

# *The Element Exploration and Teaching Design of Course Ideology and Politics Construction in Music Performance Major of Chinese Higher Vocational Colleges*

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**Keywords:** Course Ideology and Politics Construction; Teaching Design; Music Performance Major; Higher Vocational Colleges

**Abstract:** The construction of course ideology and politics in music performance majors at Chinese higher vocational colleges is crucial for enhancing educational effectiveness. Through literature review, logical, and empirical analysis, this study examines the current state and challenges in this field. The study emphasizes that the core of course ideology and politics construction is to establish morality and cultivate people, with a mechanism of educating students in all aspects, and guided by the spirit of Chinese music culture. Political identity, national sentiment, unity and cooperation, dedication spirit, etiquette norms, legal compliance, and the pursuit of excellence and the spirit of striving for progress in music are the core elements of course ideology and politics exploration. The construction of course ideology and politics in music performance majors should be diversified, effective, and professional, ensuring synergy with ideology and politics courses, highlighting professional characteristics, standardizing teaching documents, and establishing evaluation and feedback mechanisms to achieve the goal of educating students in all aspects.

In May 2020, the Ministry of Education issued the "Guiding Outlines for the Construction of Course Ideology and Politics in Colleges and Universities," aiming to comprehensively advance the construction of course ideology and politics in colleges and universities, ensuring that every course can play an educational role and enhance the quality of talent cultivation [1]. As an important part of college course ideology and politics, the music performance major has been established in more than a hundred universities by 2024, covering a variety of music genres and performance forms. Students in these majors, through long-term music training and stage practice, have developed artistic humanistic qualities of striving for national glory, making relentless efforts, being unyielding, and working collaboratively. However, there are still issues in the integration of professional education and ideological and political education, the effectiveness of talent cultivation, and the exploration of ideological and political elements in the music performance major in Chinese universities. To address these issues, it is necessary to delve into the ideological and political resources within the music performance major courses, utilizing their diversity and typicality to strengthen the educational

function of ideology and politics. Focusing on the core of improving the quality of talent cultivation, we should continuously strengthen and improve the teaching design of course ideology and politics, enabling students to enhance their literacy, increase their knowledge, broaden their thinking, and cultivate their character during their studies, becoming builders and successors of a new era of cultural strength and artistic prosperity [2].

## **1. Conceptual Support for Course Ideology and Politics Construction in Music Performance Major**

Under the "big ideology and politics" framework of college courses, the construction of course ideology and politics in music performance majors requires deep thinking and scientific positioning to achieve effective integration of course ideology and politics and professional characteristics. This process is not only a deepening of the concept of course ideology and politics but also an accurate advancement of teaching practice. The educational goal of music performance majors is to promote the comprehensive growth of students, and the theory of comprehensive human development by Marxism provides a solid theoretical foundation for this. Therefore, the construction of course ideology and politics in music performance majors must adhere to the comprehensive cultivation of students as the core, using students' artistic literacy and innovative abilities, deeply exploring the ideological and political elements in the curriculum, to achieve the educational concept of cultivating students' comprehensive quality [3].

### **1.1. Cultivating talent with virtue**

Cultivating talent with virtue is the fundamental task of ideological and political construction in music performance programs. Our president has emphasized that cultivating talent with virtue aims to guide young students to understand and uphold great morality, public morality, and strict private morality. To achieve the educational goals of talent cultivation in the new era, universities need to strengthen the ideological and political construction of various professional courses, and enhance students' ideological and moral standards as well as their overall personal qualities through the precise integration of ideological and political content into professional courses. Currently, the evaluation of teaching effectiveness in music performance programs mostly focuses on the improvement of artistic skills and artistic accomplishment, while neglecting the value and leading role of ideological and political education, resulting in the insufficient demonstration of the responsibility and mission of cultivating talent with virtue. The ideological and political construction of music performance programs is the foundation for cultivating builders of a powerful nation in the arts and artistic successors in the new era. It is crucial to correctly recognize the important position and educational function of music in the five-aspect education (moral, intellectual, aesthetic, physical, and social-emotional education), clarify the educational significance of music in the comprehensive development of individuals, and strengthen and highlight the maximization of the ideological and political value of music courses. This is key to enhancing students' artistic accomplishment, cultivating aesthetic emotions, inheriting cultural awareness, and achieving comprehensive cultivation. The ideological and political construction of music performance programs should take cultivating talent with virtue as its fundamental task and educational goal.

