

Analysis of Practical Challenges and Measures of Integrating “Four Histories” Education into Ideological and Political Lessons

Mangzhi Li, Jing Liu

College of Engineering and Technology, Hubei University of Technology, Wuhan 30060, China

Abstract: Ideological and political education is an important part of the education system of colleges and universities. As the main position for exporting outstanding professionals to the society, colleges and universities not only need to pay attention to the improvement of students’ professional knowledge, but also need to guide students from the ideological perspective to form correct ideological and political concepts and values. Colleges and universities need to pay more attention to the teaching of ideological and political courses. Integrating “four histories” education into curriculum teaching can not only provide more teaching resources for ideological and political teaching, but also lead the development of students’ values. This paper mainly analyzes the practical challenges and specific teaching measures of integrating “four histories” education into ideological and political courses, aiming to optimize the teaching design of ideological and political education and realize the deep integration of “four histories” education and ideological and political teaching, so as to improve the quality and effect of ideological and political education, promote the reform of ideological and political education in colleges and universities, and promote the development of students’ comprehensive ability and accomplishment.

Keywords: “Four histories” education; Ideological and political lessons; Challenge; Measure

With the construction and development of higher education, ideological and political courses play an increasingly important role in cultivating students’ ideological and moral qualities. The integration of “four histories”, namely the history of the Communist Party of China, the history of New China, the history of reform and opening up, and the development history of socialism, in ideological and political courses can cultivate students’ correct view of history and enhance students’ national self-confidence. At present, there are still some challenges in the integration of “four histories” education in teaching, leading to poor teaching effect. To realize the effective integration of “four histories” and ideology and politics, and to realize the improvement of teaching effect.

1. The practical challenges of integrating “Four Histories” education into ideological and political lessons

1.1 Influence of adverse ideological trends

In the context of the rapid development of the Internet, various social trends and values are widely disseminated, and some incorrect values and ideas will affect the establishment of students’ values through the Internet, resulting in the impact of students’ correct view of history and the establishment of cultural confidence. “Four Histories” education, as an important way to spread the correct view of history and carry forward the revolutionary spirit, will also be hindered in practical teaching. For example, students will be affected by bad ideological trends and have wrong cognition of historical events and figures.

1.2 Teachers’ literacy needs to be improved

As the leader and implementor of ideological and political education, teachers’ professional competence has a direct impact on the quality of education, and the quality of some teachers still needs to be improved. On the one hand, some teachers do not fully understand the connotation of “four Histories” and cannot closely combine it with ideological and political knowledge in actual teaching; on the other hand, the teaching methods adopted by teachers are relatively simple and fail to attract students’ learning

interest. The teaching effect is affected ^[1].

1.3 Limitations of educational methods

The limitation of educational methods is also the main challenge to the integration of “four Histories” education and ideological and political education at present. Teaching in the form of knowledge explanation may make students feel a strong sense of “preaching”, and a single teaching mode cannot stimulate students’ interest in learning. Meanwhile, teachers ignore students’ subjectivity and initiative in teaching. The application of modern teaching concepts and teaching modes is not in place. For example, the lack of practical educational activities makes it impossible for students to practice ideological and political knowledge and the “four histories” in real life.

2. Measures to integrate “Four histories” education into ideological and political lessons

2.1 Strengthen the top-level design

When integrating “four histories” education into ideological and political courses, colleges and universities need to do a good job of top-level design. First, colleges and universities need to clarify the relevant requirements for ideological and political education and “four histories” education. According to the policy documents issued by the education department, it has been made clear that “four histories” education plays an important role in ideological and political education. Colleges and universities need to incorporate “four histories” education into the teaching system of colleges and universities based on teaching requirements. The key links of “four histories” education, such as teaching objectives, teaching contents, teaching methods and teaching evaluation, are determined to provide clear guidance for the development of educational work. At the same time, colleges and universities also need to establish relevant guarantee mechanisms for the development of “four histories” education, organize ideological and political courses to teach and learn the relevant requirements of “four histories” education, and set up a working group to focus on the implementation of “four histories” education in ideological and political courses ^[2]. The second is to optimize the curriculum and teaching content. In the process of integrating the “Four Histories” education, it is necessary to build a systematic curriculum system and set up targeted course contents according to the learning needs and characteristics of students in different grades and majors, so as to ensure that the “four Histories” education can be more in line with the development of The Times, students’ life and the needs of college education.

