

On Strengthening the Education of "Four Histories" in the Course of "the Outline of Modern History of China"

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Abstract. "Four Histories" are important resource and strong support of the "Outline" course while the "Outline" course is the main position to strengthen the "four histories" education. For strengthening the education of "Four Histories" in the "Outline" course, the premise is to grasp the logical relationship between theory, history and practice, as well as the relationship between time, space, content and primary and secondary contents while the key is to tell the stories of party history well, in particular, the ones of the party's centennial struggle course major achievements, the ones of important figures and important historical events, and the ones of the party's spirit, so as to realize the value guidance. In addition, we must adhere to the important principle of the combination of history and theory, and realize the unity of academic rationality and political nature.

Key words: the Outline of Modern history of China, "Four Histories" Education, the Combination of History and Theory, the Story of Party History

1. Introduction

In January 2020, General Secretary Xi Jinping clearly proposed to study the history of the party, the history of new China, the history of reform and opening up, and the history of socialist development (the "Four Histories") at the theme education summary conference of "Remain true to our original aspiration and keep our mission firmly in mind" . After that, he stressed the importance of learning the "Four Histories" on different occasions. In June 2020, the Ministry of Education issued a notice, which clearly required to carry out the education of "Four Histories" among teachers and students in colleges and universities all over the country, and emphasized that the education of "Four Histories" should be connected with the strengthening of patriotism education and the implementation of the fundamental task of establishing morality and cultivating people. The outline of Modern History of China (hereinafter referred to as the "Outline") mainly tells the history of Chinese people's striving for national independence and people's Liberation and realizing the prosperity and happiness of the country since modern times China, whose teaching purpose is to help students understand the history of the party, national history, national conditions, and to help them deeply understand the historical inevitability of the Chinese people choosing Marxism, the Communist Party of China, the socialist road and reform and opening up, whose teaching content actually covers the "Four Histories". The teaching objectives and themes of the "Outline" course are highly consistent with the "Four Histories" education, which is the main channel and position for the ideological and political course to carry out the "Four Histories" education. By strengthening the education of "Four Histories" and integrating the "Four Histories" education into the curriculum system and teaching system of the "Outline" course more comprehensively and concretely, it will be conducive to guide college students to study the glorious history of the party, enhance their historical thinking, inherit revolutionary culture and red gene, stimulate the enthusiasm of loving the party, the country and socialism, and further enhance our ideals and beliefs and strengthen our their mission and commitment.^[1]

2. Grasp the internal logical relationship of "Four Histories"

"Four histories" are not isolated or separated. There are many similarities and intersections between "Four Histories". The contents of "Four Histories" are distributed in different chapters and topics of the "Outline" course. To strengthen the education of "Four Histories" in the "Outline" course,

we should first clarify the logic relationship of theory, history, practice, the one of time and space, content, primary and secondary contents among the "Four Histories". Only in this way can we grasp the "Four Histories" as a whole, fully explore the ideological and political education resources in the "Four Histories", find out the joint point between the "Four Histories" and modern Chinese history, and promote the organic integration of the "Four Histories" education into the thematic teaching system.

2.1. The logic relationship of theory, history and practice among the "Four Histories"

The relationship between "Four Histories" on the level of theory, history and practice is reflected in the following aspects: after the first World War, capitalist cultural crisis appeared in the west, which led to the surge of socialist thoughts. In addition to Marxism, all other socialist trends of thought only conceived the ideal model of the future socialist society, but did not analyze the way and theoretical basis of how to realize the ideal model. Only Marxism was the only scientific socialist theory. Marxism not only conceived the ideal model, but also had two theoretical cornerstones: historical materialism and surplus value theory. Moreover, Marxism also had the way to realize this ideal mode on the basis of the two theoretical cornerstones, that is, class struggle. The emergence of scientific socialism theory promoted socialism from theory to practice. The victory of Russia's October Revolution made Marxism change from theory to practice, which further confirmed the scientific truth of Marxism, which also brought hope and new choices to the confused advanced Chinese elements, thus making theoretical preparations for the establishment of the Communist Party of China. Since the founding of the Communist Party of China, the realization of socialism and communism has been regarded as the goal of struggle. The Communist Party of China united and led the people of all ethnic groups to carry out the new democratic revolution and created new China, led the people to complete the socialist revolution and establish the basic socialist system, led the people of all ethnic groups in the country to carry out comprehensive and large-scale socialist construction, and made foundational achievements. After the Third Plenary Session of the Eleventh Central Committee, the Communist Party of China led the people to explore reform, opening up and modernization, who created, adhered to and developed socialism with Chinese characteristics. Since the 18th National Congress of the Communist Party of China has comprehensively promoted the Five-sphere Integrated Plan, coordinated the Four-pronged Comprehensive Strategy, and promoted the socialism with Chinese Characteristics to enter a new era. Therefore, the logic of theory, history and practice of "Four Histories" can be summed up as the logic closed loop: from the theory of scientific socialism, to the history of the founding of the Communist Party of China and the establishment of new China under the leadership of the CPC, to the practical exploration of the reform and opening up and modernization construction under the leadership of the CPC, and to the contribution value of the practical exploration of the Chinese people to the history of world socialist development.^[2]

