

Construction and Path of Integrating Patriotic Education into the Piano Teaching Curriculum System in Universities

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Abstract: In piano teaching in universities, patriotic education should be gradually integrated. Music can stimulate students' patriotic emotions and cultivate patriotism. This article took piano teaching courses in universities as an example to explore how to integrate patriotic education into music classroom teaching. This article provided measures to strengthen patriotic education, explore patriotic elements in textbooks, apply patriotic moral sentiments to music and art aesthetics, and use patriotic moral sentiments throughout the entire teaching process. Students were organized to attend university concerts and evaluate before and after the performance. Through live performances, audience feedback, and evaluation by judges, the patriotism and understanding of Chinese culture demonstrated by the students during the performance were understood, with a maximum score of 10. Among the evaluation scores of different indicators, the performance evaluation score was 8.5 points, and the audience feedback evaluation score was 8.2 points. This article helped to smoothly integrate patriotic education into the construction of the piano teaching curriculum system in universities.

1. Introduction

In the new era of educational reform, it is necessary to actively carry out patriotic education, develop appropriate teaching resources, carefully design teaching practices for piano in junior high schools and universities, and strive to do a good job in this significant basic education work, cultivating new talents that meet the needs of the times for society. This is an important goal of patriotic education in piano classes in universities, and it is also the responsibility of all piano teachers in universities to provide students with good patriotic education in piano teaching.

This article first presents the construction of integrating patriotic education into the piano teaching curriculum system in universities. Currently, the piano teaching content in universities is mainly based on the teaching syllabus and professional needs, using methods of teacher indoctrination and repeated practice, which is difficult to penetrate and improve patriotic emotions.

Secondly, integrating patriotic education into piano teaching in universities, teachers should firmly establish the concept of moral education, regard textbooks as the content of teaching, and regard the classroom as their own battlefield. They should carefully study textbooks and analyze and explore the moral factors in textbooks, so that each class can highlight the focus of moral education. Finally, the feasibility of integrating patriotic education into the piano teaching curriculum system in universities is verified.

2. Related Work

Patriotism is a positive evaluation of patriotic behavior, a summary and sublimation of the behavior of the Chinese nation over thousands of years. Sun Mingze believed that the teaching of piano courses in universities should not only improve the professional level of students, but also enhance their core literacy. This is a very important guarantee for cultivating a group of composite and application-oriented professional talents, which can enable the long-term development of piano course teaching in universities [1]. Abdumutalibovich A M believed that in piano teaching methods, teachers should not be limited to a universally applicable technique. At the same time, teachers should gradually cultivate students to learn how to do things themselves, so as to accumulate more experience [2]. Ding W believed that in current piano teaching, many piano teachers often focus on teaching skills, neglecting the expressive and rhythmic aspects of music, which leads to some students losing interest in learning [3]. Fu J specifically analyzed the piano teaching mode and concept of microstructure flipped classroom in universities, then studied the positive effects of combining microstructure flipped classroom with piano teaching, and finally conducted a detailed analysis of microstructure flipped classroom [4]. Jin J believed that with the promulgation and implementation of the new curriculum concept, music education in China has entered a new historical stage. The booming development of music education has made the teaching quality of piano courses increasingly important, but there are also problems such as a lack of systematic teaching guidance in the piano teaching process. The measures for piano teaching reform were explored, and some inspiring methods for piano teaching were found [5]. However, their research lacks a patriotic education curriculum construction plan, and the corresponding effect on enhancing students' patriotism is not very good.

Patriotism is a product of history. When compiling textbooks, relevant departments have incorporated many patriotic stories and characters into the textbooks, which requires teachers to continuously inject patriotic emotions into their daily education process. After entering the new century, some departments have gained more understanding of the development of enterprises. Among them, the national spirit with patriotism as its core and the era spirit with reform and innovation as its main content provide strong spiritual support for the development of enterprises. From this point, it is not difficult to see that patriotism is a positive value that has a huge and profound impact on society.

3. Methods

3.1 Current Situation of Patriotic Emotion Education in Piano Teaching in Universities

(1) Teaching strategy for university piano classes is relatively single

From the current piano teaching content in Chinese universities, it is mainly based on the teaching syllabus and professional needs, using the method of teacher indoctrination and repeated practice, which is difficult to penetrate and enhance patriotism [6-7]. In addition, in teaching, most teachers are based on the teaching syllabus, lacking the infiltration and expansion of patriotism education, and the integration with the piano subject is also shallow, resulting in the emergence of

traditional teaching models [8].

