

Practice of Integrating Ideological and Political Elements into Music Performance Education to Shape Students' Artistic Character

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Abstract: With the development of educational concepts in the new era, music performance education plays a crucial role in cultivating students' artistic character and social responsibility. Integrating ideological and political elements into music performance education can not only enhance students' cultural confidence but also improve their social responsibility and moral literacy. This research explores how to achieve this goal through the design of teaching content, innovation of teaching methods, and construction of the teaching environment. By selecting music works with ideological and political educational significance, innovating teaching methods, and creating a classroom atmosphere that integrates ideological and political education, we can effectively shape students' artistic character, enhance their ideological understanding, and provide new ideas and practical paths for future music education.

Keywords: Music Performance Education; Ideological and Political Elements; Artistic Character

Introduction

Music performance education is a key part of art education and is of great significance to the all - round development of students. At present, how to effectively integrate ideological and political education into music performance education has become an important issue in educational reform. Ideological and political education aims to cultivate students' social responsibility and artistic character, and the ideological and political design of music performance courses can improve students' artistic expressiveness and values, promoting their all - round development. Therefore, exploring the ways to integrate ideological and political elements into music performance education is of great significance for cultivating high - quality talents in the new era.

1. The Importance of Music Performance Education in the Contemporary Educational System

Music performance education plays an increasingly important role in modern education. It not only improves students' musical skills and aesthetic creativity but also cultivates their teamwork, communication, and emotional expression abilities. Through cooperation and emotional investment, students enhance their social skills and emotional awareness. Music performance education also promotes the development of patience, perseverance, and self - confidence. Research shows that students participating in music performance perform better in cognitive, emotional, and social aspects. Therefore, music performance education is crucial for the all - round development of students and the cultivation of innovative talents.

2. The Connotation of Ideological and Political Elements in Music Performance Education

2.1 The Basic Definition of Ideological and Political Elements in Art Education

The basic definition of ideological and political elements in art education refers to the integration of the core concepts of ideological and political education with art education. The aim is to guide students to form correct values, outlooks on life, and worldviews through art. Art education is not only about cultivating students' artistic skills and aesthetic abilities but, more importantly, through the ideological collisions in art works and the creative process, it guides students to understand social responsibilities and establish correct social value orientations. The application of ideological and political elements in art education reflects the concretization and emotionalization of the content of ideological and political education, helping students better understand the core socialist values and enhancing their sense of social responsibility and historical mission. For example, through art forms such as music, dance, and drama, themes such as Chinese traditional culture,

revolutionary history, and national unity are presented. Students can be subtly influenced by ideological and political education while enjoying art, thus improving their ideological and political literacy. As an important carrier of cultural dissemination, art can deeply touch people's hearts through visual, auditory, and other means. The content of ideological and political education is presented through art works, making it more infectious and approachable.

2.2 The Requirements for Shaping Artistic Character in Music Performance Education

Music performance education not only focuses on students' technical abilities but also attaches great importance to the shaping of students' artistic character. Artistic character refers to the unique artistic spirit and moral sentiment demonstrated in the process of artistic creation and performance, including sense of responsibility, professionalism, and teamwork spirit. Music performance education requires students to continuously improve their skills and also pay attention to their emotional investment and the cultivation of artistic literacy. First of all, students should, through long - term practice and accumulation, form a solid musical foundation and then demonstrate precise skills and a high - level of expressiveness in their performances. However, the improvement of technical ability is not the only goal of music education. The shaping of artistic character is equally important. Students should learn to express their emotions sincerely in music performances, understand the emotional connotation of music works, and fully demonstrate the cultural value and ideological emotions behind the music. In addition, the shaping of artistic character requires students to have a spirit of cooperation, cooperate tacitly with others in group performances, respect others, support each other, and jointly complete the music interpretation. Finally, music performance education requires students to have a sense of artistic responsibility, not only for the quality of their own performances but also for the audience and society. They should express positive energy through music, carry forward the main theme, and promote the harmonious development of society.