2.2. The logic relationship of space-time, content and primary and secondary contents of the Four Histories.

The Four Histories are superimposed in time. The history of socialist development is the longest, including the history of the party, the history of new China and the history of reform and opening up. The history of the party is second, including the history of new China and the history of reform and opening up. The history of new China includes the history of reform and opening up. In terms of the spatial scope of the Four Histories, the history of the party, the history of new China and the history of reform and opening up took place in China's time and space, while the history of socialist development is the history of the origin and development of socialism in the world.

The Four Histories are related in content. The history of the development of socialism is the earliest. The development of socialism from Utopia to science gave birth to Marxism. The combination of Marxism and the Chinese workers' movement led to the birth of the Communist Party of China. The Communist Party of China led the people in hard struggle and established new China. On the basis of

the development of new China, we carried out reform and opening up, created, adhered to and developed socialism with Chinese characteristics. The connection point of "Four Histories" is socialism. The history of the party, the history of new China and the history of reform and opening up are all the different stages of the history of socialist development.

The focus of "Four Histories" education is the history of the party. The party history is the core and key of the "Four Histories", which has a unique and important theoretical position. The Communist Party of China is the common subject of the "Four Histories", who is not only the main body of socialist development, but also the founder of new China and the promoter of reform and opening up. The main line of the "Four Histories" is the history of exploration and practice that the Communist Party of China has been seeking happiness for the people, rejuvenation for the nation and great harmony for the world. The source of the history of the party is the history of socialism development, whose achievements are the history of new China and the history of China's reform and opening up. "Four Histories" is an extended history of the party. Therefore, the most important part of the "Four Histories" education is the party history education.

3. Tell the story of party history well

The key point of "four histories" education is the education of party history. It is an important way for strengthening the study and education of party history to tell stories of party history well. Telling stories of the party's history is conducive to the inheritance of the red gene, and helps to learn from history and support politics and educate people while it is also of great significance to refute historical nihilism and strengthen the "confidence in the path, theory, system and culture".^[3] The main content of the "Outline" course is the history of the party. Telling stories of the party history well is the inevitable requirement of carrying out the study and education of the party history which is the key to strengthen the education of the "Four Histories" in the "Outline" course.

3.1. Tell the story of the party's hundred year struggle process well

The history of the Communist Party of China truly records the struggle course that the Communist Party of China united and led the people of all ethnic groups in the whole country to fight for national independence, people's liberation, national prosperity and people's happiness. During the period of the new democratic revolution, the Party led the people of the whole country to overthrow the oppression of feudalism, imperialism and bureaucratic capitalism, and created the fundamental social conditions for the great rejuvenation of the Chinese nation. During the period of socialist revolution and construction, the Party led the people of the whole country to complete the transformation of agriculture, handicraft industry and capitalist industry and commerce, and established the socialist system, which laid the fundamental political premise and institutional foundation to realize the great rejuvenation of the Chinese nation, who promoted the socialist construction and made groundbreaking achievements. In the new period of reform and opening up and socialist modernization, the Communist Party of China united and led the Chinese people to firmly promote reform and opening up, who created, upheld, defended and developed socialism with Chinese characteristics which realized the great leap from Chinese standing up to getting rich. Socialism with Chinese characteristics has entered a new era while the Communist Party of China has upheld and improved the socialist system with Chinese characteristics, has advanced modernizing China's governance system and upgrade its governance capabilities, overcome a series of major risks and challenges. Under the party's leadership, we achieved the first Centenary Goal, and made clear the strategic arrangements for the realization of the second Centenary Goal. In the teaching of the "Outline" course, we should tell well the great achievements and historical experience of the Communist Party of China in the past 100 years, the story of the continuous promotion of the localization of Marxism by the Communist Party of China in a century, and the story of the Chinese Communist Party's courage to self revolution.

3.2. Tell stories of outstanding figures of the Communist Party of China and major historical events well

Outstanding figures are the organizers and participants of major historical events and important promoters of the historical process. Major historical events play an important role and significance in the process of historical development. By using the teaching mode of empathy, teachers should explain thoroughly and speak live on the story of the heroic models of the Chinese Communists who stepped forward and took responsibility so that students could deeply understand the mental process of CPC members and advanced models.[4]The evaluation of historical figures should adhere to the historical materialism. "The historical figures should be analyzed in the historical conditions of their times and society while we could have a comprehensive understanding for historical conditions and historical process, and a scientific grasp for historical laws. We can't ignore the relationship between historical inevitability and historical contingency. "[5]In order to comprehensively and dialectically evaluate the important figures and events in the history of the party, we should take a clear-cut stand against and resist the wrong views such as historical nihilism.We should not only prevent the tendency of "deifying" the party historical figures, but also guard against the tendency of "demonizing"the party historical figures.Similarly, the twists and mistakes in the history of the party should be analyzed comprehensively and dialectically. We should not avoid talking about them and provide public opinion space for historical nihilism, let alone deliberately "enlarge" and keep company with historical nihilists.