(2) Insufficient infiltration of patriotism in piano teaching in universities

Patriotism is a kind of emotion that cannot be understood through theoretical explanations, nor can it be developed solely through theoretical education. Therefore, the cultivation of patriotic emotions is a continuous process of infiltration. In order to cultivate patriotic emotions in students, it is necessary to continuously educate and infiltrate them.

(3) Lack of enthusiasm in cultivating patriotism among students in piano classes in universities

Because they have not experienced war or participated in the construction of their motherland, patriotism appears somewhat distant and abstract to college students, and their understanding and perception abilities are relatively weak. Without understanding, it is impossible to form interests and identification points during the learning process, which directly limits the cultivation of patriotic emotions in university piano teaching, and cannot effectively exert the teaching effect of patriotic emotions [9-10].

Learning curve y :

$$y = kx + b \quad (1)$$

This formula is used to describe the accumulation of learning outcomes over time during the learning process. In piano teaching, patriotic education elements can be integrated into daily learning and practice. As students improve their piano skills, their awareness and emotions towards patriotism gradually deepen.

Probability formula $P(A)$:

$$P(A) = m/n \quad (2)$$

This formula is used to describe the likelihood of an event occurring. In piano teaching, historical events or stories related to patriotism can be introduced, allowing students to understand and appreciate the values of patriotism while learning music. Through this approach, the probability of students receiving patriotic education can be increased to a certain extent.

Sum formula S_n for arithmetic sequences:

$$S_n = n/2 * (a_1 + a_n) \quad (3)$$

This formula is used to calculate the sum of arithmetic sequences. In the construction of piano teaching curriculum system, patriotic education elements can be dispersed into various courses to form a complete curriculum system. Through this approach, students can be more comprehensively cultivated for their patriotism and musical literacy.

3.2 Integration of Patriotic Education into Piano Teaching in Universities

(1) Strengthening patriotic education and exploring patriotic elements in textbooks

Teachers should firmly establish the concept of moral education, regard textbooks as the content of teaching, and use the classroom as their own battlefield. They should carefully study textbooks, analyze and explore the moral factors in textbooks, so that each lesson reflects the focus of moral education. Excellent music works from ancient and contemporary China have created unique conditions for music education in China. Attention should be paid to two aspects: first, the work should have both ideological and artistic cultivation; second, it is necessary to deeply explore the connotations contained in the textbooks, fully tapping into the rich content and artistic imagery they contain. Music teaching should use vivid music visuals. When providing aesthetic education to students, a combination of emotion and reason should be used to integrate moral education into aesthetic education, so as to continuously improve students' self-education ability in moral education. It is characterized by aesthetic education as its main feature and aesthetic education as its

main feature, providing moral education to people, which is incomparable to other disciplines. It is different from empty preaching and "life and death are taken away". It organically integrates the moral education of music classrooms with the aesthetic beauty of music to inspire students' minds and achieve subtle educational effects. There are many good teaching materials suitable for carrying out patriotic education. In addition to revolutionary songs from history, there are also a large number of modern songs, folk songs, and instrumental music. By reproducing the ideological connotations and artistic images in music works, students can develop a sense of patriotism and cultivate their love for the Party and the socialist motherland. Music education is different from political and philosophical speeches. It has clear and intuitive teaching methods that can immerse people in it, and obtain spiritual pleasure and beauty. Therefore, patriotic education should be integrated into the beauty of music, using "flowing poetry" as the "soul" to awaken the strongest patriotic enthusiasm in the hearts of students, so that they never fail in all difficulties and hardships.

(2) Applying patriotic moral sentiments to the aesthetic appreciation of music and art.

Music education is a method of aesthetic education that has unique advantages in cultivating sentiments, cultivating moral character, and establishing correct aesthetic concepts. In teaching, teachers should help students form noble emotions and moral sentiments in the process of understanding, expressing, and appreciating beauty. When learning to play the piano, students should not only understand the meaning of the work, the historical background, and the author's life, but also grasp the ethnic characteristics of the music. Its structure is arranged according to dance and dance scenes [11].

