

Research on the Current Situation and Enhancement Strategies of the Integration of Civics and Political Elements in the Vocal Music Classroom of Guangzhou University

Hongtao Wang, Ruiji Shengchuan*

School of Music and Dance, Guangzhou University, Guangzhou 510006, China

*Corresponding author: Ruiji Shengchuan, shengchuanruiji@gmail.com

Copyright: © 2024 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: The purpose of this paper is to explore the current situation of integrating the Civics and Political elements in the vocal music classroom of the School of Music and Dance of Guangzhou University, and to put forward corresponding countermeasures. Through questionnaire survey and interview method, the feasibility and effect of integrating Civics and Political elements in vocal music classrooms both online and offline were analyzed. It is found that although most students have a positive attitude towards the integration of Civics and Political elements, there are still problems of low popularity and insufficient in-depth understanding by students. The article concludes with countermeasures to innovate the integration path, strengthen Civics and Political education, and enhance the teachers' education ability. This study not only provides useful practical experience for the curriculum of Civics and Political elements in music education but also provides a reference for the construction of the curriculum in other art majors.

Keywords: Curriculum civics; Vocal music classroom; Civics elements; Online and offline teaching

Online publication: September 25, 2024

1. Introduction

In recent years, with the deepening of the reform of higher education in China, curriculum ideology and politics, as an important strategy to integrate ideological and political education into the teaching of professional courses, has become an important part of higher education. Its core concept is to integrate ideological and political elements such as socialist core values and patriotism education into students' learning and life through the teaching content and form of professional courses, to realize the effect of "silently" educating people^[1]. As a part of art education, the vocal class of Guangzhou University College of Music and Dance not only focuses on cultivating students' professional skills but also shoulders the task of improving students' ideological and political quality. The teaching content and art form of the vocal classroom can lead students' thoughts and silently shape their values, and then help them establish a correct worldview, outlook on life, and values^[2].

In the actual teaching process, how to organically integrate the elements of ideology and politics into the vocal music classroom still faces many challenges. For example, how to ensure that the integration of Civics and Political elements does not appear to be hard and abrupt while maintaining the professional teaching effect, how to find the most suitable entry point for Civics and Political education in diversified teaching forms, and how to improve students' interest and acceptance of Civics and Political elements are all problems that need to be solved urgently. Therefore, this paper conducts an in-depth investigation and analysis of the current situation of the vocal music classroom in the School of Music and Dance of Guangzhou University, explores the effects and problems of the integration of the Civics and Political elements, and puts forward the corresponding improvement countermeasures based on this study, intending to provide useful references for the construction of Civics and Political elements in the curriculum of art majors in colleges and universities.

2. Literature review

Local and international scholars have made certain achievements in the study of Civics and Political elements thinking in the curriculum. Domestic research mainly focuses on how to integrate the elements of Civics and Political thinking into the teaching of various professional courses, to realize the educational goal of "cultivating morality and educating people." In recent years, with the continuous promotion of Civics and Political elements in the curriculum, the Ministry of Education and other relevant departments have issued a series of policy documents to encourage college teachers to incorporate it into their professional courses. For example, the Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities in the New Era clearly stated that it is necessary to "promote a high degree of integration between the traditional advantages of ideological and political work and information technology, to enhance the sense of the times and attractiveness." In this context, how to integrate the elements of ideology and politics into music education, especially in vocal music classrooms, has become the focus of many educators' research ^[3].

In other countries, although there is no clear concept of "Civics and Political Thinking in Curriculum," similar educational concepts have existed for a long time. For example, some Western countries pay great attention to cultivating students' sense of social responsibility and humanistic spirit in art education, emphasizing that art education is not only the teaching of skills but also the education of students' humanistic qualities and social values. Through these studies, it can be seen that there is a certain consensus both locally and internationally on the integration of Civics and Political elements in art education, that is, art education should serve society and cultivate well-rounded talents with a sense of social responsibility and moral literacy.

