

Research on the Ideological and Political Education Model Integrating Music Resources into University Professional Courses

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Abstract: Music records the course of human civilization, carries national memories, and conveys rich emotions and ideas, which can bring students aesthetic enjoyment and ideological enlightenment. By carefully selecting music resources to integrate into the ideological and political education model and strengthening the value guidance of professional courses, music teachers can cultivate students' patriotic feelings, enhance their cultural identity, and optimize the effect of ideological and political education. This is an inevitable choice to implement the concept of fostering morality and cultivating people in music majors. Therefore, starting from the value and significance of integrating music resources into the ideological and political education model of university music majors, this paper discusses effective strategies such as developing high-quality regional music education resources, optimizing the integration methods of music resources, releasing the moral education potential of music resources, and improving teachers' music cultural literacy, for reference.

Keywords: Universities; Music resources; Music majors; Ideological and political education model

Online publication: February 4, 2026

1. Introduction

The formation background and cultural connotation of excellent music works have inherent educational advantages, which can help students deeply understand national emotions, ideas, and culture. Their integration into the ideological and political education model of university music majors plays a very important role in shaping students' values, and forming their social responsibility, ideals and beliefs. It is one of the inevitable choices for teachers to enhance the educational value of university music professional courses, cultivate students' patriotic feelings, enhance their cultural identity, and optimize the effect of ideological and political education. Facing the task of fostering morality and cultivating people, teachers take various measures to develop and apply music resources, and build a new ideological and political education model with music professional characteristics, which is in line with the requirements of education reform and students' all-round development needs.

2. Value and significance of integrating music resources into the ideological and political education model of university music majors

2.1. Cultivate students' patriotic feelings

As important witnesses to national development history, some music resources carry the historical and cultural marks and era value orientations of the Chinese nation at various stages, embody the patriotic spirit and national integrity of the Chinese people, and are very precious ideological and political education resources. After careful selection by music teachers, they are organically integrated into all links of professional course teaching, which can not only temper students' mental qualities but also stimulate their deep affection for the motherland and strengthen their identification with national culture through the patriotic themes and emotional expressions in music works^[1]. For example, teachers can introduce excellent music works such as March into the New Era, Road to Rejuvenation, Ballad of the Great Wall, March of the Broadwords, and March of the Volunteers into the classroom, infect students with the formation background of the music works and edify them with the connotation of the music works. These excellent musical works, formed in different historical periods, are the crystallization of the integration of history and art, and also the artistic expression of the arduous course of the great rejuvenation of the Chinese nation. As music resources are integrated into the ideological and political education model, they strengthen the value guidance of music professional courses, enabling students to deeply recognize the greatness of the motherland and the tenacity of the nation through listening and perception, and thus consciously integrate their personal ideals into the overall national development.

2.2. Enhance students' cultural identity

As an important carrier of national culture, local music depicts the glorious course of the Chinese nation's continuous struggle with vivid and beautiful melodies, and shows the diverse and integrated cultural pattern of the Chinese nation with rich and varied music forms. Teachers' integration of it into the teaching of music professional courses helps broaden students' ideological and political horizons and enhance their understanding of regional cultural characteristics, folk customs, and historical inheritance^[2]. From the perspective of fostering morality and cultivating people, teachers can take it as music resources and teaching materials to enhance students' cultural identity, further improve the ideological and political education model, and guide students to understand the splendid culture of the Chinese nation from the perspective of music art. The process of learning, appreciating, listening to, and performing relevant excellent works can make students subtly feel the breadth and depth of Chinese culture, and then generate a strong sense of cultural pride and belonging^[3,4]. For example, The Yellow River Cantata, with its magnificent momentum, beautiful melody, and inspiring rhythm, shows the indomitable and brave spirit of the Chinese nation in times of crisis. Its application in the ideological and political education model makes students perceive the depth of history and generate a strong emotional and ideological resonance.

