

Exploring the Value Implication, Theoretical Framework, and Innovative Pathways for Integrating Red Music Aesthetic Education into University Ideological and Political Education ——An Empirical Study Based on Shanghai Civil Aviation College

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Abstract

Against the backdrop of the deep integration of the "Great Ideological and Political Education" initiative and the "Simultaneous Development of Five Aspects of Education" in the new era, ideological and political education in universities urgently requires paradigm innovation to enhance its educational effectiveness. This study takes red music aesthetic education—a unique vehicle integrating aesthetic education and value guidance—as its starting point. Grounded in the rich red cultural resources of Shanghai, the birthplace of the Party, and using Shanghai Civil Aviation College, a higher vocational institution with distinct industry characteristics, as the specific research field, this study conducts a systematic theoretical and practical exploration. The paper first deeply analyzes the ideological and political education functions and contemporary value inherent in red music aesthetic education. It then introduces "Reception Aesthetics" and "Emotion-Cognition Theory" to construct a theoretical analytical framework for its mechanism of action on students' psychological processes. Through empirical investigation, the research precisely identifies the characteristics of ideological and political acceptance among current civil aviation vocational students and the practical difficulties of existing educational models. On this basis, it fully excavates and systematically organizes the historical context, artistic features, and potential for educational transformation of Shanghai's red music resources. The core part innovatively proposes a systematic integration model comprising the "Value-Objective Layer - Content-Resource Layer - Practice-Pathway Layer - Effect-Evaluation Layer," and elaborates in detail on the specific implementation pathways driven by four dimensions: "Curriculum Teaching - Practical Activities - Cultural Immersion - Digital Empowerment." Finally, the research designs a scientific evaluation system to test effectiveness and prospectively proposes implementation safeguards and risk mitigation strategies. It aims to provide a replicable and scalable innovative plan for ideological and political education for characteristic civil aviation institutions and the broader field of higher vocational education, ultimately serving the cultivation of politically steadfast, technically proficient, and culturally confident builders of a strong civil aviation nation in the new era.

Keywords: Red Music Aesthetic Education, Ideological and Political Education, Reception Aesthetics, Shanghai Red Resources, Civil Aviation Colleges, Pathway Innovation, Evaluation System

1. Introduction

The strength of a nation depends on its people, and the cultivation of talent stems from learning. Fostering virtue and cultivating individuals is the fundamental task of higher education, with ideological and political education at its core. Currently, we are in a new historical period where the "two overall situations" intertwine and the "two centenary goals" converge. The struggle in the ideological domain is becoming increasingly complex and diverse. Universities, as the front line of ideological work, face unprecedented opportunities and challenges in their ideological and political education. On the one hand, the state attaches great importance, with the comprehensive advancement of the "Great Ideological and Political Education" concept providing fundamental guidance and strong impetus for innovation in ideological and political work. On the other hand, the subjects of education—"Generation Z" university students—are intellectually active, distinctly individualistic, and digital natives. They are prone to "aesthetic fatigue" or even a sense of alienation towards traditional, one-dimensional theoretical

indoctrination models, leading to bottlenecks in the appeal, penetrative power, and effectiveness of ideological and political education.

"For a tree to grow tall, its roots must be strengthened; for a river to flow far, its source must be dredged." To resolve this dilemma, we must return to the essence of education, innovate educational vehicles and methods, and achieve a paradigm shift from "rigid indoctrination" to "soft integration." Aesthetic education, as an important path for cultivating fundamental virtues, inspiring wisdom, and nurturing hearts, possesses characteristics of emotionality, imagery, and pleasure. These naturally complement the ideological, theoretical, and value-laden traits of ideological and political education. Integrating aesthetic education into ideological and political education is not a simple superposition but a deep chemical reaction, capable of achieving sublimation through "educating with beauty, transforming with beauty, and cultivating fundamentals with beauty." Among various aesthetic education resources, red music is undoubtedly a treasure possessing distinct Chinese characteristics and most capable of manifesting the spiritual lineage of Chinese Communists. Born in the flames of war, inherited during the construction period, and innovated in the reform era, its stirring melodies, majestic harmonies, and lyrics filled with revolutionary heroism and romanticism are unique spiritual markers of the Chinese nation. They serve as the most vivid and emotionally impactful living teaching materials for ideal and belief education and patriotic education.