Specifically in the field of music education, research at the domestic and international levels has also provided many useful experiences and theoretical support ^[4]. For example, some scholars suggest that through the analysis of the historical background and creative background of musical works and their ideological content, students can be guided to understand and feel the ideological values embedded in them, thus realizing the purpose of Civics and Political education. Additionally, collective activities such as choral singing and vocal performance in music education are also considered to be an important way to carry out collectivism education and cooperative spirit cultivation ^[5]. These studies provide an important theoretical basis and practical reference for the integration of Civics and Political elements in the vocal music classroom.

Based on the review of relevant literature, it can be seen that although the research on the integration of Civics and Political elements into art education has made a lot of progress, it is still weak at the practical level, especially for the vocal music classroom in colleges and universities. Therefore, this study attempts to further explore the current situation and problems of the integration of Civics and Political elements through

an empirical investigation of the vocal music classroom in the School of Music and Dance of Guangzhou University, to provide new perspectives and ideas for related research.

3. Research methods

This study adopted the questionnaire survey method and sample interview method to systematically explore the current situation and problems of the integration of Civics and Political elements in the voice classroom by taking the voice majors of the College of Music and Dance of Guangzhou University as the research object. The questionnaire survey was designed with quantitative data, covering a wide range of questions about students' acceptance of the integration of Civics and Political elements, their preference, evaluation of classroom effects, and their knowledge of Civics and Political elements. These questions aimed to gain a comprehensive understanding of students' attitudes toward the Civics and Political elements of the course and their feelings about their experiences in actual teaching.

To obtain a deeper and more specific understanding, this study also selected students of different grades and different learning stages for in-depth interviews using sampling interviews. The interviews included students' specific feelings about the integration of Civics and Political elements in the vocal music classroom, their opinions and suggestions on the existing teaching methods, and their expectations for future classroom improvement. Through this qualitative research approach, this study was able to supplement the details that could not be captured by the questionnaire survey, further enriching the understanding of the research questions. In addition, this study interviewed some of the vocal music course teachers to obtain teachers' practical experiences and difficulties in integrating the elements of Civics.

Data were collected and analyzed using a combination of quantitative and qualitative methods. Quantitative data were analyzed using statistical software to reveal students' general attitudes and tendencies in Civics integration, while qualitative data were collated and summarized through content analysis to reveal students' and teachers' deeper perceptions of and suggestions for Civics and Political elements integration.

4. Findings of the study

4.1. The effectiveness of integrating Civics and Political elements into the vocal music classroom

From the results of the questionnaire survey, most of the students have a positive attitude towards the integration of Civics and Political elements into the vocal music classroom. 90% of the students think that Civics and Political elements include establishing morality, pursuing truth, goodness, and beauty, carrying forward the Red Spirit (the legacy of revolutionary ideals and patriotism), correct values, and promoting excellent traditional culture. More than 70% of the students believe that the integration of Civics and Political elements helps to improve their ideological and political literacy and sound personality.

As shown in **Table 1**, when asked how well the vocal teachers did in integrating the Civics and Political elements into the classroom, 62.7% of the students gave their teachers a score of 7 or more for integrating the course into the vocal classroom. This shows that the teachers have successfully integrated it within the classroom, and the students have felt the integration of the Civics and Political elements. The students generally believe that the vocal classroom is not only a place for skill training, but also a classroom for learning how to be a human being and how to do things. Through the analysis of the background of the musical works, the creative intention, and the ideological content it contains, students can understand and appreciate the connotation of the musical works more profoundly to enhance their own ideological and moral cultivation subtly. Additionally, the

spirit of cooperation and collectivism in vocal performance also makes students resonate with the content of ideological and moral education emotionally and cognitively.

Table 1. Evaluation table of vocal music teacher’s integration of Civics and Political elements into the classroom

Score	0 to 2 points	3 to 4 points	5 to 6 points	7 to 8 points	9 to 10 points
Number of people	10	15	83	103	79
Percentage	3.4%	5.3%	28.6%	35.5%	27.2%

4.2. Current problems with the integration of Civics and Political elements

However, despite the overall positive attitude of students towards the integration of Civics and Political elements, there are still some problems in the actual teaching process. Firstly, the problem of Civics and Political elements popularity. Although most students agree with the value of the course education, some students have reservations about the integration. Some even say that the appearance of Civics and Political elements in the vocal classroom seems to be rigid, which affects their interest in learning specialized knowledge. This suggests that the method and timing of integrating Civics and Political elements have a significant impact on students’ acceptance.

