Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 7, No. 3, 2024

Practice and Research on Integrating "Course Ideology and Politics" into "Music and Art Appreciation" in Vocational Colleges

Xin Lu

Wenzhou Polytechnic, Wenzhou, Zhejiang, 325035, China

Abstract: Music teaching in vocational colleges is an important part of humanistic quality education. Guided by the concept of "curriculum ideology" in the new era, it is necessary to adhere to the infiltration of moral education elements into music teaching, deeply explore the educational value of music discipline, work together, and promote the comprehensive growth and development of college students. This article analyzes the current situation of integrating ideological and political education into music curriculum teaching in vocational colleges, proposes the requirements for music teaching under the framework of ideological and political education, and explores the practical research and application of innovative music curriculum teaching models from the perspective of "curriculum ideological and political education" in teaching practice.

Keywords: Vocational Colleges; Music Education; Ideological and Political Education.

1. Introduction

Under global economic integration, competition among countries has shifted towards humanities and scientific literacy. The Opinions of the Central Committee of the Communist Party of China and the State Council on Further Strengthening and Improving the Ideological and Political Education of College Students emphasize that "all courses in higher education institutions have educational functions, and all teachers have educational responsibilities." It is required that all courses offered by universities should go in the same direction as ideological and political education, and there are no special exceptions to any subject. Music courses in vocational colleges are an important way of aesthetic education and an indispensable part of vocational education[1,2]. In the context of "ideological and political education in curriculum", how to integrate ideological and political education into music courses has become an important issue faced by music teaching. In the current music appreciation teaching, there are some problems in the attention paid by teachers and students, the content of textbooks, and ideological and political education. As a music teacher, not only should we impart music appreciation knowledge to students, but we should also actively explore new paths for teaching reform to improve their ideological and political level and comprehensive quality, making them high-quality talents. [3,4]

2. The Significance of Integrating Ideological and Political Education into Music Appreciation Teaching in the Curriculum

As an important part of quality education, ideological and political education in the curriculum should be recognized by teachers for its educational status and implemented in appreciation teaching, in order to cultivate students' ideological and political level. Universities contain a wealth of ideological and political materials, and teachers use these materials to cultivate students' moral qualities, cultural heritage, and national confidence. They also integrate ideological and political education into daily teaching, achieving twice the result with half the effort and promoting the sustainable development of ideological and political work in universities. In order to fully leverage the role of ideological and political education in the curriculum, it is necessary to clarify its positive significance before practice, which is reflected in the following aspects [5]:

(1) Beneficial for the improvement of students' comprehensive quality

Essentially, music is an art about time and hearing, reflecting human emotions on an artistic level. To appreciate music, students need to use their imagination to understand the information contained in the music. In addition, music also has a certain degree of contemporaneity, and each era has its own music. This not only contains certain human emotions, but also embodies the unique spiritual outlook of a certain era. Music education is of great help to the intellectual development of vocational college students to a certain extent. Furthermore, certain spiritual consciousness and morality contained in music materials can have a subtle impact on students during music appreciation, allowing them to receive ideological and moral education subconsciously, avoiding the single preaching and coercive indoctrination in ideological and political courses.

(2) Helping to enhance the effectiveness of ideological and political education for vocational college students

In a certain sense, introducing music education into the ideological and political education classroom of vocational colleges can help improve the effectiveness of student ideological and political education. For example, during the teaching process of ideological and political courses in vocational colleges, teachers can select music with abstract concepts or philosophical perspectives for students to appreciate, or use music as a background to expand to the protagonists or historical events in the music background. Starting from this, they can explore certain morals or consciousness contained in this music work, in order to achieve ideological and political education for students, Not only does it cultivate sentiment, but it also enables students to

receive education and enrich their inner world. Red music, such as some, can inspire the spirit of patriotism and greatly improve the timeliness of ideological and political education for vocational college students.

(3) Stimulating the interest of vocational college students in learning ideological and political courses

Stimulating the interest of vocational college students in learning ideological and political courses is the most basic starting point. As the main output base of social talents, vocational colleges are particularly important for the development of society. American scientists once said that interest is the best teacher and an important internal driving force for students to learn. Only when students are full of interest in learning can they truly mobilize their enthusiasm for learning and improve the effectiveness of teaching. Specifically, in vocational colleges, teachers can select music materials that are suitable for teaching and apply them in the classroom, Various forms of activities can also be carried out, such as choir competitions, to cultivate the collective spirit of students through this form of musical expression. In such competitions, students can have good interaction and cooperation, and collectivism is also well cultivated, which is more effective for the ideological and political education of college students.

