

The Integration of Ideological and Political Elements in Music Education and Its Role in Shaping Students' Values

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Abstract: *In the context of contemporary educational reform, music education is not only responsible for cultivating artistic literacy but also bears the responsibility of ideological and political education. By organically integrating ideological and political elements into music education, teachers can enhance students' aesthetic abilities while reinforcing their cultural confidence, social responsibility, and patriotic sentiment. This study explores the importance of ideological and political elements in music education, analyzes their critical role in shaping students' values, and proposes specific implementation strategies. The research results show that effectively integrating ideological and political elements into music education not only improves students' aesthetic literacy but also, through emotional resonance and the transmission of core values, promotes the formation of students' correct worldview, outlook on life, and values. This paper provides theoretical support and practical guidance for educators, aiming to promote the deep integration of music education and ideological and political education.*

Keywords: *Music education, ideological and political elements, value formation, cultural confidence, social responsibility*

Introduction

In recent years, the integration of ideological and political education into various curricula has become a key focus of educational reform, with the inclusion of ideological and political elements in music education reflecting this trend. Music possesses a unique emotional appeal and cultural expressiveness, which can subtly influence students' emotional attitudes and value systems. Therefore, integrating ideological and political elements into music education can effectively utilize the emotional resonance and aesthetic experience of music to enhance students' cultural confidence, social responsibility, and patriotic sentiment. This not only addresses the abstract and one-dimensional nature of traditional ideological and political education but also deepens students' rational value judgments through the enhancement of emotional and aesthetic experiences.

1. The Importance of Integrating Ideological and Political Elements into Music Education

1.1 The Integration of the Educational Function of Music with Ideological and Political Education

Music education is not only an essential part of arts education but also an effective means of holistic education. Through its unique emotional expression and cultural transmission, music can subtly influence students' thoughts and values.

The educational function of music is reflected in how students, through the understanding and interpretation of musical works, can perceive and reflect on social realities, historical culture, and human emotions, thereby forming correct value judgments and life perspectives. By organically combining ideological and political education with music education, the aesthetic educational function of music can be fully utilized. This combination helps students comprehend the ideological content conveyed in political education while appreciating and performing music. Not only does this enhance the effectiveness of education, but it also makes political education more vivid and specific, avoiding the monotony of pure theoretical teaching, thus stimulating students' interest in learning and their active participation.^[1]

1.2 The Role of Ideological and Political Elements in Promoting Cultural Confidence in Music Education

Cultural confidence is the spiritual motivation for the survival and development of a nation, and music, as an important carrier of culture, has unique advantages in enhancing students' cultural confidence. Integrating ideological and political elements into music education allows students, through learning and understanding national music, revolutionary classics, and contemporary thematic music, to deeply appreciate and identify with China's outstanding traditional culture, revolutionary culture, and advanced socialist culture.

In music education, by performing national music and revolutionary classics, students not only enhance their musical literacy but also deeply understand and appreciate traditional culture and revolutionary spirit, thereby strengthening their sense of identification and pride in Chinese culture. This process is closely related to the spirit and educational theories of the 20th National Congress of the Communist Party of China. The report of the 20th Congress clearly stated the need to "promote the creative transformation and innovative development of China's outstanding traditional culture" and emphasized "enhancing cultural confidence and fostering a society-wide sense of cultural pride and identification with Chinese culture." Through the study and performance of national music and revolutionary classics, students can experience and carry forward the essence of Chinese culture, reflecting the emphasis on cultural confidence and cultural identification as highlighted in the 20th Congress report.

1.3 The Necessity of Cultivating Students' Sense of Social Responsibility and Patriotism

In the rapidly developing context of globalization and information technology, cultivating students' sense of social responsibility and patriotism is becoming increasingly important. Ideological and political elements in music education can effectively foster students' social responsibility and patriotism in various ways. For instance, by learning songs related to the War of Resistance or themes of the reform and opening up, students can deeply feel the close connection between national destiny and personal destiny, thus developing a strong sense of social responsibility and historical mission.

Furthermore, music education can guide students to participate in public performances and community service, combining the sense of responsibility in political education with practical action. Through serving society, students can realize their responsibilities as citizens. Additionally, the patriotic emotions and national sentiments expressed in musical works can be deeply rooted in students' hearts through teachers' guidance and interpretation, encouraging them to adopt a more positive attitude in serving their country and contributing to social development in the future.^[2]

Thus, the ideological and political elements in music education play an irreplaceable role in cultivating students' sense of social responsibility and patriotism. This not only contributes to their overall development but also prepares well-rounded talents for the long-term development of the country.