(3) Applying patriotic moral sentiments to the whole process of teaching

Moral education should be integrated throughout the entire teaching process, and every link should be carefully designed. Formal rigidity should not be pursued blindly. All opportunities should be seized, and reality should be combined with reality. A practical and feasible teaching plan should be formulated to cultivate good habits of civility and politeness among students. Entering the music classroom, teachers and students greet each other, and there should be some standards for sitting and standing posture in order to cultivate good habits of abiding by the law, behaving politely, and respecting teachers. Basic training should start with finger training, rhythm training, intonation training, eye hand brain ear coordination training, and other aspects to train students to have good psychological qualities. In the teaching process of the new curriculum, various means should be used to combine the content of patriotic education with the textbook, and organically infiltrate the content of patriotic education. In the teaching process, it is necessary to summarize students with different personalities and encourage them to utilize their strengths and overcome their weaknesses. Only in this way can good habits and good character be cultivated.

(4) Applying moral education to various teaching methods

Music stories are told in combination with teaching content and discussed in combination with textbooks. Interactive debate is a favorite activity among college students. In this situation, students' personalities are fully displayed, and they discover problems and actively solve them. This not only helps to develop good habits of active learning, but also enhances the spirit of mutual assistance among students. Before the interactive debate begins, students should read the materials thoroughly, ask each other questions, and discuss around a certain topic. In this way, students can not only enjoy a pleasant music atmosphere, but also be inspired in discussions and debates. In classroom teaching, teachers should combine teaching content with practical performances, which is a very popular form of activity among students. It expresses music in different ways, allowing students to better understand the work, such as using this representative dance to express the music of various ethnic groups, thereby deepening their understanding and love of ethnic music. The ensemble of folk music and bands can better promote the unity, cooperation, and collective sense of honor among college students. In this way, students immerse themselves in it, experience joy, pain, indignant

accusations, and passionate singing. When they are completely immersed in the beautiful world of music, their patriotism are aroused, and they feel the pride of labor, the joy of learning, and the respect of heroic behavior, which subtly baptize their thoughts.

(5) Applying patriotic moral emotions in the personal image of teachers

If a teacher does not love their profession, their hometown and ethnicity, and their love for truth and goodness, they would not be able to discover more ideological content from textbooks, let alone integrate patriotism into their teaching according to the requirements of the curriculum. Teachers who devote all their energy to piano teaching should have ideals, sentiments, knowledge, and attitudes, and set an example for students [12-13]. The quality and moral behavior of a teacher can have a profound impact on a student's life. Therefore, as a teacher, one should have strict requirements for oneself in daily life and strengthen one's own moral construction. To make music education in schools an important component of the "Four Haves" newcomers and to pursue a path of connotative development, it is necessary to organically combine music education with personality education. The integration of artistic charm and personality shaping in piano teaching can have a profound impact on the soundness of one's personality [14]. The system of music education should not only achieve major breakthroughs in art and technology courses in universities, but also play a role in gradually cultivating students' personalities. Music and art activities can also strengthen students' love for their country and the Party, greatly enhancing their artistic taste and cultural literacy, gradually growing into a group of talented and kind-hearted special talents.

4. Results and Discussion

4.1 Questionnaire Survey

A questionnaire survey was conducted on the recognition of patriotism, musical skills, and patriotic sentiments among randomly selected students who participated in piano classes in a certain university. This study was based on a survey questionnaire and evaluated the combination of patriotic education and piano teaching, with a maximum score of 10.

The indicators and scores for different survey frequencies are shown in Table 1. Patriotic sentiment scored 7.5 points, and music skills scored 7.8 points.

Table 1: Indicators and average scores for different survey times

Number of investigations	Index	Score
1	Patriotic sentiment	7.5
2	Music skills	7.8
3	The level of identification with patriotic education	8.2

4.2 Observation Records

Through a series of piano lessons, activities related to patriotic education for students were recorded, including singing the national anthem, playing patriotic songs, and expressing emotions towards the motherland during classroom discussions. This article adopted a combination of observation and statistics to evaluate the combination of patriotic education and piano teaching.

The observation records and frequency values of different indicators are shown in Table 2. The observation record of students playing the national anthem is whether they can accurately and fluently play it, with a frequency of 10.

