Educational and Humanities
ISSN Print: 3104-4352
ISSN Online: 3104-4360
CD ISSN: 3104-4379
https://doi.org/10.63313/EH.9044

Survey and Enhancement Strategies for Vietnamese Students' Identification with Northern Guangxi's Red Music Culture in the Context of the China-Vietnam Community of Shared Future

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How to cite this paper: Huang, S. Y., & Meng, F. Q. (2026). Survey and Enhancement Strategies for Vietnamese Students' Identification with Northern Guangxi's Red Music Culture in the Context of the China-Vietnam Community of Shared Future. *Educational and Humanities*, 2(2), 81-89. ISSN Print: 3104-4352; ISSN Online: 3104-4360.
https://doi.org/10.63313/EH.9044
Published: 2026-02-28

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Abstract

Against the backdrop of the continuous deepening of the China-Vietnam Community with a Shared Future, people-to-people bonds serve as the core pillar of bilateral cooperation and have become a vital link connecting the emotions of young people from both nations. As a significant birthplace of red culture in southern China, the northern Guilin region's red music culture carries revolutionary historical memories and shared spiritual genes between China and Vietnam. It serves as an important vehicle for disseminating Chinese culture to Vietnamese international students and fostering mutual cultural empathy between the two countries. This study surveyed 230 Vietnamese liberal arts students from three universities in Guilin (Guangxi Normal University, Guilin University of Electronic Technology, and Guilin University of Technology), focusing on their recognition of Northern Guangxi's red music culture. It analyzes core factors influencing recognition levels and proposes targeted enhancement strategies based on survey data, offering practical references for advancing the international dissemination of Northern Guangxi's red music culture and deepening people-to-people bonds among Chinese and Vietnamese youth.

Keywords

China-Vietnam Community with a Shared Future; Vietnamese International Students; Northern Guangxi Red Music Culture; Cultural Identification

1. Introduction

In recent years, the China-Vietnam comprehensive strategic cooperative partnership has advanced steadily. The concept of a China-Vietnam community with a shared future has taken root in the hearts of both peoples, serving as the fundamental guiding principle for all bilateral cooperation. People-to-people bonds

form the cultural foundation for building this community of shared future. As the main force in Sino-Vietnamese exchanges, the level of cross-cultural recognition among young people directly impacts the long-term development of bilateral friendly relations. Vietnamese students studying in China, particularly those enrolled in Guilin's universities, constitute a significant segment of foreign youth in China. Having lived long-term amidst the red cultural heritage of northern Guangxi, they are both direct recipients of the region's red music culture and potential ambassadors for promoting this culture in Vietnam.

Northern Guangxi possesses profound revolutionary historical roots. The Red Army's Long March through this region left invaluable revolutionary legacies, giving birth to a series of revolutionary musical works like “Red Army Rock,” “Children of the Li River,” and “Zhuang Children Follow the Party”—pieces that blend historical weight with regional and ethnic characteristics. These works not only depict the arduous journey of China's revolution and its national spirit but also embody shared values between the Chinese and Vietnamese peoples—resistance against imperialism and colonialism, and the pursuit of peace—creating a natural emotional resonance with Vietnam's revolutionary history and culture.

Based on personal observations, the author notes that the dissemination of Northern Guangxi's red music culture among Vietnamese students is currently suboptimal. Some students possess limited understanding of this distinctive culture, and some even hold misconceptions, making it difficult to foster effective emotional resonance and behavioral identification. Therefore, this study focuses on Vietnamese students from three universities in Guilin, with a sample size of 230 individuals primarily majoring in Chinese International Education, International Economics and Trade, and Tourism Management. Through questionnaires and brief interviews, it identifies key factors influencing their recognition of Northern Guangxi's red music culture and proposes practical enhancement strategies. This research aims to contribute to the international dissemination of Northern Guangxi's red music culture and deepen mutual understanding among Chinese and Vietnamese youth.

2. Analysis of Factors Influencing Vietnamese Students' Identification with Northern Guangxi's Red Music Culture (Based on 230 Sample Data)

This survey targeted Vietnamese liberal arts students from three universities in Guilin, distributing 230 questionnaires and collecting 217 valid responses, achieving a 94.3% valid response rate. Among the respondents: - 147 were female (67.74%) and 70 were male (32.26%); - 172 were undergraduate students (79.26%) and 45 were graduate students (20.74%); Major distribution: 78 students (35.94%) in International Chinese Education, 62 students (28.57%) in International Economics and Trade, 53 students (24.43%) in Tourism Management, and 24 students (11.06%)

in other liberal arts majors. Chinese proficiency levels: 52 students (23.96%) at beginner level, 113 students (52.07%) at intermediate level, advanced level: 52 students (23.96%); duration of stay in China: under 1 year: 58 students (26.73%); 1-2 years: 102 students (46.99%); over 2 years: 57 students (26.27%). Integrating survey data and brief interview findings, this study analyzes core factors influencing Vietnamese students' identification with Guibei Red Music Culture across four dimensions: cultural, communicative, educational, and individual.

