

Article

The Application Mode and Path of Red Classic Piano Works in the Ideals and Beliefs Education of College Students

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Abstract: In the context of the ongoing deepening of ideological and political education in universities in the contemporary era, effectively guiding college students to firmly uphold their ideals and convictions has become a pressing concern for both theoretical research and practical implementation. Red classic piano works, as significant artistic carriers of China's revolutionary, developmental, and reformist spirit, embody profound ideological values, rich artistic qualities, and strong aesthetic appeal. These works offer unique advantages in integrating aesthetic education with the cultivation of students' ideals and convictions, providing an immersive and emotionally resonant medium for ideological education. By examining the intrinsic connections between the artistic characteristics of red classic piano works and the objectives of ideals and convictions education, this paper analyzes the practical foundations for their integration into university education as well as the challenges encountered in the process. Key issues include the limited diversity of educational scenarios, insufficient integration with standard teaching practices, and the absence of a systematic and coordinated educational framework. Based on this analysis, the paper proposes a diversified application model that incorporates red classic piano works into curriculum-based instruction, campus cultural activities, and experiential educational practices. Furthermore, it offers concrete pathways for optimizing this integration through structured mechanism development, innovative teaching strategies, and comprehensive evaluation methods. This approach not only enhances the aesthetic and emotional engagement of students but also strengthens their understanding and internalization of ideals and convictions, thereby contributing to the continuous innovation of ideological and moral education within the higher education context.

Keywords: Red Classic Piano Works; Ideological and Belief Education; Aesthetic Education in Higher Education; Ideological and Political Education

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1. Introduction

Ideals and belief education forms the core of ideological and political education in higher education institutions, fundamentally shaping college students' worldviews, life perspectives, and value orientations [1]. In the current era, characterized by a highly diversified information environment and an increasingly complex landscape of social and cultural values, traditional theory-based approaches to such education are encountering growing challenges [2]. These challenges manifest primarily in reduced appeal, limited engagement, and insufficient emotional resonance with students, making it increasingly difficult to cultivate genuine understanding and internalization of ideological principles [3]. Addressing these challenges requires universities to adopt more student-centered, psychologically attuned, and aesthetically informed methods, which can effectively align educational content with young learners' preferences and cognitive habits. Enhancing both the accessibility and effectiveness of ideals and belief education has therefore emerged as a pressing priority for contemporary ideological and political education.

Concurrently, the continuous promotion of aesthetic education in universities has highlighted the unique role of artistic media in ideological guidance and value cultivation. Among various artistic forms, red classic piano works hold a distinct position due to their historical significance, rich expressive potential, and enduring cultural value [4]. These compositions are capable of vividly reconstructing revolutionary experiences, heroic narratives, and lofty ideals through musical language, thereby delivering value-oriented guidance in ways that transcend traditional textual or verbal methods. Music, with its inherent capacity to evoke emotional resonance, enables students to engage with educational content at a deeper, more intuitive level, fostering understanding and internalization in a subtle, often imperceptible manner [5].

Given these qualities, systematically exploring the models and pathways for integrating red classic piano works into college students' ideals and belief education carries substantial theoretical and practical significance [6]. Such exploration can not only expand the methods and scenarios for ideological education but also enhance students' aesthetic appreciation, emotional engagement, and reflective capacities. By investigating how these musical works can be applied in classroom instruction, campus cultural activities, and experiential learning practices, universities can cultivate more holistic, engaging, and effective approaches to the formation of students' values and convictions, thereby advancing the overall innovation and modernization of ideological and political education in higher education institutions [7].

2. Theoretical Basis of Integrating Red Classic Piano Works into Ideals and Beliefs Education

2.1. The Ideological Connotation and Artistic Features of Red Classic Piano Works

Red classic piano works are predominantly composed in the context of significant historical developments, exemplary figures, and the prevailing cultural and social spirit of modern China, reflecting clear value orientations and distinctive modes of emotional expression [8]. These works creatively blend Western piano techniques with elements drawn from traditional Chinese music, achieving a unique synthesis of global and local musical aesthetics. Through nuanced variations in melody, rhythm, harmony, and structural design, they vividly convey ideals, aspirations, and a sense of collective purpose, offering rich and compelling artistic material for cultivating students' understanding of values and convictions. The expressive power of these compositions lies not only in their technical sophistication but also in their capacity to evoke imagination and emotional engagement, which is essential for translating abstract ideological concepts into tangible, experiential forms for educational purposes [9].

