

The Current Status, Problems, and Optimization Strategies for Integrating Hainan Red Music Culture into Music-Related Courses for Education Majors

Kaixi Yu*

Hainan Tropical Ocean University, Sanya 572022, China

*Corresponding author: Kaixi Yu, 380294175@qq.com

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Abstract: Hainan red music culture was developed during the Qiongya Revolution, local folk music, and the culture of the times. Hainan musical culture, cultural expressions, and spirit guidance are functions of past memory and aesthetic expression and can be integrated into music-related courses for education majors. Music-related courses for education majors can integrate this content into vocal music, choral singing, music appreciation, and music-related practice courses to help students better understand local culture and the red spirit. This article discusses the integration of Hainan's red music culture with higher education culture, noting that the current integration is the basis for curriculum activities and campus dissemination. However, problems such as an unsystematic curriculum, insufficient local resource transformation, poor teaching methodology, unstable practical collaboration, and weak digital dissemination may still exist. To improve integration, the path should improve in the areas of curriculum module building, resource database development, classroom method innovation, school-local collaborative practice, digital dissemination, and evaluation, to favor the normalized, systematic, and distinctive development of Hainan red music culture in higher education aesthetic education and cultural education.

Keywords: Hainan; Red music culture; Music-related courses for education majors; Cultural dissemination; Aesthetic education

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1. Introduction

The red music culture is rich in red culture. It keeps its revolutionary memory alive and promotes ideals and beliefs in songs, folk songs, instrumental music, choral music, and local musical expressions, making them an attractive aesthetic image with mass singing. Hainan has a rich red heritage. The Qiongya Revolution, a long-term struggle, left behind a treasure of revolutionary sites, heroic stories, red books and drawings, and local

folk songs. If they are not part of commemorative activities or document displays, their educational value cannot be guaranteed. If not, they can be integrated into music-related courses for education majors and, therefore, be turned into curriculum content that balances local relevance, aesthetic appeal, and educational value.

Music-related courses for education majors provide not only music knowledge, singing skills, and musical expression but also cultural inheritance, aesthetic education, and value shaping. International music education studies show that culturally relevant music teaching can increase students' cultural identity in forming and understanding national culture by linking local music with ethnic music and students' life experiences ^[1]. Multicultural music education research also suggests that local music resources can increase the continuity and cultural appropriateness of music education ^[2]. From this perspective, connecting Hainan red music culture with music-related course learning involves not only a few red songs but also local history, music texts, classroom learning, and dissemination methods within the whole learning process.

2. The current status of integrating Hainan red music culture into music-related courses for education majors

2.1. Curriculum has been integrated into existing foundations, but the degree of systematization is insufficient

Currently, red music culture exists in universities in Hainan. Some vocal music, chorus, music appreciation, and music-related practice courses for education majors use red songs as teaching tools. Red music is used in theme classes, curriculum activities, and campus cultural education. This shows that red music is a realistic starting point in music-related courses for education majors. From a curriculum perspective, Hainan red music culture is limited. Many courses use red songs as isolated teaching materials instead of special units around Hainan's local red music and also lack score organization, work analysis, teaching cases, and evaluation standards. Research on service learning and music education has shown that to teach and maintain stability, music courses need real-life learning and reflection testing ^[3,4]. Here, Hainan universities still have room to work in this direction.

2.2. Campus activities are relatively active, but the teaching depth is insufficient

Campus events are also important for promoting red music. Theme class meetings, classroom listening sessions, course discussions, and digital sharing activities are convenient to organize, meet diverse student interests, and can improve students' attention to red music in a short time. Event-based dissemination could also overemphasize activity results and overgeneralize what we do. Some students may be able to complete the course task, but they may not understand the background, local culture, or music.

Real-time interaction and practical generation in music classrooms play an important role in students' understanding of the meaning of music ^[5]. Therefore, campus activities cannot replace course teaching. Considering that education-major students have relatively limited opportunities to participate in music-related course learning, a more reasonable approach is to transform the dissemination of red music into classroom demonstrations, teaching observations, micro-reports, and course practices, so that students can complete information research, work analysis, learning reflection, and dissemination design in the learning tasks, forming a complete learning loop.

2.3. Local resources are valued, but their development and utilization are insufficient

Hainan has rich resources, including revolutionary sites, memorials, and revolutionary history, and local folk songs. In recent years, universities have emphasized local revolutionary cultural resources, and some courses and activities have begun to partner with local cultural institutions. However, resource development is insufficient: (1) no sheet music, audio recordings, or case studies are available for teaching; (2) it is not reported how local revolutionary stories and musical works relate to each other; and (3) there are only a few adapted materials that are suitable for education-major students to analyze, appreciate, discuss, and use in classroom learning ^[6].

2.4. Digital dissemination has been initially carried out, but platform construction is insufficient

Digital media also provides opportunities for red music social media. Universities can provide Hainan red music content through WeChat public accounts, short videos, online micro-courses, micro-courses, and digital resource libraries. Virtual group music activities during the pandemic have been investigated in the past, where online music participation can maintain group relationships and emotional awareness in spatial isolation ^[7]. Hainan universities have the technical conditions to do digital dissemination, but problems such as the distribution of digital resources, lack of update mechanisms, and weak interaction are still of interest to researchers. To present the current state-of-the-art in integration more intuitively, we summarize five aspects: course teaching, campus, local resources, practical teaching, and online dissemination ^[8].

3. Optimizing strategies for integrating Hainan's revolutionary music culture into music-related courses for education majors

In practice, Hainan's revolutionary music culture should be integrated into music-related courses for education majors from the resources, starting with curriculum transformation, classroom teaching, practical learning, and feedback. **Figure 1** shows that revolutionary music resources are not injected into the classroom all at once but are continuously optimized based on student learning and feedback from social media.

