

# Integration of the Party's Historical Experience of a Century of Struggle Exploration of the Methodology of the Class "Outline of Modern Chinese History"

-- The Problem Chain Teaching Method as an Example

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**Abstract:** College courses have a self-evidently important role in establishing morality and educating people, so it is especially important to adopt new teaching methods to improve the teaching effect of college courses. In November 2021, the Party Central Committee held the Sixth Plenary Session of the Nineteenth Central Committee and adopted the Resolution of the Central Committee of the Communist Party of China on the Significant Achievements and Historical Experiences of the Party's Hundred-Year Struggle, which clearly lists the Party's hundred years of struggle and historical experience, a total of ten articles. This series of historical experience is closely related to the content of the modern Chinese history course in colleges and universities. Integrating the historical experience of the Party's century-long struggle into the modern Chinese history course enhances the role of the course in promoting morality and cultivating people's moral character, and cultivating the roots and casting the soul. At present, colleges and universities are constantly trying and exploring new teaching methods, such as hybrid teaching mode, paired teaching method, heuristic method, etc. Taking the problem chain teaching method as an example, this time, we focus on the characteristics, necessity, and results of the problem chain teaching method to promote the integration of the Party's historical experience of a hundred years of struggle into the course of the Outline of Modern Chinese History.

**Keywords:** Problem Chain Teaching Method; Historical Experience of the Party's 100-year Struggle; Outline of Modern Chinese History.

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## 1. Problem Chain Teaching Method

### 1.1. Initiation and Definition of the Problem Chain Pedagogy

The School of Marxism at the Central University of Finance and Economics (CUFE) pioneered the "Chain of Issues Teaching Method". The college first conducted a comprehensive and holistic research on students to fully understand the concerns of students, and then integrated students' concerns, knowledge of textbooks and teaching points, eventually forming a progressive and logical chain of problems and solving important and difficult teaching points; after years of hard work and exploration, the problem chain teaching method has now formed a standardized implementation process.

Definition of "problem chain": The so-called "problem chain" is a new teaching mode in which teachers, according to the teaching objectives and the students' existing knowledge and experience, set the teaching content and teaching objectives into a new teaching mode with the core problem as the link and other feeder problems as the support, aiming at cultivating and stimulating the students' innovative ability of dialectical thinking and their own learning ability, and in the basic form of cooperation and interaction between teachers and students. The new teaching mode of is to train and stimulate students' innovative ability of dialectical thinking and their own learning ability, and the cooperation and interaction between teachers and students as the basic form. The problem chain of the teaching process is a series of centered, thematic, sequential, relatively independent, and at the same time interconnected problems. The problem chain

teaching method has a strong guiding and orienting effect on students in the process of receiving course content, aiming to enhance the ideological, theoretical and affinity and relevance of college courses, and to promote the quality and efficiency of classroom teaching by stimulating the vitality of students' thinking. The "problem chain" is not a rough and simple form in which the teacher raises questions and the students make answers. In this teaching mode, the problem chain occupies an extremely important position, and the so-called teaching problem chain is a chain of knowledge guides developed by the teacher according to the content of the textbook and the teaching objectives, which have depth, breadth, and thinking, high level of understanding, and can be expanded strongly. The so-called teaching problem chain is a chain of knowledge guidance formulated by teachers according to the content of the teaching materials, with depth, breadth, reflection, high level of understanding and strong expandability. Learning and problems always go hand in hand, the problem is the source and power of thinking, in the process of students acquiring knowledge, the problem chain can effectively guide students to think and explore the relevant content in depth. The design of the problem chain should focus on the following five aspects: first, whether the design of the problem chain is in line with the requirements of the teaching content and teaching objectives; second, whether the design of the problem chain is in line with the main theme of each chapter, and whether it highlights the center of the chapter; third, whether the design of the problem chain is led by the core problem, and the layers progress gradually; fourth, whether the timing of the problem chain is just right, and whether it meets the students' expectations of teaching problems; fifth, whether the problem chain is designed according to the

teaching content and whether it can make appropriate extensions and other characteristics. In the actual college classroom, the use of the problem chain teaching method has been gradually popularized.