2.2. Emotional Identity and the Aesthetic Path of Ideals and Beliefs Education

Ideals and belief education extends beyond the mere transmission of theoretical knowledge; it fundamentally involves the cultivation of emotional identification and the internalization of values. Emotional experience serves as a crucial bridge connecting cognitive understanding with personal acceptance and commitment, facilitating deeper engagement with educational content [10]. Artistic education, particularly through music, provides a unique avenue for such engagement. By creating immersive aesthetic experiences, music can stimulate emotional resonance, allowing students to move from intellectually recognizing values to genuinely embracing and integrating them into their own value systems. Red classic piano works, with their evocative melodies and expressive intensity, naturally support this process, offering students opportunities to experience, reflect upon, and internalize ideals in a way that is subtle yet profound [11].

2.3. The Intrinsic Logic of Synergistic Development Between Aesthetic Education and Ideals and Beliefs Education

In contemporary higher education, ideals and beliefs education emphasizes systematic cultivation and integrated development, highlighting the complementary role of aesthetic education in shaping character and promoting cultural literacy. Integrating red classic piano works into the education of ideals and beliefs exemplifies a coherent and mutually reinforcing relationship between aesthetic and ideological-political education [12]. The shared objectives-cultivating moral values, fostering personal growth, and enhancing reflective capacities-create a natural synergy that broadens educational pathways and enriches pedagogical strategies. By combining artistic engagement with ideological instruction, universities can foster multi-dimensional learning experiences, enhance students' emotional and cognitive involvement, and achieve more holistic outcomes in the formation of values and convictions. This integration not only reinforces the theoretical foundations of education but also provides practical guidance for designing curricula, cultural activities, and experiential learning initiatives that effectively support the cultivation of students' ideals and beliefs.

3. The Practical Basis of Integrating Red Classic Piano Works into Ideals and Beliefs Education in Colleges and Universities

3.1. The Continuous Improvement of the Aesthetic Education System in Colleges and Universities

In recent years, universities have significantly strengthened the development and implementation of aesthetic education programs, systematically integrating art education into the broader talent cultivation framework. This integration has established a solid institutional foundation for incorporating red classic piano works into both classroom instruction and campus cultural activities. Increasingly, higher education institutions are exploring diverse approaches to combine theoretical learning with artistic practice, such as introducing red music pieces into public art courses, elective music programs, and performance-oriented activities. These initiatives not only enrich students' cultural experiences but also provide practical models and accumulated experience for the effective application of red classic piano works in the education of ideals and beliefs, creating a structured environment that supports both aesthetic development and value education.

3.2. The Coexistence of Aesthetic Needs and Value Guidance Among College Students

Contemporary college students demonstrate strong aesthetic awareness, a high level of appreciation for artistic expression, and a pronounced need for emotional engagement. This characteristic makes them particularly receptive to educational methods that incorporate artistic media. Red classic piano works, with their rich artistic expression and emotionally evocative content, serve as a compelling educational medium capable of transcending the limitations of traditional "preaching" approaches. By offering a more immersive and attractive experience, these works facilitate deeper emotional resonance and cognitive engagement, enabling students to internalize ideals and beliefs in a manner that is both engaging and personally meaningful. The integration of aesthetic appeal and ideological guidance thus provides a dual pathway for enhancing educational effectiveness and cultivating well-rounded individuals with both cultural literacy and value awareness.

3.3. The Ongoing Development and Utilization of Red Cultural Resources

Alongside the systematic promotion of aesthetic education, efforts to research, organize, and perform red music works continue to expand. This ongoing development not only preserves important cultural assets but also provides a rich and diverse pool of educational resources for higher education institutions. The careful curation and

adaptation of these works create opportunities for their use in curricular instruction, extracurricular activities, and experiential learning initiatives, ensuring that red classic piano works can be effectively leveraged as educational tools. By drawing on these cultural resources, universities are able to support the holistic development of students' aesthetic sensibilities, emotional engagement, and understanding of values, thus providing a practical foundation for integrating red classic piano works into the systematic cultivation of ideals and beliefs.

