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Exploring the Integration of Ideological and Political Education into Vocal Music Courses in Higher Education Institutions under the Framework of Music Education Certification

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Abstract: Against the backdrop of music education accreditation, integrating vocal music courses with ideological and political education in higher education institutions has become a crucial pathway for enhancing students' comprehensive qualities. This paper identifies challenges in integrating vocal music courses with ideological and political education, analyzes the difficulties and obstacles encountered, and explores effective strategies for incorporating ideological and political education into vocal music instruction to cultivate musicians with a sense of social responsibility and cultural identity. By examining the current state of integration between ideological and political education and vocal instruction, the article analyzes primary issues such as unclear course objectives, insufficient teacher awareness, and disconnect between teaching content and curriculum. It proposes corresponding solutions to provide practical guidance for music education reform and innovation.

Keywords: music education accreditation; college vocal courses; ideological and political education; curriculum integration; educational reform

1. Introduction

In recent years of China's higher education reform, music education in universities has not only gained more development opportunities but also faced certain challenges. On one hand, the nation's emphasis on quality education has significantly increased, with music education serving as a key component of this endeavor. Its educational value has garnered widespread recognition among the public. On the other hand, traditional music education models no longer fully meet the demands of cultivating talent for the new era in higher education. Consequently, integrating ideological and political education into music education curricula to achieve an organic unity of knowledge transmission and value orientation has become a critical issue in reforming university music education. The establishment and implementation of a music education certification system offer a new opportunity for this reform. These certification standards emphasize student-centered approaches and the cultivation of students' comprehensive literacy, aligning with China's ideological and political education philosophy. This research explores effective pathways for integrating ideological and political education with specialized curricula, using music education certification as the backdrop and university vocal music courses as the practical application. First, it meticulously analyzes the new requirements for reforming university vocal music curricula under music education certification, clarifying the direction of curriculum reform. Second, it delves into the ideological and political elements and content inherent in university vocal music courses, exploring ways to integrate China's outstanding traditional culture, patriotism, and collectivism into higher education. Third, it con-

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structs a rational evaluation system to assess the effectiveness of course integration, aiming to enrich the theoretical framework for combining music education with ideological and political education and provide solutions for reforming university vocal music curricula. This promotes the deep integration of music education and ideological and political education, fostering the development of high-caliber musical talents.

2. Current State of University Vocal Music Courses in the Context of Music Education Accreditation

2.1. Teaching Objectives and Content of University Vocal Music Courses

As a specialized course integrating theory and artistry, vocal music courses must fully leverage their educational role to enhance students' cultural understanding and artistic expression [1]. University vocal music courses constitute core offerings within music education programs, with teaching objectives encompassing three key dimensions: First, in cultivating professional skills, systematic vocal training equips students with scientific vocal techniques, performance skills, and musical expressiveness to achieve advanced singing proficiency. Second, in enhancing musical literacy, theoretical study and practical training develop students' musical perception, aesthetic judgment, and artistic cultivation. Finally, practical activities like concerts and competitions enhance students' stage presence and psychological resilience. By performing classic vocal works from China and abroad, students inherit outstanding musical culture while being encouraged to pursue artistic innovation. In terms of content, university vocal music courses typically cover modules such as fundamental vocal training, repertoire performance, vocal music history, and vocal pedagogy. The curriculum primarily focuses on bel canto and ethnic vocal techniques while also incorporating popular singing styles. However, some university vocal programs suffer from issues such as limited content diversity, disconnect between theory and practice, and insufficient attention to individual student development, making it challenging to meet the higher standards for course quality demanded by music education accreditation.

2.2. Requirements and Impact of Music Education Accreditation

As societal expectations for higher education quality continue to rise, professional accreditation systems for music education have increasingly become a vital mechanism for ensuring educational quality [2]. Music education accreditation is a key pathway to enhancing educational quality, centered on establishing a rigorous and comprehensive set of requirements. These requirements emphasize a student-centered approach, ensuring curriculum design focuses on students' holistic development. They prioritize cultivating core competencies, including: - Enhancing professional skills - Strengthening aesthetic appreciation - Stimulating innovative potential - Deepening cultural integration capabilities. Simultaneously, the standardization of curriculum design remains indispensable. It mandates scientifically structured content that organically integrates theoretical knowledge with practical application, thereby effectively meeting students' learning needs and aligning with society's high standards for music professionals. Building upon this foundation, pedagogical innovation is equally vital. It advocates diverse teaching strategies such as flipped classrooms and project-based learning to ignite students' intellectual curiosity and foster learning autonomy, ultimately driving improved instructional outcomes.