Table 2: Observation record content and frequency values for different indicators

Index	Observation record content	Frequency value
Students playing the national anthem	Can students accurately and fluently play the national anthem	10
Performance of patriotic songs	Can students emotionally play patriotic songs	15
Emotional expression towards the motherland in classroom discussions	Can students express their love and pride towards their country	5

4.3 Performance Evaluation

Students were organized to attend university concerts and evaluate before and after performances. Through live performances, audience feedback, and evaluation by judges, the patriotism and understanding of Chinese culture demonstrated by the students during the performance were understood, with a maximum score of 10.

The evaluation scores for different indicators are shown in Figure 1. The performance evaluation score was 8.5 points, and the audience feedback evaluation score was 8.2 points.

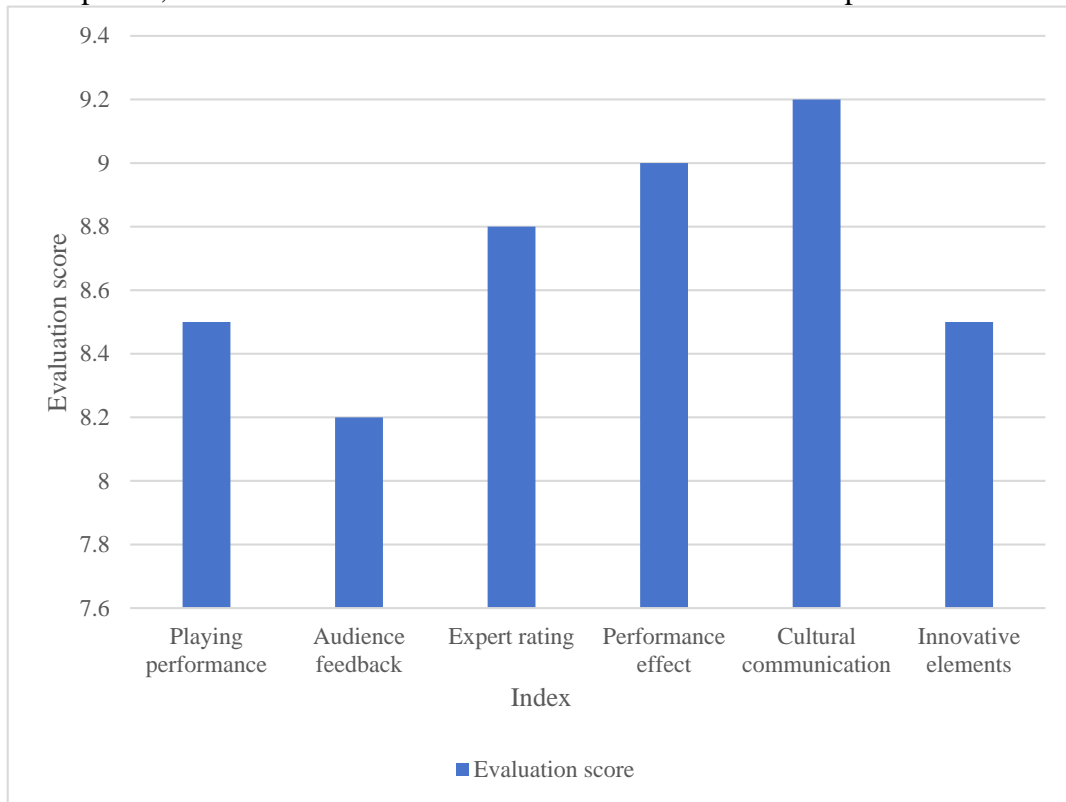


Figure 1: Evaluation scores for different indicators

4.4 In-depth Interviews

On this basis, some students who combined patriotic education with piano teaching were selected for in-depth interviews to investigate their feelings towards the curriculum, understanding of patriotic education, and their impact on it. This article conducted a survey on music majors in universities from both theoretical and practical perspectives, and surveyed them, as shown in Figures 2 and 3. The questionnaire received a maximum score of 5.

The scores for the perception of the course and the understanding of patriotic education are shown in Figure 2. Student ID 1 had a score of 5 for their perception of the course and 4 for their understanding of patriotic education. Student ID 2 had a score of 4 for their perception of the course and 5 for their understanding of patriotic education.