2.1. Cultural Dimension: Dual Constraints of Sino-Vietnamese Cultural Differences and Insufficient Shared Resonance

Although China and Vietnam both belong to the East Asian cultural sphere, sharing deep traditional friendship and a common history of anti-imperialist and anti-colonial struggles, differences persist in historical context, value systems, and artistic aesthetics. These disparities constitute a significant factor constraining Vietnamese students' identification with Guibei's red music culture. Survey data reveals that 67.28% of Vietnamese students reported "limited understanding of China's revolutionary history and Guibei regional culture," making it difficult to accurately grasp the historical significance and spiritual essence behind Guibei red music. Additionally, 58.53% of students noted significant differences in melody and rhythm between Guibei red music and traditional Vietnamese music, finding it challenging to adapt to this artistic style and consequently reducing their emotional connection.

Language barriers further exacerbate this cognitive divide. The survey reveals that 49.77% of students with basic Chinese proficiency stated they struggle to grasp the lyrical meanings of revolutionary music, preventing them from experiencing the emotions conveyed through the music. Consequently, they can only perceive it superficially at the melodic level, hindering the development of deeper understanding. Concurrently, shared elements of Sino-Vietnamese revolutionary culture remain under-explored. Only 28.57% of students reported sensing the common spiritual aspirations of both nations through Northern Guangxi's revolutionary music. Most students lack sufficient awareness of shared revolutionary cultural traits, hindering emotional resonance and consequently affecting their level of identification with this musical heritage.

2.2. Dissemination Dimension: Significant Shortcomings in the Overseas Dissemination of Northern Guangxi's Red Music Culture

Currently, the dissemination of Northern Guangxi's red music culture to Vietnamese students suffers from issues such as limited channels, lack of targeted content, and outdated methods, directly undermining dissemination effectiveness and student recognition. Regarding dissemination channels, survey data indicates that 72.35% of Vietnamese students learn about Northern Guangxi's red music culture through

"university campus activities," while 60.83% encounter related content via "Chinese language courses." In contrast, only 35.94%, 18.43%, and 21.20% of students learn about it through social media, red cultural venues, and Sino-Vietnamese cultural exchange activities, respectively. It is evident that international students primarily encounter Northern Guangxi's red music culture through passive channels, with low utilization of active dissemination platforms. The absence of dedicated communication platforms tailored for Vietnamese students hinders proactive outreach to this demographic. Regarding content, 59.91% of students indicated that current dissemination overly emphasizes historical context and political interpretations while neglecting artistic characteristics and emotional expression, making it difficult to capture their interest. 62.21% of students with basic Chinese proficiency reported that dissemination materials lack Vietnamese translations and interpretations. Complex historical background explanations hinder their comprehension, further diminishing their interest in this culture. Additionally, dissemination methods remain relatively traditional. 70.05% of students indicated that their exposure to Northern Guangxi's red music culture primarily occurs through lectures, singing competitions, and similar formats. These lack innovation and interactivity, failing to stimulate their participation enthusiasm or meet personalized engagement needs.

2.3. Educational Dimension: Insufficient Integration of Red Culture Education with International Education

As the primary venues for Vietnamese students to receive education and engage with Chinese culture, universities in Guilin play a crucial role. The integration of red culture education with international education directly impacts Vietnamese students' level of identification with Northern Guangxi's red music culture. Survey findings reveal that 75.57% of Vietnamese students indicated their institutions offer no specialized courses on Northern Guangxi's red music culture for international students. Additionally, 68.20% reported that red culture activities organized by universities are predominantly ad hoc and perfunctory, lacking a systematic and regular educational framework that would enable them to comprehensively understand the essence and value of Northern Guangxi's red music culture. Simultaneously, educational approaches lack specificity and overlook the unique characteristics of Vietnamese students. 63.13% of students indicated that red culture education activities adopt a "one-size-fits-all" approach without adjustments based on their Chinese language proficiency or cultural background. For instance, some red culture lectures are conducted solely in Chinese with overly complex content, with 57.14% of beginners in Chinese finding them difficult to comprehend. Red music appreciation activities fail to align with Vietnamese students' artistic aesthetic preferences, making it hard to spark their interest. Furthermore, the lack of specialized teaching staff—where most international education faculty lack

expertise in red music culture—hinders targeted educational guidance, further diminishing students' sense of identification.

