



The Role of Red Song Heritage and Red Culture in Primary School Music Education: a Literature Review

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Abstract. Red songs, as an integral part of China's revolutionary history, carry rich cultural connotations and revolutionary spirit, making them significant symbols of national culture. In primary school music education, red songs serve not only as a medium for understanding revolutionary history but also play a crucial role in fostering patriotism, social responsibility, collectivism, and cultural identity. This paper systematically reviews existing literature to explore the role of red songs in primary school music education, focusing on their contributions to cultivating patriotism, emotional education, and historical identity. The study highlights that red song education fosters emotional resonance and strengthens students' sense of historical and social responsibility. However, challenges such as insufficient teacher expertise and limited resources hinder the effectiveness of red song education. The paper offers suggestions for improving teacher training, optimizing resources, and innovating teaching methods to enhance the impact of red song education in primary schools.

Keywords: Red Songs, Red Culture, Primary School Music Education, Cultural Heritage, Emotional Education, Historical Identity.

1 Introduction

As a symbol of China's revolutionary history, red songs carry a rich red culture and revolutionary spirit. In primary school, music education is not only about the cultivation of artistic skills but also a critical period for the formation of emotions and values. The teaching of red songs provides students with a unique way to understand history, experience emotions and understand cultural values through art. However, with the influence of globalization and Western culture, red culture faces challenges, and there are many problems in the actual operation of red song teaching, such as insufficient professional training of teachers and lack of resources, which affect its educational effect. This study explores the role of red songs in primary school music education through a literature review, analyzes its influence on emotional education, historical identity and cultural inheritance, and aims to provide theoretical support for future educational practice and promote the effective inheritance of red culture in basic education.

2 Literature Review

This chapter reviews the literature related to the objectives of this study, pensively discussing the role of red song in primary school music education, especially its influence on cultivating students' patriotic feelings, social responsibility and cultural identity. It also comprehensively discusses the role of red songs in primary school music education, especially in cultivating students' feelings of patriotism, sense of social responsibility and sense of cultural identity. By reviewing and analyzing the existing literature, this paper aims to provide theoretical support for the effective application of red song education in primary school music education and to explore its practical value in the areas of moral education, music literacy enhancement and emotional education.

2.1 Cultural and Historical Background of Red Song

The red song is not only a witness to the history of the Chinese Revolution, but also an important carrier of the Chinese revolutionary spirit and socialist core values. Chen Xiaoyun pointed out that red songs, as the core of revolutionary culture, embody the hard struggle, unity and determination of the Chinese people during the revolution, and their profound historical and cultural background makes them an important way to understand China's modern history and promote the revolutionary spirit [1]. The revolutionary spirit conveyed by red songs continues to inspire the people, especially the youth, to understand and practice social responsibility and collectivism, especially in the new era (Chen Xiaoyun, Zhao Yu) [2].

2.2 Educational Value of Red Songs

Red songs have an irreplaceable role in emotional education and value shaping. Zhang Zhijun showed that red songs can stimulate students' patriotic feelings and enhance their sense of historical responsibility and national self-confidence[3] The revolutionary spirit contained in red songs can effectively promote students' love for the motherland and their sense of responsibility for national rejuvenation, especially in the primary school stage, when students are in the important period of initial formation of their worldview, outlook on life and values. Xie Yonghong also pointed out that through emotional resonance, red songs not only help students establish correct social values but also enhance their collectivist spirit and sense of social responsibility [4].

2.3 Application of Red Songs in Primary School Music Education

In primary school music education, the teaching of red songs is not only the learning of song melodies and lyrics, but it also involves the dual role of emotional education and historical education. Ye Qing argued that red songs, through their stirring melodies and catchy lyrics, can not only improve students' musical literacy and aesthetic appeal but also help them better understand revolutionary history and cultural heritage [5]. Li

Junhua pointed out that in primary school music education; by explaining the background and historical significance of the creation of red songs, teachers not only help students understand the musical form of the songs but also allow students to deeply feel a sense of historical responsibility and the spirit of the times behind the red songs [6]

2.4 Challenges of Red Song Education

Despite the important educational value of the Red Song in theory, it still faces some obstacles and challenges in practical teaching. Li Junhua suggests that teachers' insufficient understanding of the historical background of red songs is a key factor limiting their teaching effectiveness [7] Liu Ting pointed out that the lack of resources in the current teaching of red songs is also a significant problem. The lack of resources, including teaching materials, teaching aids and multimedia resources, seriously affects the widespread promotion and deepening of red song teaching [8]. Many song teaching only stay at the level of musical skills training, neglecting the comprehensive cultivation of students' emotions, thoughts and social responsibility. Therefore, how to find the best balance of teaching red songs in the music classroom, so that it has the value of artistic appreciation and can play a role in education and guidance, is still an urgent problem to be solved in teaching reform (Liu Ting, Wu Liru) [9].

