

The Basic Principles and Paths of Integrating "Four History" Education into the Outline Course

Zixun Zhou

Academic Affairs Department, Southwest Petroleum University-Nanchong Campus, Sichuan
634700, China

Abstract

The "Four Histories" is a strong support for the realization of the teaching objectives of the outline course of Chinese modern and modern history. To promote the integration of the "Four Histories" into the classroom of the outline course of Chinese modern and modern history, first of all, we need to adhere to the basic principles of the scientific guidance of the historical materialism and the broad vision of the grand view of history, and secondly, teachers need to pay attention to all links of reflection and practice before, in class and after class, so as to help students improve their historical identity and establish scientific political beliefs.

Keywords

Four histories; Outline of Modern Chinese History; The grand view of history; Historical nihilism.

1. Introduction

It can be seen that the history of the Party, the history of the new China, the history of reform and opening up, and the history of socialist development (hereinafter referred to as the "four histories") have a special position in the ideological and political theory courses of colleges and universities, and are important resources and teaching support for ideological and political education in colleges and universities. Taking the Outline of Modern Chinese History (hereinafter referred to as the "Outline") as an example, this paper discusses the necessity, principles and specific paths of integrating the elements of "Four Histories" into professional courses, with a view to promoting the effective integration of "Four Histories" into the teaching of the "Outline" course, improving students' political identity, ideological identity and emotional identity, and truly achieving the goal of "understanding history, enhancing the credibility of history, respecting history, and practicing history".

2. The Necessity of Integrating "Four History" Education into "Outline" Course

Take history as a mirror to know the gains and losses. History is the best textbook, as well as the best nutrient and sobering agent. It is of great significance to carry out history education in colleges and universities and the whole society. In January 2021, on the 100th anniversary of the founding of the CPC, At the summary meeting of the theme education of "Keep the original intention in mind and keep the mission in mind", General Secretary Xi Jinping was pointed out that "we should take the study and implementation of the Party's innovative theory as the top priority of ideological armed forces, link it with the study of the basic principles of Marxism, and combine it with the study of the history of the Party, the history of the new China, the history of reform and opening up, and the history of the development of socialism". [1] In May 2021, the General Office of the Central Committee of the Communist Party of China issued the Notice on Publicity and Education of the Party History, the History of New China, the History of

Reform and Opening up, and the History of Socialist Development in the whole society, which required all regions to establish a correct view of history, accurately grasp the main theme and mainstream essence of the "Four Histories", take a clear stand against historical nihilism, and especially emphasize the importance of highlighting youth groups and grasping the characteristics and habits of youth groups, We should organize youth learning and education, cultivate the feelings of love for the Party, patriotism and socialism, and let the red gene and revolution be passed down from generation to generation. [2]

The history of the Party, the history of New China, the history of reform and opening up, and the history of socialist development in the "Four Histories" have their respective emphases. The history of the Party mainly tells the history of the establishment, development, expansion of the CPC and the hard struggle of the Chinese people to achieve national independence and national rejuvenation; The history of New China focuses on the history after the founding of the People's Republic of China; The history of reform and opening up mainly talks about the history of China's reform and opening up to the outside world after the Third Plenary Session of the Eleventh Central Committee, and the realization of the prosperity of the Chinese nation; The history of socialist development focuses on describing the development process from utopian socialism to Marx and Engels' scientific socialism theory to socialism with Chinese characteristics. Although each of the "four histories" has its own focus, on the whole, they have "profound internal links, which reflect the historical process of the CPC and the Chinese people's continuous struggle, constantly opening up the path of socialist modernization with Chinese characteristics, and promoting the great rejuvenation of the Chinese nation." [3]

The introduction of the 2021 edition of the "Outline" textbook clearly points out that the teaching of the "Outline" course is to learn from history and educate people, Let college students as builders and successors of socialism "Deeply understand how history and the people chose Marxism, chose the CPC, chose the socialist road, chose reform and opening up, deeply understand why the CPC can, why Marxism works, why socialism with Chinese characteristics is good, and more firmly work tirelessly under the strong leadership of the CPC to achieve the great rejuvenation of the Chinese nation." [4]"Four History" is an indispensable teaching resource for the "Outline" course to achieve this teaching goal.

