

Reflections on Setting of the "Four Histories" Courses in Normal Colleges and Universities

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Abstract

Opening, in this new era, of the "four histories" courses in normal colleges and universities is a significant action to act out the fundamental task of foster character and civic virtue, an effective approach to complete ideological and political courses and make up its short board, and safeguards students of normal colleges to strengthen the "four self-confidences" and live up to "two maintenances". Essential is scientific positioning for the setting of the "four histories" courses in normal colleges and universities, thus to mirror characteristics of the education. Efforts should be inputted to clarify teaching objectives, priorities and methods of these courses, properly handle teaching relationship between "historical courses" and "Introduction to the Theoretical System of Socialism of Chinese Characteristics", internal correlation of "historical courses", and interaction between "learning history" and "today's application", so as to give full play to the education effect of the courses to the greatest extent, from characteristics of high-quality basic education personnel training, normal college students, and teaching of ideological and political courses in normal colleges.

Keywords

"Four histories" courses; Normal colleges and universities; Ideological and political course construction.

1. Introduction

Zhai Weixi (2022) grasped historical tide, got a clear understanding of historical orientation and tightly seized historical opportunity learning from history and starting from theoretical foundation. Foremost, "four histories" course echoes ideological education attributes of ideological and political arrangements in colleges and universities, and continuously maintain its guiding role in ideology; second, the course interprets teaching objectives of ideological and political courses, that is, understanding the truth, boosting confidence, advocating moral character and practice preaches through studying history; last but not least, it is consistent with teaching characteristics of ideological and political courses in colleges and universities. It suits well teaching process of ideological and political courses, and innovates the teaching mode [1]. Practical value of "four histories" education in integrating college students' ideological and political work in higher vocational colleges was expounded by Cui Nan, who, additionally, dissected existing difficulties and drives, and attempted to figure out feasible paths for instructors to integrate daily "historical" education into college students' ideological and political teaching. All inputs aim at enabling the majority of young generations to take history as a mirror, fulfill the dream of building a strong country sticking to their original intention and mission, and practice the promise of shaping a powerful nation out of individual efforts[2].Guo Bixia (2022) pointed out that at this great historical moment of great significance, the 100th anniversary of the founding of the Communist Party of China in 2021, the integration of party history education into the ideological and political education of college students will play a very important role in improving the quality of ideological and political education. the role of sex.

For the ideological cognition of college students, party history education is not only the most powerful patriotism education, but also the most powerful ideological and belief education. It can effectively stimulate the national spirit of college students and is a very important measure to help college students understand history. At this stage, colleges and universities are integrating party history education in the process of ideological and political education, establishing a party history ideological and political teaching system, and gradually building it into a long-term mechanism, which can effectively integrate party history education into the ideological and political theory courses of college students, and give full play to the value of political theory courses [3]. Contemporary college students are now immersed in excessive new media. Exchange and collision of multiculturalism has made values of young students risky, which not only affects the growth of college students, but also hammers the healthy development of the country in the future, according to Du Xin (2021). "Four Histories" contain rich philosophy of life and wisdom in governing the country, and they are the necessary "nutrients" for students to strengthen their ideals and beliefs and fulfill their original mission. On the centennial birthday of the Communist Party of China, the in-depth development of the "four histories" education has also been endowed with new vitality and meaning of the times. In practice, the main position of ideological and political courses, the main port of campus culture, and the main channel of the Internet should be used to continuously improve the leading, fresh, and appealing power of the "four histories" education, so as to improve the effectiveness of ideological and political education for college students [4]. "Respect for History" says: "History, the sources, answers for the goal of Dao. One must learn history first to know the Dao." Strengthening history education and learning the history of the party and the country, "is to adhere to and develop socialism with Chinese characteristics, and integrate the party and the country into each other. It is a required course for the project to continue to move forward." The Party Central Committee attaches great importance to the study and education of history, especially the history of Chinese revolution and construction, and requires colleges and universities to focus on "General Secretary Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era" on the basis of maintaining a relatively stable setting of compulsory ideological and political courses. Histories of the party, the state, reform and opening up, socialist development, the constitution and law, excellent traditional Chinese culture and other set a series of optional compulsory courses. Through innovation and improvement of the ideological and political curriculum system, the education of the history of the Communist Party of China, the history of new China, the history of reform and opening up, and the history of socialist development has been strengthened to promote the "normalization and institutionalization of ideal and belief education". At present, it is a very urgent political task for colleges and universities, including normal colleges and universities, to strengthen the curriculum construction of "Four History" and promote the education of "Four History" into the mind and heart. It is to train qualified socialist builders and successors important measure.