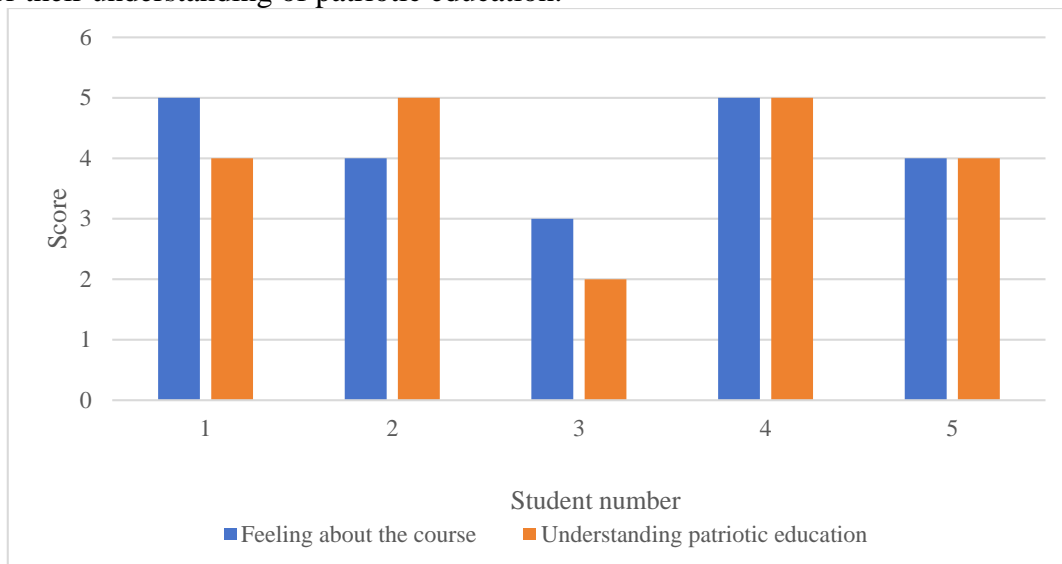


Figure 2: Perception score of curriculum and understanding of patriotic education

The acceptance level and expected score for future participation are shown in Figure 3. The student acceptance score was 5 points, and the expected score for future participation was 4 points. The acceptance score for student ID 2 was 4 points, and the expected score for future participation was 5 points.

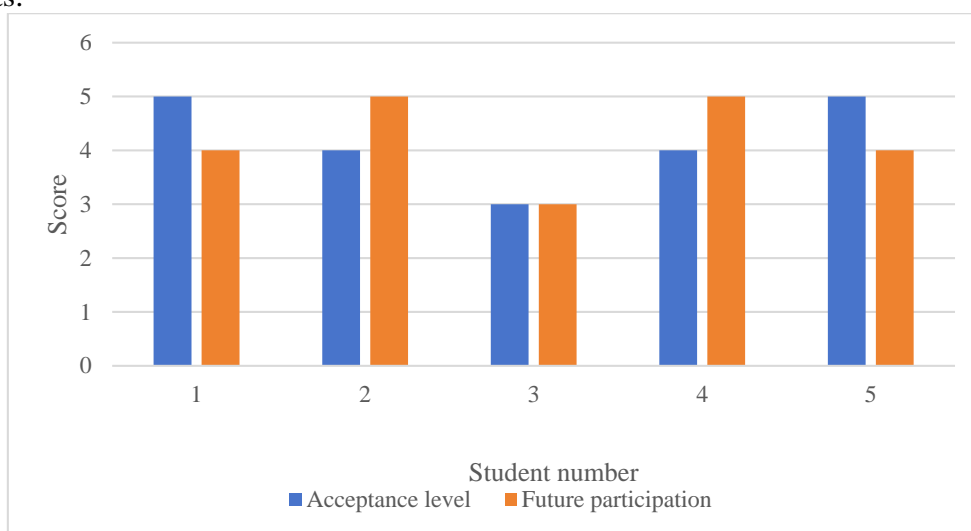


Figure 3: Acceptance level and expected score for future participation

5. Conclusions

This article integrated patriotic teaching into music education, which is very important for cultivating excellent students and vigorously cultivating people's socialist concept of honor and disgrace nationwide. It not only inherits the excellent traditions of the Chinese nation, but also reflects the spiritual style of the times; it is necessary to adhere to the local foundation and face the

international community. The acceptance level and expected scores for future participation of middle school students in this article are relatively high. Currently, the people of the whole country are facing the severe test of the new century. In the future, it is necessary to seize this opportunity and integrate this theme into the music education, which is also the responsibility of an educator.

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