3.3. Tell the spirit of the party well

To tell the story of the party, we should tell the spirit of the party well.The spirit of the party is also an important part of the history of the party and the soul of the history of the party. In the practice of different historical periods, the Communist Party of China condensed and formed many spirits with their own unique connotations.Their convergence forms the party's spiritual pedigree, including "the Spirit of Party Building", which features adhering to the truth, adhering to the ideal, practicing the original intention and undertaking the mission, being not afraid of sacrifice, heroic struggle, being loyal to the party and of living up to the people, the Red Boat Spirit, which highlights pioneering work, a striving spirit and dedication to the cause, "the Long March Spirit ", which features being not fear to sacrifice and daring to fight , " the Spirit of Xibaipo" , which highlights working hard then to enjoy the fruits of labor, " the Spirit of combating the COVID-19 epidemic, which features putting people's lives first, nationwide solidarity, sacrifice, respecting science, and a sense of mission for humanity, and other spirit. In the teaching of "Outline" course, teachers should sort out the sequence of Chinese spirit so that college students could cultivate the spirit of patriotism, firm ambition to follow the party and adhere to the belief of Marxism under the nourishment of historical spirit.

4. Adhere to the principle of combining history with theory

To integrate the education of "Four Histories" into the teaching of "Outline" more comprehensively and concretely, we should adhere to the principles of historical materialism, integrating theory with practice, combining history with theory. Among then, the principle of he combination of history and theory is very important ,which it is the objective requirement for the outline course to play the function of ideological and political education.

On the one hand, we should adhere to the objective historical facts to support the evaluation and conclusion of the "Four Histories".On the other hand, it is necessary to make a thorough theoretical analysis of the historical laws and experiences contained in the "Four Histories", to reveal the historical inevitability of the "Four Choices", which should be used to excise control over all the historical processes, figures and events of the "Four Histories".General Secretary Xi Jinping stressed: we should "respond to students with thorough theoretical analysis, convince students with thorough ideological theory, and guide them with the powerful power of truth".^[6]

4.1. Teachers should have a good knowledge of history

Adhering to the combination of history and theory requires teachers to master rich historical knowledge. "Four Histories" is a compulsory course for all teachers of ideological and political education, especially for those of "Outline" course. Only when they are familiar with the history of modern China and familiar with the history of more than Chinese civilization can they understand that it is important premise for achieving the unification to effectively resist the invasion of the foreign enemies, realize the prosperity and strength of the country and the people's living and working in peace and contentment, while teachers can understand the "Four Matters of Confidence" (Confidence in the path, theory, system, and culture of socialism with Chinese characteristics) more thoroughly. If we understand the history of the party in the past century, we will have a deeper understanding: only the Communist Party of China can save China; Only the Communist Party of China can build China; Only the Communist Party of China can develop China. Teachers need to have a global perspective. China's modern history should be examined in the scope of the whole world history. the development of modern Chinese history and the profound changes of Chinese society should be examined from the macro perspective of the overall history and world history. Only by understanding China's problems in connection with the characteristics of the times, the international pattern and the general trend of the world, can we grasp the basic laws and mainstream of China's modern history.

4.2. Teachers should analyze the regulations of historical development

Adhering to the combination of history and theory requires teachers to deeply analyze the historical experience and law behind the "Four Histories", and through analyzing the historical facts, the historical theory and the historical law behind a certain knowledge point is achieved.^[7] For "Four histories", teachers not only learn, but also grasp them in a dialectical and rational way of thinking from the height of historical development, while teachers clarify the basic problems and theoretical viewpoints of modern Chinese history with historical facts, so that they would help students form political identity such as party identity, system identity, system identity and policy identity.

5. Conclusions

To sum up, the "Outline" course bears the mission of the times of "Four Histories" education, which guides college students to correctly recognize the historical inevitability of important choices and major changes in modern Chinese history, so that they would love the party and our country by knowing history. College students should be encouraged to shoulder the responsibility and mission of the great rejuvenation of the Chinese nation with the party's struggle process and great achievements. With the stories of leaders and heroes, we can set a glorious example for college students. With the great spirit formed by the Communist Party of China in different periods, college students are encouraged to carry forward the red tradition, inherit the red gene, continue the spiritual blood of the Communist Party, and stir up the spirit of marching forward into a new journey and striving for a new era.

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