Shanghai, this glorious city, is not only the birthplace of the Communist Party of China but also one of the cradles of modern Chinese music culture. From the first singing of the "March of the Volunteers" here, to the birth of the "Ode to the Red Flag" here, from the countless left-wing musicians who created and struggled here, to the integration of diverse musical cultures after reform and opening up, Shanghai has accumulated unparalleled red music cultural resources. This provides conditions for universities located here to carry out distinctive, localized ideological and political education. Shanghai Civil Aviation College (hereinafter referred to as "the College"), as a higher vocational institution directly under the Civil Aviation Administration of China, bears the significant mission of supplying high-quality technical and skilled talent for the civil aviation power strategy. The civil aviation industry is characterized by a high degree of political sensitivity, internationality, safety, and service orientation, placing demands on the ideological and political quality, professional ethics, psychological resilience, and teamwork spirit of its practitioners. Therefore, conducting efficient, in-depth, and genuinely impactful ideological and political education for civil aviation students, solidifying the foundation of their professional spirit—"loyalty and responsibility, rigor and science, unity and cooperation, dedication"—is of paramount importance.

Based on this, this research aims to deeply integrate the macro theory of "red music aesthetic education" with the specific context, student body, and industry characteristics of the College. It systematically explores the theoretical logic, practical needs, resource endowment, and implementation pathways for its integration into ideological and political education. The goal is to form a new educational model that possesses both theoretical depth and practical operability, reflecting both Shanghai's characteristics and the distinctive traits of civil aviation, thereby contributing wisdom and solutions to enhancing the contemporary relevance and effectiveness of ideological and political work in higher vocational colleges.

2. The Ideological and Political Function and Value Implication of Red Music Aesthetic Education: Emotional-Political Education Beyond Aesthetics

Red music aesthetic education is not a simple mechanical combination of "music" and "politics," but rather an advanced form of education that achieves value identification through aesthetic experience. Its value implication is reflected in three transcendences:

(I) **Transcending Mere Entertainment: Cultivating Morality through Aesthetics, Achieving Deepened Value Guidance** Red music is an aesthetic form saturated with ideology. Its core function transcends sensory entertainment, aiming directly at the shaping of the spiritual world. For example, Xian Xinghai's "Yellow River Cantata" is not only a magnificent musical epic but also a mobilization order that strengthens the national spirit and shouts for resistance to the end. When students appreciate its complex multi-voice structure and feel its overwhelming emotional tension, they are unconsciously shocked and cleansed by its inherent collectivism, heroism, and patriotism. This method of integrating political ideas and moral pursuits into a sublime aesthetic experience achieves a "seamless" and "deepened" value guidance, possessing greater penetrative power and persistence than any plain didacticism.

(II) **Transcending Passive Acceptance: Moving People with Emotion, Facilitating the Automation of Emotional Identification** The key to ideological and political education lies in "internalizing it in the heart and externalizing it in action," and the bridge to "internalization" is emotional identification. Red music, with its heart-stirring

melodies and lyrics, can quickly activate students' emotional responses, evoking deep collective memories and national sentiments. When the entire student body sings "Ode to the Motherland" in unison at major ceremonies, or when a class listens together to the beautiful melody of "My Motherland" during a thematic class meeting, a powerful emotional community is instantly formed. This emotional resonance, based on shared aesthetic experience, can effectively break down individual psychological defense mechanisms, making the identification process with mainstream values natural and automatic, greatly enhancing the intensity and validity of political identification.

(III) Transcending Knowledge Impartation: Cultivating People through Culture, Promoting the Conscientization of Cultural Confidence Red music is the artistic representation of the spiritual lineage of Chinese Communists, and a concentrated expression of revolutionary culture and advanced socialist culture. The systematic study and inheritance of red music is itself a vivid education in cultural confidence. By exploring how the "Ode to the Red Flag" successfully used the Western musical form of symphony to express the Eastern narrative of the founding ceremony, students can deeply understand the powerful vitality of Chinese culture in absorbing and integrating innovations. This confidence, built upon cultural understanding and aesthetic identification, is more fundamental, broader, and deeper, capable of guiding students to consciously become inheritors and developers of socialist culture with Chinese characteristics.

3. Theoretical Framework Construction: The Mechanism of Action from the Perspectives of Reception Aesthetics and Emotion-Cognition Theory

To more scientifically explain how red music aesthetic education can effectively empower ideological and political education, this study introduces "Reception Aesthetics" and "Emotion-Cognition Theory" to construct an analytical framework for its mechanism of action.