2. Significance of Offering "Four Histories" in Normal Colleges and Universities

2.1. Establishment of "Four Histories" Is An Important Measure for Normal Colleges and Universities to Implement the Fundamental Task of Building Morality and Cultivating People

"History is the best textbook." "Four histories" education is an inherent requirement for upholding and developing socialism with Chinese characteristics in the new era.

Normal colleges and universities can educate and guide students of teachers' colleges and universities to have a deep understanding of the "Four History" courses. Over the past 100 years, the Communist Party of China has united and led the Chinese people to explore the road

of saving the country and the people, building socialism and promoting socialism with Chinese characteristics. The glorious course of development, deeply appreciate the great practice of the Chinese nation from standing up, becoming rich to becoming strong in modern times, profoundly comprehend the arduous exploration process of China's reform and opening up for more than 40 years and the great creation of daring to be the first in the world, and fully grasp the socialism The course of development, basic characteristics and laws of development, help students to understand "why did China in the 20th century choose Marxism instead of other theories", "why the Chinese Communist Party 'can'" in the history of study, and explain "why China insists on reform and opening up" "Why did China embark on the road of socialism, and why must we adhere to and develop socialism with Chinese characteristics later?" "four histories" course is included in the optional compulsory courses of ideology and politics. "Four Histories" courses are generally offered in normal colleges and universities, which will help students in normal colleges to establish a correct world outlook, outlook on life and values in the process of listening to history, learning history, and Ming history, improving their ideological realm and political literacy, and strengthening love The party's patriotic awareness and the implementation of the responsibility of the times are conducive to the further implementation of the fundamental task of morality and education in normal colleges and universities.

2.2. Establishment of the "Four History" Course Is An Effective Way to Make up for the Shortcomings of the Ideological and Political Course Curriculum System in Normal Colleges and Universities

Establishment of the "Four History" course is a key part of strengthening the construction of an ideological and political course group with the general secretary's new era of socialism with Chinese characteristics as the core content. The General Office of the Central Committee of the Communist Party of China and the General Office of the State Council pointed out that it is necessary to build an ideological and political course system of "compulsory courses + elective courses" that conforms to the characteristics of the school period, and requires the introduction of "Introduction to the Basic Principles of Marxism", "Mao Zedong Thought and Socialism with Chinese Characteristics" at the undergraduate level. "Introduction to Theoretical System", "Outline of Modern Chinese History", "Ideological and Moral Cultivation and Legal Basis", "Situation and Policy", and "Introduction to Mao Zedong Thought and Theoretical System of Socialism with Chinese Characteristics", "Ideological and Moral Cultivation and Legal Foundation", "Situation and Policy" at the junior college stage and Policies" and other required courses. In general, compared with undergraduate colleges, the three compulsory ideological and political courses offered by normal colleges and universities focus on the indoctrination of the theoretical achievements of Marxism in China, the improvement of students' ideological and moral quality and legal accomplishment, and the tracking of current political dynamics. Update, two courses, "Introduction to the Basic Principles of Marxism" and "Outline of Chinese Modern and Contemporary History", which focus on explaining the theoretical basis of the guiding ideology of the Communist Party of China and China's modern and modern history, have not been set up, resulting in the setting of the curriculum system of ideological and political courses in normal colleges and universities. "Innate deficiencies". Based on this, teachers' colleges and universities selectively offer "four histories" courses in the form of ideological and political optional compulsory courses, which effectively make up for the deficiencies and shortcomings of ideological and political courses in normal colleges and universities in political history education. It can continuously enrich and improve the curriculum system of ideological and political courses in normal colleges and universities.

