

Research On Countermeasures of Strengthening Ecological Civilization Education of "Outline of Modern and Contemporary Chinese History" Course

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Abstract. "Outline of Modern and Contemporary Chinese History" is one of the main courses for moral cultivation. In order to implement the spirit of the 20th National Congress of the Communist Party of China, to promote the harmonious coexistence between human and nature, to improve the quality of ecological civilization of college students, and to enhance the teaching effectiveness of the "Outline" course, it is necessary to strengthen the ecological civilization education of the "Outline" course. It is an important guarantee to develop, utilize and explore the ecological civilization education resources in the textbook for the comprehensive integration of ecological civilization education into the "Outline" course. It is necessary to flexibly use a variety of teaching methods in combination with the teaching content of ecological civilization and strengthen the practice of ecological civilization teaching inside and outside the school. It is the key to improve teachers' ecological literacy for enhancing the effectiveness of ecological civilization education in the "Outline" course

Keywords: Outline of Modern and Contemporary Chinese History, Ecological Civilization Education, Countermeasure.

1. Introduction

The construction of ecological civilization is a millennium plan related to the sustainable development of the Chinese nation. For the first time, the report of the 19th National Congress of the Communist Party of China made building a beautiful China an important goal to construct a strong socialist country with Chinese characteristics in the new era. The report of the 20th National Congress of the Communist Party of China pointed out that Chinese style modernization is a modernization in which human and nature coexist in harmony. It requires the joint efforts of all members of society to build a beautiful China and realize the modernization of the harmonious coexistence between human and nature. College students are the main force in the construction of socialist ecological civilization with Chinese characteristics. Ecological civilization education for all college students is an important guarantee for the smooth progress of China's ecological civilization construction in the new era. The "Outline of Modern and Contemporary Chinese History" (hereinafter referred to as the "Outline") course, as one of the main courses of the compulsory ideological and political theory course (hereinafter referred to as the "Ideological and Political Course") for undergraduates in colleges and universities across the country, is a key course to implement the fundamental task of building morality and cultivating people, while it is incumbent on strengthening ecological civilization education.

2. The necessity of strengthening ecological civilization education in the "Outline" course

In essence, the "Outline" course is a political theory course presented in the form of historical content. It has the attribute of a historical discipline, and has a very prominent advantage in explaining the historical logic of the CPC's ecological civilization thought, the process of ecological civilization construction, and the historical achievements of ecological civilization construction in the new era. It is necessary to strengthen the ecological culture education of the "Outline" course in the new era.

2.1. The objective requirements of implement the spirit of the 20th National Congress of the Communist Party of China "into textbooks, classrooms and minds"

The report of the 20th National Congress of the Communist Party of China comprehensively and systematically summarized the remarkable achievements and major changes in China's ecological civilization construction since the 18th National Congress of the Communist Party of China, deeply expounded that the harmonious coexistence between human and nature is one of the Chinese characteristics of Chinese modernization, made major decisions and arrangements for the construction of ecological civilization in the new era and new journey, and proposed key tasks and measures. Colleges and universities should organically combine the promotion of ecological civilization construction with the teaching of ideological and political courses, effectively promote the spirit of the 20th National Congress of the Communist Party of China into teaching materials, into classrooms, and minds, and implement ecological civilization education into the specific teaching activities of the "outline" course and other ideological and political courses.

2.2. The need to promote the all-round development of college students

The all-round development of a person is the all-round development of every realistic person. Not only the physical strength and intelligence are developed, but also all aspects of talent and working ability are developed, and people's social contacts and social exchanges are also developed. A person with all-round development is the one with many outstanding characteristics, including the quality of ecological civilization, which is reflected in the good ecological quality of harmonious development between human and nature, including ecological knowledge, ecological awareness, ecological behavior, and so on. People with all-round development not only need to pay attention to society and others, but also need to pay attention to the sustainable development of nature, put themselves in the right position in nature, and have the will and ability to assume the responsibility of protecting nature. [1] Many college students, who have weak awareness of ecological civilization, and insufficient knowledge reserves of ecological civilization, have not yet formed habits of ecological civilization. The quality of ecological civilization of college students is related to the overall development of college students, as well as the effectiveness of the construction of ecological civilization in the new era and the realization of the goal of a beautiful China. Strengthening the ecological civilization education of the "Outline" course is conducive to enriching and expanding the theoretical knowledge of ecological civilization of college students, and improving the quality of ecological civilization.