3. The Current Situation of Music Appreciation Teaching in Universities

At present, ordinary universities in China attach too much importance to professional course teaching and neglect the teaching of appraisal courses, and the research on teaching systems is not deep enough. Compared with other teaching methods, the current teaching situation of various music appreciation courses is not optimistic, and they are scheduled during class hours. There are problems in teaching content, teaching methods, and quality education, as shown below.

(1) Lack of ideological and political elements in teaching content

Music appreciation courses have the characteristics of gradual cultivation and gradual progress. The improvement of students' music literacy is not achieved overnight. However, the current number of appreciation courses is limited, and universities tend to focus more time and resources on professional courses and key disciplines in course arrangements. As an elective course, music appreciation courses are rarely valued, resulting in compressed class hours, difficult to achieve teaching objectives, and the discipline system is not yet established, so the teaching effect cannot be improved naturally. In addition, schools also face the problem of "valuing skills and knowledge education while neglecting quality education". In terms of student sources, talents, and curriculum design, various universities attach great importance to professional and key courses in order to improve their reputation and teacher promotion. The emphasis on appreciation elective courses is relatively low, and many educational management talents in universities have insufficient understanding of the nature of appreciation courses. In terms of curriculum construction Supervision and evaluation are often superficial.

Currently, most music elective courses in vocational colleges use textbooks such as music appreciation and the history of Chinese and foreign music. These textbooks tend to focus more on professional content, but for vocational education, the fundamental purpose of music elective courses is not professional education. The main theme is to comprehensively cultivate students' qualities. Especially in the context of "ideological and political education in the curriculum", music teachers should be good at exploring the ideological and political connotations and elements contained in the curriculum teaching content, and consciously integrate the concept and spirit of ideological and political education into the curriculum content. Practice has proven that using art education materials as a carrier of ideological and political education, such implicit education, is more easily accepted by students.

(2) The teaching mode is single, and the teaching effect is not obvious

In terms of textbook content, music appreciation courses belong to the category of popular art courses. A unified textbook and teaching outline have not yet been formulated nationwide. Most universities use materials from higher education publishing houses or other publishing houses with high application rates for teaching. However, such textbook content is too professional, making it difficult for students to learn and understand. It is easy to dampen learning enthusiasm and deviate from the appreciation and experiential purpose of music appreciation courses. In terms of teaching methods, most of the music appreciation courses are too simplistic, and many teachers still use a "one talk" rigid teaching method. They lack sufficient grasp of the theory of learning and cannot fully reflect the teaching characteristics and goals. Students passively receive knowledge, which is not conducive to comprehensive development and has a negative impact on both teaching and learning.

The existing teaching mode has significant limitations, which affect the penetration of ideological and political education. Some are simply preaching, some are mechanically applying, and even some teachers believe that through a song or activity in music teaching, students can love their country, change their outlook on life and values, which is unrealistic. Music teachers in vocational colleges should abandon the original cramming teaching mode, with the aim of promoting quality education, adopt diverse teaching methods, actively innovate teaching modes, stimulate students' learning enthusiasm, create a good classroom teaching atmosphere, and effectively improve classroom teaching effectiveness.

(3) Music teachers lack the ability of ideological and political education

Appreciation courses mainly cultivate students' intuitive thinking, such as divergent and intuitive thinking, emphasizing spiritual experience and achieving inner resonance through their own experience and perception of music. Appreciation classes require interaction and communication between teachers and students, as well as maintaining independent thinking abilities, in order to achieve more ideal teaching outcomes. Generally speaking, music teachers have high artistic literacy and strong professional education abilities, but their ideological and political education abilities are relatively lacking. Urge music teachers to listen and ponder more on the courses of ideological and political teachers, learn more, accumulate more, and be good at using ideological and political resources to enhance the theoretical depth of music teaching; Guide music teachers to participate in projects hosted by ideological and political professional teachers, and study and interpret issues from an artistic perspective.