4. The Realistic Dilemma of Applying Red Classic Piano Works to Ideals and Beliefs Education

4.1. Educational Application Scenarios Remain Relatively Limited, with Insufficient Coverage

In current educational practice, the application of red classic piano works is largely confined to music majors or elective courses targeted at students with specific artistic interests. These works have yet to be systematically incorporated into broader ideological and political theory curricula or into comprehensive quality education programs across general higher education. The limited scope of application constrains their educational influence, restricting opportunities for a wider student population to engage with and internalize the values and ideals conveyed through these works. As a result, the potential of red classic piano works to foster ideals and beliefs on a campus-wide scale remains underutilized, highlighting a significant gap between educational intent and practical implementation. Expanding their use across diverse courses, student groups, and educational settings is essential for realizing their full pedagogical value.

4.2. The Integration of Art Education and Ideals and Beliefs Education is Not Deep Enough, and Connotations Remain Underexplored

Current teaching practices often emphasize surface-level engagement, focusing primarily on the technical performance or aesthetic appreciation of red classic piano works. In many cases, insufficient attention is given to in-depth exploration of the works' creative origins, historical context, and the underlying spiritual and cultural values they embody. Teachers and students alike may concentrate on musical techniques or artistic form while neglecting systematic discussion of the ideals, moral principles, and aspirational messages expressed through these compositions. This superficial engagement prevents a fully integrated educational experience, limiting the ability of art education to synergistically support the cultivation of ideals and beliefs. Addressing this requires pedagogical approaches that combine artistic skill development with structured interpretive guidance, allowing students to connect aesthetic experience with reflective understanding of values.

4.3. A Systematic Educational Mechanism Has Not Yet Been Established, Lacking Sustainable and Effective Implementation Pathways

From the perspective of holistic educational planning, the use of red classic piano works to support ideals and beliefs education has not been fully institutionalized. Key challenges include insufficient coordination across curriculum design, teacher collaboration, and assessment frameworks, as well as the absence of replicable and sustainable instructional models. Without a structured mechanism that integrates these works into the overall educational system, the educational potential of red classic piano works cannot be consistently realized. Establishing comprehensive implementation pathways—including clear curricular integration, teacher training, coordinated lesson planning, and robust evaluation methods—is necessary to ensure the enduring and effective application of red classic piano works in fostering student engagement, moral development, and internalization of values.

5. Application Mode and Path of Integrating Red Classic Piano Works into College Students' Ideals and Beliefs Education

5.1. Integration into Curriculum Teaching and Construction of a Collaborative Education Classroom Model

To effectively integrate red classic piano works into ideals and beliefs education, universities should strengthen collaborative course design between public art programs and ideological and political theory courses. This collaboration can systematically incorporate revolutionary piano classics into classroom teaching, combining music appreciation, analysis of the works' creative backgrounds, and discussions on their inherent values. Such an integrated approach enables students to experience the artistic and emotional richness of the works while simultaneously understanding the ideals and moral principles they convey. The use of thematic teaching, interactive seminars, and guided discussions allows students to move from initial emotional resonance to deeper cognitive recognition of values, thereby enhancing both the engagement and acceptance of ideological and beliefs education. By designing classrooms that encourage exploration, reflection, and dialogue, educators can create a more immersive and effective learning environment that bridges aesthetic experience with ideological understanding.

5.2. Integration into Campus Culture to Create an Immersive Educational Environment

Beyond classroom instruction, embedding red classic piano works into campus cultural activities can further enrich students' aesthetic and ideological experiences. Organizing red-themed piano concerts, thematic performances, and artistic events aligned with academic or cultural milestones enables the creation of a sustained artistic and educational atmosphere. By leveraging the emotional and experiential power of music, universities can make ideological and beliefs education a part of students' daily campus life, transforming it from a singular, isolated activity into a continuous, immersive process. This approach enhances the contextual relevance of educational content, strengthens emotional resonance, and fosters a campus-wide culture in which aesthetic experience and value cultivation mutually reinforce one another, allowing students to internalize ideals more organically.