## 1.2. Types of Problem Chain Pedagogy

The design of the problem chain in the teaching process is varied, and different types of problem chains have different teaching functions, which can be divided into the following eight types: introductory problem chain, differential problem chain, diagnostic problem chain, exploratory problem chain, migratory problem chain, elasticized problem chain, summarizing problem chain, and progressive problem chain.

With the theme of this study as the core, let's focus on an example of the integration of the historical experience of the Party's 100 years of historical struggle into the modern Chinese history curriculum under the problem chain teaching model.

**Introductory question chain:** This type of question chain is also known as "introductory question chain", the introductory question chain is designed by the teacher to introduce the subject, to promote the link between the courses, to stimulate students to think about the content of the lectures and interest in the content of the lectures, and for the subsequent content of the lectures and objectives of the lectures and the design of the question chain. Its key role is to guide. Take the first chapter of the modern Chinese history course, "The Trials and Tribulations of the Chinese Nation after Entering the Modern Era", for example, how can we use the chain of questions to guide the students' mastery of historical knowledge? Before formalizing the lesson, we can ask the following questions. First, what did the invasion of imperial capital bring to China? Second, what were the fundamental reasons for China becoming a semi-colonial and semi-feudal society? Third, what is the significance of the war against invasion in modern China? Fourth, in the struggle against foreign invaders, what historical experiences of struggle has the Party summarized?

In the process of exploring and analyzing the chain of introductory questions, students are able to find and summarize the common points of the answers to different introductory questions while searching for the answers to the multilayered aspects of each question through a series of interrelated questions, and then have a preliminary understanding and construction of the knowledge of the lectures, and form a mind map of the classroom content. In the process of the teacher's teaching, students can fill in and improve the knowledge structure according to their own mastery of the content of the lecture, and the impression of knowledge mastery will be more profound.

**Differential Question Chains:** Differential question chains are a set of questions that are similar to each other, but the answers are very different, unexpected, and may conflict with the students' common knowledge or previously accepted learning concepts. This conflict may disrupt the student's original perceptions and create a deeper memory of the course content as it is received.

**Diagnostic question chain:** In the process of teaching, it is important to guide students to question and understand their mistakes. Students' mistakes precisely expose their own pain points in the acceptance of knowledge, teachers can diagnostic guidance for students according to their mistakes, to cultivate students' thinking and summarizing ability, diagnostic question chain can be aimed at the teaching content of the three points of a point, that is, the key point, the

difficulty, the doubt and easy to error, presenting a chain of questions with reflective significance, which often make the students reveal their mistakes and weak links, then the teacher can focus on these weak points. These questions tend to make students expose their mistakes and weak links, then teachers can focus on these weak points, so that students can be practiced and improved in their mistakes.

**Chain of exploratory questions:** The chain of exploratory questions is a series of thoughtful questions designed by teachers to cultivate students' spirit of exploration and creativity, and the most important feature of this type of questions is that they enable students to constantly activate their own thinking in the process of solving problems, and constantly raise new problems and solve them according to the existing chain of problems. This kind of problem often does not have a special standard answer, has a strong expansive and innovative, students in the study of exploratory problem chain, often consult a large number of relevant literature, so it will cultivate students to think positively, boldly envision, breakthroughs and innovation, to achieve the active thinking, and promote the students to continuously build their own knowledge structure purpose. In Chapter 5 of Modern Chinese History, "The New Path of the Chinese Revolution", students can be prompted to construct a basic knowledge framework and structure while solving problems by asking probing questions. For example, "What is new about the new path of the Chinese Revolution? How did the Chinese Communists represented by Mao Zedong explore and open up a new road for the Chinese Revolution?", "In exploring the new road for the Chinese Revolution, how did the Chinese Communists explore and open up a new road for the Chinese Revolution?", "In the process of exploring the new road of the Chinese Revolution, which historical experiences of the Party's century-long struggle are embodied in the resolution, and how did the Chinese Communist Party make to summarize these historical experiences and strengthen the ideological and theoretical construction of the Party?" Answers to these questions can be given from a variety of perspectives: examples from various historical periods, reports and writings of personalities (e.g. Mao Zedong's Theory of Practice, Theory of Contradiction, etc.), etc.

