

# Research on the Special Topic Teaching Mode and Construction of “the Outline of Modern Chinese History”

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**Abstract :** “The outline of modern Chinese history” literally tells the modern history of China, but its essence is a public ideological and political theory course for college students. This new course has its own uniqueness. To achieve a good teaching effect, we need to continuously explore new teaching models. The topic-based teaching is a good choice. Based on this, this article discusses the topic-based teaching mode and its construction of “the outline of modern Chinese history” for reference.

**Keywords :** Chinese Modern History Outline; Topic-based Teaching; Construction

Thematic teaching refers to a way for teachers to accurately summarize the content of the textbook based on relevant elements such as the teaching object, class schedule, and teaching requirements under the condition of a comprehensive understanding of the content of the textbook. The special topic teaching of “the outline of modern Chinese history” is to focus on the content of the textbook, and guide students to think, analyze, question, and answer through specific questions, so as to cultivate students’ logical thinking ability.

## 1. The importance of the application of the topic-based teaching model of “the outline of modern Chinese history”

### 1.1 Conducive to improving the pertinence of teaching and highlighting the subjectivity of students

According to the reality of the investigation and research, when teaching “the outline of modern Chinese history”, students are generally not very interested and the teaching effect is not ideal. The reasons for this are as follows: first, the students lack sufficient attention to this course. Most students think that they only need to learn their professional knowledge to be effective in their future jobs, so they ignore the study of this course; second, before going to university, students have already studied Chinese modern history, and they are not relevant. Have a general understanding of the historical time and mission. But because some of the content in “the outline of modern Chinese history” overlaps with the content required by previous students, it reduces students’ enthusiasm for participating in learning.

The application of the topic-based teaching model is based on teaching practice, grasps the hot spots, and establishes the topic, so that the teaching of “the outline of modern Chinese history” is more targeted, and through the exploration of the logical relationship of history, it answers students’ doubts. The subject consciousness of contemporary college students is very strong, and they pay more attention to issues such as their own participation, independent thinking, and the improvement and development of personal abilities in educational activities. Through the topic-based teaching, students can intuitively experience the difference between the history of the university and the history learned in the high school stage, and strengthen their interest in the course of “the outline of modern Chinese history”. Teachers are no longer the leaders of classroom teaching, but have become participants, and the main body status of students is more prominent<sup>[2]</sup>.

## **1. 2 The teaching material system and teaching system can be kept consistent to improve the effectiveness of course teaching**

In the course teaching of “the outline of modern Chinese history”, a very important point is to realize the transformation of the teaching system of the course system of modern Chinese history. This is the essential requirement of course teaching and the actual requirement to ensure its teaching effect.

The course “the outline of modern Chinese history” covers a lot of content and has a unique positioning. Under the traditional teaching mode, students have great difficulty in learning, and the content is very complicated. Teachers can only teach within the specified class hours. From the orientation of the curriculum, grasp the teaching purpose, focus on the content of modern Chinese history, highlight the teaching theme, establish a scientific and effective thematic teaching content system, change the teaching content from simple knowledge narration to narration of important and difficult issues, and change history. The focus of learning knowledge is raised to the level of logical knowledge, which can broaden the historical perspective and clear the context, which is conducive to the analysis of practical problems from a historical perspective, and improves the students’ logical thinking ability to better highlight the historical significance. It is the important value in the education of ideological and political theory in colleges and universities<sup>[3]</sup>. At the same time, the topic-based teaching of “the outline of modern Chinese history” is more conducive for teachers to effectively handle the relationship between the various history courses, the relationship between university history and high school history teaching, so as to integrate the characteristics of “the outline of modern Chinese history”. Show it more comprehensively.

## **1. 3 Promote teaching and learning, and reflect the charm of the “outline of modern Chinese history”**

As a new teaching method, the topic-based teaching is relatively high for teachers. Teachers must have strong ability to analyze and integrate textbooks. Special topic teaching can maximize the academic expertise of teachers, optimize the allocation of various teaching resources, and allow teachers to conduct in-depth research and discussion around related topics. This is the process of teacher growth and development and the key to improving their own teaching level<sup>[4]</sup>.

The special topic teaching is carried out with specific questions to encourage students to think, so that students can realize the limited and non-integrity of historical knowledge they have mastered in the high school stage in the process of thinking, so as to mobilize them to understand the course of “the outline of modern Chinese history”. In addition, special topic teaching incorporates the “people-oriented” thought into the whole teaching process. In the course of teaching, in the process of teacher-student interaction, the mutual growth of teachers and students is realized.

## **2. Analysis of the special topic teaching mode of “the outline of modern Chinese history”**

### **2. 1 The objectives and characteristics of the thematic teaching of “the outline of modern Chinese history”**

#### **2. 1. 1 Goal**

First, the perspective of knowledge goals. To sort out the content of the course, so that students have an understanding of national history and national conditions. Second, the ability and target perspective. Combining with practical issues, after analyzing related issues and theories, we have a deeper understanding of historical issues.

#### **2. 1. 2 Features**

First, the characteristics of openness and innovation. The subject teaching should be freed from the shackles of the previous curriculum teaching mode. The establishment of the subject should be appropriately extended while focusing on the teaching material. It should be focused on students’ doubts or understandings or academic frontier issues, and innovative designs should be made. The content involved should have depth and breadth. Second, reality and pertinence. Special topic teaching effectively integrates my country’s historical development and changes and important practical issues, and overcomes hot issues. For example, the hot topics covered in “seven how to see” can be integrated into the topic to encourage students to think actively. Third, fusion. The topic-based teaching is not just a simple application of a teaching method, but a teaching method that integrates the centralized teaching mode. It combines the advantages of various teaching methods to ensure the effectiveness of course teaching<sup>[5]</sup>.

### **2. 2 The operating process of the thematic teaching mode of “the outline of modern Chinese history”**

#### **2. 2. 1 Preparation stage**

First, the teacher should pay a return visit to the previous students before the formal class, and make a survey of the students

who need to teach later, in order to clarify their learning foundation and understand their concerns.

Second, set up special topics. After the investigation is completed, the subject content should be determined according to the course content and teaching objectives. This is the key to teaching. The topic set must have a prominent theme, clear context, and strong pertinence.

Third, the division of labor in teaching and preparation should be made. Organize teachers of various topics and formulate teaching plans. Teachers of each topic collect information and make courseware according to the content of the topic.

### **2.2.2 Implementation phase**

First, the topic is described. Teachers should teach students how to acquire knowledge and improve their thinking ability when they are presenting special topics. Teachers can provide students with the historical and realistic materials contained in this topic, and explain the problems to be explored in this topic, so as to encourage students to participate in learning.

Second, thematic activities. Teachers can allow students to study independently according to the issues involved in each topic, and can organize various forms of teaching activities, so that students have more practice to think and learn. For example, in the process of students checking information, debates can be organized to mobilize students' enthusiasm for learning.

### **2.2.3 Summary stage**

At this stage, it is mainly to show students' learning achievements. Teachers make comments and students' self-evaluation to encourage students to consolidate the knowledge they have learned, and to urge students to sort out and summarize the knowledge learned in this course.

## **3. Conclusion**

To sum up, in the teaching of “the outline of modern Chinese history”, in order to give full play to the advantages of topic-based teaching, teachers must understand the connotation and characteristics of topic-based teaching, and scientifically construct topics based on the content of the curriculum to mobilize students' interest and autonomy to participate in the course learning, so as to achieve the course teaching goals.

## **References**

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