2.3. "Four Histories" Courses in the Form of Optional Compulsory Courses Are in Line with the Reality of the Limited Total Hours of Teaching in Normal Colleges and Universities

Different from the four-year and five-year schooling system of undergraduate colleges, normal colleges and universities have a short schooling system, generally three years, and the total number of credit hours is limited. Students need to complete the rated credits within the specified time before graduation. At the same time, teachers and college students also need to participate in practical training. In 2019, the "Guiding Opinions on the Formulation and Implementation of Professional Talent Training Programs for Vocational Colleges" issued by the Ministry of Education clearly stipulated that "practical teaching hours account for more than 50% of the total hours in principle". Under the circumstance of limited total hours, a large number of practical training hours will inevitably occupy the theoretical teaching hours of the students of normal colleges and universities, and will also affect the total teaching hours of political theory courses in normal colleges and universities. Therefore, teachers' colleges and universities offer "four histories" courses in the form of ideological and political optional compulsory courses. Students can study "the history of the Communist Party of China", "the history of the new China", "the history of reform and opening up" and "socialist development" according to their own needs. Selecting one of the four courses of history" to study, not only overcomes the problem of being limited by the total number of hours of normal colleges and universities and cannot expand the ideological and political course system, but also takes into account the interests and needs of students, giving students a certain degree of autonomy in choosing courses, echoing with the actual situation of ideological and political education and teaching in normal colleges and universities.

3. "Four Histories" Courses in Normal Colleges and Universities Should Fully Reflect the Characteristics of Normal College Education

3.1. Teaching Content Should Meet Requirements of Talent Training in Accordance with Characteristics of Education Goals of Normal Colleges and Universities

Higher vocational education lies in cultivating high-quality technical talents with all-round development of morality, intelligence, physique, beauty and labor. Normal colleges and universities now continue to strengthen the fundamental task of fostering virtue through education, and focus on the systematic training and comprehensive development of talents. Equal stress on integrity and ability has become an important symbol for evaluating the success of talent training in normal colleges and universities. Teaching of "Four Histories" should also be closely aligned with the requirements of the training objectives of teachers' colleges and universities, strengthen the ideological and political construction of the course, and devote itself to the training of high-quality technical and skilled personnel. So that students can strengthen the ideal and responsibility of the rejuvenation of the Chinese nation in the process of studying history, understand the basic principles of life and work, practice the core socialist values, improve the effectiveness of ideological and political education, and promote ideological and political courses and courses in the new era.

3.2. Highlight the Goal of Learning History and Educating People in Accordance with Characteristics of Students in Normal Colleges and Universities

"Four Histories" in normal colleges and universities should closely refer to characteristics of students in normal colleges and universities. So that they can achieve the education objective of these courses. Psychologically speaking, point of view, cognition, emotion, will and behavior constitute the basic psychological structure of human beings. Nothing short of correct cognitive foundation generates emotion, strengthens our will, and act it out. In the same way, study of

"Four Histories" strengthens theoretical arming, and enable us to strengthen our ideals and beliefs, uphold morality, earnestly practise what one advocates, and advance knowledge and action hand in hand. Compared with undergraduate students, teachers and college students have relatively weak theoretical foundations, limited scope of knowledge, and greater room for cognitive improvement. Teachers' colleges and universities should adhere to the "student-oriented" education principle, focus on the cognitive characteristics and common shortcomings of teachers' college students, and focus on the "four histories" in the process of opening and implementation. The goal of education is to learn the history and educate people. On the basis of the principle of leading the banner, the principle of the supremacy of the people, the principle of seeking truth from facts, and the principle of youth struggle, the "four histories" should be advanced in an orderly manner, thus to honor morality, study history and practice the goal of educating people. In this way, based on the current situation of students' cognition in normal colleges and universities, it also reflects the cognitive laws of students in normal colleges and colleges. It can steadily promote the assimilation, adaptation and balance of "four histories" knowledge by normal college students, and realize the teaching goals of "four histories" courses.