**Summative question chain,** this part of the question chain is widely used in classroom teaching, unit teaching, subject teaching summary, the purpose of the design of the summative question chain is to review the knowledge that has been learned in the past, to help students form a complete, systematic, structured knowledge map. The chain of summative questions is interlocked in order to achieve the purpose of linking the usually scattered knowledge points together, in which students will consciously summarize, analyze and conclude the knowledge they have learned. The chain of summarizing questions cultivates students' ability to summarize and organize, build knowledge networks, and check for gaps. In the course of modern Chinese history, the summarizing question chain occupies an important position. The subject of history has high requirements for students to master the time line and the people and events in each stage, and the total amount of historical knowledge is huge. Therefore, in the process of learning historical knowledge, students are often prone to confuse the historical events that happened in each period, and it is especially easy to remember the time points of major historical events wrongly, and the chain of summarizing questions can help students to review

their knowledge and help them to sort out the historical events and the historical The chain of summarizing questions can help students review their knowledge and help them clarify historical events and the historical timeline, and establish a set of historical knowledge network with clear time and events. For example, in the summary of Chapter 3, "The Xinhai Revolution and the End of the Monarchical Dictatorship", we can put out this question: "Compared with the previous movements, what are the progresses of the Xinhai Revolution? Please list them separately." In this question, students can not only have a fuller understanding of the progress of the Xinhai Revolution, but also be able to clarify the sequence of historical events within the stage through the comparison of events, the causes, characteristics, significance, role of historical events, etc., so as to have a deeper grasp of historical knowledge.

Elasticized question chains: This mainly means that when designing questions, they should be fully designed for teachers and students to promote initiative and creativity in classroom teaching. As each teacher's teaching style and speed is different, and each student's acceptance of knowledge is also different, the design of the flexible question chain can fully take into account the imbalance of the knowledge level between students in a class, so that both superior students and struggling students are able to answer from a different level of thinking and perspective, which not only mobilizes the enthusiasm of the whole class, causes the whole class to resonate with the students, and pays attention to the learning needs of all students, and satisfies each student's desire to acquire knowledge. This not only mobilizes the whole class, causes the whole class to resonate, but also pays attention to the learning needs of all students and satisfies the wish of every student to obtain knowledge. Flexible question chains usually have a lot of reference answers, no fixed perspective, and no particularly comprehensive and standard answers, so the students' thinking space will be broader, and their thinking will be more active and free.

Although there are many types of question chains with different functions, the design of the question chain must have a clear purpose, and should be oriented to all students rather than individual students, focusing on the teaching objectives of the center of the question, the center is prominent, taking into account the majority of students' learning ability; the whole chain of questions should be at the same time have the depth, breadth, difficulty, so that students at different levels of the class are able to experience a sense of accomplishment in learning, in order to enhance the learning interest of students, consolidate the students' past knowledge of the subject to enhance the quality and effectiveness of student learning. The whole chain of questions should have depth, breadth and difficulty, so that all students at different levels can experience a sense of achievement in learning, in order to enhance students' interest in learning, consolidate students' knowledge of the subjects they have learned in the past, and improve the quality and effectiveness of students' learning.

## **2. Historical Experience of the Communist Party of China in its Century-Long Struggle**

### **2.1. Interpretation of the Three Historical Resolutions of the Party**

In the course of the Party's history, there have been a total of three important historical resolutions, namely: the Resolution on a Number of Historical Issues adopted at the Sixth Plenary Session of the Sixth Central Committee of the Party in 1945; the Resolution on a Number of Historical Issues of the Party since the Founding of the Republic adopted at the Sixth Plenary Session of the Eleventh Central Committee of the Party in 1981; and the Resolution of the Central Committee of the Communist Party of China on the Significant Achievements of the Party's Hundred Years of Struggle and Historical Experience of the Party. Looking at the Party's history over the past 100 years, we can see that all three historical resolutions were born at important historical junctures and systematically summarized the previous historical stages of the period. Although they were all born at different historical points, with different backgrounds and main contents, the three historical resolutions are in the same vein, advancing with the times, enriching their contents and experiences, and are Marxist programmatic documents, as well as guides for our country to continue to create a better future. Only by interpreting the three historical resolutions in the context of a hundred years of Party history, comparing and contrasting them with each other can the three historical resolutions be deeply understood and grasped.