Studying the history of the Party will help students understand the hardships of the founding and development of the CPC, lead the Chinese nation to achieve the great achievements of standing up, getting rich and becoming strong, and let students deeply understand the Chinese history and why the people chose the CPC; Studying the history of socialist development will help students understand that Marxism is not only a scientific world view, but also a correct methodology that can be applied to practice and change the world. The theory of socialism with Chinese characteristics is the demonstration of the strong vitality of Marxism, and let students deeply understand why Chinese history and people choose Marxism; Learning the history of the new China will help students understand the reason why China is bound to take the socialist road and the correctness and scientificity of socialism with Chinese characteristics, and let students deeply understand why Chinese history and people choose the socialist road; Studying the history of reform and opening up will help students understand the hardships and difficulties of the CPC in leading the Chinese people to actively explore the path of development in the new era. Without reform and opening up, there would be no happy life today. Students will deeply understand the history of China and why the people chose reform and opening up. It can be seen that the education of "Four Histories" can help students strengthen the leadership and guidance of the CPC and Marxism, and the confidence and determination to continue to follow the path of socialism and reform and opening up.

The "Outline" course is not only a history course, but also a political course. "The research on the basic problems of modern Chinese history is not a subject separated from the modern Chinese history in the history discipline, but a product of the implementation of the Marxist

theoretical research and construction project and the reform of the curriculum system of the ideological and political theory course in colleges and universities." [5]

The teaching goal of the "Outline" course is to guide college students to establish scientific political beliefs and ensure the correctness of college students' ideological and political orientation. It can be seen that the "Outline" course is consistent with the teaching content of "Four History" education, and the teaching purpose is consistent. It is an important position for colleges and universities to carry out "Four History" education among college students, and promote the integration of the two in teaching practice, which is of great significance to both the "Outline" teaching and the popularization of "Four History" education.

3. A Probe into the Principles of Integrating "Four History" Education into the "Outline" Course

3.1. Adhere to the scientific guidance of historical materialism

Historical materialism is an important theoretical contribution of Marx, a scientific view of history, and an important method for us to understand, learn and study history. "What kind of historical view we have, what kind of values we have. The praise and disparagement of historical figures, historical phenomena and historical events directly affect the value judgment of relevant figures, phenomena and events that take place today." [6] Although history has passed, it cannot be changed, But our understanding of history and our evaluation of history affect us all the time. In recent years, some incorrect historical statements are fermenting in the society and have a bad impact on the values of college students, among which the most typical is historical nihilism.

With the rise of new social media such as WeChat and Weibo, historical nihilism has constantly penetrated the ideological field, posing a huge threat to China's network and cultural security. "Historical nihilism, with the basic means of 'analysis', 'interpretation', and 'reconstruction' of history, attempts to fundamentally deny the guiding position of Marxism, the historical inevitability of socialism with Chinese characteristics, and the leadership of the CPC. It is a wrong trend of thought with specific political purposes and great dangers." [7] For example, historical nihilists believe that the aggression of western powers against China is not innocent, but meritorious. The invasion of Western capitalism broke the stagnation of China's economic development, brought capitalism to China, and enabled the Chinese people to open their eyes to the world. Objectively speaking, the invasion of western powers has indeed brought the flavor of modernization to China to a certain extent. However, their subjective purpose is not to modernize China and make China strong, but to gain more profits and resources in China. In fact, it is precisely because of the invasion of Western powers that China has suffered from repeated wars, and the life of the Chinese people has become increasingly difficult. If modern China wants to achieve people's prosperity and national prosperity, it must first achieve national independence and people's liberation, and must drive the western aggressors out of China's land.

In essence, historical nihilism is a kind of idealism. It is a wrong historical view to negate and distort history at will according to one's own subjective purpose. In order to restore the historical truth and clarify the wrong view of history, we must have the guidance of correct and scientific view of history, which requires the guidance of historical materialism. Because college students are not mature in ideology and the three outlooks are not yet fully formed, as the main users of new media, they are extremely vulnerable to the influence of historical nihilism and wrong statements and views, thus shaking their understanding of the necessity of the struggle against imperialism and feudalism in modern China, and further negating the "four options" produced under this background.