3.3. Give Full Play to the Situational Case Teaching Method Combining with Teaching Characteristics of Compulsory Ideological and Political Courses in Normal Colleges and Universities

Ancients all long regarded record-keeping as one of basic attributes of historiography. Considering teaching characteristics that compulsory courses of ideological and political courses in normal colleges and universities mostly question and crack "real problems", teaching of "four histories" should effectively grasp the "memorial" attribute, stick to the main line of "history", and take historical events as the axis, use red cultural resources as the medium, skillfully use situational case teaching method to enrich the construction of the ideological and political curriculum system in normal colleges and universities. Meanwhile, efforts should be invested to set up story cases according to the theme of "four histories", create specific situations in the form of sitcoms, micro-movies, video cases, etc., to stimulate the enthusiasm of students in normal colleges and universities to learn history with the power of empathy to better the quality and efficiency of the "four histories" courses. Application of situational case education method should adopt the teaching principle of "comprehensive consideration, highlighting key points, and overcoming difficulties", distinguish from compulsory ideological and political courses offered at the same time, set key points according to the teaching content, and refine emphasis of educating students, thus to realize the organic integration of situational case teaching method and "four histories" in normal colleges and universities.

4. Relationships That Should Be Dealt with in Opening "Four Histories" Courses in Normal Colleges and Universities

4.1. Properly Handle Teaching Relationship between "Four Histories" and "Introduction to the Theoretical System of Socialism of Chinese Characteristics"

"Four Histories" repeat certain contents of the "Introduction" course, "Ideological and Moral Cultivation and Legal Foundation" course, and the "Situation and Policy" course to varying degrees. Especially the "Introduction" course that has a lot of say on histories of the Communist Party of China, new China, reform and opening up, and socialist development. Therefore, lecture givers must properly handle the relationship between "four histories" and concerning courses, underline characteristics and key points of each course, and do well in coordination. Curriculum settings reveal that the "Introduction" includes Mao Zedong Thought, Deng Xiaoping Theory, important thoughts of "Three Represents", Scientific Outlook on Development, and the General Secretary's Thought on Socialism with Chinese Characteristics for a New Era, laying particular emphasis on examining Chinese social reality, political ideological and theoretical

understanding; while "four histories" circle its teaching content basing historical development of the Communist Party of China, the new China, reform and opening up, and socialism. Specifically, the "CPC History" class in "Four Histories" embraces the birth, development and growth of the Communist Party of China, expounds the founding of the Communist Party, the Great Revolution, the Land Revolution, the War of Resistance, the War of Liberation, the founding of the state, reform and opening up, and the new era, briefly introduces the ideological and theoretical achievements in stages, and distinguishes from "Mao Zedong Thought", the first part of "Ideology" in the "Introduction" class. "History of New China" course mainly narrates the establishment, development and prosperity of New China from chapters of founding, establishment, rejuvenation and strengthening of the state. It writes itself with breaking news of new China over the years. It must be distinguished from the theory of socialist transformation in the "Introduction" class, the theoretical achievements of the preliminary exploration of the road of socialist construction, Deng Xiaoping Theory, the important thought of "Three Represents", the Scientific Outlook on Development, and General Secretary Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era. Come. The course "History of Reform and Opening-up" mainly focuses on the proposal, development and in-depth promotion of reform and opening up. In the teaching process, the teaching content can be determined as the prelude to reform and opening up, the beginning and exploration, overcoming difficulties, comprehensive deepening and new patterns and other historical facts. The content of this chapter will briefly describe the theoretical achievements formed in the process of reform and opening up, in order to distinguish it from the "Introduction" course which emphasizes "ideological elucidation". Teaching content such as "General Secretary's Thought on Socialism with Chinese Characteristics for a New Era". The course of "History of Socialist Development" mainly focuses on the production and practice process of socialism. The establishment of China, the development of socialism in China, socialism in contemporary China, and the future and destiny of socialism are taught as topics. The teaching content should be distinguished, and highlights the historical development process of socialism.