The three historical resolutions adhere to and develop Marxist theory, and objectively and fairly make a scientific evaluation of the Party's history, and comprehensively summarize the basic lessons of the Party, with far-reaching historical significance and the value orientation of learning from history and moving forward. Especially in the third historical resolution emphasizes that the main line running through the content of the third historical resolution is the realization of the great rejuvenation of the Chinese nation, over the past hundred years, the CPC has united and led the Chinese people to struggle, sacrifice and creation, and the historical experience accumulated in this long process is extremely important material for the college classroom. For students in colleges and universities, how to establish their own virtue. It is especially important to establish a personal correct three views. In the new era, the domestic and foreign background has changed dramatically, under this situation, college intellectuals should not forget the original heart, learn history to increase confidence, learn from history, enhance the political literacy of college students and broaden the historical perspective has been urgent. With the wave of the new curriculum reform, it has become an indispensable part to integrate the historical experience of the Party's century-long struggle into the curriculum of modern Chinese history.

### **2.2. The Necessity of Integrating the Historical Experience of the Party's 100-Year Struggle into the Course "Outline of Modern Chinese History".**

On November 11, 2021, the Sixth Plenary Session of the 19th CPC Central Committee considered and adopted the Resolution of the CPC Central Committee on the Significant Achievements and Historical Experiences of the Party's

Centennial Struggle. Over the past one hundred years, the Party has led the people in great struggles, made breakthroughs in progress, risen from setbacks, and improved from summaries, accumulating a total of ten valuable historical experiences: adherence to Party leadership, adherence to the supremacy of the people, adherence to theoretical innovation, adherence to independence, adherence to the Chinese road, adherence to the world, adherence to pioneering, adherence to boldness in struggle, adherence to the united front, and adherence to the self-revolutionary process.

The materialistic view of history is the most fundamental position in the course of modern Chinese history. History courses in colleges and universities are in fact a means of educating students in patriotism, urging them to remember history, to learn from history, to strive for excellence and to love the motherland. There are many similarities and commonalities between the historical experience of the Party's century-long struggle and the content and main idea of the modern Chinese history course. Therefore, "accurately" integrating the Party's century-long struggle and achievements into the teaching of the modern Chinese history course in colleges and universities is not only of significance for the times, but also of far-reaching value for teaching and practicing.

First, the historical experience of the Party's century-long struggle can help college students better understand the truth value of the materialist concept of history, connect theory with practice, and truly grasp the essence of history. The materialist concept of history has profound philosophical connotations, and in the process of teaching the outline of modern Chinese history, teachers can make full use of historical resources, use the results of historical resolutions, combine theory with practice, so that the connotations and essence of history and the truth value of the materialist concept of history can be embodied and "concretized" in the significant history of the past century, which is conducive to the development of a correct outlook on life, values and values through specific historical events. Through specific historical events, college students can further establish correct outlook on life, values and Marxist worldview, further broaden their own historical vision, and learn to look at the essence of historical things in a dialectical, developmental and comprehensive way.

Secondly, it is conducive to college students' better understanding of the Party's 100 years of historical experience and achievements, and strengthens students' own sense of political identity and historical identity. The achievements made by the Chinese Communist Party under the leadership of the Chinese people are hard-won, which requires that college students in the new era must not be arrogant and learn from history. The Party's 100 years of struggle and historical experience into the modern history of China in colleges and universities in the teaching of the outline, can be more intuitive to let the students feel the history of the struggle of the experience of the spirit of the spirit of ambition and red heritage, which is conducive to the establishment of a correct view of history and political standpoint of college students to inherit the revolutionary traditions, continue the red lineage, the inheritance of the red genes, firm ideals and beliefs, bearing in mind the mission of the original heart and strengthening the political identity, walk the long march road of the new era. The Long March Road of the New Era.