2. The Key Role of Ideological and Political Elements in Shaping Students' Values through Music Education

2.1 Integration of Ideological and Political Education with Aesthetic Musical Experience to Evoke Emotional Resonance in Students

Combining ideological and political education with the aesthetic experience of music is a key strategy to evoke emotional resonance in students and enhance the effectiveness of political education. This integration not only makes ideological education more vivid and relatable but also uses the emotional power of music to help students better understand and internalize the conveyed ideas. Music, as a unique art form, has a distinct emotional expressiveness. Through the combined use of musical elements such as melody, rhythm, and harmony, music directly appeals to human emotions, touching the soul and stirring strong emotional responses. When ideological elements are intertwined with the emotional expression of music, students are not only enjoying an auditory feast but also undergoing a spiritual transformation.

The ideological content of musical works is often conveyed directly to the audience through their emotional expression. For example, classic revolutionary songs such as Yellow River Cantata or Defend the Yellow River vividly express revolutionary spirit and patriotism through their melodies. When

students listen to and learn these musical works in class, the powerful emotions embedded in the music often lead them to reflect on historical events, evoking deep respect for revolutionary heroes. This emotional resonance triggered by music makes it easier for students to understand and internalize the values emphasized in ideological and political education, such as patriotism, collectivism, and social responsibility.

This emotional resonance not only makes ideological content more vivid and concrete but also helps students transform abstract moral and value concepts into personal emotional experiences, which in turn become intrinsic motivations for their behavioral choices and value judgments. Through the aesthetic experience of music, students are not only appreciating the beauty of music but also understanding and embracing the core principles of political education. For example, when students sing Ode to the Motherland, they are not merely performing a melodious song but are expressing their love for their country, which in turn reinforces their sense of belonging and responsibility to the nation.

2.2 Pathways to Convey Core Social Values through Music Education

The ideological and political elements in music education provide a unique and effective way to convey core social values. Core social values such as patriotism, collectivism, public morality, integrity, and kindness can be vividly and meaningfully communicated to students through music education. Teachers can integrate these values into their lessons by carefully selecting and using music with strong value-oriented themes, such as national music, classic revolutionary songs, and socially themed music. Music, as an art form that transcends language and culture, has the power to deeply influence students' thoughts and emotions through the combination of melody, lyrics, and musical structure.^[3]

John Dewey emphasized that education should be closely connected to social environments, fostering students' social responsibility and value systems. He believed that education is not only about knowledge transmission but also about nurturing values. Music education, through conveying core social values like patriotism and public morality, aligns with Dewey's philosophy that education should cultivate students' social consciousness and moral responsibility.

Moreover, music education can translate core social values into practical student experiences through creative and performance activities. Teachers can encourage students to create music based on themes related to core social values, such as composing songs reflecting public morality or collectivist spirit. These creative activities not only foster students' creativity and artistic expression but also prompt them to deeply think about and understand the significance of these values. At the same time, when students perform these works, they can convey their emotions and values through music, reinforcing their recognition and practice of core social values.

2.3 Shaping Students' Critical Thinking and Moral Judgment through Ideological Elements in Music Education

The ideological and political elements in music education play a significant role not only in conveying values but also in shaping students' critical thinking and moral judgment. By learning and analyzing music with ideological content, students are not only appreciating the artistic aspects of the work but are also required to deeply understand its social background, historical significance, and underlying ideas. This process of analysis encourages students to use critical thinking to delve into and evaluate the ideas within the music, cultivating their independent thinking abilities and moral judgment.

For example, when students study revolutionary songs or socially critical musical works, they are not just absorbing the beauty of the melody and artistic expression; they are also prompted to reflect on the social issues, moral conflicts, and historical lessons the works address. This learning process pushes students beyond surface-level emotional responses to deeply explore the social phenomena revealed in the works, such as war, class struggle, or social injustice. This critical engagement enables students to examine issues from multiple perspectives, understand complex social phenomena, and develop their own independent judgments and insights.

Additionally, the ideological and political elements in music education further enhance students' critical thinking and moral judgment through teacher guidance. Teachers can use discussion and debate as instructional methods, guiding students to engage in in-depth discussions of moral and ethical issues in musical works. For instance, in analyzing a song about social injustice, teachers can encourage students to consider questions such as: Why does social injustice occur? How can artistic expression inspire social change? Through such discussions, students deepen their understanding of the works and, in the process,

form independent opinions about social issues. This reflection not only enriches their thinking but also fosters their moral responsibility and critical thinking skills when facing complex social challenges.^[4]

3. Strategies and Suggestions for Effectively Integrating Ideological and Political Elements into Music Education

3.1 Carefully Selecting Music Works with Ideological and Political Content and Educational Resources

A key aspect of effectively integrating ideological and political elements into music education lies in the careful selection of music works and teaching resources that carry profound ideological significance. These works should cover a wide range of themes, such as national spirit, patriotism, social justice, and universal human values, conveying core values through artistic forms. The selected musical pieces should not only possess rich artistic expression but also be capable of evoking emotional resonance and intellectual reflection in students, guiding them to consciously embrace the influence of political education through the emotional power of music. Classic red songs, revolutionary-era national music works, and modern educational music compositions are highly valuable resources for political education.

