

Practical Path of Integrating Party History Education into Ideological and Political Education in Universities

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Abstract: The purpose of this article is to deeply explore the effective integration mode of party history education in ideological and political education (IPE) course in universities, and analyze the actual effect of party history education on improving students' ideology literacy through empirical research. The research adopts various methods such as questionnaire survey, case analysis and classroom observation, and selects representative universities as the research object. The results show that the integration of party history education into IPE course can significantly improve students' historical cognition, political consciousness and social responsibility. Through research, this article finds that the education of party history not only enriches the teaching content of IPE course, but also enhances students' interest in learning and practical ability. Therefore, this article holds that party history education is an indispensable part of IPE course in universities, which is of great significance for cultivating young people in the new era with firm ideals and beliefs and good moral sentiments.

1. Introduction

Under the background of globalization, the IPE course in universities is an important position to train socialist builders and successors, and its teaching quality and effect are directly related to the future development of the country and the rejuvenation of the nation [1]. However, there are some deficiencies in the content and form of IPE course [2]. Numerous universities overly prioritize imparting theoretical knowledge while disregarding its integration with practical application, thereby impeding students' ability to assimilate learned concepts into their personal ideologies and codes of conduct [3].

As an important part of IPE in universities, party history education is self-evident [4]. It can not only help students to deeply understand the glorious course and fine traditions of the Party, but also stimulate their patriotism and revolutionary spirit and strengthen their ideals and beliefs [5]. Therefore, the integration of party history education into IPE course in universities will not only help to enrich the teaching content of IPE course, improve students' interest and participation in learning, but also better play the key role of IPE course in cultivating people in Lide [6]. This move is of great significance for cultivating socialist builders and successors with firm belief, noble morality and solid knowledge.

The purpose of this article is to deeply explore the practical path of integrating party history education into IPE course in universities, and to provide theoretical support and practical guidance for the reform of IPE course in universities.

2. Theoretical basis of party history education and IPE course in universities

2.1. The connotation and value of party history education

The inheritance of the red gene and the promotion of the revolutionary spirit are significantly advanced through party history education, which encompasses a profound and meaningful curriculum. This education encapsulates the journey, significant occurrences, knowledge, and insights gained from the Communist Party of China's (CPC) existence, along with its theories,

strategies, and policies [7]. The heart of party history education involves a structured examination and understanding of the party's past, enabling a broad spectrum of party members, cadres, and the public to profoundly grasp the party's splendid history and its founding intentions and mission. This reinforcement of belief, enhancement of conviction, and collective empowerment is pivotal.

Party history education is instrumental in shaping the new generation, guiding them to a correct perspective on history and life while bolstering their sense of responsibility and purpose [8]. It also serves to preserve the red gene, foster the revolutionary spirit, and ignite patriotic passion and the spirit of endeavor in the youth. By delving into the party's history, young learners derive wisdom and fortitude, contributing to the Chinese Dream of the great renewal of the Chinese nation.

2.2. Objectives and requirements of ideological and political teaching in universities

IPE course teaching in universities is an important way to train socialist builders and successors. Its overall goal is to help students establish a correct world outlook, outlook on life and values, and improve their ideological and political quality and sense of social responsibility. Specific requirements include several aspects in Figure 1:

