolutionary history and culture, red music culture possesses both artistry and ideological significance, fulfilling students' emotional educational needs and shaping their values and beliefs. However, some classes do not fully utilize this resource, lacking mechanisms to align with students' ideological demands, thus diminishing the effectiveness of IPE.

To enhance IPE effectiveness, it is crucial to integrate red music culture deeply with IPE. Teachers can leverage its emotional intensity and artistic appeal to guide students in understanding revolutionary spirit through music learning and performance, experiencing the struggles for national independence and prosperity, and strengthening their identification with core socialist values. Moreover, the organic combination of musical emotion and ideological content can cater to students' diverse emotional educational needs, increasing classroom engagement and the practical effectiveness of IPE, thereby addressing the monotony of IPE and low student participation. This approach fosters a vibrant classroom atmosphere, allowing students to internalize core values of IPE within the context of red music culture.

4. Practical Applications of IPE Functions of Red Music Culture in Instrumental Classes

4.1 Exploring Ideological Connotations to Deepen IPE

Teachers should prioritize uncovering the ideological connotations of red music culture, deeply analyzing revolutionary spirit and historical context, closely linking the ideological value of red music works with IPE objectives. Red music culture embodies revolutionary history and national spirit, with

melodies and lyrics rich in IPE resources. During instruction, teachers should deeply analyze works, guiding students to appreciate revolutionary spirit through emotional expression and historical context, recognizing the hardships of revolutionary struggles and the lofty ideals of predecessors, thereby achieving an organic unity of moral and aesthetic education.

For instance, "August Osmanthus Blooms Everywhere," a red classic originating from the Dabie Mountains, celebrates the establishment of the workers' and peasants' democratic government, embodying revolutionary enthusiasm with folk music traditions. Teachers can analyze the work from musical structure and ethnic style perspectives, demonstrating how its brisk melody conveys revolutionary optimism and reflects the people-oriented and national characteristics of red music culture. By connecting historical context with the creative background, students can understand the revolutionary beliefs and resilience of the Red Army and the Soviet government. Comparing this song with other red music works across different periods will enhance students' understanding of the diversity and richness of red music culture and deepen their recognition of revolutionary spirit. Engaging in collective performance and interactive discussions can further deepen students' emotional resonance and insight into the ideological connotations of the work, achieving multidimensional integration of IPE goals.

4.2 Innovating Teaching Practices to Enrich IPE Functions

Innovating teaching practices in instrumental classes is key to enriching IPE functions and deepening the educational impact of red music culture. Introducing diverse teaching methods such as multi-voiced ensemble and situational simulation can enable students to better understand the ideological connotations of red music works and reinforce the role of IPE in musical practice. As a form of artistic expression and a carrier of revolutionary historical spirit, the ideological and emotional aspects of red music culture can be deepened through innovative practices, achieving a fusion of artistic and ideological education.

For example, "Sending Brother to the Red Army" depicts the touching story of Zhang

Guiying sending her husband off to join the army, showcasing the steadfast faith and patriotic feelings of women during the revolutionary period. Teachers can employ situational simulation teaching, immersing students in the historical context of the work to understand the political connotations and revolutionary spirit of red music culture through musical emotions. In multi-voiced ensemble training, assigning roles to different parts allows students to collaboratively experience the revolutionary emotions and collectivism embodied in the work. Through coordinated performance, students can not only accurately portray the work but also engage deeply with its ideological and emotional expressions, participating in IPE extensively. Situational simulations can recreate revolutionary scenarios, enabling students to assume roles and perceive emotional changes and the hardships of revolutionary struggles. Diverse teaching forms enhance students' understanding and recognition of ideological content, fostering a multidimensional development of IPE and allowing them to internalize revolutionary spirit and patriotic feelings through music learning and performance.

4.3 Integrating Diverse Course Design to Optimize IPE Teaching Pathways

The IPE functions of instrumental classes need to be realized through systematic course design and diverse teaching practices. Fully integrating red music culture into all aspects of instrumental teaching can optimize IPE teaching pathways, enhancing students' artistic cultivation and political awareness. Course design should address the actual needs of instrumental classes, combining red music culture with music theory, ensemble training, and stage performance based on the characteristics of different teaching modules. For instance, the piece "Entering the Dabie Mountains" utilizes fluid melodies and profound emotions to portray the heroic history of the Dabie Mountain revolutionary area, expressing admiration for revolutionary predecessors and nostalgia for heroic spirit. Teachers can create emotionally charged teaching scenarios, guiding students to experience the emotions and ideological connotations of red music culture during performance and rehearsal. Incorporating a

historical background review during practice can help students understand the revolutionary history of the Dabie Mountains, allowing them to better appreciate emotional changes and the spirit of transmission within the work. Multi-layered teaching scenarios can help students establish a deep understanding of red revolutionary spirit through melodies and emotions, internalizing the values of revolutionary spirit. Stage performances and rehearsals can also involve role-playing and situational reenactments, deepening students' understanding and recognition of red music culture. Organizing rehearsals and ensemble collaboration according to instrumental characteristics and students' performance levels enhances collective cooperation and identification with the revolutionary spirit. Ensemble training and group discussions allow students to flexibly participate in learning red music culture, gaining unique emotional experiences and ideological resonance, achieving comprehensive integration of IPE in music classes.

5. Conclusion

The application of IPE functions of red music culture in instrumental classes represents an important practical pathway for integrating artistic education with ideological and political education, significantly contributing to the holistic development of students' qualities. By systematically incorporating red music culture into instrumental teaching and employing diverse teaching formats and innovative course designs, students can experience revolutionary spirit and contemporary values in musical practice. Future research and teaching practices should further explore the multifaceted IPE functions of red music culture, seek targeted and innovative teaching models, and refine evaluation mechanisms for IPE, ensuring deep integration of ideological education with professional education, cultivating innovative talents with strong social responsibility and artistic cultivation.

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