

The Current Situation and Development of Ideological Education in Vocal Music Teaching

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Abstract: Cultivating virtue and nurturing talents is the fundamental task of higher education in the new era. This article mainly explores the current situation and development strategies of integrating ideological education into vocal teaching. From the current situation of ideological education in vocal teaching, the emphasis on vocal training programs is insufficient and there are many challenges. To address these issues, it is necessary to develop effective development strategies, including implementing structured courses and creating opportunities for students to discuss and participate in relevant social issues through music. We also need to pay attention to training vocal teachers. By prioritizing ideological education in vocal teaching, educators can enable students to not only improve their vocal professional level, but also possess various core musical qualities.

Keywords: Vocal teaching; Ideological education; Current situation; Development strategy

Introduction:

For the development of ideological and political education in the new era, it is necessary to adopt a comprehensive approach of educating all staff, the entire process, and the entire curriculum. In vocal teaching, the integration of ideological education is crucial for cultivating music talents with social awareness and the ability to critically engage with the surrounding society. However, current ideological education often lacks attention in vocal teaching and training, and there are various challenges that hinder integration, making the reality of teaching more complex. Therefore, it is necessary to study and formulate development strategies to ensure that ideological education is placed in a key position in vocal teaching, comprehensively enhance teaching effectiveness, and promote the comprehensive development of students' overall quality.

1. The Importance of Integrating Ideological Education into Vocal Music Teaching

Music, especially vocal music, has always been intertwined with society, reflecting its values, desires, and struggles. By integrating ideological education into vocal teaching, not only can students master vocal skills, but it is also crucial for cultivating well-rounded, socially conscious, and able to interact with and contribute to the world around them. Firstly, music is a powerful medium for expressing and influencing social beliefs and values. By singing lyrics and conveying emotions, one has the ability to shape public opinion and stimulate critical thinking on issues. Educators deepen students' understanding of ideological concepts, making their performances authentic and targeted, and elevating their artistic level to new heights. Secondly, ideological education helps cultivate critical thinking skills, which are crucial for navigating an increasingly complex world. By studying the historical and cultural background of musical works, students learn to analyze and interpret the information contained within them. This analytical method not only enriches their musical interpretation, but also provides a tool for identifying the social impact of works. Once again, integrating ideological education into vocal teaching can also cultivate students' empathy and sense of social responsibility. By exploring themes such as social justice, equality, and human rights through music, students can gain a better understanding of the experiences of others and increase their awareness of injustice. This empathy motivates them to express themselves artistically with their own voices and take promotional actions. Finally, ideological education creates a more inclusive and diverse learning environment. By acknowledging and analyzing the different perspectives and experiences reflected in music, creating space for students from different backgrounds to see themselves represented and valued, this inclusiveness not only enhances the educational experience of all students, but also promotes the formation of a culture of mutual respect and understanding^[1].

2. Analysis of the Current Situation of Ideological Education in Vocal Music Teaching

2.1 Vocal training lacks emphasis on ideological aspects

From the current situation of ideological education in vocal music teaching, it is evident that vocal training programs do not place enough emphasis on these key aspects. Although vocal teaching usually focuses on technical proficiency, music interpretation, and performance skills, the broader social and political aspects of music are often overlooked, which is mainly reflected in vocal curriculum design and teaching. Traditional vocal training programs prioritize the development of professional skills such as breathing control, range, and resonance, often putting ideology on the edge. Therefore, students may have impressive vocal abilities upon graduation, but their understanding of the social background within music and art is limited. In addition, the historical separation of art and politics deepens the idea that music education should be depoliticized, exacerbating the marginalization of ideological education in vocal teaching. This one-sided understanding overlooks the inherent political essence of music and fails to recognize the transformative power of art in shaping social discourse^[2].

2.2 Challenges faced by integrating ideological education into vocal teaching

Obstacles to the effective integration of ideological education into vocal teaching include several challenges, including: many vocal teachers may lack necessary resources and training to effectively incorporate ideological education into their curriculum. Without access to relevant materials, professional development opportunities, and inclusive teaching practice guidance, educators may find it difficult to solve complex social problems in the context of vocal teaching; The arrangement of vocal training programs is very full, with almost no space to accommodate other content except for technical training and repertoire learning. To find space to solve ideological topics in course teaching, it is necessary to carefully plan and determine the priority order of learning objectives; Not all students are willing to accept discussions on ideological issues in vocal teaching. Some people prefer to focus only on music, while others may feel uncomfortable with sensitive topics. Therefore, creating a supportive and inclusive learning environment is crucial for promoting student participation and achieving open dialogue.