2.4. Individual Dimension: Impact of Varied Student Characteristics

Factors such as Vietnamese students' Chinese proficiency, duration of stay in China, personal interests, and cultural adaptation directly influence their identification with Guibei's red music culture. Regarding Chinese proficiency, the survey revealed that 67.31% of students with advanced Chinese proficiency indicated they were "fairly familiar" or "very familiar" with Northern Guangxi's red music culture. In contrast, only 21.15% of students with beginner-level Chinese proficiency shared this view, highlighting a significant gap. Higher Chinese proficiency enables students to accurately grasp the lyrics' meanings, historical context, and spiritual essence of red music, fostering greater emotional resonance and consequently higher levels of identification. Length of stay in China also significantly impacts identification levels. Among international students residing in China for over two years, 64.91% expressed "liking" or "very liking" Northern Guangxi's red music culture, whereas only 37.93% of those staying less than one year shared this sentiment. Longer stays provide more opportunities to engage with Northern Guangxi's red music culture, deepen understanding of Chinese culture and regional Northern Guangxi traditions, and thus foster greater identification with this distinctive cultural expression. Furthermore, personal interests and cultural adaptation cannot be overlooked. Among students interested in music and history, 78.34% expressed willingness to actively engage with Northern Guangxi's red music culture, compared to only 29.41% of those uninterested in these fields. Students demonstrating strong cultural adaptation and effective communication with Chinese faculty and peers (65.44%) showed significantly higher levels of identification than those struggling with cultural adaptation or lacking communication willingness.

3. Strategies to Enhance Vietnamese Students' Recognition of Northern Guangxi's Red Music Culture

Considering the aforementioned influencing factors and grounded in the contemporary imperative of building a China-Vietnam community with a shared future, this section proposes targeted enhancement strategies tailored to the characteristics of Vietnamese humanities students. These strategies focus on four dimensions—cultural integration, communication optimization, educational refinement, and individual guidance—to promote greater acceptance and recognition of Northern Guangxi's red music culture among Vietnamese students.

3.1. Deepening Cultural Integration to Build an Empathetic Bridge for Sino-Vietnamese Red Music Culture

On one hand, respecting cultural differences between China and Vietnam is essential

to bridge cognitive gaps. To address language barriers, lyrics and explanatory texts of Northern Guangxi red music should be translated into Vietnamese with bilingual subtitles, facilitating comprehension for students with varying Chinese proficiency levels. Additionally, incorporating Vietnamese traditional musical elements through moderate adaptations of selected Northern Guangxi red music pieces aligns with Vietnamese students' artistic aesthetic preferences, thereby enhancing its appeal. Simultaneously, promote Chinese culture and the regional culture of Northern Guangxi through accessible formats like short videos and bilingual brochures. Introduce international students to China's revolutionary history and the cultural context of Northern Guangxi's red heritage, helping them grasp the spiritual essence of Northern Guangxi's red music.

On another front, we will explore shared elements in Chinese and Vietnamese revolutionary cultures to strengthen emotional resonance. Building upon the common anti-imperialist and anti-colonial history of both nations, we will delve into the shared characteristics between Northern Guangxi's revolutionary music culture and Vietnam's revolutionary music culture. By linking the revolutionary narratives and heroic deeds behind Northern Guangxi's revolutionary music with Vietnam's revolutionary history, we will highlight the shared values of “peace, justice, unity, and struggle.” For instance, we can organize comparative appreciation activities that link the revolutionary spirit of sacrifice embodied in Northern Guangxi's Red Music piece “Red Army Rock” with the spirit of national independence reflected in Vietnamese revolutionary songs. This approach allows Vietnamese students to grasp Northern Guangxi's Red Music culture while experiencing the shared sentiments of the Chinese and Vietnamese peoples, thereby deepening emotional resonance.

3.2. Optimizing the Communication System to Enhance the Dissemination Effectiveness of Northern Guangxi's Red Music Culture

Expand dissemination channels to build a diversified communication matrix. While consolidating traditional channels like campus activities and Chinese language courses, fully leverage new media platforms to create tailored content for Vietnamese students. Utilize platforms such as Douyin, WeChat Video Accounts, and Facebook to publish short videos of Northern Guangxi's red music, bilingual commentary, and cover versions by singers. Employ interactive dissemination methods to engage students' participation. Strengthen collaboration between red cultural venues and universities. Regularly organize visits for Vietnamese students to sites like the Red Army Long March Xiangjiang River Crossing Memorial Hall, implementing immersive experiences to deepen their understanding of Northern Guangxi's red music culture through on-site engagement.

Innovate content and methods to enhance relevance and appeal. Break free from homogeneous content constraints by tailoring personalized products to Vietnamese

students' characteristics. Offer tiered content based on Chinese proficiency levels: provide simple bilingual videos for beginners and deliver in-depth analyses of historical contexts and artistic interpretations for advanced learners. Move beyond traditional one-way communication by launching interactive activities like “Northern Guangxi Red Music Covers” and " Sino-Vietnamese Red Music Exchange" initiatives. Encourage Vietnamese students to cover Northern Guangxi red music in Vietnamese or Chinese, building a platform for Sino-Vietnamese student exchange to enhance engagement and experiential learning.