2.3. The need to enhance the effectiveness of the "Outline" curriculum education

Whether the educational content fully reflects the changes, characteristics and requirements of the times is directly related to the effectiveness of ideological and political education curriculum education. The attraction and vitality of the ideological and political education curriculum lies in the continuous enrichment and improvement according to the needs of the times, and the necessary adjustment of the content of the ideological and political education curriculum. Ecological civilization and its construction is an issue of the times in today's international society, which is also a major practical issue in China's economic and social development. Ecological civilization education has subsequently become a hot educational field with rapid development at home and abroad.^[2] This makes ecological civilization an important resource of the "Outline" course, and ecological civilization education also becomes an important part of the "Outline" course. The development and utilization of ecological civilization education resources of the "Outline" course can meet the college students' understanding and recognizing of ecological civilization, which is a major issue of the times and a practical problem, so as to enhance the attractiveness of the "Outline" course, stimulate college students' interest in learning, and improve the educational effectiveness of the "Outline" course.

3. Measures to strengthen ecological civilization education in the "Outline" course in the new era

3.1. Optimize the teaching content of ecological civilization

With the promotion of ecological civilization construction in the new era, the "Outline" course should strengthen ecological civilization education and better play its role in serving the society. For a long time, the ecological civilization education of the "Outline" course is relatively weak. Therefore, it is an urgent task for the self-development of the "Outline" course to fully tap and utilize historical materials and educate students on ecological civilization awareness.

Due to the limitation of space, the "Outline" course textbook (2023 version) cannot be comprehensive and has few explicit ecological civilization education resources, which chapter 10 mainly discusses the achievements of ecological civilization construction since the 18th National Congress of the Communist Party of China. Because the most content of ecological civilization in textbooks is non-dominant, it is easy to be ignored by teachers so that the opportunity would be missed to carry out ecological civilization education for college students.

Although the ecological civilization education resources directly presented in the "Outline" textbook are limited, in fact, each chapter contains ecological civilization education resources, which need to be deeply excavated to fully integrate ecological civilization education into teaching.

For example, teachers may supplement the traditional ecological wisdom of China when having a lecture for the excellent traditional culture of ancient China in the first chapter, so that college students can understand the origin of the Communist Party of China's ecological civilization construction thought. In addition to military aggression, political control, economic plunder and cultural infiltration, there is also ecological destruction to explain the aggression of western powers against China. Teachers should guide college students to understand that China's ecological problems are caused by a variety of factors. In addition to natural factors, economic growth mode and energy structure, it is also related to the aggression of capital imperialism. In modern history, capital imperialism carried out cruel and brutal aggression and oppression against China, ruthlessly destroyed countless buildings and vegetation, including the Old Summer Palace, plundered China's forest resources and mineral resources, launched bacterial warfare which led to the occurrence and prevalence of diseases. All these have seriously damaged the ecological balance and caused serious ecological disasters. Their wanton plundering of China's natural resources and deliberate destruction of the ecological environment are important historical reasons for China's ecological problems. When the teachers explain the exploration of different social forces on the national way out from the second to third chapters, they may introduce the ecological greening thought of Zuo Zongtang, the representative of the Westernization Movement, the ecological view of Liang Qichao, the representative of the Reform Movement of 1898, and the ecological environment thought of Sun Yat sen, so that students can realize that their deep concern for ecological environment issues, ecological ideas and even ecological practices, which constitute an organic part of the early exploration of the national way out. For the contents of Chapter IV to Chapter VII, what is easy to be ignored but should not be ignored is the ecological environment protection thought and practical experience of the Communist Party of China during the period of the new democratic revolution. It is very important to grasp the historical origin of the ecological civilization thought of the Communist Party of China to trace back to the ecological thought gene and its practical exploration in the early stage of the centennial CPC.[3] When explaining the contents of Chapters 8 to 9, we can sort out the historical evolution of the Communist Party of China's ecological civilization thought and ecological practice since the founding of the People's Republic of China, so that college students can fully understand that building ecological civilization is an important part of achieving the great rejuvenation of the Chinese nation that the Communist Party of China unite and lead all people in the whole country, and that it is the goal that the Communist Party of China committed to pursuing to achieve the modernization of harmonious coexistence between human and nature, which would enhance college students' emotional identification with the Communist Party of China. In addition, teachers should

make full use of and expand the educational resources of ecological civilization in Chapter X, focusing on teaching 's ecological civilization thought and the historic, turning and overall changes in China's ecological environment protection under the guidance of Xi Jinping's ecological civilization thought.

3.2. Use various teaching methods

Whether the teaching methods is used properly or not is directly related to the realization of teaching effects and is crucial for students to maintain their interest and motivation in learning. To strengthen the education of ecological civilization, we must not simply preach and indoctrinate, but adopt appropriate teaching methods in combination with the teaching content of ecological civilization to improve the effectiveness of ecological civilization teaching.