### **3. Analysis of the Course "Outline of Modern Chinese History" in the Civics and Political Science Program in Colleges and Universities**

In the ideological and political education curriculum system of college students, the "four histories" are important contents of education, and the outline course of modern Chinese history (hereinafter referred to as the "Outline") is the core course for realizing the goal of ideological and political education. (hereinafter referred to as "the Outline"), as the main platform for "education in the four histories", is the core course for realizing the goals of ideological and political education.

The teaching objectives of the outline course are highly consistent with those of the four histories, which are to guide students to love the Party and the country, to appreciate the past and think about the present, and to improve their moral and psychological structure in the process of learning modern Chinese history through the complete development of modern Chinese history and its thematic threads. However, there are many problems and deficiencies in the teaching of the current outline course, such as: students' initiative in learning is not strong, the form of teaching is dominated by indoctrination, the interaction between teachers and students is not high, and the quality of the content is difficult to be improved and guaranteed, and so on. Generally speaking, we can analyze the three aspects of students, teachers and teaching content.

First, students' learning attitude. One of the most prominent problems is that most college students think that modern Chinese history is not very helpful to their future development path and employment direction. Most of the college students just memorize the knowledge points by rote without deep understanding, and most of them just want to cope with the exams and assignments. After completing the study and memorization of knowledge points, only a very few students who are really interested will take the initiative to review and consolidate. In this way, students are unable to truly appreciate and understand the meaning of major historical events, and are also unable to truly broaden their historical horizons and improve their historical literacy.

Second, in the area of teacher teaching. Teachers' teaching can be interpreted from three aspects: the first teaching means, the second teaching form, and the third teaching quality. Teachers' teaching quality is beyond doubt, however, some teachers create a boring classroom environment, focusing on theoretical explanations, but lack of practical exploration, one-way output based on the textbook, ignoring the students' classroom experience and feedback part. Lack of interest in the classroom is the most common problem in the outline classroom. The outline course of modern Chinese history is mainly about the historical events and historical experiences of China since 1840, although it is rich in content, but the amount of knowledge is complicated, and the key points that need to be memorized and understood are relatively large but scattered. This requires teachers to deal with the relationship between the content of the textbook and the teaching in the process of teaching, which, if limited by the textbook, can easily be defined as an empty sermon. Theoretical historical knowledge should be linked to real-life events, increasing classroom questions, improving student participation and guiding students to explore historical knowledge.

#### **4. Embodiment of the Problem-Chain Teaching Method of Integrating the Historical Experience of the 100-Year Struggle of the Communist Party of China into the Teaching of "Outline of Modern Chinese History"**

##### **4.1. The Design of the Problem Chain Teaching Method in the Teaching of "Outline of Modern Chinese History".**

Design a chain of questions about the content of the outline course and the historical experience of the Party's 100-year struggle. In the problem chain teaching mode, the problem is the link between each link and each part of the teaching process, so it is crucial to raise valuable questions. Compared with the traditional teaching method, the problem chain teaching method teaches knowledge through the guidance of the problem, and promotes the absorption and integration of knowledge through the discussion between teachers and students. The historical experience of the Party's hundred-year struggle belongs to theoretical knowledge, so in the process of integrating it into the syllabus course, the teacher must connect with the reality, use vivid and distinctive examples in real life, and design a chain of questions with content and theme by combining the historical events that happened in China's modern history, so as to guide the students to understand the historical experience of the Party's century-long struggle and China's history through answering the questions both in the theory and in the reality. The historical experience of the Party's hundred-year struggle belongs to both history and politics, but today's college students have subjective intentions such as "not interested in political history (especially politics)" and "learning politics is boring and tedious", so in response to the question chain, the students, when they are conducting the question inquiry. Therefore, for the problem link, students must make in-depth analysis of the problem, otherwise they will never be able to understand the essence of the content, and for the party's 100 years of struggle for historical experience and the content of the modern history program, stay at the surface of the understanding is tantamount to learning in vain, and at the same time, the teacher must pay attention to the content of the teaching and the students' progress, according to the actual situation, appropriate introduction of the real events and the topics of interest to the students. In the process of teacher-student interaction, teachers need to pay special attention to the concepts and principles must be taught to students correctly, to prevent students from accepting new knowledge, thinking errors. Finally, it is about the closing stage of the problem chain, when teachers and students or students explore each other's conclusions and results of the problem must be recorded, the answer to the problem is not necessarily fixed, the results of the discussion is recorded for the later review and consolidation and reflection, only by constantly arguing the problem over and over again can we enhance our dialectical thinking and improve the effect of comprehensive learning.

