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IMPORTANCE OF PATRIOTIC MUSIC EDUCATION IN HIGHER EDUCATION SYSTEM

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ЗНАЧИМОСТЬ ПАТРИОТИЧЕСКОГО МУЗЫКАЛЬНОГО ОБРАЗОВАНИЯ В СИСТЕМЕ ВЫСШЕГО ОБРАЗОВАНИЯ

В статье рассматривается роль патриотического музыкального образования в системах высшего образования Китая, Беларуси и России, подчеркивается его значимость для формирования ценностей, национального самосознания и культурной идентичности личности. Отмечается, что в указанных странах музыкальное образование интегрировано с идеологическим воспитанием с целью развития патриотизма и морально-нравственных качеств. Анализируется, как музыка транслирует историческую память и национальные традиции. На основе личного опыта и результатов исследований предлагаются рекомендации совершенствования музыкального образования: оптимизация учебных программ, внедрение ситуативного обучения и использование кросс-культурного сравнительного анализа.

This article examines the role of patriotic music education in the higher education systems of China, Belarus, and Russia, emphasizing its importance for the development of values, national consciousness, and cultural identity. It notes that in these countries, music education is integrated with ideological education to foster patriotism and moral values. It analyzes how music conveys historical memory and national traditions. Based on personal experience and research findings, recommendations for improving music education are offered: streamlining curricula, implementing situational learning, and utilizing cross-cultural comparative analysis.

Music education and the construction of values are closely linked. Music education is not only a process of imparting skills and theoretical knowledge, but also an educational space that can inspire emotions and thoughts.

In China's higher education music education, music classes are often integrated with patriotism and ideological education. Fan Yinli pointed out that cultivating ideological qualities through music courses in university music education is “integrating moral education into the entire process of music education” [3, p. 68–71]. Music can foster students' patriotic feelings and a sound personality, which is crucial for the comprehensive development of college students.

In recent years, China's universities have further promoted the concept of “curriculum-based ideological and political education”, emphasizing the infiltration of ideological and political education content into professional courses [4, p. 1–10]. Scholars such as Wan Yamei believe that the potential emotional appeal and value permeability of university music courses enable them to play a unique role in ideological and political education, helping students understand historical culture and social values, thereby contributing to the cultivation of new generations capable of shouldering the great task of national rejuvenation [Ibid.].

Music, especially that related to national history and culture, carries the spirit of the nation and cultural memory. This emotional experience resonates more deeply in the classroom than mere theoretical indoctrination, allowing students to deepen their identification with national history and culture while experiencing art.

Patriotic music is prominently featured in educational policies across nations. In Belarus

and Russia, for instance, patriotic education is deeply rooted in governmental policies. Research by scholars O. V. Bakhlova and I. V. Bakhlov reveals that these countries emphasize fostering national identity and social cohesion through patriotic education [5, p. 443–467]. While the focus isn't entirely on music, the policy environment creates opportunities for its application in value education. In Russia, music is explicitly utilized in patriotic education. National military music performances, for example, serve not just as artistic events but as vital platforms for cultivating young people's understanding of national historical missions, military traditions, and ethnic identity.

S. V. Khmelevsky's study highlights the symbolic and practical significance of national military music as a patriotic education tool in youth development [1, p. 143–150].

Additionally, Russian scholar A. V. Teplov and colleagues demonstrated through research that historical memory, collective cultural celebrations, and educational activities effectively enhance contemporary youth's comprehension of national missions and historical responsibilities [2, p. 74–80]. This principle also applies to patriotic practices in music education, where musical works and their historical contexts serve to transmit cultural heritage to students.

Finally, on a personal level, the value of patriotic music education from an international perspective is also very important, particularly for nurturing patriotic youth. As Chinese students studying in Belarus, we have deeply experienced the differences in value education between different educational systems. The Belarusian music education system emphasizes the study of traditional national music and national festival music, allowing students to feel the depth of their own culture beyond the classroom.

In contrast, Chinese students often gain a profound understanding of the historical culture and national spirit embedded in Chinese music history and revolutionary music works. It is precisely through such cross-cultural musical education experiences that we have realized music, as an art form, transcends language boundaries yet remains deeply rooted in cultural contexts. We believe that patriotic music education combines emotional experience with value cognition, enabling students to develop a deeper sense of national identity and responsibility beyond artistic appreciation.

Here we would like to propose several suggestions to better leverage the value of music education in the higher education system. These can be promoted from the following aspects:

1. Optimize curriculum content: integrate national history, culture, and the spirit of the times by incorporating patriotic music works into the curriculum, such as red classics and traditional ethnic music.

2. Strengthen teaching design: combine classroom lectures with situational experiences to help students understand the historical and cultural background of musical works.

3. Cross-cultural comparative teaching: encourage students to compare different presentations of patriotic elements in music education between China and countries like Belarus, thereby deepening their cultural awareness and international perspective.

In conclusion, patriotic music education plays an irreplaceable role in the higher education system. It not only enhances students' musical literacy and aesthetic abilities but also builds a profound emotional identification with the nation and culture. Whether in China or in countries like Belarus and Russia, music education should fully leverage its unique advantages in value guidance and cultural inheritance, contributing to the cultivation of a new generation of young people with ideals, responsibility, and cultural confidence.

Literature

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