

Comments and Reflections on the Theoretical World since the Outline of Modern Chinese History

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Abstract: " Outline of Modern Chinese History "is a very important course in the ideological and political theory system of university stage, which has been widely discussed in the academic circles of political theory since its inception, and the research results are also quite rich. Scholars mainly focus on the subject orientation of the outline, the relationship and difference with other courses, and how to optimize the teaching content and teaching methods to achieve the purpose of teaching each other. On the basis of the conclusions of the scholars, this paper puts forward some opinions and opinions on the relevant issues.

1. Discussion on the Textbook of the Outline

The outline of China's Modern History is an ideological and political theory course in colleges and universities in China in accordance with the spirit of the relevant documents of the Central Committee. Because the course of "outline" is not offered for a long time, people pay more attention to it, at the same time, it also causes the academic circles to explore and think extensively and deeply about this course. The purpose of this paper is to sort out the theoretical achievements of academic circles and put forward some comments and thoughts on some problems.

First of all, a good textbook is needed for a good course. The quality of textbook preparation determines whether the goal of offering this course can be achieved. The Outline of China's Modern History has been listed as a key teaching material for Marxist theoretical research and construction projects, and has been widely concerned by the society since its introduction to colleges and universities. So far, experts and scholars have conducted in-depth research on the textbook, giving a lot of positive evaluation [1].

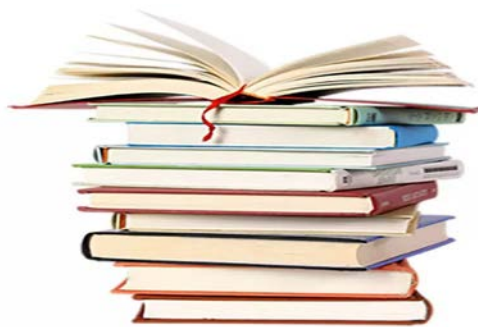


Figure 1

Some scholars put forward that this course focuses on a number of important historical events in modern China to carry out teaching, highly targeted, to solve the problem of high attention. Some experts point out that this textbook is not only beneficial to the training and education of university talents, but also points out the direction for the compilation of modern Chinese history textbooks. Some scholars have put forward that this textbook is the unity of history and reality, the combination of theory and practice, and more like a history of philosophy. This textbook is very theoretical, and the major experts and scholars have summed up the following characteristics : " close to reality, highly targeted, can enhance the cultural awareness of teachers and students, cultural self-confidence." The spirit of patriotism and national spirit of the Chinese nation is vividly

embodied, which helps to strengthen national cohesion and self-confidence." [2].

Of course, everything has two sides, although this textbook has been used for a period of time, there are still a lot of shortcomings and need to be improved. To this, the academic circles also gave the multi-party conclusion. Some scholars give some suggestions from the content and style of teaching materials. In the course of the revision, it is suggested that the latest theoretical research results of the Modern History of China should be reflected in the textbook. The form of the textbook should be more diversified and not limited to the text.



Figure 2

2. On the Definition of the Subject of the Outline

How to define the subject of "Outline of Modern Chinese History" is related to what teachers in colleges and universities will want

The question of what content and how to carry out teaching. Therefore, the subject orientation of this course is the first problem to be considered when it is introduced into colleges and universities.

Some scholars put forward that on the surface, the outline of modern Chinese history belongs to the subject of history, mainly teaching the major historical events and major changes since the Opium War in modern times for more than 170 years. However, it is a one-sided view to attribute the outline to the branch of history based solely on the content of the textbook [3]. To determine what category a subject belongs to, one should not simply determine its form by name and content, but should start with the original intention of setting up the subject and the purpose to be achieved. From this aspect, "outline" is an ideological and political theory course which belongs to Marxist teaching theory system. Of course, some people think that the "outline" course is the intersection of two subjects, can be placed in the history major of colleges and universities to teach specialized courses, or it can be put into the ideological and political theory system as a history course to teach. Summing up the conclusions of many academic professionals, this course is clearly positioned as a history course in the ideological and political theory system [4].

The first is to help students understand the modern history and national conditions of our country, the other is to help students better understand the Sinicization of Marxism, the origin of socialism with Chinese characteristics, the birth of the Communist Party of China and the necessity of taking the socialist road. Academic circles have drawn some other conclusions on the basis of defining the attribution of the subject [5]. For example, it has been proposed that the "Outline" course is conducive to the improvement of students' humanistic quality, which can be understood from the following two aspects: first, its integrated teaching function, that is, it can improve students' humanistic quality and professional subject quality at the same time; second, its value-oriented role, that is, it can cultivate students' national self-esteem and self-confidence through the study and analysis of modern history, so that they can learn to look at problems from a long-term perspective, master the laws of philosophy and history, and analyze and solve problems with scientific history.