2.3. Optimize the effect of ideological and political education

The diversity of curriculum material types and the richness of content directly determine the effect of ideological and political education. As a carrier of the spirit and emotions of the Chinese nation, national music embodies national historical memories and gathers the majestic power of unity and forging ahead. Integrating it into the ideological and political education model to improve the diversity of curriculum material types and content is feasible and necessary. Teachers can integrate emotional music works such as A Hundred Years of the Red Boat and Long March Suite into the ideological and political education model, making ideological and political

education in-depth and warm, aiming to inspire students' wisdom and arouse their emotional resonance. These musical works visualize abstract ideological and political education content through unique artistic forms, enabling students to naturally receive ideological education in patriotism and collectivism while appreciating music, learning music knowledge, and performing music. Such an ideological and political education model is rich in content and vivid in form, which can effectively improve students' learning experience and subtly enhance their ideological awareness and cultural cognition.

3. Practical paths of the ideological and political education model, integrating music resources into university professional courses

3.1. Develop high-quality music education resources

Under the background of fostering morality and cultivating people, teachers should appropriately adapt and creatively integrate music resources according to the disciplinary characteristics of music majors to improve the quality of music education resource development^[5,6].

First of all, this requires teachers to clarify talent training goals, sort out the core teaching content of courses, and determine the direction of music resource development based on the relevant information obtained. For example, for music performance courses, teachers can select excellent theatrical works with both artistic appeal and performance value, such as *Sha Jia Bang*, *The White-Haired Girl*, *The Red Detachment of Women*, *Red Lantern*, and *Taking Tiger Mountain by Strategy*, extract wonderful clips from them, organize students to analyze, discuss, and rehearse, allowing students to deeply understand the patriotic spirit, revolutionary heroism, and national culture contained in the works during the performance process; for ethnomusicology and musicology courses, they can start from the perspective of local music culture to build characteristic music resource libraries, such as collecting and sorting out folk music and ethnic minority music from different regions, and transforming these precious music resources into teaching-appropriate materials through field investigations, recording and video recording, music score sorting and other methods.

Secondly, teachers should also have interdisciplinary teaching thinking, organically integrate music resources with knowledge from disciplines such as history, literature, and sociology, prompting students to perceive cultural edification in the comprehensive exploration and application of knowledge. For example, design learning tasks with the theme of “newly compiled national music works”, requiring students to collect music materials from different regions and ethnic groups, analyze the formation reasons, cultural connotations, and artistic characteristics of these music works in combination with knowledge of historical background, literary allusions, and social changes, and then adapt and interpret them^[7,8]. Such learning experiences can help students to sublimate their emotional cognition of the national spirit in the process of innovative practice.

3.2. Optimize the integration methods of music resources

Effectively integrating music resources with era characteristics into the ideological and political education model of music majors, endowing the ideological and political education model with artistry and ideology, helps cultivate students' social responsibility and cultural identity, and strengthens their ideals and beliefs. Teachers need to identify the integration perspective of music resources with era characteristics, integrate them into professional courses in an appropriate way, and realize the organic integration of ideological and political education and music art education^[9].

3.2.1. Carry out problem-inquiry teaching

The lyrics of music works with era characteristics often have distinct value orientations. Teachers can rely on problem-inquiry teaching to deeply explore the ideological and political education elements in them, prompting students to perceive cultural edification in the process of exploring the spiritual value and cultural connotation carried by the lyrics^[10]. Taking the work “We Are the Powerful Generation” as an example, it endows teenagers with the era’s mission of “strengthening the country”. Lines in the lyrics such as “We stand in the center of the stage, shoulder the glory of the mission” highlight the sense of responsibility of young people in the new era. When teaching and singing the song, teachers can first explain its creation background, prompting students to realize that they are also part of the “powerful generation” and shoulder the historical mission of national rejuvenation in the analysis of the work; then put forward questions in combination with the lyrics content, build a chain of questions, and guide students to conduct in-depth exploration combined with historical knowledge, realistic observations, and personal thinking by constantly asking students “What’s new in the new era?”, “In what aspects is China becoming stronger?”, and “Which spirit does ‘this spirit has a future’ refer to?”.