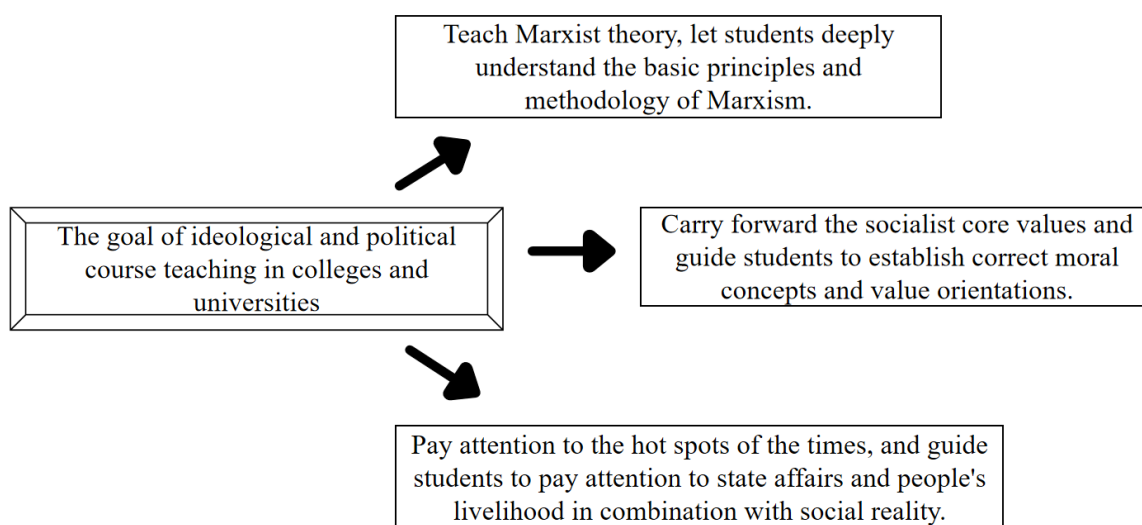


Figure 1 The goal of IPE course in universities

The IPE course holds significant importance in shaping individuals within the Lide framework. Serving not just as a medium for imparting knowledge, it doubles as a platform for molding students' character and soul. Through the course's curriculum, students are assisted in developing a proper worldview, philosophy of life, and set of values, thereby enhancing their ideological and political aptitude, as well as their sense of duty towards society. Additionally, the IPE course fosters critical thinking and creativity among students, paving a sturdy groundwork for their future progress and advancement.

2.3. The integration mechanism of party history education and IPE course in universities

The amalgamation of party history education and IPE courses in universities represents a pivotal approach to elevate the pedagogical impact of IPE courses and enrich the essence of party history education. Both elements share an intimate internal connection, as they strive to cultivate students' ideological and political acumen, as well as their sense of social responsibility. Hence, it becomes imperative to forge a theoretical framework and logical system that seamlessly blends these two domains.

Initially, we must delve into the commonalities and intersecting points between party history education and IPE courses. Subsequently, constructing a practical platform for their integration becomes crucial. This can be achieved by arranging thematic educational endeavors and social practices, enabling students to engage firsthand in the practical aspects of both party history education and IPE courses. Such experiences will bolster their hands-on skills and foster a spirit of innovation. Lastly, establishing a comprehensive evaluation system alongside a feedback

mechanism is essential. This system will permit timely identification of any issues or shortcomings in the integration process, facilitating necessary improvements and refinements.

3. Practical exploration of integrating party history education into IPE course in universities

3.1. Practical case analysis

In the practice of exploring the integration of party history education into IPE course in universities, this article selects two representative universities as case studies. These universities have made active attempts and innovations in the integration of party history education and IPE courses, which have provided us with valuable experience and enlightenment.

(1) A well-known university introduced the elements of party history education into the IPE course. By organizing special reports, lectures and seminars, the school invites party history experts to interpret the history of the party for students, so that students can deeply understand the glorious course and fine traditions of the party. At the same time, the school also combines party history education with ideological and political teaching materials, and guides students to apply party history knowledge to real life through case analysis and group discussion, which enhances students' sense of historical responsibility and mission. This practice has achieved remarkable results, students' participation in IPE courses has been significantly improved, and they have a deeper understanding of the party's history and theory.

(2) Innovative practice in the integration of Party history education and IPE courses in a local university. The school uses local red resources to organize students to visit revolutionary sites, memorial halls and other places to carry out on-site teaching activities. Through personal experience and feelings, students have a more intuitive understanding of the party's history and enhanced their patriotism and revolutionary spirit. At the same time, the school also encourages students to participate in party history research projects and volunteer service activities, so that students can deepen their understanding and understanding of party history education in practice. These practices not only enrich students' learning experience, but also improve their comprehensive quality and sense of social responsibility.