(I) Reception Aesthetics Perspective: The Shift from "Text-Centered" to "Reader-Centered" Reception Aesthetics theory emphasizes that the meaning of a work is not solely determined by the author but is actively constructed by the reader during the reception process. Applying this theory to this research means that the effectiveness of red music ideological and political education does not depend solely on the ideological level of the music work itself, but more on how students receive, understand, and experience it. Traditional ideological and political education often focuses on the one-way transmission of the "text," neglecting the students' "horizon of expectations" – their pre-existing knowledge structures, aesthetic experiences, and interests. Therefore, this innovative pathway emphasizes the necessity of delve into the "horizon of expectations" of Generation Z civil aviation students. It involves selecting red music works with beautiful melodies, strong rhythms, good narratives, and those that can connect with their professional ideals as initial introductory content. This lowers the acceptance threshold and stimulates their willingness to actively participate in meaning construction, completing the paradigm shift from "educator-centered" to "learner-centered."

(II) Emotion-Cognition Theory Perspective: Emotion as a Catalyst for Cognitive Processing Emotion-Cognition Theory posits that emotion and cognition are not separate but closely intertwined and mutually influential. Emotion can prioritize attention, influence judgment, and enhance memory. The most powerful strength of red music lies in its ability to evoke positive emotions. When students are in a specific emotional state induced by red music, their processing of simultaneously received relevant ideological and political information becomes deeper, their memory more firmly, and attitude change occurs more easily. Therefore, this pathway design places high importance on creating context and stimulating emotion. Through ritualized occasions, immersive experiences, and collective participation, it maximizes the emotional arousal function of red music, making it an "emotional catalyst" that catalyzes the internalization of ideological and political content.

4. Reality Check: Particularities, Challenges, and Empirical Insights into Ideological and Political Education in Civil Aviation Colleges

(I) Particularities of Talent Cultivation: "High Standards" and "Strict Requirements" for Political Literacy The civil aviation industry is a strategically important national industry, with safety as its eternal theme. This dictates that civil aviation colleges must place political standards first in talent cultivation. Graduates entering roles such as pilots, air traffic controllers, and aircraft maintenance technicians are all responsible for national property and people's lives and safety. They must possess extremely high political reliability, organizational discipline, psychological stability, and professional ethics. Consequently, the College's ideological and political education carries a mission that transcends general liberal education; its goal is to forge a "absolutely loyal, absolutely reliable" reserve force for China's civil aviation industry.

(II) Uniqueness of the Educational Subjects: The "Pragmatism" and "Digital Nature" of Values Vocational college students are characterized by active thinking, strong practical ability, and high concern for future career

development, exhibiting a significant "pragmatic" tendency. They show keen interest in courses directly related to employment skills, but may find theoretically intensive ideological and political courses dull and participate less if teaching forms are singular. Simultaneously, as "digital natives," their information acquisition, social entertainment, and value formation are deeply dependent on the internet. They are accustomed to fragmented, visual, and interactive modes of information dissemination. This poses new challenges to the content presentation and communication channels of ideological and political education.

(III) Empirical Research: Findings Based on Questionnaires and Interviews To accurately gauge the student situation, the research team conducted questionnaire surveys with over 500 enrolled students and in-depth interviews with more than 20 teachers and students. Key findings include:

1. Discrepancy between Recognition and Interest: The vast majority of students are familiar with classic works like the "March of the Volunteers" and "Without the Communist Party, There Would Be No New China," but their understanding of the creative background, historical stories, and spiritual connotations remains superficial. Knowledge of many other excellent red music works is limited.

2. Moderate Evaluation of Current Ideological and Political Course Formats: Over 65% of students believe that while the content of current ideological and political courses is important, the format could be more lively, expressing a desire for more practical experiences and interactive sessions.

3. Significant Preference for New Media: Short video platforms and social media are their primary channels for information acquisition and leisure entertainment. They prefer content that is lighthearted, interesting, and relatable.

4. Clear Career Orientation: Students generally show strong interest in content related to heroes and role models within the civil aviation industry, as well as industry development achievements, perceiving these as closely linked to their own futures. These findings provide crucial empirical evidence for the precise design of the pathways proposed in this research.

5. Resource Endowment: The Unique Advantages and Educational Transformation Potential of Shanghai's Red Music Culture

Shanghai is a city with a glorious revolutionary tradition, and its red music resources possess unique historical depth and artistic height.