2.2 Improve teachers’ literacy

In terms of improving teachers’ professional quality, colleges and universities should first strengthen the training of teachers, regularly organize and carry out special training activities and seminars related to “four histories” education, invite relevant experts and scholars to give guidance on educational practice, so that ideological and political teachers can have a deep understanding of the connotation of “four histories”, its significance for students’ development and the focus of education and teaching. At the same time, colleges and universities also need to organize teachers to personally enter the revolutionary history memorial hall, museum, red education base and other places to conduct field visits, and better integrate the content of “four histories” education into the ideological and political lessons in observation and practice ^[3]. Secondly, colleges and universities need to promote academic exchanges among teachers, build an academic exchange platform for “four histories” education, and use academic seminars, workshops and other platforms to deeply explore the mode of integrating “four histories” education with ideological and political lessons, so as to improve teachers’ teaching level. Finally, it is necessary to develop a scientific evaluation system for the development of teacher education. Colleges and universities need to supervise and manage the teaching process of teachers, carry out evaluation regularly, analyze the effectiveness of teachers in actual teaching, and analyze the problems existing in teachers’ teaching through teaching assessment and student evaluation. The construction of evaluation mechanism can not only improve teachers’ comprehensive degree of “four histories” education and ideological and political integration, but also promote the continuous strengthening of teaching quality.

2.3 Enrich educational forms

In the process of promoting the integration of “four histories” education and ideological and political courses, teachers need to adopt diversified teaching methods, enrich educational forms, guide students to actively participate in ideological and political classes, and actively understand the relevant content of “four histories”. First, make innovations in classroom teaching. Teachers need to establish modern teaching concepts and choose appropriate teaching methods according to specific teaching contents. For example, teachers can apply actual cases in classroom teaching, and students can deepen their understanding of “Four Histories” through case teaching method. Zhang Guimei and her colleagues have made outstanding contributions to the cause of education. In the teaching process, teachers can focus on the spirit and quality of Zhang Guimei as a Communist, introduce the knowledge content of Party history, so that students can take the initiative to know more excellent party members, and think about the development of education

in China based on the perspective of the development history of socialism. In this way, students can be guided to understand the connotation of “four histories”. In order to further strengthen the teaching effect in the classroom, teachers can also choose dialectical topics, let students debate and discuss, encourage students to actively participate in the classroom discussion and express their own views and opinions, so as to cultivate students’ critical thinking and expression ability. Second, teachers need to use information technology to strengthen the quality and effect of teaching. Teachers can collect teaching resources of “Four Histories” education on the Internet platform to supplement teaching and broaden students’ knowledge horizon. Meanwhile, teachers can also use the information teaching platform to carry out a mixed teaching mode of online and offline, requiring students to complete the learning of basic knowledge before class. In class, teachers can spend more time on students’ exploration activities, which is more conducive to the strengthening of students’ comprehensive ability and accomplishment. Colleges and universities can also build special websites for ideological and political education, and set up “four histories” education section in them, regularly publish relevant articles, and expand students’ learning and development channels. Third, organize and carry out practical teaching, students need to go out of campus to feel the connotation of “four histories” in practical activities, such as organizing students to visit revolutionary cultural sites, etc., to carry out voluntary service memorial hall, colleges and universities can also regularly hold themed activities related to “four histories”, including essay solicitation, knowledge competition, history reading, cultural creation, etc. To form a good learning atmosphere of “four histories” in the learning, so as to further strengthen the connection between “four histories” education and ideological and political lessons.

Concluding remarks: All in all, education and teaching in colleges and universities need to pay attention to the establishment of students’ values and the improvement of ideological and political levels. Teachers need to actively explore effective teaching strategies, integrate the relevant content of “four histories” education into ideological and political lessons, enrich the content of ideological and political teaching, and further strengthen the educational value of ideological and political lessons. Colleges and universities need to clarify the importance of “four histories” education, incorporate it into the talent training plan, optimize the curriculum, strengthen teachers’ professional quality and educational ability, ensure the effective development of “four histories” education and ideological and political teaching, innovate educational methods, pay attention to the integration of theoretical knowledge and practice, and deepen students’ understanding and application of knowledge. So as to promote the development of students’ comprehensive ability accomplishment.

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About the author:

Mangzhi Li, 1991.3.26, Gender: female, nationality: Han, Current employer: School of Engineering and Technology, Hubei University of Technology, graduated from: Wuhan Conservatory of Music, Education: Bachelor, major: Dance Performance and Education, Research direction: Ideological and Political Education