

On the Strategy of Integrating Ideological and Political Lessons into the Educational Elements of “Four Histories”

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Abstract: Integrating the educational content of “four histories” into the ideological and political course in colleges and universities is a major issue facing the reform and innovation of Ideological and political course in colleges and universities in the new era. This not only helps to deeply understand the concept of history, cultivate college students’ sense of mission and responsibility, help college students establish a correct concept of history and establish a firm belief in loving the party and patriotism, but also enhances the attraction of Ideological and political course, improves the teaching effectiveness of Ideological and political course in colleges and universities, and promotes the all-round construction of Ideological and political course. On this basis, college teachers should combine ideological and political education with the “four histories” with scientific principles, correct measures and reasonable teaching strategies. Combined with the values and principles of “four histories” infiltrating the ideological and political classroom in colleges and universities, this paper focuses on several specific and feasible “four histories” education methods in the ideological and political classroom.

1. Introduction

With the development of the times and facing the opportunities and challenges brought by the times, great changes have taken place in college teaching in China. In recent years, China has gradually attached importance to the “four histories” education and actively encouraged the organic combination of the “four histories” education and higher education. Under the vigorous advocacy and repeated requirements of the Party Central Committee, college ideological and political teachers should establish a sense of scientific transformation, strengthen the attitude of classroom transformation, firmly grasp the important tasks entrusted by the party and the state, organically combine the “four histories” with college ideological and political education, so that students can grow better and more comprehensively in the ideological and political classroom, and lay a strong talent force for the better progress of the motherland and the future development of society.

2. Application Value of “Four Histories” Education

2.1. Establishing a correct concept of history

At present, college students are in a social environment full of temptation and thought changes, inevitably there will be some bad incentives. Although college students have the ability of independent thinking, they lack social experience and immature values and beliefs. Therefore, students are vulnerable to adverse external information, which leads to students unable to abandon their wrong ideas in time, thus affecting their thoughts and values. Therefore, integrating the “four histories” into the ideological and political education classes in colleges and universities can not only cultivate students’ patriotism and national belief, but also make them aware of all kinds of bad temptations in the society, cultivate students’ correct values and serve the stable development of the society.

2.2. Improving mission awareness

The construction of colleges and universities shoulders the important task of cultivating

comprehensive talents. Contemporary college students must shoulder the responsibility of national prosperity and national rejuvenation and provide help for the good development of society. In the process of university education, ideological and political course is closely related to the education of “four histories”. The main purpose of integrating the “four histories” education into the ideological and political classroom is to strengthen students’ understanding of Chinese history, promote students’ correct view of Chinese development history, cultivate students’ firm belief in patriotism and love for the party, strengthen students’ understanding of the Communist Party of China and reform and opening up, promote students to support the party and the country from the bottom of their heart, cultivate students’ awareness of serving the society, and avoid students from going astray and endangering the society[1].

3. The Principle of Integrating “Four Histories” Education into the Classroom

3.1. Ideological and scientific

When organizing the teaching of Ideological and political course in colleges and universities, teachers should use correct theory and scientific understanding to ensure the objectivity of classroom teaching and improve students’ ideological consciousness. When carrying out the “four histories” education, teachers should not only pay attention to the cultivation of students’ thoughts, make students better understand the key and difficult points of classroom knowledge and produce correct ideological identity and mission spirit through the explanation of typical figures and historical events, but also pay attention to the scientificity of Ideological and political teaching, avoid one-sided indoctrination or selection of unofficial history, and ensure the objectivity and accuracy of classroom teaching content.

3.2. Students as the main body, teachers as the leading

For the ideological and political course in colleges and universities, in the actual teaching process, teachers are the main guide of students’ learning path, and teachers’ explanation is very important to students’ learning and growth. In teaching, teachers should play the role of curriculum leaders, fully tap students’ initiative consciousness and stimulate students’ enthusiasm through various practical educational measures, so that students can fully learn the required knowledge in the ideological and political classroom and achieve better growth. Teachers should also make use of keynote speeches, practical activities and other ways that are easier for students to participate, so that students can take the initiative to enter the classroom and express their views on the curriculum and content of the “four histories”.