According to the questionnaire survey, as shown in **Table 2**, 48.6% of the students rated their preference for the integration of Civics and Political elements into the vocal music classroom with a score of less than 7. It can be seen that nearly half of the students do not like the integration of Civics and Political elements in vocal music courses.

Table 2. Student’s preference for integrating Civics and Political elements into vocal music classroom

Score	0 to 2 points	3 to 4 points	5 to 6 points	7 to 8 points	9 to 10 points
Number of people	19	30	92	86	63
Percentage	6.5%	10.3%	31.8%	29.7%	21.7%

Secondly, there is the issue of students’ lack of in-depth understanding of Civics and Political elements. The survey shows that although most students’ understanding of the course remains at the surface level, they perceive the integration of Civics and Political elements as merely a simple instillation of political theory, lacking a deeper comprehension and awareness of Civics education. This cognitive bias leads to students’ resistance to the learning process, which in turn affects the effectiveness of Civics and Political elements. According to the questionnaire survey, as shown in **Table 3**, 57.6% of students scored their understanding of the Civics and Political elements course below 7 points while only 10.3% of students scored between 9 and 10 points. This indicates that very few students have a strong understanding of the Civics and Political elements course. Civics and Political elements education is not only the responsibility of schools and teachers but also involves the active participation of students.

Table 3. Degree of understanding of the Civics and Political elements course

Score	0 to 2 points	3 to 4 points	5 to 6 points	7 to 8 points	9 to 10 points
Number of people	30	22	115	93	30
Percentage	10.3%	7.6%	39.7%	32.1%	10.3%

Lastly, some teachers encounter difficulties in integrating Civics and Political elements into their teaching. For instance, they struggle with balancing the teaching of professional skills with Civics and Political elements within the limited classroom time, and with seamlessly integrating these elements into vocal music class. The lack of systematic training in Civics and Political elements course often leaves teachers feeling overwhelmed, which impacts the overall effectiveness of the integration process.

5. Problem analysis

5.1. Low popularity of integrating Civics and Political elements into the vocal music classroom

Some students are resistant to the integration of Civics and Political elements, primarily because they perceive the course as overly politicized, which conflicts with the freedom and creativity inherent in art education. This cognitive bias leads to negative attitudes in the classroom, impacting the overall effectiveness of teaching. Furthermore, some students lack interest in Civics and Political elements, believing they have limited practical significance and fail to resonate with their daily lives and learning. As a result, the integration of these elements can seem superficial and fails to truly engage students.

5.2. Insufficient depth of students' understanding of Civics and Political elements

Most students' understanding of Civics and Political elements remains superficial, with the belief that Civics education is merely an indoctrination of political theories and lacks relevance to real life and career development. This limited understanding causes students to focus primarily on improving professional skills, neglecting the role of Civics and Political elements in shaping their outlook and values. Additionally, some students see little correlation between Civics and Political elements and vocal music classes, failing to recognize the intrinsic connection, which further contributes to their indifferent attitude toward these elements.

5.3. Teachers' difficulties in integrating Civics and Political elements

Teachers face challenges in balancing time and content when integrating Civics and Political elements into the vocal music classroom. Given the extensive content and complex skills required in the vocal music course, teachers often struggle to incorporate Civics and Political elements within the limited available time. Moreover, some teachers lack experience in seamlessly combining Civics and Political content with professional instruction, which impacts the effectiveness of the integration.

6. Suggestions for countermeasures

6.1. Innovative integration path

To increase the appeal of Civics and Political elements, innovative integration strategies can be employed, including online and offline approaches and organizing thematic concerts. For example, in vocal music teaching, contemporary hot topics can be incorporated to create or select music works with strong social responsibility themes. By leveraging the emotional power of music, educators can guide students to reflect on social issues and develop correct values. Additionally, utilizing the Internet and new media to disseminate and discuss Civics and Political content through online platforms can enhance the interactivity and relevance of civic education ^[6,7].