4. Reform Measures for Music Appreciation Teaching under Curriculum Ideology and Politics

With the continuous deepening of the new curriculum reform, major universities have begun to strengthen their attention to art teaching, especially music teaching, and have integrated the content of ideological and political education into it. Teachers are required to combine the physical and mental characteristics of college students, cleverly integrate music textbook content with ideological and political education, and enable students to improve their ideological and political level in appreciating music. In addition, music teachers should also deeply recognize that music comes from life, and should combine it with students' daily lives to carry out ideological and political education in courses. In appreciation, the value of ideological and political education should be played, under the premise of clarifying the positive significance of ideological and political education in courses. In order to reverse the current situation of music appreciation teaching, we should actively explore and innovate in practice, and implement the following reform contents：

(1) Creating a music atmosphere and optimizing the ideological and political music environment

The growth and learning environment has a positive impact on individual development, and a good environment has a subtle effect on human growth, which can enable individuals to receive education and gain enlightenment invisibly. In this regard, we should incorporate ideological and political education into music appreciation courses to achieve more ideal educational effects, create a better music atmosphere, and optimize the music environment. Campus is an important place for students to learn and live, and a good music environment can be created from the campus environment. Schools should take the opportunity to carry out more diverse music education activities, diverse cultural and sports activities, and create a rich music atmosphere through such activities, so that students can naturally receive music education in participating activities. In addition, schools should also set up campus music backgrounds, optimize the ideological and political music environment, and play music of different periods, genres, and styles for students during daily study breaks, so that students can relax both physically and mentally in their spare time, and have a more comprehensive perception of music and receive benefits. In ideological and political education, teachers should pay attention to the creation of such music paper enclosures, set background music in class, play corresponding music works according to the teaching content, create an atmosphere to relax and purify students' thoughts and minds, and promote the efficient development of ideological and political music education in this atmosphere.

(2) Digging deeper into textbooks and cultivating comprehensive qualities

In music appreciation teaching, the main teaching resources come from textbook knowledge. In order to improve teaching effectiveness, teachers should pay attention to exploring the ideological and political knowledge contained in the textbooks, innovate music teaching models, and play a role in cultivating students' ideological and political education with half the effort. In this regard, teachers should not only focus on music teaching, but also combine textbook knowledge with ideological and political content, tailor teaching content and methods for students, and enable ideological and political content to penetrate well. By exploring the content of textbooks and exploring the resource information contained in them, high school teachers can improve the quality of teaching and promote the comprehensive development of students. In addition, teachers should also innovate teaching methods and introduce multimedia techniques in the guidance part of appreciation teaching. For example, when learning the Yellow River Cantata, due to the distance between the appreciation content and the student's life, it is easy to lose interest in appreciation. Regarding this. Teachers can display photos and videos related to the War of Resistance Against Japanese Aggression, playing a supportive role in teaching, enabling students to form more intuitive ideas, thereby arousing emotional resonance with the work and inspiring their patriotism. By effectively guiding students, their inner emotions can be stimulated, and they can understand the suffering of the country being destroyed and the people suffering from war. They can also be guided to connect with the current peaceful and stable life, thereby enhancing their sense of national pride and improving their ideological and political level.

(3) Utilizing the characteristics of the discipline to deepen emotional experiences

People have various emotional experiences of joy, anger, sorrow, and joy, especially in terms of telepathy. In music appreciation, universities should integrate ideological and political concepts. Explore new paths of reform and utilize the diversity of musical elements to stimulate students' inner emotions. For example, musical structure, vocal range, melody, tonality, and changes in texture. Motivation for creating works, etc., enables students to have a profound emotional experience. For example, when studying "Su Wu Shepherd the Sheep", this music showcases Su Wu's sentiment of "staying in Hu without shame", which is a promotion of the excellent national spirit. Regarding this. By changing the playing instruments, emotional tone, tonality, and other elements, the great image of Su Wu, who suffered greatly after being detained by the Xiongnu but still adhered to national righteousness, can be displayed. This not only evokes a sense of admiration among students, improves their ideological and political level, but also elevates their own emotions.

Music is not simply music, works also contain poetic and picturesque language and artistic conception, which can evoke associations. To deeply understand the connotation of a work, students need to interpret it from the perspectives of literature, painting, and artistic conception, and use these perspectives as the starting point for music appreciation. For example, when studying the excellent classical ethnic work "Spring River Flowers and Moonlit Night", one should use their mind, eyes, heart, and emotions together, appreciate the beauty of words, and also feel the perspective and consciousness in traditional Chinese painting. In a blended scene, one should feel the beautiful scenery of the motherland. Of course, some musical works should be appreciated in corresponding historical memorials, such as "Ambush from Ten Sides". It is necessary to conduct a comprehensive analysis of historical figures, events, and geographical conditions. Only by familiarizing oneself with the Chu Han conflict can one truly appreciate the swordsmanship and critical moments of that time, and thus appreciate the profound historical emotions. In addition, some music appreciation should also be combined with relevant political backgrounds, such as when appreciating songs during the

Cultural Revolution. It should be combined with the special historical and social conditions of the Cultural Revolution; The understanding of some works should also be combined with other knowledge, such as literary history, politics, and geography. Appreciation should be focused on the characteristics of different works, thus forming new ideas for ideological and political education.

