Original Paper

Research on the Integration of Traditional Music Culture into Ideological and Political Education in Universities under the "Internet+" Context

Yuege Lai[1], Meiling Chen[2*], & Baiyan Du[1]

[1] College of Teacher Education, Quzhou University, Quzhou, Zhejiang, 324000, China

[2] Quzhou Xinhua No.2 Primary School, Quzhou, Zhejiang, 324000, China

[*] Corresponding Author

Abstract

Modern higher education grapples with the dual role of inheriting traditional culture and building innovative talent. The introduction of the "Internet+" environment has created space for integrating traditional music culture into ideological and political education. Digital technology allows teaching content presentation to be reconstructed, and classic works in ethnic folk music can become effective carriers of national spirit. Ideological and political education in higher education must be liberated from the spatiotemporal constraints of traditional classrooms, constructing immersive scenarios for learning through new media channels. The aesthetic experience of traditional art form and the value guidance of ideological and political education share an inherent compatibility, as they provide both an opportunity to preserve cultural heritage as well as enrich methods of education. Educators need to be aware of trends surrounding technological transformation and finding innovative ways to reposition traditional cultural resources into educational materials for moral education.

Keywords

Internet+, Traditional music culture, Ideological and political education in universities, Cultural inheritance, Educational Innovation

1. Introduction

Higher education institutions have always been exploring feasible solutions to enhance the effectiveness of ideological and political education. Traditional music culture embodies the unique spiritual pursuits and moral values of the Chinese nation, with its melodies carrying a sense of national

sentiment and humanistic spirit. The current digital wave is reshaping the cognitive patterns and value orientations of young students, requiring educators to seek moral education resources that are both culturally grounded and aligned with contemporary characteristics. Internet platforms provide unprecedented technical support for the dissemination of traditional arts, making cross-temporal and cross-spatial cultural experiences possible. Introducing the serene elegance of guqin and the vigorous passion of pipa into ideological and political classrooms can not only enhance the emotional impact of teaching activities but also foster students' cultural identity. This integrative practice represents a significant direction in educational reform.

2. Theoretical Foundations for Integrating Traditional Music Culture into Ideological and Political Education in Higher Education Institutions

2.1 Characteristics of Educational Transformation in the "Internet+" Era

The in-depth development of Internet technology has driven the substantive changes in the educational environment, with the teaching space extending from the constraint of the physical classroom to the platform of the virtual. In this context, college teachers construct blended learning scenarios around a course on an online course platform with a systematic theoretical lecture and the fragmented learning of resources. The massive sharing of digital resources indicates a change in the conventional ways of transmitting knowledge, allowing students to select the learning materials suitable for their own cognitive rhythm independently. Teaching interaction has broken through the constraints of time and space, and social media has emerged as a new field for teacher-student dialogue to enrich the educational process with real-time and asynchronous feedback and voice. The encroachment of mobile terminals has blended the learning behavior into daily life, but knowledge acquisition is somehow becoming more flexible and continuous. The education administration would also need to think about the needs to redesign assessment paradigms that are suited to an online ecosystem, with the intent to leverage process assessment and diversified assessment gradually instead of the single test paper model. These educational transformations not only preserve the fundamental characteristics of educating people, but also show distinctive characteristics of the time in terms of teaching methods and carriers (Wang, Qi, & Sui, 2025).

2.2 The Ideological and Political Education Function of Traditional Music Culture

Traditional music culture carries rich historical memories and emotional expressions, and its inherent cultural genes naturally align with the goals of ideological and political education. Classic Chinese music works often contain collective memory and national spirit, such as the resilient character of "Plum Blossoms and Three Variations" and the harmonious artistic conception of "Spring River Flower Moon Night". These aesthetic experiences can subtly influence students' value judgments. The emotional appeal of art forms goes beyond simple theoretical preaching. Students can appreciate the precious friendship that is difficult to find a kindred spirit when appreciating the guqin piece "Flowing Water", and feel the grandeur of historical events when listening to "Ambush from Ten Sides".

27

Education workers should explore the cultural narrative behind traditional music and transform the patriotism and moral concepts contained therein into vivid teaching materials. The non preachy nature of music art makes it an effective carrier of ideological and political education, allowing students to naturally receive cultural influence through aesthetic experience. This educational process focuses on emotional resonance rather than forced indoctrination, allowing abstract values to be expressed concretely through melody and rhythm.