The implementation of music education certification has profoundly impacted the development of vocal music courses in higher education institutions. It has not only spurred innovation in teaching methods but also facilitated the effective integration of teaching resources, significantly enhancing the quality of vocal music instruction. Furthermore, the certification places strong emphasis on the interdisciplinary integration of music education with other fields, providing an excellent opportunity for the deep integration of vocal music courses with ideological and political education and cultural education.

This broadens the educational horizons and enriches the educational content of vocal music courses.

2.3. Analysis of the Current State of Ideological and Political Education in Vocal Music Courses

The objective of vocal music instruction in general higher education institutions is not to cultivate professional vocalists, but to enhance students' comprehensive qualities [3]. Guided by the concept of "ideological and political education through courses," university vocal music programs are actively exploring new approaches to integrate ideological and political education into specialized teaching. However, current implementation still faces certain challenges. Some instructors fail to sufficiently explore ideological and political elements within vocal music courses, neglecting to fully reveal the deeper meanings embedded in vocal works—such as patriotic sentiments, national spirit, and cultural confidence. The integration of ideological education with vocal technique training is sometimes awkward, preventing ideological education from truly permeating professional instruction and leaving it as a superficial formality. Monotonous teaching methods and unengaging content limit student receptivity and enthusiasm for participation. Ideological education within vocal courses lacks systematic design and planning, resulting in disorganized teaching content that struggles to form a cohesive ideological education system. Despite these challenges, some institutions have actively explored integrating vocal music with ideological education. Examples include guiding students to experience revolutionary spirit through performing classic revolutionary songs, enhancing cultural confidence by analyzing national vocal works, and cultivating teamwork and social responsibility through stage practice. These initiatives have accumulated valuable experience for deepening the integration of both domains.

3. Challenges in Integrating Ideological and Political Education with Vocal Music Courses

3.1. Conflicts and Divisions Between Ideological Education and Vocal Instruction

Conflicts and divisions exist between vocal music instruction and ideological education, stemming fundamentally from their inherently different teaching objectives. Vocal instruction has traditionally prioritized refining students' professional skills, emphasizing vocal technique, performance proficiency, and stage presence [4]. Conversely, ideological and political education primarily aims to shape values and cultivate moral character. This profound divergence in objectives creates significant obstacles to seamless integration in teaching practice. Some educators harbor resistance and neglect toward ideological and political education, fearing it may encroach upon specialized course time and disrupt overall teaching rhythms. Differing pedagogical approaches further exacerbate this tension: vocal instruction favors individual or small-group guidance, emphasizing personalized teaching blended with practical training, while ideological and political education predominantly relies on theoretical lectures and group discussions. These inherent methodological differences make integrating ideological education into vocal music courses appear forced, preventing effective complementarity with professional skill instruction. Vocal music teaching primarily evaluates students based on their technical proficiency, while ideological education focuses on assessing students' ideological stance and value alignment. These differing evaluation criteria make it difficult for teachers to strike a balance in practice, ultimately relegating ideological education to a secondary role—or even marginalizing it—within vocal music curricula.

3.2. Lack of Teacher Autonomy and Competence in Instruction

Research indicates a pronounced deficiency in teachers' autonomy and competence during instruction, primarily manifested in superficial understanding of the "course-based ideological and political education" concept and weak ideological education capabilities [5]. Some vocal music teachers fail to grasp the essence of "ideological and political

education through courses,” mistakenly believing it is solely the responsibility of ideological and political theory instructors and unrelated to specialized courses. This cognitive bias diminishes their willingness to proactively integrate ideological and political education into teaching, making it difficult to naturally incorporate such elements into vocal music instruction. Furthermore, most vocal music instructors hold degrees in music, lacking systematic training in ideological and political education theory and practice. Consequently, they often feel ill-equipped when attempting to integrate such education into vocal music courses, struggling to identify suitable entry points and effective methodologies. Some teachers also exhibit insufficient innovation in both content and delivery of ideological and political education, resulting in rigid approaches that fail to resonate with or engage students.