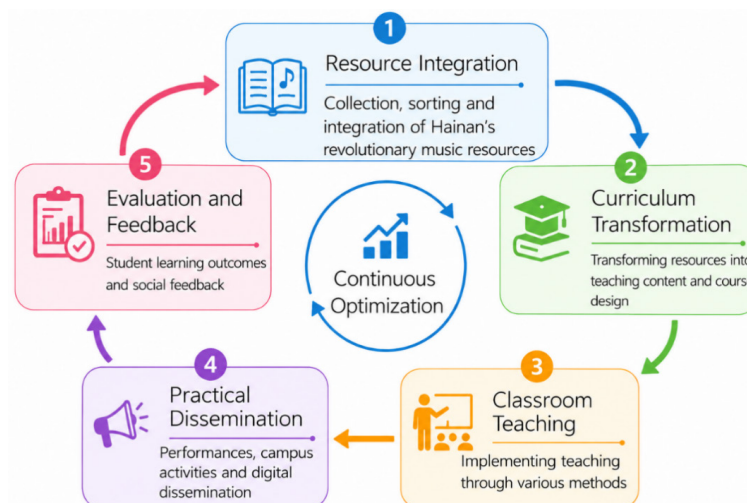


Figure 1. Implementation strategies for integrating Hainan red music culture into music-related courses for education majors

3.1. Constructing an integrated “curriculum-practice-dissemination” model

Universities should design an integrated system for incorporating Hainan’s revolutionary music culture into music-related courses for education majors. At the curriculum level, a “Special Topic on Hainan’s Revolutionary Music Culture” unit should be established, clearly defining the goals of learning the works, understanding their history, artistic expression, and practical dissemination. At the practical level, activities such as field trips to study revolutionary music, listening analysis, classroom discussions, teaching observations, and social services should be organized. At the dissemination level, learning outcomes should be shared through campus media and local cultural platforms. This approach avoids a disconnect between curriculum and activities, allowing students to experience a complete process of “learning—expression—dissemination—reflection.”

3.2. Building a Hainan red music culture teaching resource database

Universities can co-exist with local cultural institutions to create a Hainan Red Music Culture teaching resource database consisting of sheet music, lyrics, audio, video, history, biographies, teaching examples, choral learning materials, and classroom activity plans (e.g., vocal music, chorals, music appreciation, and music-related practice courses). Recent studies on artificial intelligence and music education suggest that digital technologies may provide resources, personalized support, and learning feedback for music learning, but teachers are also needed to control the content and make the curriculum ^[9]. Consequently, it is desirable to build resource databases to ensure that teaching and culture are equally user-friendly.

3.3. Optimizing course content and teaching links

In voice classes, Hainan red music works can be used as singing tools to guide students in understanding the lyrics, direction, and articulation. In choral classes, Hainan red songs can be translated into multipart works to aid students in cooperation and part awareness. In music appreciation classes, Hainan red music topics can be formulated to demonstrate how the works relate to the Qiongya Revolution. In music-related practice courses, students can be encouraged to complete classroom presentations, contextualized teaching demonstrations, micro-lessons on revolutionary music, and short video works.

3.4. Improving the school-local collaboration and evaluation mechanism

Universities can collaborate with revolutionary memorial halls, cultural centers, local cultural institutions, and communities to establish practice bases and conduct joint courses, teaching observations, student volunteer explanations, revolutionary music field trips, and local cultural services. In terms of evaluation, students need to be evaluated in terms of classroom participation, work analysis, data structure, cultural understanding, participation, and sharing. Students may understand the local background of a work and express the spirit of revolutionary culture in music. Based on optimization ideas, we introduced implementation paths from seven different aspects: curriculum construction, resource structure, teaching innovation, practical expansion, digital sharing, university-local cooperation, evaluation reform, and review reform (**Table 1**).

Table 1. Optimization paths for integrating Hainan revolutionary music culture into music-related courses for education majors

Optimization direction	Specific measures	Expected results
Curriculum development	A special section on Hainan's red music culture was established.	Enhance the systematicity and stability of integration
Resource organization	A resource library containing sheet music, audio, case studies, and videos was created.	Reduce teachers' lesson preparation costs and improve teaching quality
Teaching innovation	Employing contextual teaching, project-based learning, and field trips	Enhancing student engagement and depth of cultural understanding
Practice extension	Conduct classroom presentations, red tourism trips, teaching observations, and social services.	Strengthen the transformation of teaching, artistic expression, and practical education.
Digital communication	Micro-courses, short videos, online micro-courses, and digital albums were created.	Expand the reach and connect with young audiences
School-local government cooperation	Jointly build practice bases and joint courses	A mechanism for collaboration among classrooms, campuses, and society should be established.
Evaluation reform	A comprehensive evaluation of participation, understanding, work analysis, and dissemination.	Promote observable and feedback-based learning outcomes

4. Conclusion

Hainan's revolutionary music culture is a part of Hainan's local and revolutionary culture, with historical, artistic, and educational value. Localizing this music culture in music-related courses for education majors will enhance aesthetic education, enhance students' understanding of Hainan's historic background and local culture, and enable the dynamic production of revolutionary culture from static preservation. The integration of Hainan's deep music culture into music-related courses for education majors has already come to a very modest level, but further improvement is necessary in curriculum systems, resource development, teaching, practical platforms, digital dissemination, and evaluation. In the future, universities should use local deep music resources, curriculum reform, course practice, and digital dissemination as opportunities to promote the creative generation and effective production of the Hainan deep music culture in higher education.

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Disclosure statement

The author declares no conflict of interest.

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