3.2. Teaching mode and method innovation

In practice, this article summarizes some effective teaching modes and methods. Among them, the hybrid teaching mode combining online and offline has been widely concerned. By using the Internet and multimedia technology, teachers can digitize the educational resources of Party history and make a variety of teaching courseware and online courses for students to study and discuss independently. At the same time, teachers can also use the network platform to interact and communicate with students in real time to answer students' questions and puzzles. This teaching mode not only improves the teaching efficiency and quality, but also enhances students' interest and participation in learning.

In addition, this article also explores interactive teaching methods such as situational simulation and role-playing. In the teaching of IPE course, teachers can create specific historical or social scenes, so that students can play different roles in simulation exercises. In this way, students can have a deeper understanding of the reasons and logic behind historical events and social phenomena, and cultivate their historical thinking and critical thinking ability. This teaching method can also stimulate students' learning interest and creativity, and improve their comprehensive quality and teamwork ability.

3.3. Teaching effect evaluation and feedback

In order to accurately evaluate the effect of integrating Party history education into IPE, this article designs a scientific and reasonable evaluation index system. The index system is shown in Figure 2.

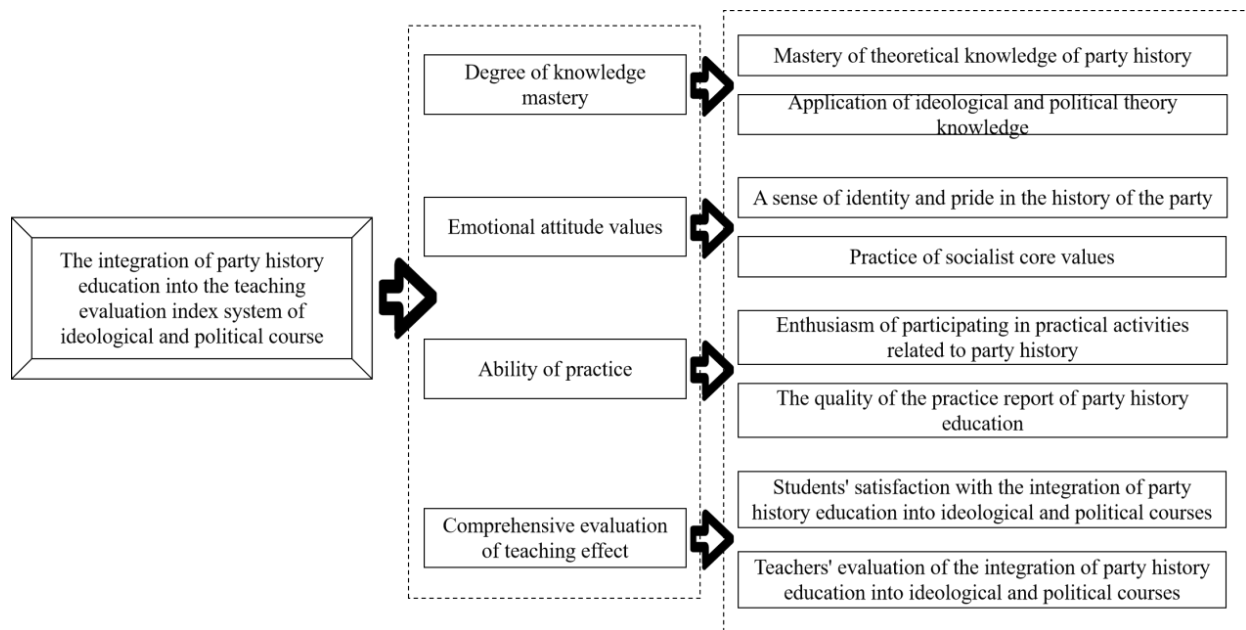


Figure 2 Evaluation index system

Through face-to-face communication and interviews with students and teachers, this article understands their views and feelings on the integration of party history education into IPE. Most students expressed great interest in Party history education, believing that it would help them better understand the Party's history and fine traditions. At the same time, they also believe that this teaching method can stimulate their learning interest and creativity, and improve their comprehensive quality and practical ability. Teachers also generally believe that this teaching method can enrich the teaching content and form and improve the teaching quality and effect; They also hope that the school can provide more support and help, so as to better carry out the practical exploration of integrating party history education into ideological and political teaching.

4. Party history education into the IPE in universities challenges and countermeasures

4.1. Challenges and problems faced

In the practice of integrating the education of party history into the teaching of IPE courses, we are also faced with some challenges and problems: (1) Some students have deviations and misunderstandings about the education of party history, and think that it is only a study of historical knowledge, lacking practical significance and value. The existence of this concept makes some students lack interest and motivation in party history education, and it is difficult to achieve the expected teaching effect. (2) Some teachers have insufficient professional quality and knowledge reserves in party history education, so it is difficult to effectively combine party history education with IPE. This makes it difficult for some teachers to grasp the core content and basic characteristics of party history education in teaching practice, and it is difficult to effectively integrate it into ideological and political teaching. (3) Some universities have shortcomings in the integration and sharing of Party history education resources, lacking effective teaching platform and resource support. This makes it difficult for some universities to obtain rich and diverse teaching resources and case materials in the practice of integrating party history education into IPE, and it is difficult to carry out in-depth teaching research and practical exploration.