2.3 The Inherent Connection between Ideological and Political Elements and Artistic Character

The inherent connection between ideological and political elements and artistic character is close, and the two are integrated and complementary to each other. As an important part of ideological and political education, ideological and political elements aim to guide students' thoughts and shape their values, enabling them to form a good sense of social responsibility and moral sentiment. Artistic character, on the other hand, is the spiritual outlook and moral cultivation formed by students through long - term self - cultivation, emotional cultivation, and value identification in artistic practice. The inherent connection between the two is manifested in that ideological and political elements are integrated into students' emotions and thoughts through artistic forms of expression, guiding them to demonstrate positive social values, national identity, and humanistic care in the process of artistic creation and performance. For example, music performances often involve the expression of emotions and the manifestation of social responsibility. Ideological and political elements can help students understand the historical, cultural, and social backgrounds behind the works, enabling them to express their emotions more sincerely during performances and convey positive energy. In addition, the cultivation of artistic character helps students establish good moral concepts and a sense of responsibility, enabling them to play a more active role in society. Through the edification of art forms such as music, students can not only improve their artistic literacy but also enhance the effect of ideological and political education, internalize the core socialist values in their hearts and externalize them in their actions. Therefore, the combination of ideological and political elements and artistic character is not only an important goal of art education but also an important part of comprehensive quality education. They jointly promote the all - round development of students in terms of morality, intelligence, physical fitness, aesthetics, and labor, cultivating new - era talents with noble character, social responsibility, and innovative abilities.

3. Practice of Integrating Ideological and Political Elements into Music Performance Education to Shape Students' Artistic Character

3.1 The Ideological and Political Design of Teaching Content

3.1.1 Selecting Music Works with Ideological and Political Educational Significance

In music performance education, selecting music works with ideological and political educational significance is an important step in

integrating ideological and political elements into education. Music works are not only forms of artistic expression but also carriers of cultural values and social ideas. By choosing music works related to the spirit of the times, social responsibility, and national rejuvenation, we can effectively convey the core socialist values and stimulate students' patriotism and sense of social responsibility. For example, revolutionary songs such as "Without the Communist Party, There Would Be No New China" and national songs such as "Me and My Motherland" show the unremitting efforts made by countless predecessors for national liberation and national prosperity through their passionate melodies and profound lyrics, conveying deep love for the motherland and the people. In music classrooms, through the analysis and interpretation of these works, students can not only improve their musical skills but also resonate emotionally, enhancing their sense of identity and pride in the motherland's culture. In addition, the historical backgrounds, characters' deeds, and the manifestation of social values in music works enable students to feel the close connection between art and society during the performance. By selecting music works with ideological and political educational significance, teachers can better integrate ideological and political education into music teaching, promoting the dual improvement of students' ideological growth and artistic cultivation.

3.1.2 Integrating the Cultivation of Social Responsibility and Cultural Confidence into the Curriculum Content

Integrating the cultivation of social responsibility and cultural confidence into the music performance education curriculum is another important aspect of the application of ideological and political elements. A sense of social responsibility is the core spirit for cultivating students' commitment to society, the country, and the nation, while cultural confidence is the driving force for students to understand and inherit their own traditional culture. In the process of music teaching, teachers should not only impart techniques and artistic skills but also, through the learning and performance of music works, enhance students' awareness of attention to and participation in social and national development. For example, by learning Chinese traditional music, folk songs, etc., students can have a deeper understanding of the broad and profound Chinese culture, enhancing their sense of identity and confidence in national culture. In the classroom, teachers can explain the creative background, historical significance of the works, and their roles in social changes, enabling students to realize that music is not only an artistic expression but also bears national emotions and social responsibilities. In addition, by combining social hot topics and real-world problems, teachers can guide students to express their thoughts and commitments to social responsibility through music works, such as reflecting on environmental protection, public welfare, social justice, and other issues through songs and dances, allowing students to think about their responsibilities and missions in music creation and performance and establish correct social values and outlooks on life. In this process, music works become important carriers for transmitting social responsibility and cultural confidence, cultivating students to become new-era youths with a sense of social responsibility and cultural confidence.

3.2 The Innovation of Teaching Methods

3.2.1 Improving Students' Ideological Understanding through Music Work Analysis and Discussion

In music performance education, improving students' ideological understanding through music work analysis and discussion is an effective teaching method. Music works not only have artistic value but also contain rich social, historical, and cultural connotations. By deeply analyzing these works, teachers can guide students to understand the ideological and political educational significance behind them while enjoying the music. For example, by analyzing Chinese revolutionary songs or anti-war songs, students can understand the perseverance and fighting spirit of revolutionary martyrs in difficult times, and these works can stimulate students' patriotism and national pride. In addition, teachers can help students understand the emotions and thoughts conveyed by the works by analyzing artistic elements such as lyrics, melodies, and rhythms, thereby improving their ideological understanding. In the classroom, teachers can encourage students to discuss the social background, creative intentions of the works, and their roles in the historical context at that time, cultivating students' critical thinking and historical perspective. Through group discussions, students can not only understand the works from multiple perspectives but also enhance their sensitivity and thinking ability towards social issues, cultural identity, and values in the interaction. Such analysis and discussion not only contribute to the improvement of students' artistic cultivation but also to the comprehensive development of their ideological and political literacy, enabling students to deepen their understanding of the country, society, and personal responsibilities in the process of art learning.