3. The Development Strategy of Ideological Education in Vocal Teaching

3.1 Implementing structured courses that integrate principles of ideological education

Developing structured courses that integrate ideological education principles is crucial to ensuring that these themes are given attention in vocal teaching projects. The curriculum design should enable students to have a comprehensive understanding of the social background in which music exists, and enable them to critically participate in ideological and political issues. Specific aspects that need to be considered include: (1) historical and cultural background. Incorporate a discussion of the historical and cultural background of musical works into the curriculum, exploring how social, political, and economic factors in history have influenced the creation and acceptance of music. For example, appreciate the interlude “Yingshan Hong” from “Sparkling Red Star”. (2) Critical analysis. Guide students to critically analyze the information embedded in music works, including lyrics, themes, and style choices. Encourage students to consider the ideological implications of musical works and how this information relates to broader social issues. (3) Ethical and moral considerations. Discuss the moral responsibility of musicians in conveying information through art. Exploring cultural appropriation, representativeness, and social justice issues in the context of vocal performance. (4) Cross analysis. Recognizing the cross dimensions of identity and power between the music industry and society as a whole. Explore how aspects such as ethnicity, occupation, and nationality are related to the ideological themes of musical works. (5) Participate in research. Choose songs that involve ideological issues and provide students with opportunities to explore various music genres and styles^[3].

3.2 Create opportunities for discussion and participation in relevant social issues:

In addition to establishing structured courses, it is also necessary to create opportunities for students to discuss and participate in relevant social issues in vocal teaching. This can help students cultivate critical thinking skills, empathy, and social responsibility, while also promoting deeper connections with music art and the surrounding society. The following strategies can be adopted specifically: (1) classroom discussions. Regularly engage in classroom discussions on ideological and political topics related to music and society, encouraging students to share their perspectives, raise questions, and engage in respectful debates. (2) Guest speech. Invite guest speakers such as musicians and scholars to share their insights and experiences with students. Provide students with opportunities to interact with these speakers through Q&A sessions, seminars, and collaborative projects. (3) Social participation. Organize social engagement projects that allow students to use their voices to participate in addressing relevant social issues, which may include performances at local events, collaboration with local social organizations, or promotional activities targeting specific themes. Research projects. Create research projects to encourage students to delve deeper into the intersection

of music and ideological and political education, guide students to study themes such as music cultural movements and the role of music in social change. (4) Practical performance opportunities. Provide students with opportunities to perform ideological and political theme songs, encourage them to showcase works that resonate with their personal values and beliefs, and provide support and appreciation for their artistic expression. For example, around the theme of “Me and My Motherland”, students are encouraged to use various vocal techniques and ways of expression. For example, some students interpret history through creating musicals, while others sing classic red songs to express their strong love for their motherland, ultimately achieving good results in ideological and political education^[4].

3.3 Training vocal teachers to integrate ideological education into the classroom

Not only should we focus on the reform of vocal curriculum teaching, but we must also provide training support for vocal teachers to help them effectively integrate ideological education into the classroom. Many vocal teachers may lack the necessary knowledge, resources, and teaching strategies to address relevant topics in a meaningful way. Therefore, teacher training investment is crucial to ensure the effective integration of ideological education into vocal teaching and to achieve the goal of vocal teaching reform in curriculum ideology and politics. The key aspects that need to be considered specifically include: (1) Content knowledge. To provide vocal teachers with a solid understanding of ideological issues related to music and society, workshops, seminars, and courses can be offered to explore topics such as music history, cultural research, critical theory, and social justice. (2) Teaching strategies. Equip vocal teachers with various teaching strategies to ensure the integration of ideological education into the classroom. Provide training on proactive learning techniques, facilitating discussions, critical listening, and reflective exercises. (3) Course development. Support vocal teachers in developing course materials that integrate ideological education principles, providing guidance on selecting tracks, designing course plans, and evaluating student learning outcomes. (4) Inclusive teaching. Teachers should focus on inclusive teaching practices and create a supportive and welcoming learning environment for all students. Provide specific training on culture responsive teaching, inclusive language, and fair assessment strategies. (5) Professional development. Provide continuous professional development opportunities for vocal teachers, continuously expanding their knowledge and skills in ideological education. Provide opportunities to participate in resources, conferences, and webinars to address new issues and best practices in the field.

Epilogue:

In summary, integrating ideological education in vocal teaching is crucial for students to possess the knowledge and skills to critically contemplate the social impact of music and art. By implementing structured courses, creating opportunities for student participation, and training vocal teachers, students can not only use their voices to express themselves in music and art, but also contribute to social development.

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