2.3 Theoretical Basis for Interdisciplinary Integration

The research on comprehensive education in the field of education provides theoretical support for interdisciplinary integration. Constructivist learning theory emphasizes the dynamic construction process of knowledge in real situations, and traditional music culture provides a concrete carrier for abstract ideological and political concepts. On this basis, situational cognition theory further explains the important influence of learning environment on cognitive formation, and the emotional atmosphere created by music works can promote the natural transmission of values. Cognitive psychology research has revealed the activating effect of artistic experience on multiple perceptual channels, which helps to visualize and understand abstract concepts. The theory of multiple intelligences demonstrates the adaptability of art forms to students with different traits from the perspective of individual differences, providing a basis for differentiated teaching. Art studies have shown that there is an inherent correlation between cultural symbol systems and value systems, which creates necessary conditions for curriculum integration (Zhang & Li, 2025).

3. Challenges in Integrating Traditional Music Culture into Ideological and Political Education in Higher Education Institutions

3.1 Insufficient Integration of Technology Application and Educational Content

Currently, some universities are promoting the integration of traditional music culture and ideological and political education, but the application of digital technology often remains at a shallow level. Teachers usually upload traditional music works in the form of audio files to teaching platforms, but fail to effectively design corresponding teaching activities based on technological characteristics. The online courses developed by the technical team often focus on aesthetic interface while neglecting the depth of content, resulting in the cultural connotations of traditional music not being fully explained. The function utilization of online teaching platforms focuses on resource storage and transmission, lacking targeted design for background analysis and emotional experience of music works. Some courses simply record offline teaching content as videos, failing to fully utilize the unique advantages of digital media in presenting traditional music culture. The disconnect between technological applications and educational goals makes it difficult to fully realize the teaching value of traditional music resources, and students find it difficult to deeply resonate with digitally presented music content. The design of teaching activities remains at the level of replicating traditional classrooms, failing to fully utilize the interactive characteristics of the online environment to enhance cultural transmission

effects.

3.2 Low Digitalization Level of Traditional Cultural Resources

The digitalization process of traditional music culture resources is facing practical challenges, while at the same time, the problem of insufficient resource integration is becoming increasingly prominent. The folk music materials preserved by cultural institutions in various regions have not yet established a unified sharing platform, and many precious local music genres are still scattered in different databases. Furthermore, existing digital work often focuses on fundamental music score scanning and audio-visual storage, and there is still a lack of in-depth exploration and systematic organization of the cultural connotations of music. The lack of unified standards for resource construction often leads to format compatibility issues for university teachers when calling up materials, especially the oral history and characteristic performance techniques of folk artists have not been systematically digitized and preserved. The retrieval function of the resource management system is difficult to meet the multidimensional teaching needs based on regional genres and emotional themes, which directly restricts the application effect of traditional music in ideological and political classrooms (Pan, S. L, & Pan, J. S., 2025).

3.3 Lagging Capacity Building Among Teaching Staff

College ideological and political teachers face the practical dilemma of insufficient professional ability when integrating traditional music culture. At the same time, the singularity of subject background limits the in-depth interpretation of the cultural connotations of music works. For example, some teachers can only briefly introduce the creative background of the famous guqin piece "Flowing Water" when explaining it, but it is difficult to explain the philosophical idea of the unity of heaven and man contained in it. On this basis, teachers' ability to use digital technology in music teaching also has obvious shortcomings, as they often cannot effectively utilize audio processing software to enhance the teaching effectiveness of traditional music. The existing teacher training system lacks specialized content on the integration of traditional culture and information technology, which makes teachers feel powerless when facing digital teaching resources. The training programs of normal universities have not yet fully focused on shaping interdisciplinary teaching abilities, which leads to a lack of necessary guidance for new teachers when integrating music resources.

3.4 Challenges in Student Engagement and Interest Stimulation

The acceptance process of traditional music culture by contemporary college students faces multiple challenges, among which the differences in their upbringing environment lead to a general barrier towards folk art forms. Young students are more accustomed to the rhythm and melody of popular music, and often lack patience to appreciate the slow rhythm and profound artistic conception of guqin music. Unidirectional knowledge transmission in the teaching process is difficult to evoke emotional resonance, and students passively listen to music but cannot understand the life insights contained therein. There is a distance between the presentation form of traditional teaching materials and the aesthetic preferences of young people, and static music score display and single audio playback are

29

difficult to stimulate active exploration willingness. The existing curriculum design fails to fully integrate students' familiar modern expressions to interpret traditional classics, making it difficult to establish an effective connection between ancient music and modern minds.