4.2. Properly Handle the Internal Correlation of "Four History" Courses

"Four Histories" share commonality and shine on individuality, and are relatively independent and closely related. Contents suggest that the history of the Communist Party of China cover parts of the history of New China, reform and opening up, and socialist advances. And history of socialist development includes tracks of the Communist Party of China, new China, and reform and opening up. Logically speaking, "four histories" follow the rising of Chinese people building a new China under the guidance of the Communist Party of China, wealth-making of reform and opening up, persistence of holding high the banner of socialism with Chinese characteristics, and also a history engraved with blood, tears, struggle and miracles that made the Chinese nation stand among the nations of the world. Accordingly, teaching of "four histories" should make overall plans and take all factors into consideration, value exclusive emphasis, highlight key teaching points, and cooperate with each other, so as to scientifically output a "four histories" course for normal colleges and universities through linking up "four histories" by clarifying the truth, discussions and making concentrated efforts. Thereinto, "History of the Communist Party of China" course focuses on historical facts of the early founding of the Party, development period of the Great Revolution and Land Revolution, and mature of the Anti-Japanese War and Liberation War, and briefly expounds the founding of New China and afterwards; in this part, "hero" is the theme. That is, "textbook" of heroic deeds and spirits is applied to guide students of normal colleges and universities to grasp historical significance and practical value of the Chinese spirit. "New China History" highly values founding of the country and explains preparations and founding of the new China at length, formulation and implementation of the first five-year plan, glorious moments and achievements of the new China and preliminary exploration of the road of socialism with

Chinese characteristics, other historical facts, and briefly describes development of China after the reform and opening up; "rejuvenation" constitutes the them here, comprehensively demonstrating the great process of the Chinese nation on the road to achieve great rejuvenation, and enhances confidence of teachers and college students in realizing the Chinese dream. The "Reform and Opening-up History" course gives priority to historical facts of the opening, full-scale development and great achievements of reform and opening up, and sketches development of reform and opening up in the new stage and new era; theme of "innovation" conveys the profound understanding of the party's development of China through innovation, boosts students of normal colleges and universities to contribute the youthful power of innovation and creation to the further development of China's reform and opening up. While course of "History of Socialist Development" attaches importance to the development of socialism in China and socialism in the new era, briefly lists the establishment of the socialist system in China and the preliminary exploration of socialism; "faith" here guides students to stick to their beliefs and establish the lofty ideal of communism and the common ideal of socialism with Chinese characteristics.

4.3. Properly Handle the Relationship Between "Learning History" and "Today's Application"

Studying history, crucially, lies in drawing lessons from the past, following the law of historical track and better building socialism with Chinese characteristics, in addition to knowing about historical facts. In that case, must is it handling well the relationship between "learning history" and "today's application" in teaching "four histories" by normal colleges and universities, thus to enabling them to apply their knowledge. First, efforts should be seen in organically unifying teachers' "teaching" and students' "learning". Specifically, educators have to play the leading role to stimulate students' internal "history-learning" motivation to aid "today's application" through imparting detailedly and expediently. In this way, students will learn to master history analysis method in the self-construction of knowledge, dissect and handle practical issues making use of Marxist view of history, and revisit policies of the Central Committee of the Communist Party of China, current development path, and public opinion events referring to historical experience and lessons. In addition, it helps to improve the comprehensive quality of students, and realize the teaching goals of " understanding the truth, boosting confidence, advocating moral character and practice preaches through studying history". Second, organically integrating the education of "four histories" into compulsory courses in ideological and political arrangements. Teachers should establish a "big ideological and political" pattern, consciously pour "four histories" into the teaching of ideological and political courses, better act out the fundamental task of strengthening moral education and cultivating people, and maximize effect of ideological and political education, and enable students to work "today's application" while "learning history".

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