3.2.2 *The Application of Situational Teaching and Case - based Teaching*

Situational teaching and case - based teaching are commonly used innovative teaching methods in modern education. They can effectively combine theory with practice and improve students' practical operation ability and thinking depth. In music performance education, the application of situational teaching and case - based teaching can help students better understand the connotations of music works and improve their artistic expressiveness and ideological and political literacy. Situational teaching creates an immersive learning experience for students by simulating actual performance environments or historical backgrounds. For example, when teaching revolutionary historical songs, teachers can create a situation of social unrest at that time, allowing students to understand the creative background, the era significance of the songs, and their roles in inspiring people's fighting spirit. Through this situational teaching, students can more deeply understand the historical and social backgrounds behind the works, thus enhancing their emotional resonance and ideological identification with the works. At the same time, case - based teaching enables students to find the integration point of art and ideology in specific cases by selecting representative art practice cases. Teachers can analyze classic music performance cases, explaining how artists integrate ideological and political education into the creative process and how to express social responsibility and cultural confidence through music works. In this way, students can not only master the techniques and methods of artistic performance but also learn from the cases how to transmit positive energy and shape artistic character in actual performances. The application of situational teaching and case - based teaching makes music performance education more vivid and concrete, and can effectively integrate ideological and political elements, enabling students to enhance their ideological understanding under the edification of art and form a correct sense of social responsibility and cultural identity.

3.3 **The Ideological and Political Construction of the Teaching Environment**

3.3.1 *Creating a Classroom Atmosphere that Integrates Ideological and Political Education and Art Education*

In music performance education, creating a classroom atmosphere that integrates ideological and political education and art education is an important link to achieve the goals of ideological and political education. The construction of the classroom atmosphere not only affects students' acceptance of knowledge but also plays a subtle role in the formation of students' ideological concepts. As a highly artistic subject, music education itself contains multiple dimensions of emotion, culture, and ideology in its teaching process. Therefore, teachers should actively create an atmosphere in the classroom that can accommodate both art and ideological and political education. In the classroom, teachers should not only let students feel the beauty of art through the analysis and interpretation of music works but also, in combination with the social values, historical backgrounds, and era significance behind the works, help students establish correct values and worldviews. For example, when teaching Chinese revolutionary songs, teachers can, through vivid explanations and emotional expressions, let students experience the revolutionary spirit and the great theme of national rejuvenation in the works, and at the same time encourage students to think about the connection between these works and contemporary society from their own perspectives. In such a classroom atmosphere, students can not only improve their artistic skills but also resonate emotionally, inspiring their sense of social responsibility and patriotism. In addition, teachers can also encourage students to express their understanding and perception of music works through interaction with students, promoting ideological exchanges and collisions of thinking, thus achieving the in - depth integration of art education and ideological and political education. By creating a positive classroom atmosphere, students can subtly form good artistic character and ideological and political literacy, laying a solid foundation for them to become new - era youths with a sense of responsibility and ideals.

3.3.2 *Transmitting Ideological and Political Elements through Campus Cultural Activities*

Campus cultural activities, as an important part of school education, are important carriers for transmitting ideological and political education. In music performance education, by organizing various forms of campus cultural activities, ideological and political elements can be effectively integrated into them, improving students' ideological and political literacy. Art activities such as music, dance, and drama can not only cultivate students' artistic cultivation but also, by demonstrating themes such as social responsibility, national spirit, and the mission of the times, subtly influence students' values and worldviews. For example, by organizing choral competitions, concerts, or cultural performances with the theme of patriotism, students can transmit patriotism during the process of artistic performance, enhancing their sense of identity and pride in the country and the nation. In these activities, teachers can help students understand the profound connotations of the

works during the performance process by arranging ideological and political education - related themes in advance, and encourage students to express their emotions and thoughts through art. At the same time, campus cultural activities can also provide students with a platform to showcase themselves and exchange ideas, encouraging students to form a team spirit and a sense of social responsibility in group activities. Through this interaction and resonance, students can experience the connection between art and society, and between the individual and the collective during the participation process. With the organic combination of ideological and political education and art education, campus cultural activities have not only become a stage for students to showcase their artistic talents but also an important way for them to express their thoughts and transmit positive energy. In this process, students' cultural confidence and sense of social responsibility are enhanced, and the connotation of art education is enriched and expanded. Through diverse campus cultural activities, schools can provide more opportunities for the all - round development of students and also provide strong support for the penetration and implementation of ideological and political education on campus.

4. Conclusion

Integrating ideological and political elements into music performance education can not only enrich the teaching content but also provide new ideas and practical paths for the shaping of students' artistic character. In actual operation, by innovating teaching content and methods and optimizing the teaching environment, students' sense of social responsibility and ideological and political literacy have been effectively improved.

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