3.5 Incomplete Evaluation Systems

The current evaluation method mainly relies on written reports and standardized answers, which makes it difficult to accurately reflect students' true understanding of traditional music culture. Assessment indicators often focus on knowledge memory rather than cultural identity, leading students to mechanically memorize music backgrounds while neglecting their internal emotional experiences. The lack of assessment methods for the internalization of value in the process of artistic activities in teaching evaluation makes it difficult to effectively verify the character influence effect of many works. The existing evaluation system has not yet established a correlation dimension between traditional culture and ideological and political literacy, and teachers can only judge teaching effectiveness through simple Q&A. The lack of process evaluation makes it difficult to quantify and track the emotional changes of students in music appreciation, and the effectiveness of value guidance in campus cultural activities cannot be scientifically evaluated. The problem of single evaluation subject is prominent, and industry experts and cultural inheritors have not been introduced to jointly participate in the evaluation of teaching effectiveness.

4. Innovative Applications of Traditional Music Culture in University Ideological and Political Education

4.2 Music Culture Curriculum Design Based on Internet Platforms

When constructing an online course system, course design should break through the traditional one-way indoctrination mode of ideological and political courses and adopt a thematic teaching structure based on traditional music works as carriers. Teachers can rely on existing open platforms to establish hierarchical curriculum modules, such as designing the chivalrous spirit of "Guangling San" as a unit for character cultivation, or constructing the life insights of "Erquan Yingyue" as a theme for adversity growth, with each unit equipped with corresponding historical context restoration and artistic symbol interpretation materials. The course content requires the systematic integration of multimedia resources and literature research, such as presenting the historical materials of space dissemination in the analysis of the guqin song "Flowing Water", allowing students to understand the contemporary value of cultural inheritance through specific cases. The teaching team should design a series of online discussion activities to guide students to explore traditional aesthetic concepts around the artistic conception of "Spring River Flower Moon Night", and use cloud based tools to organize groups to complete music theme creation tasks. During the implementation of the course, emphasis is placed on personalized learning paths, allowing students to choose different regional music genres for thematic studies based on their interests, and utilizing platform data feedback to adjust teaching strategies in a timely manner.

30

4.2 Virtual Reality (VR) and Augmented Reality (AR) Technology Applications

While trying to innovate the traditional music teaching practice, virtual reality and augmented reality technology has expanded new channels for culture inheriting. Teaching practitioners can take advantage of VR technology to construct immersive music scenes. For example, it could be a riverside night scenario to simulate "Spring River Flower Moon Night" for students, or through AR technology enable students to watch ancient music performances in contemporary classrooms. The technical team needs to set up a traditional instrument teaching system with interactive functions (for example, the same system could be use motion capture device to capture the finger rotation technique of the pipa, so students can feel the key points of playing "Yang Chun Bai Xue" as immersed in a virtual scene). Teaching staff should build collections of cultural relics and archaeological materials to mimic ancient music and dance scenarios, so student can feel the lively atmosphere of the Tang Dynasty when immersed in the three-dimensional space of "Ni Chang Yu Yi Qu." These technological initiatives need to decide how to integrate technology in a deep way with traditional teaching processes (for example, hold creative practices after virtual experiences and guide students to intentionally integrate traditional music elements into contemporary artistic expressions). Schools need to build professional technical support teams that can work with teachers to illuminate specific issues with equipment debug and course design, ensuring that the technology application will always be focused on an educational goal (Zhao & Hu, 2025).

4.3 Blended Online-Offline Practical Teaching Activities

In the process of improving the connection mechanism between online and offline teaching, practical teaching activities should establish a complete closed loop of pre class preview, classroom deepening, and post class expansion. Teachers can guide students to learn the changing characteristics of "Jasmine Flower" in different regions through online platforms, and then conduct workshops for adapting and creating traditional Chinese music in physical classrooms. Student clubs can organize traditional music culture sampling activities, such as visiting local opera inheritors and recording oral histories, and making the collected audiovisual materials into online exhibitions. Schools should hold themed exhibitions and performances in conjunction with important traditional festivals, such as choreographing the musical drama "Remembering Old Friends" during the Qingming Festival, and opening up online live streaming and barrage interaction functions. Ideological and political workers can design cross campus traditional music flash events, encourage students to use new media platforms to record the rehearsal process, and form communicable cultural practice cases. These practical activities require the establishment of a long-term operational mechanism, such as incorporating excellent achievements into the school's digital archive, providing fresh local music materials for subsequent teaching.