(I) Birthplace and Premier Venue for Classic Works Shanghai is the birthplace of the "March of the Volunteers" and the city where the "Ode to the Red Flag" was composed and premiered. The geographical connection of these nationally symbolic works to Shanghai provides an irreplaceable advantage for conducting "on-site teaching" and "situational teaching." Visiting the National Anthem Museum and listening to the historical echoes at the site where the "March of the Volunteers" was recorded delivers an educational impact far greater than thousands of words in a classroom.

(II) Gathering Place and Activity Center for Red Musicians In the 1930s, a large group of left-wing musicians, including Nie Er, Xian Xinghai, and He Luting, centered their activities in Shanghai. They created a vast number of anti-Japanese salvation songs, launching a vigorous left-wing music movement. Their former residences, and performance venues are scattered throughout Shanghai, forming a rich "red music map" that provides abundant location resources for conducting "walking ideological and political classes."

(III) Contemporary Innovation in Red Music Creation and Dissemination Shanghai is home to top-tier music creation, performance, and educational institutions. In recent years, these institutions have continuously produced new-era red-themed operas, symphonic works, and utilize platforms like the "Shanghai Spring International Music Festival" for promotion and dissemination. This ensures the "living" inheritance and innovative development of red music resources, allowing them to maintain their artistic charm and contemporary relevance, making them more readily accepted by young people.

6. Integration Model and Innovative Pathways: Building a New "Four-Dimensional Drive" Educational Ecology

Based on the theoretical framework and empirical analysis, this study constructs a systematic integration model and derives four main implementation pathways.

(I) Systematic Integration Model This model consists of four layers:

1. Value-Objective Layer: The core objective is "Fostering Virtue and Cultivating Talents," specifically refined into strengthening ideals and beliefs, cultivating national sentiment and patriotism, nurturing professional spirit, and enhancing aesthetic literacy.

2. Content-Resource Layer: Integrates three categories of resources: ① Universal Red Classics (e.g., "Yellow River Cantata"); ② Shanghai Characteristic Resources (e.g., "Ode to the Red Flag", excerpts from Shanghai Opera "Spark Amidst the Reeds"); ③ Civil Aviation Industry Resources (e.g., "Fly, Chinese Civil Aviation", audio recordings of heroic crew debriefings).

3. Practice-Pathway Layer: This is the "Four-Dimensional Drive" pathway detailed below.

4. Effect-Evaluation Layer: Establishes a multi-dimensional evaluation indicator system to scientifically measure educational effectiveness and provide feedback for optimization.

(II) "Four-Dimensional Drive" Innovative Pathways

1. Curriculum Teaching Drive: Promoting the integration of red music into the main channel of the First Classroom (formal curriculum).

- "Ideo-Political + Music" Integrated Courses: Offer special topics like "Faith in Music" within the "Ideology, Morality and Rule of Law" course, appreciating works like "The Internationale" and "Ode to the Red Flag" to discuss ideals and beliefs.

- "Civil Aviation + Red" Characteristic Courses: Develop course like "Melodies of the Blue Sky: Chinese Civil Aviation and Red Music Culture," narrating major events and figures in civil aviation development history, and appreciating related musical works, such as songs composed in memory of heroic crews, thereby grafting professional spirit with red genes.

2. Practical Activities Drive: Creating immersive experience brands in the Second Classroom (extracurricular activities).

- "Red Music Journey" City Walk: Design and develop thematic study routes like "From the 'March of the Volunteers' to the 'Ode to the Red Flag'", connecting sites such as the National Anthem Museum, the Pathé Building, and the Shanghai Concert Hall, allowing students to read the city through walking and feel history in real settings.

- "Aviation Voice" Art Practice Cluster: Create a series of branded activities: host a "Red Classics • Voices of the New Era" Choral Festival; rehearse excerpts from operas like "Sister Jiang"; organize instrumental concerts of red classic songs; conduct short video creation contests like "I Make MVs for Red Classics." Encourage students to transform from spectators into participants and creators.

3. Cultural Immersion Drive: Creating an omnipresent campus aesthetic education environment.

- Musical Sublimation in Ritual Education: Meticulously design red music performance and chorus segments during major occasions like opening ceremonies, graduation ceremonies, Party admission oaths, and award ceremonies to enhance the solemnity and educational significance of the rituals.

