

Exploring the Integration and Innovative Development of "Four Histories" Education and Ideological and Political Education in Colleges and Universities

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Abstract: As an political thought educator in institution of higher learning, we need to think about how to effectively and efficiently integrate the "four histories" education into the education work in daily political thought education, so that students can know, read and understand history. The education of "Four Histories" provides theoretical sources for political thought education, and political thought education provides practical approaches for the education of "Four Histories". The theoretical course of political thought education is a key course for building morality and cultivating people. By integrating the "four histories" education into the political thought education in institution of higher learning, students can be familiar with the prosperous experience of the Communist Party of China in its centenary; It will enable students to understand the experience of strengthening the country from weak to strong in New China. The "four histories" cultural resources can provide a practical learning platform for the political thought theory course, help university students better understand the past, grasp the present, and predict the future in historical stories, stimulate university students' interest in learning theoretical knowledge, and promote university students' internalization of theoretical knowledge. Therefore, when carrying out the relevant education activities of "Four Histories", they only stayed on the surface and did not cover all students. Even some students did not know what the specific content of "Four Histories" education was, which proves that the understanding of the importance of "Four Histories" education needs to be greatly enhanced.

1. Introduction

The "four histories" education in institution of higher learning in the new era means that institution of higher learning should strengthen on this basis, help university students better understand the socialist road and theoretical system with Chinese characteristics, so as to establish lofty ideals and firm lofty beliefs, and strengthen the "four self-confidences". As political thought educators in institution of higher learning, we need to think about how to effectively and efficiently integrate the "four histories" education into the daily political thought education work, so that students can know, read and understand history [1]. "Four History" education provides theoretical source for political thought education, and political thought education provides practical way for "Four History" education. First of all, strengthening the integration and development of the "four histories" study and education and the reform of political thought teaching in institution of higher learning will help to further enhance the political height, the breadth of the times, the historical thickness, the ideological depth and the emotional temperature of political thought teaching. This further clarifies the important value of the "four histories" in the process of university students' growth and learning in the new era, and provides basic compliance for promoting the innovation of political thought education in institution of higher learning at present [2].

By analyzing the basic situation of university students, we can know that students generally have a poor level of theoretical knowledge, especially about the "four histories". Moreover, students generally have poor learning ability in senior high school, and lack strong learning enthusiasm and autonomous learning ability, especially in academic subjects. The theory course of political thought education is a key course to cultivate moral education. Let students know the experience of new China from weak to strong; Let students know the development experience since the reform and

opening up; Let students understand the growth experience of socialism, and better contribute to building a strong country [3-4]. Without this reality, higher education will lose its foundation for running a school, and it will be difficult to run it well. When carrying out the related "Four Histories" education activities, they only stay on the surface, not covering all students, and even some students don't even know what the specific content of the "Four Histories" education is, which proves that the awareness of the importance of the "Four Histories" education needs to be greatly enhanced.

2. The Logical Thinking of the Integration and Development of "Four Histories" Education and Ideological and Political Education in Colleges and Universities

The education of "Four Histories" is a history of the growth of New China, the Communist Party of China, socialism and reform and opening up. The integration of the "four histories" education and the political thought education in institution of higher learning can better enable university students to understand the historical development experience of China's strengthening, understand the inherent historical laws of the hundred year old Party, experience the achievements of socialist historical construction, and feel the historical progress of reform and opening up [5]. In the new era and new era, only by combining rich "Four Histories" stories can students have a deep understanding of the political thought theory course. At present, most of the political thought theory courses in institution of higher learning are about the theory in the teaching materials. They inspire students' emotional identity through the indoctrination of theoretical knowledge, so that students can internalize knowledge and externalize it in practice. The introduction of "four histories" into the classroom and the use of vivid and typical historical examples to help university students understand abstract pure theoretical knowledge will help to narrow the space and time distance between university students and history.

The root of "Four Histories" education is history education. For students in higher vocational colleges, the teaching of pure theoretical knowledge is not so acceptable. Therefore, in addition to the essential theoretical education in the education process, it is also necessary to strengthen the development of relevant practical activities of "Four Histories" education. History is the best textbook. Institution of higher learning integrate and strengthen the education of "Four Histories" in the political thought theory course, which is conducive to allowing students to intuitively learn the experience and lessons in history, learn to use the experience and lessons of history to guide practice, constantly increase knowledge reserves, and temper the ability of rational thinking [6-7]. Most of the students are not interested in learning. They are easy to indulge in the online world and like eye-catching "shallow reading". They have low discrimination against false history and are easily misled by fragmented history, resulting in confusion of values. Only when students understand what is real history can they establish a correct view of history, enhance their cultural identity with the Chinese nation, and let the education of "Four Histories" enter the minds and hearts of the people. The integration of the "four history" education and the political thought education in institution of higher learning is an inevitable practical logic in line with the high-quality development of the current political thought education in institution of higher learning and the "four history" education [8]. Learning the "Four Histories" can summarize and draw lessons from history, draw energy, more accurately grasp the current situation, see the world clearly, take history as a mirror, avoid taking unnecessary detours, making unnecessary mistakes, and avoid repeating historical tragedies. Understand the development history of world socialism, and make it clear that socialism with Chinese characteristics is scientific socialism. Learning the "Four Histories" and integrating the "Four Histories" education into the political thought education can not only improve the students' theoretical literacy, but also enhance their party spirit literacy in the process of continuous learning. The "four histories" cultural resources can provide a practical learning platform for political thought theory courses. The demonstration and incentive role of red examples in history can help university students better understand the past, grasp the present, and predict the future in historical stories, stimulate university students' interest in learning theoretical knowledge, and promote university students' internalization of theoretical knowledge [9-10].