### **1.2. Three-comprehensive education**

The "Three-Comprehensive Education" approach serves as a synergistic mechanism for the ideological and political construction of music performance programs. In the ideological and political construction of music performance programs in Chinese vocational colleges, the "Three-

Comprehensive Education" (comprehensive, whole-process, and all-round education) is regarded as a synergistic mechanism. Our president emphasized the unity of explicit and implicit education in a symposium, advocating for the exploration of ideological and political education resources in other courses and teaching methods to achieve comprehensive, whole-process, and all-round education. In practical teaching, the consistency between professional knowledge instruction and ideological and political education goals should be reflected. Teachers need to update their educational concepts and teaching perspectives, continuously learn and innovate teaching methods, understand students' needs, grasp key knowledge points, align with talent demands, and appropriately integrate music performance program teaching with ideological and political education into all aspects of coursework, in order to achieve synergy between the ideological and political construction of music performance programs and the "Three-Comprehensive Education" approach, and attain the subtle and influential effects of ideological and political education within courses. Ideological and political education within courses is an important pathway for realizing the "Three-Comprehensive Education" approach and a specific requirement for fully implementing the educational philosophy of "Three-Comprehensive Education". As a synergistic mechanism for the ideological and political construction of music performance programs, the "Three-Comprehensive Education" approach meets the basic requirements of the fundamental task of cultivating talent with virtue, conforms to the development requirements of talent cultivation in the new era, and aligns with the development laws of ideological and political work in universities [4].

### **1.3. The spirit of Chinese music**

The spirit of Chinese music culture serves as an important value guide for the ideological and political construction of music performance programs. Our president emphasized that the inheritance and innovation, unity and cooperation, pursuit of excellence, and service to society embodied in the spirit of Chinese music culture are valuable assets summarized by music professionals through long-term practice [5]. This provides theoretical support and action guidance for the ideological and political construction of music performance programs. The ideological and political construction of music performance programs should cultivate students' artistic qualities of inheriting and innovating, uniting and cooperating in artistic practice, self-discipline in respecting art, peers, and audiences, as well as the artistic spirit of pursuing excellence and striving for perfection, and shape their spirit of serving and dedicating to society, guiding students to establish correct artistic values. Taking the spirit of Chinese music culture as the value guide for exploring ideological and political elements is of great significance to the ideological and political construction of music performance programs, and helps promote the high-quality development of the ideological and political construction of music performance programs [6].

## **2. Current Situation Review and Lag Analysis of Course Ideology and Politics Construction in Music Performance Major**

### **2.1. Current situation review in the ideological and political construction of music performance program courses**

The current situation review shows that the field is gradually achieving a synergistic resonance between knowledge impartation and course education, effectively playing an educational role[7]. However, there are still some problems, such as teachers' insufficient understanding of course ideology and politics construction, and the need for improvement in ideological and political theory literacy, leading to insufficient and unclear understanding of course ideology and politics. In addition, there are issues with the rigid integration of ideological and political elements with professional

course content, and insufficient and superficial exploration of course ideology and politics elements. To improve the quality of course ideology and politics education in music performance majors, it is necessary to optimize professional course settings, enhance the status of ideological and political education, enrich teaching content, improve effectiveness, and use modern technology to innovate teaching methods. At the same time, it is essential to strengthen the construction of teacher teams and improve the overall quality of teachers to form a mechanism for educating students in all aspects. Through these measures, the construction of course ideology and politics in music performance majors will further expand educational channels, improve students' qualities, increase knowledge, broaden thinking, and cultivate character, laying the foundation for builders and successors of a new era of cultural strength and artistic prosperity.