4.4 Social Media and Community Interaction Promotion

To achieve the expansion of traditional music culture communication channels, educational organizations should develop a social media communication system following a systematic process.

31

The operations team can establish a matrix of accounts in the vertical domain based on mainstreaming social platforms, and can develop a dedicated, ongoing audience benefiting from continuous high-quality content. Based on this work, the experts need to design fun interactive online modes that incorporate traditional music cultural themes with other popular topics, and plan online activities related to traditional musical education themes. Content development would integrate classic and modern aesthetics, and also conform to expression that follows the rules of online communication to interpret traditional music works. Community operation will require the linkage of online and offline resources, with online communities converting to active participants in physical teaching and learning activities. Education workers support students in developing communities of traditional music fans and form a community of cultural identity within an online virtual space. For evaluation of communication effectiveness, it entails the establishment of a multidimensional data analysis model for the express purpose of modifying and adapting content strategies and interaction types in response to user feedback in a timely manner.

4.5 Diversified Evaluation and Feedback Mechanisms

In developing a teaching assessment system, education management departments should set up a multidimensional evaluation system, integrating both process and outcome. The teacher team should also establish a compound evaluation indicator with cultural cognitions and value identification also taken into account, combining classroom participation and performance practices also into evaluation scope. Based on this, professional teaching and research groups can build performance assessment tools applying to traditional music teaching, and specifically observe and record students' emotional attitude shifts in cultural activities. Schools can use electronic file bags in which to record students' growth trajectories and fully represent the development process from knowledge accumulation through cultural identification. The peer assessment mechanism should include teaching design and appeal to practical efficacy, and mobilize a group of interdisciplinary specialists to conduct a professional evaluation of teaching plans. The evaluation process needs to establish a dynamic feedback channel to ensure that suggestions generated by the teacher-student interactions are quickly transformed into a basis for changes to teaching. The analysis of evaluation results should inform curriculum enhancement and create an entire complete closed-loop system from diagnosis to optimization (Zhu, 2024).

5. Conclusion

The profoundly deep integration of traditional music culture with ideological and political education is resulting in a distinctive educational landscape. The persistent evolution of the Internet technology provides a wider implementation space for this integration, making it possible to convey abstract values in art forms more effectively. Educational practice confirms that students express substantial enthusiasm in teaching content that marries aesthetic value with ideological depth. Moving forward, we should better the teaching mechanism of online and offline engagement so more classic music works can become spiritual nourishment for the young person's heart. This lucid exploration not only

continues the cultural context of millennia but also responds to the calls of an era, exhibiting the warmth and depth of ideological and political education in vividness.

Acknowledgements

References

Pan, S. L., & Pan, J. S. (2025). Feasible Pathways for Integrating Mainstream Music into Ideological and Political Education in Higher Education Institutions. *Youth of the Times*, (13), 55-57.

Wang, Y. P., Qi, X., & Sui, Y. P. (2025). Strategies for Integrating China's Outstanding Traditional Culture into Ideological and Political Education in Higher Education Institutions in the Context of Omni-Media. *Journal of Jilin Provincial Education Institute*, 41(11), 171-175.

Zhang, J. B., & Li, N. Q. (2025). Functional Logical Connections Between Red Music Culture and Ideological and Political Education in Higher Education Institutions. *Reference for Secondary School Political Education*, (40), 67-70.

Zhao, S. Y., & Hu, Y. H. (2025). Integration of Music Aesthetic Education and Ideological and Political Education in Higher Education Institutions. *Delta*, (06), 200-202.

Zhu, X. (2024). Pathways for Integrating Red Music Culture into Ideological and Political Education in Higher Education Institutions [C]//China Association of Popular Literature and Art. *Forging Souls and Educating People: Integration and Innovation—Proceedings of the Symposium on Ideological and Political Education, Party Building, and Cultural Arts Education* (pp. 308-310). Guilin University of Technology.