#### **4.2. Specific Use of the Problem Chain Teaching Methodology in Course Instruction**

The content of the syllabus course mainly includes historical events, historical figures, ideological and political theories and other knowledge. In the process of teaching the outline course, teachers not only need to summarize the law of development of history, analyze the background and national conditions of each era, but also need to talk in detail about Marxism and the socialist part of the Communist Party of China (CPC). This part of the knowledge has a subtle influence on the ideological improvement of college students and the choice of political stance. The historical experience of the Party's century-long struggle originates from history, develops in history, and is not limited to history. It is a well-deserved crystallization of wisdom and the essence of the times, as the CPC has fully taken into account the characteristics of today's times and summarized the excellent experiences in politics, diplomacy, roads and other aspects of the past.

The modern history syllabus course can be divided into two major points in chronological order, namely, the period of the Old Democratic Revolution from 1840 to 1919, which corresponds to the first chapter of the textbook, "The Trials and Tribulations of the Chinese Nation after Entering the Modern Era", the second chapter, "Early Explorations of Different Social Forces for the Way Out of the Country", and the third chapter, "The Xinhai Revolution and the End of the Monarchical Autocracy"; and the period of the New Democratic Revolution from 1919 to 1949, which corresponds to the fourth chapter of the textbook. This period corresponds to Chapter 1 "The Trials and Struggles of the Chinese Nation after Entering Modern Times", Chapter 2 "Early Exploration of the Way Out of the Country by Different Social Forces", Chapter 3 "The Xinhai Revolution and the End of the Monarchical Dictatorship"; and the period of the New Democracy Revolution from 1919 to 1949. This historical stage corresponds to Chapter 4 of the textbook, "The Establishment of the Communist Party of China and the New Situation of the Chinese Revolution", Chapter 5, "The New Road of the Chinese Revolution", Chapter 6, "The War of Resistance Against Japanese Aggression of the Chinese Nation", and Chapter 7, "The Struggle for the Establishment of a New China". Chapter 7: "The Struggle for the Establishment of a New China".

The problem chain of the old democratic revolution period, the main goal of teaching in this historical period, is to guide students' understanding and inquiry about the problem of imperialist aggression, to help students differentiate between the different classes' explorations for the way out of the country and the reasons for their failures, to summarize the background of the times and the major historical events of this period in the context of the Party's hundred years of struggle for the history, and to guide students to use the materialistic conception of history to look at the direction of history as well as to Analyze the historical problems: 1. What were the phenomena and trends of China's weakening before the Opium War? 2. What were the reasons for the failure of both the war against invasion and the national salvation movements of different classes? 3. Try to summarize and analyze the historical events of the period in the context of the Party's historical experience of a hundred years of struggle, and make a thinking guide with a chronological main line.