6.2. Strengthening Civics and Political elements

Improving students' understanding and recognition of Civics and Political elements requires increasing the

depth and difficulty of the course in the teaching design. Through the opening of special lectures on Civics and Political elements and increasing the difficulty of the examination of the course, students can be guided to deeply understand and think about the contents, so that course education can be transformed from mere theoretical indoctrination to a kind of internalized value identity^[8]. Furthermore, by organizing social practice activities, students can experience and verify the practical significance of the contents of Civics and Political elements in practice, to enhance the effectiveness of the course education^[9,10].

6.3. Enhancing teachers' ability in Civics and Political elements

To improve teachers' proficiency in Civics and Political elements, schools should implement regular training and teaching seminars. These initiatives will help teachers master the theories and methods associated with the curriculum. By engaging in case studies and experience exchanges, teachers can learn from successful practices and enhance their skills in integrating Civics and Political elements. Moreover, schools should encourage teaching innovation, allowing teachers to explore effective ways to combine Civics and Political elements with vocal music instruction and develop distinctive models of Civics and Political education.

7. Conclusion

The vocal music classroom at the School of Music and Dance of Guangzhou University has made notable progress in integrating Civics and Political elements, leading to improvements in students' ideological and political literacy as well as their personal development. However, several issues remain that need to be addressed. The effectiveness of integrating Civics and Political elements into the vocal music classroom can be further enhanced through innovative integration strategies, strengthening course content, and improving teachers' instructional abilities. Moving forward, schools should continue to explore and refine the implementation of the Civics and Political elements curriculum to ensure a more natural and profound integration into vocal music teaching, thereby providing stronger support for student's overall development.

Funding

The 2021 Guangdong Province Undergraduate College Teaching Quality and Teaching Reform Engineering Construction Project "Research and Practice on the Reform of Online and Offline O2O Hybrid Teaching Model for Vocal Music Classes Based on the Musicology Teacher Certification System" Guangdong Education Gao-han (2021) 29.

Disclosure statement

The authors declare no conflict of interest.

References

- [1] Ministry of Education, People's Republic of China, 2017, Implementation Program of the Quality Improvement Project of Ideological and Political Work in Colleges and Universities. Ministry of Education, Beijing, viewed July 20, 2024. http://www.moe.gov.cn/srcsite/A12/s7060/201712/t20171206_320698.html
- [2] Ministry of Education of the People's Republic of China, 2020, Guidelines for the Construction of Higher Education Programs on Ideological and Political Affairs. Ministry of Education, Beijing, viewed July 20, 2024. <http://www.>

moe.gov.cn/srcsite/A08/s7056/202006/t20200603_462437.html

- [3] Feng X, 1994, Questionnaire Survey Method in Methodological Context. *Sociological Research*, 1994(3): 13–18.
- [4] Zhang WY, 2021, Research on the Strategy of Integrating the Elements of Ideology and Politics in Music Education, thesis, Guangzhou University.
- [5] Chen Y, 2023, Innovative Reform and Practice of National Vocal Music Teaching Model under the Perspective of Curriculum Ideological and Political Education. *National Music*, 2023(2): 80–83.
- [6] Liu T, 2023, The Integration of Civic Education and Art Education under the Concept of Curriculum Civics—A Review of Curriculum Civics: A Profound Reform. *Contemporary Cinema*, 2023(10): 185.
- [7] Ling SP, Zhang RJ, Yan YF, 2020, Research on Online and Offline Hybrid Teaching Mode of Civics and Political Science Class in Colleges and Universities. *School Party Building and Ideological Education*, 2020: 46–49.
- [8] Liu C, 2022, Exploring the Integration Path of Civic and Political Education and Professional Education in Music Colleges in the New Era—Taking Xi’an Conservatory of Music as an Example. *Overseas Digest*, 2022(10): 0104–0107.
- [9] Sun L, 2024, Exploration of the Integration Development Path of Vocal Music Teaching and Civic and Political Education in Colleges and Universities—A Review of Multi-Perspective Perspective and Research on Vocal Music Teaching. *Contemporary Cinema*, 2024(1): I0008.
- [10] Chen X, 2023, Teaching Reform and Practical Exploration of the Integration of Vocal Music Teaching and Curriculum Civics in Colleges and Universities. *Music Life*, 2023(10): 73–75.

Publisher’s note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.