To overcome the negative impact of historical nihilism, we need to help students establish a correct view of history. We need to add the content of "Four Histories" in the "Outline" class, enrich the theoretical basis of the outline class, use the theoretical system and logical rules of historical materialism to expose the fallacy of historical nihilism, help students establish a correct view of history and values, and understand the inevitability of the four choices, Firmly and correctly recognize the major historical issues in the history of the CPC, so that when they surf the Internet, they can accurately judge the statements of historical nihilism, make a clear distinction between right and wrong, and respect the objective laws of history. In this way, college students can become reliable builders and successors of the cause of socialism with Chinese characteristics in the new era, and better contribute to the socialist construction.

3.2. Adhere to the broad vision of the grand view of history

At the Party History Learning Mobilization Conference, General Secretary Xi Jinping was pointed out that "only by understanding history can we see far, and only by understanding history can we go far." [1] A country and a nation can only better understand their own history, and "establish a grand view of history", Only in this way can we better "analyze the evolution mechanism, explore the historical rules, put forward the corresponding strategic strategies, and enhance the systematicness, predictability, and creativity of our work from the perspective of history, the tide of the times, and the global situation." The "Four Histories" are put forward under the guidance of such a grand historical view. Whether it is the history of socialist development, the history of the Party, the history of the New China, or the history of reform and opening up, although the focus is different, it is a whole, What has always been carried out is "the history of the CPC that has united and led the people to resist foreign aggression, strive for national independence, achieve people's liberation and national rejuvenation since its founding. In summary, that is, the history of the Party's inexplicable struggle, history of theoretical exploration, and history of its own construction." [8]

It can be seen that the "Four Histories" involved an extremely long time, rich content and profound connotation. The same is true for the "Outline" course. The new edition of the "Outline of Modern Chinese History" consists of ten chapters, from China and the world around the 1840 Opium War to the new era when China has completed the poverty alleviation and entered the period of comprehensive socialist modernization. How to speak such rich content well in the limited time and integrate the "Four Histories" into the "Outline" course requires the guidance of the big view of history, and integrate the small historical events into the big narrative and the big context, so as to better grasp the laws of history and tell the students well and understand history.

When teaching, on the one hand, teachers should insist on clarifying major issues, such as how China fell from the ascendant to a weak country bullied by others, why China should take the road of revolution instead of reform, and why China should carry out reform and opening up, and help students systematically grasp the "Four Histories" and outline the general context of modern Chinese history in the classroom, and use problem awareness to make students not only listeners in the classroom, More capable of being a classroom builder; On the other hand, when interpreting historical laws and historical experience, we can further strengthen students' sense of identity through some small stories in history, for example, we can stimulate students' thinking and strengthen students' participation in class through stories such as the reaction of the common people in the Opium War and the sinking of the enemy ship by Deng Shichang in the Sino-Japanese War.

4. A Probe into the Method of Integrating "Four History" Education into "Outline" Course

In the ideological and political theory class, it is usually the case that the teacher is passionate about teaching on the platform, while the students are either playing with mobile phones or writing professional homework under the platform. Few students can actively participate in the class. There are many reasons for this situation. On the one hand, students have a certain understanding of the relevant knowledge of ideological and political theory in the stage of basic education, which leads to students' low enthusiasm for learning; On the other hand, the classroom is still dominated by teachers, and students are the recipients of knowledge rather than active learners.

In order to integrate the "Four Histories" into the "Outline" course, the "Outline" course teachers need to fully explore the teaching content before class; Give full play to students' initiative in the classroom and mobilize students' interest in learning; After class, we should pay attention to classroom reflection, adjust the course content, and ensure that the "Four Histories" are integrated into the whole content of the "Outline" course.

4.1. Make full use of the teaching content before class to help the "Four Histories" integrate into the "Outline" teaching.

