

The ideological and political education function and implementation path of red classics in music general education courses

Hui YANG

Shandong Xiandai University, Jinan 250104, China

Abstract: Music general education courses in colleges are vital for aesthetic education, while red classics serve as important carriers of ideological and political education. This paper first discusses the ideological and political education functions of red classics, including inheriting historical memory, stimulating emotional resonance, and infiltrating aesthetic education. Then, it proposes implementation paths for integrating red classics into music courses: (1) Systematic course content design, covering historical context, artistic characteristics, and ideological elements. (2) Diversified teaching methods, such as immersive experiential teaching, interdisciplinary integration, and practice-oriented teaching. (3) Digital expansion of teaching resources, including digital music platforms, virtual simulation experiments, and red music archives.

Keywords: music general education courses; red classics; ideological and political education function; implementation path

1 Introduction

As an important component of aesthetic education in colleges and universities, music general education courses undertake the diverse missions of cultivating students' aesthetic abilities, humanistic qualities, and value shaping. As special cultural symbols in China's modern and contemporary music history, red classics, with their distinct timeliness, ideological nature, and artistry, have become important carriers of ideological and political education. Under the framework of the "comprehensive ideological and political education course", how to realize the ideological and political education function of red classics through music general education courses has become an important topic in the current reform of curriculum-based ideological and political education in colleges and universities [1].

2 The Ideological and political education function of red classics

2.1 Inheritance of historical memory and value guidance

Red classics, born out of China's modern and contemporary revolutionary, construction, and reform eras, such as "March of the Volunteers", "Yellow River Cantata", and "Ode to the Motherland", serve as musical chronicles. They document the Chinese Communist Party's leadership in the people's struggle for national independence and prosperity. Taking "Yellow River Cantata" as an example, its passionate melody and majestic lyrics vividly reproduce the Chinese nation's heroic resistance during the Anti-Japanese War, becoming a "spiritual totem" that unites national identity. In music

general education courses, analyzing these works' historical backgrounds and creative intentions guides students to understand China's modern and contemporary history's trajectory, enhancing their historical mission and social responsibility.

2.2 Stimulating emotional resonance and fostering value identification

Music's infectious power transcends time and space, touching people's emotions through melody, rhythm, and lyrics. Red classics, like "My Motherland and Me", express deep love and attachment to the homeland, inspiring patriotic sentiment among young students. By guiding students to sing and listen to these works in music courses, we can deepen their identification with core socialist values amid emotional resonance, achieving a transformation from "emotional touch" to "value internalization" [2].

2.3 Infiltration of aesthetic education and enhancement of humanistic qualities

Red classics not only convey ideological significance but also embody rich aesthetic values. For instance, "Ode to the Red Flag", in its symphonic form, showcases the grandeur and loftiness of the revolutionary spirit through its grand narrative and delicate emotional expression. Meanwhile, red works adapted from folk songs, like "Jasmine Flower", convey the unique charm of Chinese traditional culture through national music elements. Analyzing these artistic characteristics in music courses guides students to appreciate musical beauty, cultivate aesthetic tastes, and enhance cultural confidence and national pride through the cultural narratives behind the works.

3 Implementation path for integrating red classics into music general education courses

3.1 Systematic design of course content

To create a comprehensive curriculum centered around red classics, a systematic design is essential. This approach ensures students deeply understand these works and appreciate their historical, artistic, and ideological significance. Below are three key components:

3.1.1 Sorting out historical context

The historical context shapes red classics' themes, styles, and messages. A timeline framework organizes these works into modules like the "New Democratic Revolution Period", "Socialist Construction Period" and "Reform and Opening-up Period". This arrangement allows students to trace red classics' evolution and observe their reflection of China's changing social and political landscapes. Within each module, students delve into historical backgrounds influencing specific works. For example, exploring "March of the Volunteers" involves a detailed look at the Anti-Japanese War to understand its emergence as a "spiritual bugle". This historical contextualization helps students appreciate red classics' contemporary values by drawing parallels to present-day issues.

3.1.2 Analyzing artistic characteristics

Red classics exhibit remarkable artistic innovation and expressiveness. Students analyze these works from melody, rhythm, harmony, and lyrics perspectives. For instance, analyzing "Yellow River Cantata" focuses on its multi-movement structure and how it unfolds the national spirit through musical narration. Students explore how Xian Xinghai integrated Western compositional techniques with Chinese national music elements, creating a unique sound. Such analyses develop students' appreciation for artistic craftsmanship, enhancing their ability to critically evaluate musical compositions [3].

3.1.3 Mining ideological and political elements

Red classics reflect the Chinese nation's core values and beliefs. Students examine themes to extract concepts like patriotism, collectivism, and revolutionary heroism. For instance, analyzing "Ode to Heroes" guides students to reflect the significance of "heroic spirit" in contemporary society through group discussions and reflective writing. This mining develops students' social responsibility, appreciation for art's role in shaping societal values, and motivation to embody

these values.

In conclusion, a systematic design incorporating historical context, artistic characteristics, and ideological elements is crucial for a comprehensive red classics curriculum, nurturing students' historical awareness, artistic appreciation, and ideological conviction.