4.2. Countermeasures and Suggestions

In order to solve the current problems and challenges, this article puts forward the following specific countermeasures and suggestions:

(1) Strengthen the propaganda and education of students' history education. Popularize the significance and value of party history education to students through organizing special lectures,

posters, WeChat WeChat official account and other ways; You can also stimulate students' interest and participation in learning by holding activities such as party history knowledge contests and theme essays.

(2) Improve teachers' professional quality and teaching ability. Improve teachers' professional quality and teaching ability in party history education by organizing training, seminars and exchanges; At the same time, teachers are encouraged to participate in party history research projects and practical activities to enhance their practical experience and teaching ability.

(3) Strengthening cooperation and communication between universities is also one of the effective ways to solve the current problems. Strengthen cooperation and exchanges between universities by organizing teaching seminars, teaching observation and resource sharing; We can also establish teaching alliances or teaching communities to jointly promote the practical exploration and development of integrating party history education into IPE.

(4) Constantly explore and innovate teaching modes and methods. Innovating teaching modes and methods by introducing new technologies, new tools and new ideas; Pay attention to students' learning needs and interests, and design teaching contents and forms that are more in line with students' reality; Finally, the organic integration and mutual promotion of party history education and IPE course will be realized.

5. Conclusions

This article delves into the practical aspects of integrating party history education into the IPE curriculum in universities, summarizing key viewpoints and research outcomes. The study reveals that party history education holds an indispensable position in university IPE. It aids students in comprehending the Party's illustrious journey and noble traditions, fosters a sense of historical duty and calling, and amplifies their patriotism. Our observations indicate that numerous universities have seamlessly merged party history education with IPE courses through innovative teaching strategies, yielding impressive educational outcomes. These endeavors not only enrich IPE course content but also boost students' engagement and interest, paving the way for nurturing exceptional talents in today's era.

Furthermore, this article underscores the practical importance of integrating party history education into university IPE courses. Amidst the complex and ever-changing international landscape and intense ideological battles, reinforcing party history education is crucial for bolstering students' ideals, convictions, and shaping a sound worldview, philosophy of life, and value system. Additionally, through party history education, students gain a deeper understanding of the historical backdrop and practical significance of Chinese-style socialism, thereby contributing to socialist modernization efforts.

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