4. Practical Suggestions on Integrating “Four Histories” Education into Ideological and Political Curriculum

4.1. Online media education

When carrying out the teaching of Ideological and political course, we can carry out the network teaching platform. Compared with traditional teaching, online classroom has the characteristics of interactivity, flexibility and openness. It is more favored by students and provides more teaching methods for teaching. Many colleges and universities are also actively building online classroom as a reform way to innovate ideological and political classroom teaching, expand the construction of online classroom, and make full use of new media platforms such as micro vision and nail to improve students’ enthusiasm to participate in Ideological and political teaching. New media teaching has become a teaching method other than classroom teaching.

Through online teaching, historical content can be presented intuitively in the form of pictures and videos, fully combined with the online and offline teaching mode, so as to improve the attraction and vividness of Ideological and political teaching and mobilize students’ subjective initiative in learning. For example, teachers can publish some red historical graphic deeds through the official account of WeChat, such as the Red Army’s Long March, revolutionary martyrs deeds

and revolutionary holy places. Through online reading, students can deeply feel the revolutionary determination and dedication of their ancestors. It can also be a video story, such as the film clip of Changjin lake, which can resonate with the love of students. Colleges and universities can build a creative platform, organize students to create independently, participate in the form of video, animation, pictures, comics and so on, and share creative inspiration and experience with students.

In addition, the school can also invite famous professional teachers to teach the “four histories” and provide more learning opportunities for students. On the one hand, famous teachers can improve students’ understanding of history. On the other hand, famous teachers have certain social practice experience, can grasp students’ points of interest and have a deeper understanding of the content of the “four histories”, which is conducive to students’ understanding and mastering historical development, so as to realize the educational purpose of the “four histories”.

4.2. Offline practice teaching

In college teaching, teachers should realize the truth of “practice produces true knowledge” and make use of the method of practice to make students get the common development of ideology and politics and “four histories” in rich and colorful activities and practice[2].

4.2.1. Recitation of poems

In the revolutionary era, the war cannot stop the brave Chinese people. Poetry is catchy and rich in connotation. It is the precious wealth left to us by the revolutionary martyrs and the concrete expression of revolutionary optimism and sense of mission. In the teaching of Ideological and political courses in Colleges and universities, in order to better integrate the contents of the “four histories”, teachers can carry out the activity of “reading red poetry” and choose representative poetry. At the same time, combined with the contents of the “four histories” and ideological and political knowledge, teachers can guide students to feel the spirit and attitude contained in reading(As shown in Figure 1).



Figure 1 Drama performance of “four histories” education theme.

4.2.2. Art performances

At important festivals, anniversaries and other time points, colleges and universities can organize students to hold the “four histories” art exhibition, which combines students’ artistic talent, ideological and political art expression with their artistic understanding of the “four histories”, so that students can have a sense of national identity in their creation and appreciation. For example, on the anniversary of the founding of the Communist Party of China, students can be organized to take the party history as the theme according to the teaching progress, and display the historical achievements in the process of the founding of the Communist Party of China through micro video, painting and other means(As shown in Figure 2).



Figure 2 “Four histories” education keynote speech.

5. Conclusion

To sum up, it is of great significance to integrate the relevant contents of “four histories” education into the ideological and political education curriculum in colleges and universities. It not only conforms to the development of the times, but also has great advantages in cultivating students' beliefs and values. It can ensure the smooth progress of Ideological and political education and realize the purpose of Ideological and political classroom education. The content of “four histories” can give full play to its role in the ideological and political classroom. In practical teaching, we also need to combine theoretical knowledge with practical teaching, use media technology to carry out online classroom, improve teachers' comprehensive quality, and promote the integration of “four histories” and “ideological and political” course.

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