3. The Optimization and Promotion of the Integration and Development of History Education and Ideological and Political Education in Colleges and Universities

The stage dilemma faced by the integration and development of "Four History" education and political thought education in institution of higher learning can be improved by constantly improving the educational system and mechanism, scientifically improving the level of teachers' education and teaching, and improving students' basic understanding. Through various ways, we can improve the ability of counselors' "Four Histories" education, promote the integration of "Four Histories" education into political thought education, and achieve the effect of spring breeze and rain, moistening things silently.

3.1. Optimize the allocation of educational and teaching resources

Institution of higher learning should improve the system and mechanism of political thought education, establish a quantitative evaluation system of teachers, students and schools for political thought education and teaching, systematically collate and publish the quantitative evaluation basis, evaluation guide, evaluation requirements, evaluation results and evaluation feedback for the integrated development of "four history" education and political thought education, and effectively analyze the relevant data of the quantitative evaluation system [11]. We will build an evaluation system for the learning and education of "four histories", track and test the development of teachers and students' "four histories" education and learning activities, and use evaluation feedback to promote the continuous enrichment and improvement of "four histories" learning [12]. Strengthening the education of "four histories" can effectively resolve the historical identity crisis of some university students, enhance their sense of historical mission and help them form a correct view of history. Therefore, in view of the inherent need of strengthening the "Four Histories" education to promote university students' self-development, an optimization diagram of the allocation of teaching resources for political thought education in institution of higher learning has been constructed, as shown in Figure 1.

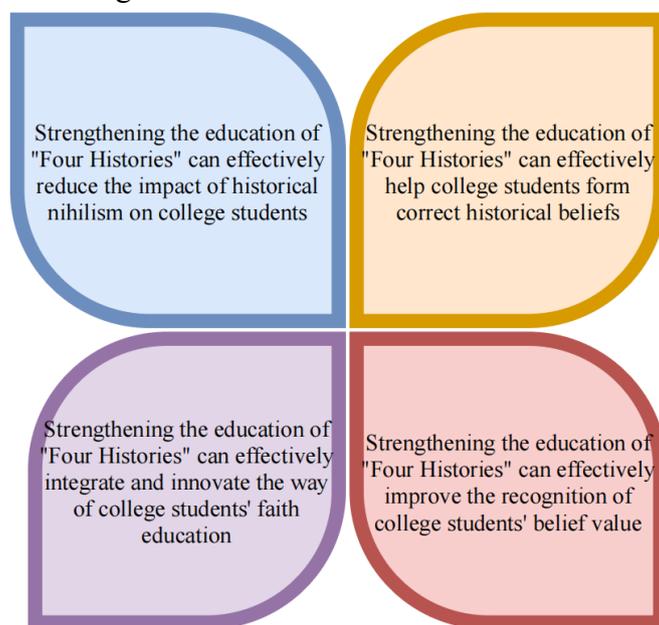


Figure 1 Optimization of the allocation of teaching resources for political thought education in institution of higher learning

Secondly, institution of higher learning should strictly implement the teaching requirements of political thought education, pay attention to the "top-level design", strictly and practically require teachers and students, and strengthen the classroom requirements, performance requirements and course completion requirements of political thought education with the fundamental goal of establishing morality and cultivating people. In practice, institution of higher learning should deeply explore the internal relevance between the "four histories" study and professional courses, refine

rich "four histories" learning resources in professional courses, innovate teaching methods, and promote the integration of professional courses and political thought theory courses. Therefore, institution of higher learning must strengthen the education of "four histories" to improve the persuasiveness of Marxist belief education, guide students in combination with their individual needs, strengthen the infectivity of belief education, and guide students to explore their beliefs from the spirit of red history, thus transforming them into their own life beliefs and action guidelines.