At the same time, teachers should utilize multimedia resources such as documentaries, concert videos, and historical footage to enrich classroom content, allowing students to gain a deeper understanding and emotional connection to political elements through multisensory engagement. For example, by watching videos of red song concerts, students can directly experience the integration of music and political content, enhancing their comprehension and emotional connection to the music. Additionally, teachers can combine modern technology with traditional teaching methods, using virtual reality (VR) to recreate historical scenes or share relevant audio-visual resources through interactive platforms, further increasing the appeal and impact of political education. This multi-channel, multi-format resource selection and integration not only ensures that the political content in music education is educationally meaningful but also profoundly touches students on an emotional level, effectively shaping their values.

3.2 Innovating Teaching Methods by Integrating Ideological Elements into Music Creation and Performance

To effectively integrate ideological elements into music education, teachers should actively innovate teaching methods, embedding political content into students' music creation and performance practices. This approach not only enhances students' understanding and acceptance of political content but also increases their engagement, creativity, and thinking skills. Teachers can employ various innovative teaching methods to help students naturally absorb political education through musical practice. For instance, in music composition courses, teachers can guide students to compose music or lyrics based on core social values, prompting them to reflect deeply and express their understanding of these values. Such creative activities not only stimulate students' artistic creativity but also enable them to internalize political content during the creative process, transforming political education from an external requirement into an intrinsic emotional need.^[5]

In music performance courses, teachers can select music works with political content for rehearsals and performances, presenting ideological elements directly to students through stage performance and allowing them to experience the organic combination of music and thought. For example, organizing students to participate in patriotic song competitions or themed concerts enables them to experience the spirit of collectivism and the importance of teamwork through group performances. Additionally, teachers can use role-playing and situational simulations to help students better understand and express the emotions and values in the works. Through such experiential teaching methods, students not only improve their music performance skills but also transform political content into their own beliefs and actions during real artistic practice, gradually forming healthy values and a sense of social responsibility.

3.3 Enhancing Teachers' Ideological Literacy to Ensure Proper Guidance of Educational Content

Teachers play a crucial guiding role in integrating ideological elements into music education. Therefore, enhancing teachers' ideological literacy and ensuring the proper direction of educational content are key strategies for effective political education. Teachers are not only knowledge transmitters but also guides for students' thinking, and their ideological literacy directly influences students' understanding and acceptance of values in music education. To better fulfill this role, teachers should

engage in systematic training and learning to deeply understand the basic theories and core content of ideological and political education and master techniques for organically integrating these elements into music education. For example, teachers can regularly participate in ideological training sessions, seminars, or specialized lectures organized by educational departments, learning the latest educational concepts and methods, and updating their knowledge systems to enhance their sensitivity to political content and teaching abilities.

In addition, schools should encourage teacher collaboration and exchange, through teaching discussions and observation sessions, to share successful experiences and innovative methods in incorporating political elements into music education. This interdisciplinary exchange and collaboration help teachers better understand how to integrate political content into different types of music works, making political education more diverse and flexible. Schools should also provide teachers with rich teaching resources and support, such as specialized research materials and extracurricular learning resources, to help teachers better design and implement music courses with ideological content. The Opinions of the Central Committee of the Communist Party of China on Strengthening and Improving Ideological and Political Work in the New Era emphasize that ideological and political work should "be integrated into all aspects of education and teaching, with a focus on systematization and long-term effectiveness." Encouraging cross-disciplinary collaboration and resource sharing reflects this concept, as it helps teachers more effectively integrate ideological elements into music education, improving the systematization and effectiveness of teaching.^[6]

In teaching practice, teachers need to maintain awareness of students' thoughts and adjust teaching content and methods flexibly to ensure that political education is relevant to students' lives and psychological needs, thereby enhancing the relevance and effectiveness of education. For example, when teaching a patriotic song, teachers can link the song to current social issues or phenomena that concern students, guiding them to reflect on the connection between these issues and the song's theme, deepening their understanding of social responsibility. By improving teachers' ideological literacy, ensuring they can accurately grasp the direction and content of political education in music, and achieving an organic unity between education and personal growth, students not only enhance their artistic literacy through music learning but also experience comprehensive development in their moral and ethical growth.

Conclusion

This study, by analyzing the importance and practical effects of integrating ideological and political elements into music education, confirms the key role this educational approach plays in shaping students' values. The research demonstrates that the incorporation of ideological elements in music education not only fosters students' intrinsic value recognition through emotional resonance and aesthetic experience but also effectively conveys core societal values, helping students develop sound moral judgment and critical thinking skills. Future research could further explore the implementation of ideological elements in music education across different cultural contexts, as well as the long-term impact of these elements on students' other competencies.

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