Thematic teaching method. As far as the textbook is concerned, the content of a single chapter occurs in a specific short period of time. Therefore, it is difficult for textbook writers to present similar history with a large time span in one chapter. Thematic teaching can effectively overcome this drawback.[4] For example, the fourth to seventh chapters of the "Outline" textbook contain the important content of the Communist Party of China's ecological environment protection thoughts and practical experience in the new democratic revolution period. If the teachers simply follow the chapters, the content of each class in a single period cannot reflect the historical time span. Thematic teaching helps students to focus more on the teaching content, grasp the learning points, form clear ideas, and understand more thoroughly, completely, and systematically. The Communist Party of China could put forward and put into practice environmental protection ideas such as planting trees widely, taking forests as the basis, and respecting nature in rural revolutionary bases during the severe revolutionary period, which not only shows that the Communist Party of China had the consciousness of protecting natural resources and ecological environment, but also reflects the excellent character of the Party that is good at obtaining truth from practice.

Online and offline mixed teaching method. It is the core content of ecological civilization education to lead college students to deeply study and practice Xi Jinping's ecological civilization thought in the ideological and political theory course of colleges and universities. According to the disciplinary characteristics of the "Outline" course, it focuses on the historical evolution of the ecological civilization thought of the Communist Party of China and the formation and development process of Xi Jinping's ecological civilization thought. Several generations of leading group of the Party, represented by Mao Zedong, Deng Xiaoping, Jiang Zemin and Hu Jintao, actively explored the construction of ecological civilization, put forward a series of theoretical propositions, and achieved important results, laying an important theoretical and practical foundation for the formation and development of Xi Jinping's ecological civilization thought. Due to the limitation of class hours, it is not enough to rely only on limited classroom teaching. It is also necessary to use the classic literature of ecological civilization thought of leaders of all generations since the founding of the People's Republic of China as the content of online resources for students to read through the construction of the online platform of the "Outline" course, or make micro-lesson videos to fill the online curriculum ecological civilization teaching resources. In the process of making micro-lesson video, the ecological civilization thought of each leader was taken as a knowledge point, and the rich connotation of Xi Jinping's ecological civilization thought was highlighted. Online ecological civilization education resources and offline teaching complement each other, so that college students could systematically and completely understand the historical process of the evolution of the ecological civilization thought of the Communist Party of China.

Story teaching method. Since the 18th National Congress of the Communist Party of China, under the guidance of Xi Jinping's ecological civilization thought, China's ecological civilization construction has made historic changes and remarkable achievements. In the teaching of the "Outline" course, "green stories" in different regions of China are excavated and sorted out while different knowledge points are carefully refined, the attraction and appeal of ecological civilization education would be improved through story telling in the classroom. For example, Hebei Saihanba Forest Farm

is as a vivid example of China's ecological civilization construction. Teachers tell the history of Saihanba to the students in classroom. For nearly 60 years, three generations of people have insisted on planting trees in quicksand and building farms in desert. Now it has become the largest artificial forest sea in the world after making great efforts. Through teaching, students will have a deep understanding of the "green story" of Saihanba Forest Farm, and understand the core connotation of "Saihanba Spirit" and "remember the mission, work hard, and green development".[5]

3.3. Strengthening practical teaching

As the expansion and extension of classroom teaching, practical teaching is a process of continuous recognition and internalization, with obvious permeability, experience and practicality, which can effectively make up for the shortcomings of traditional classroom theoretical teaching, help college students digest and absorb classroom theoretical knowledge, and improve the teaching effect. Therefore, teachers of the "Outline" course should actively explore various forms of practical education, which is not only conducive to the consolidation and deepening of college students' understanding of the theory of ecological civilization, but also promotes college students to internalize and externalize the theory of ecological civilization.

Firstly, it is school practice. In combination with professional and personal hobbies, we can set up an ecological civilization society, carry out knowledge contests, debates, speeches, photo contests and other activities on ecological civilization, which help to cultivate students' ecological awareness through practical activities, and enable them to deeply understand the theoretical knowledge of ecological civilization in practical activities. In addition, in the annual Arbor Day, World Earth Day and World Environment Day college students could be organized to participate in thematic practice activities such as "eliminating white pollution", "Earth Hour" and "protecting the blue ocean", so as to help them imperceptibly understand the concept of ecological civilization and understand the importance of ecological civilization construction, so as to put ecological civilization into daily life and the construction of green campus.