2.5 Practical Paths and Strategies of Red Song Teaching

In studying the practical path of teaching red songs, scholars have proposed some innovative teaching strategies and practical methods. This model combines modern information technology with the Internet platform and multimedia teaching means so that the teaching of red songs is not only limited to the traditional classroom but also crosses the geographical and time constraints, which broadens the form of teaching and participation in red song education. Jiang Pan arrived at various forms of red song learning activities, such as singing competitions and red song storytelling sessions, by integrating all kinds of red song resources, which stimulated students' interest in learning and enhanced the interactivity and practicability of teaching [10]

2.6 Limitations of the Application of Red Song in Primary School Music Education

Although the teaching of red songs has achieved positive results to a certain extent, most of the existing research focuses on case studies and qualitative studies and lacks the support of large-scale quantitative research data. Liu Ting and Wu Liru pointed out that most of the existing studies were based on schools in specific regions, with a limited range of samples and a lack of broad representativeness, which left the generalizability of the findings to be verified. In addition, many studies lacked systematic quantitative data, making it difficult to comprehensively assess the specific impact of red song teaching on students' moral and musical literacy [11].

2.7 Conclusion

Through the review of existing literature, the teaching of red songs in primary school music education is not only musical skill training but also an all-round process of moral education. Red songs can effectively promote students' emotional education, the cultivation of historical identity, and the enhancement of social responsibility. Although the teaching of red song currently faces some challenges in practice, the existing research results and practical explorations provide valuable experience and a theoretical basis for future red song education reform.

3 Research Methods

This study adopts the literature analysis method to systematically review and analyze existing literature to explore the role of red songs in primary school music education, especially in emotional education and value formation. The literature analysis method can effectively summarize the research results of predecessors and provide a solid foundation for theoretical construction and practice.

3.1 Literature Screening Criteria and Data Sources

The literature screening criteria of this study include giving priority to peer-reviewed journals, books and dissertations, and network resources that are required to come from government or authoritative institutions, giving priority to research with high citation frequency. The literature analysis classifies literature by topic, analyzing the cultural background, educational value, teaching application and practical challenges of red songs; combining the research results of different scholars to evaluate the effectiveness of red song teaching, identify research gaps, and guide future research directions. Literature analysis helps to discover deficiencies in current research and clarify future research directions; comprehensive research results from multiple perspectives ensure that the conclusions are objective and comprehensive.

3.2 Limitations of Research Methods

Although the literature analysis method is effective, its limitations cannot be ignored. Literature analysis relies on the depth and breadth of existing research and cannot generate new data, the quality of literature varies, which may affect the validity of the conclusions. This study systematically reviews the role of red songs in primary school music education through literature analysis, provides theoretical support and identifies research gaps. The literature analysis method effectively integrates existing knowledge and provides a theoretical basis and guidance for the innovation and practice of red song education.

4 Results

Through literature analysis, this study draws the following key conclusions about the role of red songs in primary school music education: Zhang Zhijun and Guo Wenhui have shown that red songs can stimulate students' emotional resonance through their artistic expression, deepen their cognition and emotional connection with Chinese history and revolutionary culture, and especially in primary school, red songs provide students with unique emotional education resources[12]. Li Junhua and Liu Ting argue that red songs inspire students' patriotic feelings and social responsibility and help them establish correct values and a collectivist spirit. By telling the heroes in revolutionary history, red songs promote students' understanding of social responsibility and historical mission. Ye Qing and Peng Wenwen argue that red songs help enhance students' cultural identity and national pride and cultivate their awe and recognition of national history and culture. This recognition helps students establish cultural confidence and positive social role cognition. Teachers' insufficient understanding of the historical background of red songs and the lack of teaching resources, especially the lack of audio equipment and teaching materials, limit the teaching effect. In addition, students' interest in red songs gradually weakens, especially when there is a lack of interaction and innovative teaching methods and their interest in learning declines. Red song education has a significant effect in enhancing students' emotional identification, patriotic feelings and cultural identity. However, the constraints of teacher literacy, teaching resources and student interests affect its effect. In the future, we should focus on improving teachers' professional literacy, optimizing the allocation of teaching resources, and innovating teaching methods to increase students' interest and participation, to realize the potential of red song education better.

5 Discussions

This paper explores the multiple educational values of red songs in primary school music education through literature analysis. The study found that red songs not only help to enhance students' emotional identity, historical cognition and cultural pride but also inspire patriotic feelings and social responsibility. However, red song education faces challenges such as insufficient professional literacy of teachers, lack of teaching resources and declining interest of students. Red Song education has unique advantages in shaping emotions and values. It guides students to understand revolutionary history, enhances the spirit of collectivism and shapes correct social values through music. Despite this, many teachers lack a deep understanding of the history and culture of red songs, which affects the effect of teaching. In addition, some regions lack sufficient teaching resources and students' interest gradually weakens, resulting in insufficient appeal of red song education. To this end, teachers need to improve their professional literacy, develop more innovative teaching methods and resources, enhance classroom interactivity, and try interdisciplinary integration to promote the in-depth development of red song education. Future research should focus on teacher training, innovative teaching strategies and the development of diversified teaching resources to further

promote the effective implementation of red song education and ensure its long-term value in primary education.

6 Conclusion

As an important part of red culture, red songs have far-reaching historical value and unique educational significance. In primary school music education, red songs carry rich historical memories and cultural connotations and play a crucial role in emotional education, patriotism cultivation, and social responsibility shaping. Through singing and appreciating red songs, students can not only deeply understand the great achievements and arduous course of Chinese revolutionary history but also resonate with the spirit of the revolutionary forefathers at the emotional level, thus forming a firm sense of national pride and historical responsibility subtly. Red song education is not only a review of revolutionary history, but also an inheritance of red culture and a molding of contemporary values. In future educational practice, how to effectively integrate red songs into primary school music education and address the challenges involved remains an important topic for continued attention and research in the education sector.

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