3.3. Education with international education

Establish a systematic red culture education framework, integrating Northern Guangxi red music culture into the international education systems of higher education institutions. Universities in Guilin may develop tailored elective courses such as “Appreciation of Northern Guangxi Red Music Culture” and “Comparative Study of Red Music Culture Between China and Vietnam,” incorporating them into student training programs with specialized faculty. These courses should systematically impart the historical context, artistic characteristics, and spiritual essence of Northern Guangxi red music. Regularly organize Vietnamese students for red music field trips and cultural exchanges. Comparative Study of Chinese and Vietnamese Red Music Cultures" into their international student training programs. Equipped with specialized faculty, these courses will systematically impart the historical context, artistic characteristics, and spiritual essence of Northern Guangxi red music to international students. Regularly organize Vietnamese students in practical activities such as red music field trips and red song composition, enabling them to understand and embrace Northern Guangxi red music culture through hands-on experience.

Adopt targeted educational approaches that accommodate individual differences among international students. Based on students' Chinese proficiency and cultural backgrounds, implement tiered instruction and categorized guidance. For students with lower Chinese proficiency, employ bilingual teaching and situational learning methods, simplify content, and emphasize emotional engagement. For students with higher Chinese proficiency, utilize thematic seminars and work appreciation sessions to deepen their understanding. Strengthen training for international education faculty to enhance their expertise in red music culture and teaching capabilities, ensuring targeted educational guidance and improved outcomes.

3.4. Strengthen Individual Guidance to Foster Proactive Engagement

Enhance Chinese language instruction to overcome linguistic barriers. Integrate Chinese teaching with the dissemination of Northern Guangxi's red music culture by incorporating red music elements into lessons. Select simple, melodic red music pieces as learning materials, enabling students to engage with this cultural heritage

while studying Chinese. Provide targeted Chinese language tutoring for students with lower proficiency levels to enhance their language skills and deepen their understanding of the cultural essence of Northern Guangxi's red music.

Guide cultural adaptation to strengthen communication willingness. Enhance cultural adaptation guidance for Vietnamese students through training activities on Chinese culture and Northern Guangxi regional culture, helping them understand Chinese customs and cultural characteristics to integrate into campus and social environments more quickly. Establish a Sino-Vietnamese student exchange platform, organizing activities such as peer mentoring and cultural exchange events. Encourage Vietnamese students to interact frequently with Chinese students and faculty, increasing their exposure to Northern Guangxi's red music culture. Simultaneously, identify outstanding student representatives among international students. Invite those with strong interest and appreciation for Northern Guangxi's red music culture to share their insights and experiences, inspiring other international students to proactively engage with and understand this cultural heritage, thereby serving as exemplary role models.

4. Conclusion

This study examines 217 valid samples of Vietnamese liberal arts students from three universities in Guilin to investigate factors influencing their identification with the red music culture of northern Guangxi. It proposes targeted enhancement strategies and draws the following conclusions: First, Vietnamese students' overall level of identification with Northern Guangxi's red music culture shows a moderately high trend, yet significant stratification exists. Factors such as Chinese language proficiency, duration of stay in China, and personal interests lead to substantial variations in identification levels, with some students lacking deep cognitive understanding and emotional resonance. Second, factors influencing recognition are multidimensional. Insufficient cultural resonance despite shared commonalities, shortcomings in dissemination systems, inadequate educational integration, and individual differences collectively constrain recognition enhancement. Third, elevating recognition requires a comprehensive enhancement system grounded in the era's imperative to build a China-Vietnam community with a shared future. This entails deepening cultural integration, optimizing dissemination systems, refining educational frameworks, and strengthening individual guidance.

It should be noted that this survey focused solely on Vietnamese liberal arts students at three universities in Guilin, resulting in limited sample coverage. Future research should expand the scope to include more universities and disciplines, delve deeper into the underlying factors affecting student identity, and continuously refine enhancement strategies. As an integral part of Chinese culture, the red music culture of Northern Guangxi serves as a vital vehicle for fostering mutual understanding between the Chinese and Vietnamese peoples. Only through

continuous innovation in dissemination and educational approaches tailored to the characteristics of Vietnamese students can this cultural heritage truly resonate with them, thereby contributing to the deepening and solidification of the China-Vietnam community with a shared future.

Fund Support

Guangxi Education Science 14th Five-Year Plan 2023 Special Project on Higher Education Internationalization: “Pathways for Integrating Red Music Culture into Chinese Cultural Identity Education for International Students in Guangxi” (2023ZJY2208).

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