## **2.2. Analysis of the obstacles in the ideological and political construction of music performance program courses**

In the context of advancing the ideological and political construction of courses, analyzing the obstacles encountered in the ideological and political construction of music performance program courses is crucial. Firstly, teachers lack sufficient understanding of the ideological and political construction of courses, showing a lack of enthusiasm for learning and internal motivation. Their understanding of the value, content, methods, and characteristics of the ideological and political construction of professional courses needs to be improved. Secondly, teachers' ideological and political theoretical literacy is inadequate, requiring a systematic grasp of Marxism to ensure the effective integration of ideological and political elements into teaching. Furthermore, there is insufficient ideological and political teaching and research activities, necessitating the strengthening of teaching and research team building, experience exchange, and the integration of teaching content. The quality management of ideological and political construction in courses is not thorough, lacking evaluation and feedback, which affects the full play of its educational function. Lastly, the ideological and political construction of courses lacks systematicness, with aspects such as professional talent training programs, textbook compilation, teaching plans, and the exploration of ideological and political elements requiring systematic planning and design [8]. To address these issues, it is necessary to enhance teachers' literacy, strengthen teaching and research, deepen evaluation and feedback, and improve course design, in order to promote the high-quality development of the ideological and political construction of music performance program courses.

## **3. Element Exploration of Course Ideology and Politics Construction in Music Performance Major**

### **3.1. The fundamental principle for exploring ideological and political elements in music performance major courses**

The core of course ideology and politics construction in music performance majors is to cultivate students' political identity and national sentiment, strengthen unity and cooperation, and dedication spirit, as well as etiquette norms and legal consciousness. First, political identity and national sentiment are the foundation of educational goals and the exploration of ideological and political elements. The deeds of musicians performing for the country on the international stage are a vivid embodiment of this educational goal. Secondly, the team nature of music performance requires students to understand the unity of the individual and the collective, to practice the spirit of national unity through practice, and to contribute to the construction of a community of shared destiny for mankind. The spirit of unity and cooperation in Chinese national orchestras provides rich material for the exploration of course ideology and politics elements. Finally, etiquette norms and legal

consciousness are the cornerstone of social civilization. Students in music performance majors should strengthen their etiquette cultivation, abide by performance rules, and establish a sense of discipline to showcase the excellent traditional culture of China and the image of new-era China. Course ideology and politics construction should focus on these aspects of cultivation to improve students' comprehensive quality and meet the social requirements of the new era.

### 3.2. Exploration of Ideological and Political Elements in Music Performance Program Courses

As listed in Table 1, the objectives and content of ideological and political education, the exploration of ideological and political elements in music performance program courses focuses on the pursuit of excellence and the spirit of endeavour, aiming to cultivate students' artistic awareness and aesthetic appreciation.

Table 1: Ideological and Political Objective Elements for the Ideological and Political Construction of Music Performance Major Courses

Ideological and Political Education Goals	Content of Ideological and Political Elements
National Level	Patriotism education, support for the Party's leadership, firm ideals and beliefs, national sovereignty and security awareness, national unity education
Social Level	Education on justice and fairness, collectivism spirit, awareness of rules, teamwork, education on excellent traditional Chinese culture, sports spirit education, education on red music culture
Individual Level	Sense of responsibility, spirit of striving, willpower and quality, sound personality, healthy body and mind, value shaping

Chinese musicians' exceptional performance skills demonstrated in international competitions embody the essential pursuit of music. The major covers a diverse range of musical styles, each with unique backgrounds and cultural connotations that need to be fully explored and integrated into teaching. Skills training is not only about technical improvement but also a process of artistic practice and moral cognition. Through technical instruction and work analysis, students are cultivated in their enterprising spirit, aesthetic awareness, and teamwork and collaboration, ensuring the effectiveness of the ideological and political elements in the courses. In teaching, clarity should be given to objectives, understanding of rules, potential development, copyright knowledge, performance feedback, cultivation of integrity, establishment of lifelong learning mindset, fostering of legal awareness, stress resistance, and self-improvement [9].