5.3. Improving Mechanism Guarantees to Enhance Educational Effectiveness

Establishing a robust interdisciplinary collaborative education mechanism is essential for maximizing the educational impact of red classic piano works. Such a mechanism should facilitate coordination between music educators and ideological and political education instructors in areas including instructional design, curriculum implementation, and the setting of educational objectives. Sharing high-quality teaching resources, co-developing lesson plans, and jointly evaluating student outcomes are key components of this approach. Additionally, refining process-oriented evaluation methods and achievement demonstration mechanisms is necessary. By employing reflective learning, artistic practice, and thematic expression as integral components of assessment, students can be guided to transform emotional experiences into stable value recognition and deliberate actions. This systematic approach not only strengthens the practical effectiveness of ideals and beliefs education but also ensures that aesthetic engagement contributes meaningfully to students' personal development, ethical reflection, and long-term value formation.

6. Discussion

The practical integration of red classic piano works into college students' ideals and beliefs education reveals both promising outcomes and notable challenges. From the practical perspective, these works provide a unique combination of artistic engagement and value guidance, allowing students to experience ideological concepts in emotionally resonant and aesthetically rich ways. Integrating music appreciation, thematic discussion,

and performance practice has been shown to enhance students' engagement, deepen understanding, and facilitate the internalization of ideals, demonstrating the potential of artistic media to complement traditional classroom instruction.

However, several limitations remain in the current application. First, educational scenarios are often confined to specialized courses or elective programs, limiting the exposure of a broader student population. Second, although aesthetic experience can facilitate emotional resonance, the depth of integration with ideological and beliefs education is not yet fully realized, as teaching may still focus more on musical technique than on the systematic exploration of values and ideals embedded in the works. Third, there is a lack of fully established interdisciplinary mechanisms and sustainable implementation pathways, resulting in inconsistencies in curriculum integration, teacher collaboration, and evaluation practices. These challenges indicate that while the potential of red classic piano works in value education is substantial, systematic planning, comprehensive curriculum design, and continuous pedagogical innovation are required to maximize their impact.

Future strategies should focus on addressing these gaps. Expanding the integration of red classic piano works across diverse courses and campus activities can broaden student exposure and engagement. Strengthening collaborative teaching models between music educators and ideological education instructors can deepen the connection between artistic experience and value internalization. Additionally, the development of structured evaluation systems, reflective learning opportunities, and experiential activities will help convert aesthetic and emotional experiences into lasting recognition of values and conscious behavioral choices. By addressing these limitations and refining educational strategies, universities can create a more cohesive, sustainable, and effective model for integrating aesthetic media into the cultivation of students' ideals and beliefs, thereby enhancing both the practical and theoretical foundations of integrated aesthetic and ideological education.

7. Conclusion

Red classic piano works possess distinctive artistic qualities and significant educational value in the cultivation of ideals and beliefs among college students. Their unique combination of musical expressiveness, emotional resonance, and culturally meaningful content provides an effective medium for bridging aesthetic experience and value education. By systematically integrating these works into curriculum design, campus cultural activities, and interdisciplinary educational mechanisms, universities can enhance the appeal, engagement, and overall effectiveness of ideological and beliefs education. Such integration allows students to experience values in a tangible, emotionally engaging manner, fostering deeper understanding and internalization of ideals.

Moreover, the application of red classic piano works contributes to the coordinated development of aesthetic education and ideological-political education, supporting holistic educational objectives that include cultural literacy, emotional development, and moral reflection. Future research can further investigate their educational impact through empirical studies, including classroom observation, student feedback, and outcome-based assessments, to generate evidence-based insights. These findings would provide stronger theoretical and practical support for expanding the role of artistic media in the cultivation of values, offering guidance for refining pedagogical models, optimizing educational pathways, and enhancing the sustainable development of integrated aesthetic and ideological education in higher education institutions. By continuing to explore these approaches, universities can create a more immersive, effective, and enduring framework for fostering the ideals and convictions of students, ensuring that education not only conveys knowledge but also shapes character and values in meaningful ways.

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