3.2 Diversified innovation in teaching methods

3.2.1 Immersive experiential teaching

Utilizing VR technology to restore historical scenes, such as recreating the performance of "The Long March Suite" through virtual reality, will allow students to feel the revolutionary spirit's shock in an immersive experience. For example, at Guangxi Arts Institute, teachers and students jointly participated in creating and performing the national opera "Brother Ba", realizing a curriculum-based ideological and political education model of "learning by doing".

3.2.2 Interdisciplinary integration

Interdisciplinary integration breaks down discipline barriers for a thorough understanding of complex topics. In teaching red classics, it blends them with literature, history, and philosophy into a varied "music + ideological and political education" curriculum. Linking red classics with literature unveils their literary richness, as seen in studying "Ode to the Red Flag". History provides vital context, treating red classics as cultural relics reflecting national memory. Philosophy aids in probing values, enhancing critical thinking. Comparing "Ode to the Red Flag" and Mao Zedong's "Qinyuanchun • Snow" shows how music and literature shape revolutionary ideals, boosting appreciation and historical understanding. In brief, interdisciplinary integration is effective for teaching red classics, facilitating multi-dimensional exploration and nurturing critical thinking, creativity, and a profound appreciation for this cultural legacy.

3.2.3 Practice-oriented teaching

Practice-oriented teaching focuses on hands-on learning to deepen students' understanding of red classics through engaging activities. Organizing red classic singing competitions enables students to showcase talents and explore songs' historical and cultural backgrounds, deepening their grasp of revolutionary spirit and patriotism. Rigorous rehearsals refine skills and foster emotional connections, leading to inspiring performances. Workshops guide students in creating red-themed music, teaching theory and techniques while encouraging creativity. Peer and instructor feedback refine compositions, highlighting artistic growth and a nuanced understanding of red classics. Hunan Mass Media Vocational and Technical College's "Red Music Theme Evening" demonstrated this approach's success, with students' dedicated rehearsals fostering reflection on revolutionary values and passionate performances resonating deeply[4]. In short, practice-oriented teaching offers a dynamic way to study red classics, promoting active engagement, creativity, and a profound connection with their revolutionary essence [5].

3.3 Digital expansion of teaching resources

3.3.1 Application of Digital Music Platforms

Teachers can utilize platforms like NetEase Cloud Music or QQ Music to establish special playlists for red classics, combining work background introductions with ideological and political interpretations to create a "online + offline" hybrid teaching model. For example, analyzing "Ode to the Motherland's" popularity and user comments on NetEase Cloud Music can guide students to think about why it has become a "national song".

3.3.2 Development of virtual simulation experiments

Virtual simulation experiments offer an innovative way to analyze red classics, providing an immersive, interactive learning experience. Taking the restoration of the creative process of the "Yellow River Cantata" as an example, 3D modeling technology reconstructs the historical setting where Xian Xinghai composed this choral masterpiece during the

Anti-Japanese War. Within this virtual environment, students interactively simulate the creative process, exploring artistic choices. Music analysis software visualizes musical data, helping students identify motifs and structural elements. Multimedia resources and expert interviews provide historical and cultural context, enabling students to appreciate "Yellow River Cantata" as a cultural artifact reflecting its era's spirit. Overall, virtual simulation experiments significantly enhance students' understanding of red classics' artistic and historical value.

3.3.3 Organization of red music archives

Schools can collaborate with red education bases to systematically organize red music archive resources, such as creative backgrounds and performance records of music works related to the Xiangjiang River Campaign, providing first-hand teaching materials. For example, teachers and students from Guangxi Arts Institute explored the historical facts of Xiangjiang River Campaign and created and performed the musical "Blood of the Xiangjiang River", becoming a model for integrating red tourism and performing arts projects [6].

4 Conclusion

In conclusion, integrating red classics into music general education courses in colleges and universities is of profound significance for fulfilling the ideological and political education function of music education. Red classics, as special cultural symbols, carry rich historical memories, ideological connotations, and aesthetic values, which can cultivate students' historical awareness, stimulate emotional resonance, foster value identification, and enhance humanistic qualities. To effectively integrate red classics into music general education courses, a multi-pronged approach is required. Firstly, a systematic design of course content is essential, incorporating the sorting of historical context, analyzing artistic characteristics, and mining ideological and political elements. This ensures that students gain a comprehensive understanding of red classics from multiple dimensions. Secondly, diversified innovation in teaching methods, including immersive experiential teaching, interdisciplinary integration, and practice-oriented teaching, which can enhance students' active participation and deepen their understanding through practical experiences and cross-disciplinary perspectives. Finally, the digital expansion of teaching resources, such as the application of digital music platforms, development of virtual simulation experiments, and organization of red music archives, provides rich and accessible learning materials, facilitating a more engaging and in-depth learning process. By implementing these strategies, music general education courses can better serve as a platform for ideological and political education, nurturing students' all-round development and cultivating a new generation of young people with a strong sense of historical mission, social responsibility, and national pride.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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About the author

Yang Hui (1996.10--), Female; Han ethnicity; Hometown: Jinan, Shandong; Educational level: Master's Degree; Title: Assistant Professor; Research Direction: Music Education.