### 4. Teaching Design of Course Ideology and Politics Construction in Music Performance Major

The work of course ideology and politics construction in music performance majors is a systematic project that needs to follow the essence of music courses, play the unique educational value and function of music performance majors, and closely surround the quality of professional talent cultivation and the fundamental task of establishing morality and cultivating people. Therefore, in the teaching design of course ideology and politics construction in music performance majors, it is necessary to base on the value guidance direction of course ideology and politics content elements, to grasp the different level positioning and specific element content exploration of ideological and

political education goals accurately, and to focus on the fundamental adherence of course ideology and politics construction elements in music performance majors, to ensure the synergy between course ideology and politics and ideological and political courses, highlight the rich content and group characteristics of music performance major course ideology and politics. As listed in Table 2, different project categories correspond to different implementation approaches.

Table 2: Classification and Implementation Analysis of Ideological and Political Elements in Music Performance Major Courses

<b>Category</b>	<b>Project</b>	<b>Ideological Element Connotation</b>	<b>Implementation Approach</b>
Physically Dominant	Vocal music, instrumental music, dance, drama, etc.	Resolute will, never give up, surpass oneself	Using "Stories of Musicians' Growth" as an entry point
Skill-Dominant Creative	Composition, arrangement, music production, stage design, etc.	Teamwork, collectivism, trust and responsibility	Using "Team Spirit in Music Creation" as an entry point
Skill-Dominant Aesthetic	Music appreciation, art criticism, skill training, etc.	Pursuit of perfection, striving for excellence, innovation and confidence	Using "Music Aesthetics and Innovation" as an entry point
Skill-Dominant Personal Style Competition	Solo performances, solo singing, solo dancing, monodrama, etc.	Striving for progress, respecting opponents, perseverance and courage	Using "Music Personality and Competition" as an entry point
Skill-Dominant Team Competition	Chorus, ensemble, group dance, drama performance, etc.	Dare to challenge, not afraid of strong opponents, tenacious and unyielding	Using "Music Teamwork and Competition" as an entry point
Skill-Dominant Precision	Sight-singing, music theory, music history, etc.	Striving for excellence, pursuit of excellence, calm and composed	Using "Music Foundation and Precision" as an entry point

By continuously improving the course ideology and politics document management of professional training programs, teaching outlines, and teaching plans, and establishing a feedback mechanism for quality evaluation, problems can be identified and lag analysis can be conducted to improve the construction system of course ideology and politics in music performance majors.

#### **4.1. Ensuring Synergy between Ideological and Political Education in Music Performance Major Courses and Ideological and Political Courses**

The ideological and political education construction in music performance major courses needs to realize the synergistic educational function of both "ideological and political education within courses" and "ideological and political courses," achieving dual educational synergy between education and self-education among educational subjects and objects, while also highlighting the parallel progress of specialized courses and ideological and political courses. Therefore, teachers are required to continuously strengthen their ability to reserve theoretical knowledge of ideological and political education, deeply explore ideological and political elements within courses, actively communicate and learn from ideological and political teachers, thereby enhancing their teaching ability in ideological and political education and ensuring the synergy between the construction of ideological and political education within courses and ideological and political courses. The most significant characteristic of the music performance major is the abundance of musical works, each with distinct cultural backgrounds, stylistic attributes, performance techniques, and emotional expressions. Music performance major courses should not be simply viewed as the ideological and political construction of a single course. Instead, it is essential to clearly understand and grasp the characteristics of each musical work while deeply exploring the rich ideological and political elements within the courses. For instance, the ideological and political content elements of piano performance courses can be condensed into dimensions such as cultural confidence, artistic pursuit, innovative consciousness, and social responsibility. The ideological and political elements of vocal music projects can be refined into three categories: patriotism, humanistic spirit, and personal cultivation, encompassing a sense of mission, team collaboration, cultural inheritance, innovative consciousness, and more. It is evident that the ideological and political elements of different music projects possess their own characteristics and are rich in content, waiting to be deeply explored to ensure the synergy between ideological and political education in music performance major courses and ideological and political courses.