(4) Carry out extracurricular activities and guide students to participate

In the ideological and political education curriculum, teachers should pay attention to the development of extracurricular practical activities, prepare in advance, complete various activities in an organized and planned manner, guide students to actively participate, and pay attention to the diversified development of practical activities. In the organization of activities, teachers should pay attention to the application of various resources and forces, strive for the support of more subjects, provide more human and material resources for the development of music practice, promote the popularization of music practice activities, and provide more opportunities for college students to participate. On the one hand, taking advantage of holiday opportunities to carry out activities. In music education, teachers should take advantage of holiday opportunities to carry out educational activities, carefully plan various activities based on the physical and mental characteristics and actual situation of students, and ensure the efficient implementation of music practice activities. In addition, schools should also provide support for such activities, preferably led by school leaders to organize large-scale music practice activities, such as campus singer competitions, original music works competitions, etc. During the competition, provide ideological and political guidance to students to encourage their active participation and performance. Create more works with positive energy. On the other hand, relying on ideological and political education to carry out music activities and stimulate students' desire to participate. Participating in activities can broaden students' knowledge and improve their music appreciation and application abilities. At the same time, through the activity platform to promote communication and interaction among students, teachers can take the opportunity to provide on-demand guidance, so that students can receive artistic education in practice, inspire their thoughts, and resonate emotionally with works, thereby improving their ideological awareness and achieving comprehensive development under the influence of excellent music works.

(5) Utilizing network technology to expand appreciation channels

In the context of the internet era, appreciation education can use online channels to expand learning paths and improve students' ideological understanding. In practical work, teachers should consciously use online carriers to innovate the forms of music introduction, strengthen ideological and political guidance for students, and thus improve their ideological and political level. At the same time, music services can also be provided to students through online channels. The network has the characteristics of openness, rich and flexible content, and fast information dissemination speed. In appreciation teaching, teachers can connect the internet, ideological and political education, and music appreciation, and use online means to promote the organic integration of the three, opening up new space for educational reform. In the education process, teachers can establish music services through the school network as a carrier, and use servers to recommend elegant music works to students. Through this guidance, students can obtain more positive music works and inspire and guide their thinking. In addition, teachers can also interact with students through WeChat, QQ, Weibo, Tiktok and other ways, share and exchange music insights on the network platform, provide a platform for emotional exchanges between teachers and students, so that teachers can timely grasp the psychological dynamics of students, and implement targeted ideological guidance and education to vigorously promote the ideological progress of students.

5. Conclusion

The age stage of college students is also a stage of more active thinking. During this period, their thinking and innovation abilities are relatively strong. They can use the knowledge they have already mastered, experience combined with their subjective understanding, to recreate something they have already recognized, reflecting its unique and innovative characteristics, and thus reflecting their value in society. The age stage of college students is a stage of active thinking, during which they all have a passion for exploring and creating unknown things. The essence of music is to provide people with imaginative space through nonverbal information, characterized by freedom, firmness, and other characteristics. Music not only has strong creativity, but also reflects its uniqueness and creativity in every aspect of music expression. Through music appreciation, students can not only cultivate their innovative ability, but also enrich their imagination, allowing them to receive the basic knowledge of ideological and political education in a non passive manner. Through music appreciation, students can have a certain perception of music, cultivate their personalized and perceptual abilities, and develop good perceptual abilities during this stage, improving their observation, imagination, creativity, and memory abilities towards things.

"Curriculum ideological and political education" provides theoretical and policy basis for music teachers to participate in "full process and all-round education". The music discipline needs to explore its own humanistic connotations and values, achieve integration with ideological and political education, and practice teaching reforms with the goal of "entering the heart". In music teaching, we should consciously infuse patriotism, responsibility education, reproduce the history of blood and tears, inspire patriotism, inherit national culture, consolidate national spirit, strengthen emotional identification, firm our ideals and beliefs, stay away from vulgar entertainment, and guide a noble life. From a research perspective, the practical research on music teaching based on the "ideological and political perspective" is a strategic attempt to innovate content and models, maximize the classroom main channel function of professional courses, reverse the situation of emphasizing art over morality, highlight the educational value of professional courses, achieve the integration of explicit education and implicit education, and construct an education system with three dimensions of "ideological and political courses, curriculum ideological and political education, and artistic practice".

Acknowledgments

The authors gratefully acknowledge the financial support from Wenzhou Polytechnic Teaching Construction and

Teaching Reform Research Project (WZYYB202328).

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