3.2. Improve the overall quality of teachers

We should be loving, patient, and confident with students, explore their internal highlights, help them build self-confidence, and cultivate their all-round development. Teachers should be creative and active, dare to break the educational form that is not suitable for students' development, and teach students in accordance with their aptitude. Adhere to the combination of theory and practice. Teachers should not only immerse themselves in theory, but also actively practice. In daily teaching, teachers should be organized to actively participate in various academic discussions, community guidance, teaching competitions and other related practical activities, and deeply understand the true meaning of the combination of Marxist theory and practice. In the integration and development of "Four Histories" education and political thought education, the first thing to do is to ensure the sound staffing of teachers. We should actively recruit teachers of political thought education related majors, actively expand the teaching and research team of Ideological and Moral Basis and Legal Cultivation, Introduction to Basic Principles of Marxism, Introduction to Mao Zedong Thought, and Marxist Philosophy, ensure the simplification of the internal institutions of political thought education, and ensure the completeness of the functional allocation of teachers of political thought education. The teachers of "Four History" education not only include the professional teachers of political thought education, counselors, class teachers and other student work teams, but also university administrators and full-time teachers. At the same time, full-time teachers play an irreplaceable value in "Four History" education. The "Four History" education teachers should be consistent in class and class, online and offline, and choose appropriate teaching methods and content of "Four History" education in class, Give play to the unique charm of political thought education. The main process of integrating "Four History" education into political thought education in institution of higher learning is shown in Figure 2.

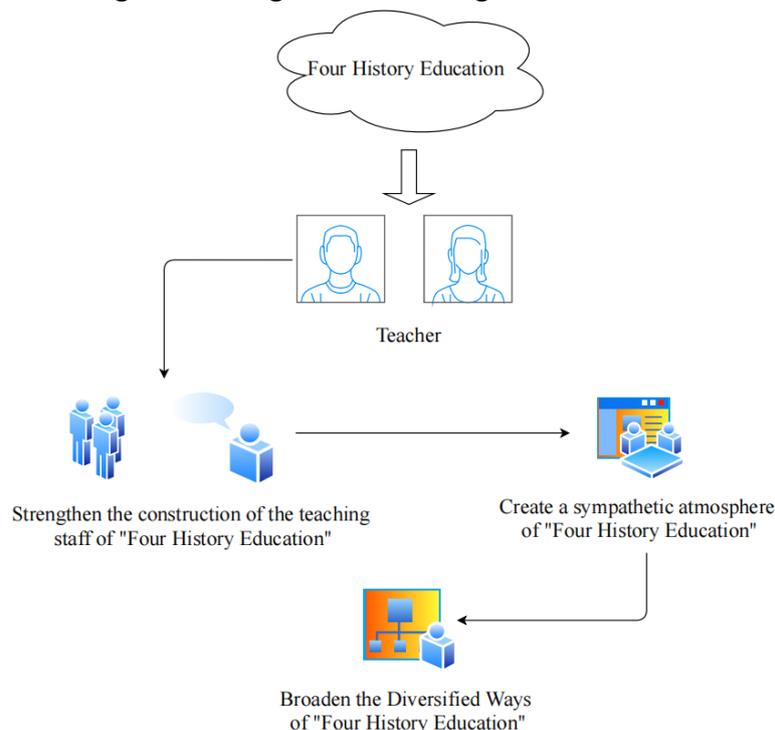


Figure 2 Flow chart of "Four History" education integrated into political thought education in institution of higher learning

Teachers should take the initiative to strengthen the professional ability construction of political thought courses, and strengthen the ideological construction of teaching and educating people, theoretical depth construction, political correctness construction, work ability construction and better life construction. Again, let teachers strengthen cohesion and centripetal force. In addition, we should actively expand the horizon of teacher selection, increase the intensity of talent introduction, pay attention to practical training, improve the incentive mechanism, and set up a number of advanced models of applying the "four histories" to the vast number of teachers, so as to effectively enhance moral education awareness and moral education ability.

4. Conclusions

To sum up, the "Four History" education in institution of higher learning is to educate and guide university students, better sort out the historical context, learn from experience and wisdom, strengthen ideals and beliefs, tell the red story well, and establish a correct view of history, overall situation and role. In the process of the integration and development of "Four History" education and political thought education in institution of higher learning, it is necessary to effectively integrate the unified goals, continuously optimize the teaching configuration, and pay attention to deepening the hardware and software, especially to strengthen the education and teaching resources. In the teaching process, political thought teachers should take different ways to guide students to know history, love the party, know history and love the country, according to the actual situation of their school, students' own development, and students' majors and learning situations in the class. In the teaching practice in institution of higher learning, through the deep integration of "Four History" education and students' political thought education, we should promote the "Four History" education from the aspects of mechanism, form, carrier and content. Through the study of "Four History", we should strengthen students' ideals and beliefs, establish lofty ideals, cultivate students' patriotism and establish correct values. In the new historical position, we should set up a correct view of employment, have a clear understanding of our future life plan, be not afraid of hardship and fatigue, actively strengthen our own skills construction, pursue the development of professional skills, and become a highly skilled person needed by our country.

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