- Auditory Construction of Environmental Atmosphere: Launch a "Noon Red Song" segment on the campus radio station; play red classic music or outstanding student cover versions in public areas like cafeterias and teaching buildings during specific time slots (e.g., noon, evening) to create a positive and uplifting campus sound environment.

4. Digital Empowerment Drive: Expanding the new space for online ideological and political education.

- Building the "Cloud Aviation Music Hall" New Media Matrix: Operate WeChat public accounts, video channels, and Bilibili accounts, creating series of integrated media products like "Centennial Moments • United in Song" and "Party History Stories Behind Red Songs." Content should adhere to being "short, small, refined, and interesting," utilizing technologies like animation, VR, and AR to enhance appeal and interactivity.

- Stimulating Student-Led Creative Vitality: Organize original music competitions like "New Generation Voices for Red Genes," encouraging students to adapt red classics using modern music forms like pop, rap, or a cappella, or to create original songs reflecting civil aviation students striving on the new journey. Prominently promote outstanding works on platforms, forming a virtuous cycle of "creation - dissemination - feedback."

7. Effect Evaluation and Risk Mitigation: Ensuring Scientific Rigor and Sustainability of Project Implementation

(I) Construction of a Multi-Dimensional Effect Evaluation System To scientifically test the effectiveness of pathway implementation, a comprehensive evaluation system needs to be established:

1. Cognitive Level Evaluation: Measure changes in students' knowledge of the historical background and spiritual connotations of red music through pre- and post-test questionnaires.

2. Emotional Attitude Level Evaluation: Use Likert scales to measure the enhancement of students' national identity, professional sense of mission, and cultural confidence.

3. Behavioral Intention Level Evaluation: Understand students' initiative in participating in red culture activities and positive changes in their spiritual demeanor reflected in daily conduct through observation and interviews.

4. Works and Outcomes Evaluation: Conduct content analysis of student-created works such as videos, music, and essays to assess their value orientation and artistic level.

(II) Potential Risks and Mitigation Strategies

1. Risk of Formalism: Avoid "activities for activities' sake," ensuring each activity has clear educational objectives. Strategy: Strengthen teacher training, conduct collective lesson preparation, and deepen understanding of the integration principles of "aesthetic education + ideo-political education."

2. Risk of Excessive Entertainment: Prevent the pursuit of lively forms from undermining ideological depth. Strategy: After each artistic experience, design guided summarization, sharing, and reflection sessions to achieve a closed loop of "experience - comprehension - sublimation."

3. Risk of Resource Coordination Silos: Requires multi-department collaboration, avoiding working in isolation. Strategy: Establish a working mechanism led uniformly by the College Party Committee, with participation from the School of Marxism, Student Affairs Office, Youth League Committee, Humanities and Arts Teaching & Research Section, and Propaganda Department, clarifying divisions of labor and holding regular consultations.

4. Risk of Technological Alienation: Avoid over-reliance on technology, neglecting face-to-face emotional communication. Strategy: Adhere to integrated online and offline advancement, using online channels to attract interest and extend reach, and offline activities to provide content and depth, combining virtual and real, complementing each other.

8. Conclusion and Outlook

Deeply integrating red music aesthetic education into ideological and political education is a strategic measure for universities in the new era to implement the fundamental mission of fostering virtue and cultivating talents. For Shanghai Civil Aviation College, this is not merely a simple innovation in educational methods, but a profound upgrade in the philosophy of education. It requires educators to fully respect students' subjectivity and acceptance patterns, deeply excavate characteristic regional and industry resources, skillfully apply the principles of emotional arousal and aesthetic experience, and construct an all-member, whole-process, and all-round educational ecology.

The theoretical framework and "Four-Dimensional Drive" pathways proposed in this study aim to break through the "emotional barrier," "interest barrier," and "effectiveness barrier" in ideological and political education. This allows the red melodies to not only reverberate in the campus air but also truly linger in students' hearts, transforming into the firm belief and concrete action of "Please rest assured, the Party: strengthening the country is our mission, and civil aviation has our commitment." Looking forward, with the deepening and continuous optimization of this model, it is expected to become a shining educational example for Shanghai Civil Aviation College and provide a reference-worthy "Shanghai Solution" and "Civil Aviation Model" for similar institutions nationwide, ultimately infusing a powerful and profound force of red music into the cultivation of new era talents capable of shouldering the great responsibilities of national rejuvenation and building a strong civil aviation nation.

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