Before class, the "outline" course teacher needs to fully explore the knowledge points of the course, select the appropriate "four history" content according to different knowledge points, carefully design the teaching content, pay attention to the progressive teaching logic, attract students' attention, and let students participate in the exploration of the course content. For example, when talking about the knowledge of the October Revolution and the spread of Marxism in China, we can use the content of the history of socialist development to outline a development framework for students from utopian socialism to the theoretical system of scientific socialism created by Marx and Engels to the theory of socialism with Chinese characteristics, and help students understand why the Chinese people choose Marxism; Why can't Chinese people strive for national liberation and people's independence without Marxist scientific theory; Why can China's revolution, construction, reform and opening up achieve historic success only under the guidance of Marxism, so as to strengthen college students' belief in Marxism and clarify the confusion in the field of college students' ideology.

4.2. Give full play to students' initiative in the classroom and mobilize their interest in learning

In the classroom, teachers can enrich the teaching methods, break the traditional teaching mode that teachers mainly talk, give full play to the advantages of the "outline" class, which is both a theoretical class and a practical class, and let students become the protagonist of the class. With the score as a reward, students are encouraged to display the course and carry out practical teaching in the classroom, for example, by carrying out activities such as singing red songs, "four histories" story sharing meeting, and knowledge competition, to stimulate students to learn, It also allows students to experience the hardships and sweat of the revolutionary ancestors through red songs, "Four Histories" stories and other stories, understand the hard-won nature of peaceful life, and strengthen the four self-confidence.

4.3. After class, teachers need to adjust the course content in time to guide students to practice after class

After class, teachers still need to give full play to their leading role, actively and timely communicate with students, pay attention to students' learning feedback, and timely adjust the teaching methods according to students' professional characteristics. In addition, teachers can also use students' summer social practice and other activities to guide students to carry out

after-class practice based on the contents of the "Four Histories" and "Outline" education, such as mining the red resources of the school location or investigating the huge changes that have taken place in the hometown led by the Party's policies, writing a practice report, so that students can have a deep understanding of the national conditions and history in practice, and further understand the history of the Party, the history of the New China, and the history of reform and opening up, Actively inherit the red spirit. In this process, teachers can also strengthen exchanges and communication with students, learn more about students' ideological trends, and optimize teaching methods and content according to students' ideological characteristics.

5. Conclusion

"Promoting the Four Histories" education into the "Outline" course, and telling the "Four Histories" story well will help guide college students to understand China's national conditions from a broader perspective, help them understand the necessity of the four choices, help them become qualified builders and reliable successors of the socialist cause, and are willing to contribute to the realization of national rejuvenation.

Acknowledgments

Nanchong Social Science Research "Fourteenth Five-Year Plan"

2022 Project: "Four History" education integrated into the classroom exploration of the Outline of Modern Chinese History for college students (project approval number: NC22C008)

References

- [1] Xi Jinping. Speech at the Party History Learning and Education Mobilization Conference[J], Seeking truth, 2021(7).
- [2] Notice of the General Office of the CPC Central Committee on Publicity and Education of the Party History, the History of New China, the History of Reform and Opening up, and the History of Socialist Development in the Whole Society,[Z].2021-05-25.
- [3] Feng Xia, Liu Jinlong: Three-dimensional review of the integration of "four history" education into ideological and political theory courses in colleges and universities [J], Journal of Ideological and Theoretical Education, 2021.
- [4] [Outline of Modern Chinese History] Compiling group: Outline of Modern Chinese History (2021) [M]. Beijing: Higher Education Press, 2021:9.
- [5] Song Jian. Thinking on the discipline attribute of the research on the basic problems of modern Chinese history [J]. Introduction to Ideological and Theoretical Education, 2010.
- [6] Li Jie. What kind of historical view we need [J]. High School Theoretical Front, 2008 (10): 6-8.
- [7] Yang Zhichao. The pattern change and comprehensive governance of historical nihilism in the new communication context [J]. Research on ideological education, 2022 (07): 94-99.
- [8] Jin Nuo. Strengthening the education of "four histories" around moral cultivation [J]. Research on Ideological and Political Work, 2020 (05): 22-24.