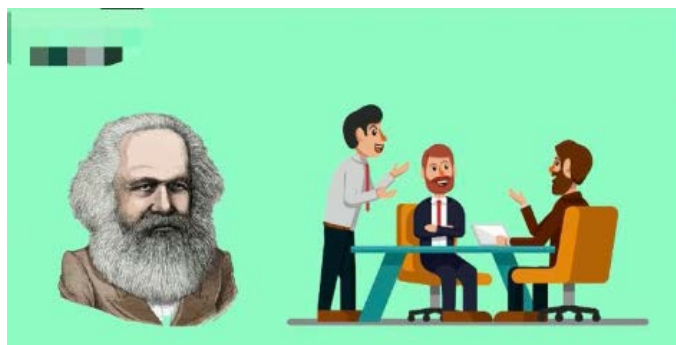


Figure 3

3. On the Relationship Between the Outline and Other Disciplines

3.1. Relationship Between the Outline and University History Courses

The relationship between "outline" and university history course is not simple inclusion and inclusion, "outline" is ideological and political theory course, mainly political and theoretical. But the history discipline is the specialized quality education course, involves the knowledge systematic study and the understanding memory, is a specialized skill type discipline. But in the concrete teaching practice, can the history lesson teaching content as the foundation, will the newest ideological and political theory research achievement runs through among them, but must remember not to deviate from the direction, will political lesson as the history lesson to teach. Some scholars believe that the subject of outline is based on history, and some of the basic characteristics of the history course "outline" also have, the historical facts recorded by the two are consistent, which we can not deny. But in teaching practice, we should not only pay attention to the narration of historical events, but also sum up the experience and lessons from the law of the development of modern history, and pay attention to the teaching of theoretical achievements.

3.2. Relationship Between the Outline and Other Ideological and Political Theory Courses

There are links and differences between the outline of modern Chinese history and other ideological and political theory courses. Some scholars sum up very well, compared with the outline of Chinese Modern History, the basic principle of Marxism is the theoretical basis, and the outline is the basis compared with the introduction of Mao Zedong thought and the socialist system with Chinese characteristics. With the historical experience summarized in the outline and the law of historical development revealed, coupled with the Sinicization of the basic principles of Marxism, we can get "Mao Zedong thought" and "theoretical system of socialism with Chinese characteristics". Some people put forward that "outline" and "introduction" have part of the teaching content overlap, on this question, scholars have made a good answer, both in terms of teaching objectives and teaching content are not repeated. "Outline" covers more than 170 years of history since the Opium War, while "Introduction" studies about 100 years of history since the May 4th Movement, and "Outline" focuses on historical research in teaching objectives, while "Introduction" tends to theoretical research. In teaching practice, teachers of ideological and political courses in colleges and universities must make flexible use according to teaching contents and objectives[6].

4. The Teaching Principles and Methods of the Outline

How to use scientific teaching means and methods to achieve the purpose of teaching is also a hot topic widely discussed by all walks of life. To sum up, we need to grasp the following aspects: first, to grasp the top-level design by taking the goal of the course "Outline of China's Modern History" offered by the State Council of the CPC Central Committee as the main line; second, to carry out teaching closely around the syllabus, which can be told in chronological order or in the form of special lectures; Third, flexible use of teaching methods according to the actual situation, due to the specific situation of major colleges and universities, teachers need to adapt to local

conditions, if some teachers in teaching practice to integrate regional culture and national culture into the classroom, can effectively enhance the attraction of teaching, cause students empathy, based on this research, can effectively enhance the teaching effect. Other experts proposed to introduce world history to carry out teaching, from the global concept and historical perspective to deeply understand that China's modern backwardness was beaten to the founding of New China, and then to reform and opening up and gradually realize the whole process of modernization, with the world vision and development vision to understand the inevitability of China's socialist road.

5. Conclusion

In fact, in the concrete teaching practice, the ideological and political theory course is slightly profound because of its strong professional, theoretical and slightly profound, and teachers are faced with very big teaching challenges, which other professional teachers can not understand. Students of different majors have different demands on teachers in the classroom. Compared with that, ideological and political courses put forward higher requirements for teachers, and the knowledge system of ideological and political theory courses itself is more complex. In terms of the outline of China's modern history, it spans more than 170 years in time, and not only involves the knowledge system of feudal society, semi-colonial and semi-feudal society, but also includes the socialist social knowledge system of our country in terms of content. Therefore, only by constantly updating professional literacy and teaching methods can teachers cope freely in the face of challenges and become a truly qualified political theory teacher who has changed from professional to expert.

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