#### **4.2. Highlighting the Group-Oriented Characteristics of Ideological and Political Education Construction in Music Performance Major Courses**

The ideological and political education construction in music performance major courses needs to achieve the synergistic educational function of both "ideological and political education within courses" and "ideological and political courses," fulfilling the dual synergy of education and self-education between educational subjects and objects while also emphasizing the parallel progress of specialized courses and ideological and political courses. Teachers are required to strengthen their theoretical learning in ideological and political education, deeply explore the ideological and political elements within courses, communicate and learn from ideological and political teachers, enhance their teaching abilities, and ensure the synergy between ideological and political education within courses and ideological and political courses. With a myriad of musical works, each possessing unique cultural backgrounds and styles, music performance teaching is not merely the imparting of skills but also the deep exploration of ideological and political elements within courses. For example, piano performance emphasizes cultural confidence and artistic pursuit, while vocal music underscores patriotism and humanistic cultivation. The ideological and political elements within courses of different music projects are abundant and require in-depth exploration to ensure the synergy between music performance courses and ideological and political courses [10].

### 4.3. Standardizing Teaching Documents for Precise Design of Ideological and Political Education Construction in Courses.

Students majoring in music performance generally possess high musical skills but relatively low levels of cultural knowledge, and they tend to overlook professional theory courses and public basic courses. Therefore, it is particularly crucial to leverage the leading and educational role of ideological and political education within specialized courses. By utilizing the unique educational functions and advantages of the music performance major, exploring the ideological and political elements within the major, and grasping its professional characteristics, we can better exert the educational effect of ideological and political education within courses, fulfill the function of "shaping souls and nurturing talents," and ensure the integration of moral principles into artistic skills in music performance major courses. This addresses issues in teaching such as "emphasizing skills over ideological and political education" and "focusing on professional development while neglecting value guidance," as well as practical problems like forced connections, rigid teaching methods, and irrelevant content in ideological and political education within courses. Based on the theory of item-group, the music performance major conducts ideological and political education construction within courses. From the perspective of the item-group theory, it clearly identifies the characteristics and commonalities of similar sub-item music projects, seeks implementation ideas and entry points for ideological and political education within courses, and promotes the exploration of item-group-oriented characteristic elements in ideological and political education construction within courses. Under theoretical guidance, ideological and political education within courses is not only a summary at the theoretical level but also provides value guidelines for practical teaching activities related to ideological and political education in music courses. Taking different musical genres and styles as examples, this paper categorizes and analyzes the implementation of item-group-oriented ideological and political education elements within music performance major courses, ensuring synergy between ideological and political education within music performance major courses and ideological and political courses.

### 5. Conclusion

In the process of course ideology and politics construction in music performance majors, it is necessary to grasp the value guidance and fundamental adherence of course ideology and politics element exploration, focus on the spirit of Chinese music culture and the spirit of the Olympics to highlight the characteristics of music performance majors, talent cultivation goals, and the current situation of course ideology and politics teaching, and continuously correct and improve the content elements and teaching design of course ideology and politics. Music performance educators and professionals must ensure the same direction and synergy with ideological and political courses, highlight the group characteristics of course ideology and politics construction in music, strengthen the precise design of course ideology and politics content in standardized teaching documents, highlight the diversification, effectiveness, and professional characteristics of course ideology and politics elements in music performance majors, and establish and improve the teaching evaluation and feedback system of course ideology and politics to effectively promote the exploration and teaching design of course ideology and politics elements in music performance majors in colleges and universities in the new era, and continuously enhance the practical value and significance of course ideology and politics education in music performance majors.

### Acknowledgement

Project Support: Guangzhou Philosophy and Social Science Development "14th Five-Year Plan" 2024 Co-construction Project: Research on the Current Situation and Strategies for Cultivating High-



Quality "Intangible Cultural Heritage" Talents in Rural Areas of Guangzhou (2024GZGJ216); Guangzhou Science and Trade Vocational College School-level Quality Engineering Project: "Research on Strategies and Practical Methods for Enhancing the Professional Competence of Talents in Music Performance in the Greater Bay Area".

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