Secondly it is off campus practice. Teachers can take the initiative to contact off campus ecological civilization practice teaching bases, such as botanical gardens, zoos, ecological reserves, etc., and organize college students to go to the ecological civilization practice teaching bases for field investigation, study and research, so as to truly combine the ideological and political class with the social class, so that students could walk between green waters and green mountains and master first-hand information, and accept the intuitive and vivid ecological civilization education, feel the changes brought by the construction of ecological civilization, feel the fruitful results of the construction of ecological civilization in the new era, consciously form the ideology of protecting the natural environment, and improve the ability to practice ecological civilization.

3.4. Improve teachers' ecological literacy

Whether teachers have good ecological moral quality is directly related to the effectiveness of ecological civilization education. Teachers' words and deeds play an important role in demonstrating and infecting the formation of students' ecological moral quality. As a teacher, in addition to noble moral sentiments, advanced educational concepts, extensive cultural knowledge, solid professional foundation, and effective educational ability, he should also have the quality of ecological civilization to set a good example for college students. Teachers play a leading role in ecological civilization education, and play an irreplaceable role in improving students' awareness of ecological civilization and cultivating their relevant behavioral abilities. Whether teachers have received systematic ecological civilization education, learning or training is related to the breadth, depth and quality of courses. As Brundtland, the president of World Commission on Environment and Development, pointed out in 1987, teachers play a key role in helping achieve comprehensive social transformation and sustainable development.

At present, the majority of teachers in colleges and universities are specialized talents trained under the traditional education mode lacking the new concept of ecological civilization. In addition to

teachers in ecology, environmental science and other majors, most teachers lack ecological science knowledge. Most of the "Outline" course teachers are from the educational background of humanities and social sciences, whose theoretical knowledge of ecological civilization is insufficient, which lead to the weakening of ecological civilization education in the "Outline" course.

Ecological civilization education is one for all and a lifelong education. The "Outline" teachers are both educators and recipients of ecological civilization education. On the one hand, teachers of the "Outline" course should enhance their awareness of learning and studying the theoretical system of ecological civilization, and constantly enrich and expand the theoretical knowledge of ecological civilization. On the other hand, colleges and universities should organize teachers of the "Outline" course to study and research Xi Jinping's ecological civilization thought, regularly hold special seminars and on-site exchanges on the theoretical research of Xi Jinping's ecological civilization thought, so that teachers' minds should be armed with Xi Jinping's ecological civilization thought. Colleges and universities open up training channels for teachers, provide necessary opportunities for further study and learning, broaden teachers' academic background, foster teachers' ecological theory cultivation, which enable teachers to keep pace with the times, follow up and master the cutting-edge theoretical issues of ecological civilization construction, and stimulate teachers to fully use and deeply tap the ecological civilization education resources contained in the discipline. At the same time, colleges and universities should pay attention to the improvement of teachers' teaching skills and teaching level, so that they could be competent for the task of ecological civilization education in the new era. Colleges and universities should also increase capital investment, support teachers to engage in scientific research on ecological civilization, promote teaching through scientific research, and improve teachers' level and ability of ecological civilization education. Colleges and universities should also actively guide teachers to fulfill their obligations to protect the ecological environment and encourage teachers to participate in environmental protection practices.

4. Conclusion

The "Outline" course contains rich ecological civilization education resources, which need teachers to develop, utilize and excavate. Through optimizing the teaching content of ecological civilization, teachers guide college students to make it clear that building ecological civilization is an inevitable choice for the great rejuvenation of the Chinese nation. Under the leadership of the Communist Party of China, the construction of ecological civilization in China has continued to move forward, and the establishment and improvement of the socialist system has provided a strong guarantee for the construction of ecological civilization. Through the integration and summary of ecological civilization education resources contained in each chapter, teachers would make college students clear the development law that ecological prosperity leads to national prosperity, understand that Xi Jinping's ecological civilization thought is the fundamental follow and action guide for the construction of ecological civilization in the new era, and comprehend the achievements of ecological civilization construction in the new era, so as to firmly commit to the historical responsibility and lofty sense of mission of ecological civilization construction.

In short, to promote the construction of a beautiful China and realize the modernization of harmonious coexistence between human and nature, we must strengthen the ecological civilization education in the "Outline" course, and cultivate talents for the society to meet the needs of ecological civilization construction. It is necessary to make full use of and excavate the resources of ecological civilization education in teaching materials, realize the transformation of teaching material system into teaching system, to properly use teaching methods in combination with the contents of ecological civilization education, to strengthen practical teaching links, to strengthen the construction of teaching staff which could improve the ecological literacy and ecological civilization education ability of teachers of the "Outline" course, so that constantly the effectiveness of ecological civilization education should be improved.

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