3.2.2. Strengthen the medium role of music melodies

The soul-stirring melodies of music works are important media for conveying ideas and emotions. Teachers’ development and application of music resources based on them can stimulate students’ emotional resonance and enhance the effect of ideological and political education. For example, when teaching Ode to the Yellow River, teachers can first introduce the creation background of the work in detail, allowing students to understand the national spirit and the fighting spirit it carries. The strong national emotions bursting out in the melody changes of the music work can bring students ideological enlightenment and encourage their spirits. When playing the music, teachers should consciously guide students to pay attention to the ups and downs of the melody and changes in rhythm, allowing them to feel the majestic power and perseverance contained in the music^[11].

3.2.3. Explore the stories behind music works

The stories behind music works are also important resources for ideological and political education. In music professional teaching, teachers can take the creation background of music works as the entry point, tell real historical stories, and display relevant historical pictures and video materials through multimedia to enhance the intuitiveness and appeal of teaching, allowing students to improve their ideological cognition in the process of “listening to stories”. For example, for the song Marx Was a Post-90s, teachers can first introduce the original intention of the song through story-based teaching—to help the younger generation better understand Marxism and narrow the distance between theory and reality, then integrate Marxist theory into teaching activities, and guide students to understand ideological and political knowledge in combination with modern rap art^[12].

3.3. Release the moral education potential of music resources

Compared with other forms of educational resources, the biggest characteristics of music resources are strong storytelling and a sense of picture. Their application in the ideological and political education model can bring students an immersive learning experience. Teachers should combine the characteristics of music resources to create an immersive ideological and political teaching environment, thereby fully releasing the moral education potential of music resources. For example, with the help of modern information technologies such as virtual reality (VR) and augmented reality (AR), create a highly immersive music ideological and political classroom, build an immersive teaching space, infect, inspire, and guide students based on different levels such as will,

emotion, and knowledge, helping them deepen their understanding and perception of ideological and political content^[13,14].

First of all, teachers can reproduce the historical scenes and events depicted in music works through modern information technologies, create an immersive ideological and political learning environment, allowing students to “experience” important moments in the development of the Chinese nation in a special way, and enhance their national pride and cultural identity in an immersive experience. Secondly, teachers can build a “second classroom” to expand students’ learning space, allowing them to perceive music cultural edification in daily study and practice and realize the sublimation of ideas. For example, organize students to visit music memorial halls and music cultural museums, allowing them to get close to music culture and perceive the historical context of the Chinese nation and the unique charm of music works. Finally, teachers should continuously improve their music cultural literacy, actively participate in systematic training organized by colleges and universities, enhance their application ability of these music resources and information technologies, as well as their ability to build the “second classroom”, and promote the full release of the moral education potential of music resources.

At the same time, colleges and universities can hold special seminars and academic workshops to provide a platform for teachers to communicate and learn, strengthen teachers’ discussion on the ideological and political value, cultural connotation, development context, and historical origin of music resources, and promote the sharing of teaching resources and methods among teachers^[15].

4. Conclusion

In summary, teachers should attach importance to the inherent advantages of the formation background and cultural connotation of excellent music works in promoting the fundamental task of fostering morality and cultivating people. Through the effective development and utilization of music resources, improve the ideological and political education model of university music majors, and give full play to their value in cultivating students’ patriotic feelings, enhancing their cultural identity, and optimizing the effect of ideological and political education. Specifically, in practice, teachers can develop high-quality regional music education resources, optimize the integration methods of music resources, release the moral education potential of music resources, and continuously improve their own music cultural literacy, and build a new ideological and political education model with music professional characteristics through various measures.

Disclosure statement

The author declares no conflict of interest.

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