3.3. Disconnect Between Course Content and Ideological Education Objectives

Vocal music courses inherently contain numerous ideological elements—such as patriotic sentiment, national spirit, and cultural confidence. However, some instructors only superficially explore these elements in their teaching practices, failing to effectively integrate the ideological essence embedded in vocal works with the objectives of ideological education. Currently, the teaching content of vocal music courses in higher education institutions is relatively monotonous. There is an excessive focus on instructing students in national, bel canto, and pop singing techniques. Some teachers neglect the emotional delivery of songs during the teaching of revolutionary songs, which is a significant problem [6]. This bias in teaching content limits the multifaceted implementation of ideological and political education within vocal music courses, failing to meet the inherent requirement for diverse content in such education. The disconnect between theory and practice also significantly impacts the outcomes of ideological and political education. Such education relies on theoretical instruction to clarify values while requiring practical activities to transform these values into students' autonomous consciousness. Some university vocal music courses are overly focused on skill training and insufficiently emphasize practical components, causing ideological and political education to remain confined to theoretical lectures. This makes it difficult to effectively influence and shape students' thoughts and behaviors.

4. Effective Pathways for Integrating Ideological and Political Education into Vocal Music Courses

4.1. Enhancing Faculty Awareness and Teaching Competence in Ideological and Political Education

Higher education institutions should create more training opportunities for ideological and political education, enabling vocal music instructors to participate in professional development programs that elevate their ideological and political education capabilities [7]. This includes inviting experts in ideological and political education to deliver specialized lectures and share successful case studies of integrating such education with specialized curricula, thereby guiding faculty in mastering effective teaching methods and techniques. Furthermore, vocal music instructors should be actively encouraged to engage in research on integrating ideological and political education with specialized teaching, exploring approaches tailored to the unique characteristics of vocal music courses. Dedicated research projects should be established, providing necessary support for teachers to conduct pedagogical experiments and innovations. This enables them to summarize and refine practical experiences, ultimately generating teaching outcomes with broader applicability. Establishing a close collaboration mechanism between vocal music teachers and ideological and political education teachers is also crucial, as it promotes in-depth exchange and cooperation between the two parties. This can be achieved by forming in-

terdisciplinary teaching teams to jointly plan course content and teaching methods, ensuring the deep integration of ideological and political education with vocal music teaching in practice.

4.2. Innovate Teaching Methods to Enhance the Practicality and Relevance of Ideological and Political Education

Continuously innovate vocal music teaching methods to enhance the practicality and relevance of ideological and political education. Incorporate diverse teaching strategies into vocal practice to heighten the appeal and impact of ideological and political education. Meticulously design practical teaching activities to strengthen the practicality and relevance of ideological and political education. Leverage modern technology to infuse new vitality into ideological and political education. Utilize multimedia to vividly showcase the historical context and cultural depth of vocal works, and employ online platforms to build bridges for interactive exchange in ideological and political education, thereby stimulating student interest and enhancing engagement. To enhance the practicality and relevance of ideological and political education, continuously innovate vocal teaching methods and fully tap their potential. Integrate diverse teaching strategies into vocal teaching practices to strengthen the appeal and impact of ideological and political education. The organic integration of ideological and political education with vocal courses better combines theoretical knowledge with practical skills, enabling students to receive ideological and political education through artistic cultivation while enhancing their sense of social responsibility and cultural confidence.

4.3. Integrating Traditional Culture with Contemporary Development to Inspire Students' Sense of Social Responsibility and Historical Mission

In vocal music instruction, it is essential to closely link traditional culture with contemporary development to effectively inspire students' sense of social responsibility and historical mission. This approach unearths ideological and political elements within China's traditional musical culture, allowing students to deeply appreciate the charm of outstanding traditional Chinese culture while strengthening their cultural confidence and national pride. When significant historical events or commemorative dates arise, thoughtfully plan thematic educational activities. For instance, organize students to perform classic revolutionary songs and conduct various patriotic education activities. This ignites students' patriotic fervor and enhances the timeliness of ideological and political education.

5. Conclusion and Outlook

The integration of ideological and political education with vocal music courses represents an innovation in higher education's arts curriculum. By presenting patriotic sentiments, revolutionary spirit, and core socialist values through vocal art forms, this approach achieves the educational goal of "cultivating character through aesthetics and enriching the spirit through culture." This integration enhances students' vocal techniques and artistic expression. When performing classic revolutionary songs and operas, it also strengthens ideological education, bolsters cultural confidence, fosters national identity, and cultivates social responsibility. This teaching model breaks away from traditional ideological education frameworks, making it more vivid and concrete. It facilitates students' acceptance and internalization, achieving dual enhancement in artistic literacy and ideological depth. Students are encouraged to create works centered on revolutionary culture and socialist core values, leveraging new media for dissemination to broaden the impact of ideological education. The integration of ideological education with vocal music courses enriches the essence of music education while providing new platforms for ideological instruction. Future higher education music programs will increasingly emphasize the unity of ideological substance and artistic excellence, cultivating well-rounded artistic

talents who embody both moral integrity and artistic mastery, thereby injecting fresh vitality into society.

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