The chain of issues in the new democratic period, the teaching goal of this stage is mainly to guide students to master the course of the introduction of Marxism into China, introduce and combine the content of the party's 100 years of struggle for historical experience focusing on the founding of the Communist Party of China (CPC) and the choice of Marxism to lead the Chinese people in the triumph of the new democratic revolution: why the founding of the Communist Party of China (CPC) is an important event that opens up a new era, why the Marxism and the CPC are the inevitable choice of all Chinese people and history? How did the CPC explore and open up a new path for the Chinese Revolution? Why is the CPC the mainstay of the War of Resistance against Japan? In the light of the historical experience of the Party's century-long struggle and the distance traveled by the CPC during this period, tell us how the historical experience was formed? And talk about your understanding your understanding.

In the teaching process, students can take various forms of inquiry, whether individual research or group discussion, the problem chain will make the students' comprehensive ability to play an effective enhancement. At the same time, teachers can also guide students to consult relevant information and books to improve the process of problem-solving chain and the efficiency of classroom instruction.

### 4.3. Analysis of Teaching Cases

In the actual lectures of the modern Chinese history course, using the problem chain teaching method to integrate the historical experience of the Party's century-long struggle into the teaching content and objectives, it is necessary to take the historical experience of the Party's century-long struggle as the main line and the core problem as the leader. Taking specific chapters of modern Chinese history as examples, we will analyze in detail how the modern Chinese history course embodies the problem chain teaching mode.

The first way is to use the textbook chapters as the main point of reference, and this method is applicable to the process of teachers completing their daily course lectures and telling new knowledge points. Let's take the second three chapters of the textbook as an example. Chapter 2: Early Exploration of Different Social Forces on the Way Out of the Country and Chapter 3: The Xinhai Revolution and the End of the Monarchical Dictatorship There is a great deal of similarity between these two parts of the textbook in terms of perspective. Chapter 2 focuses on the early exploration of different social forces on the way out of the country by the peasantry (the Taiping Heavenly Kingdom Movement as an example), the landlord class (the Foreign Affairs Movement as an example), and the bourgeoisie's Restorationists (the Hundred Days' Reform Movement as an example), and Chapter 3 focuses on the exploration of the country by the peasantry. exploration, while Chapter 3 deals with the movements initiated by the bourgeois revolutionaries. The time background of these two chapters is the period of the old democratic revolution. Combined with the content of the Party's historical experience of a hundred years of struggle, it is not difficult for us to analyze that the spiritual main line of the second and third chapters is to insist on independence, to insist on pioneering and innovation, and to insist on the courage to struggle. According to the Party's hundred years of historical experience and the content of the textbook, the first step is first to establish the core question of the second three chapters: "Was the exploration of the way out of the country

by all classes in the old democratic period successful? Please briefly elaborate the significance and revelation of the movements of each class in the light of the Party's 100-year historical experience."

The core question of the question chain must firstly carry the overarching nature of summarizing the whole text, secondly the comprehensiveness of covering the content, and finally the extensibility of linking to other contents. As the first step of the question chain, the core question is designed to correspond to each subsection in each chapter and to extend the corresponding branch questions in each subsection. The first section of Chapter 2 of the Modern Chinese History textbook is about the rise and fall of the Taiping Heavenly Kingdom Movement, which is divided into the significance and limitations of the Taiping Heavenly Kingdom Peasant War and the Peasant Struggle. The Taiping Heavenly Kingdom Movement is a typical example of the exploration of the peasant class in the old democratization period. When it comes to the Taiping Heavenly Kingdom Movement, in addition to the important knowledge of the struggles made by the peasant class, two major documents are inevitably involved: the "Heavenly Mou Shu" and the "New Essay on Zixhixing". In modern history courses, teachers usually explain and compare the background and contents of these two documents to facilitate students' differentiation and understanding. The Tianchao Tianmu System belonged to the heyday of the Taiping Heavenly Kingdom, while the New Essay on Capitalism was a product of the Taiping Heavenly Kingdom's decline. The different backgrounds of these two programs affected the economic claims, mass bases, roles, and characteristics of the times, etc. of these two programs. In this way, the branch line questions about this subsection of the Taiping Heavenly Kingdom can be set into three: First, please briefly say what you know about the two programmatic documents, namely, the Tianchao Tianmu System and the New Essay on Rule of Law, and try to compare the two programs from different perspectives. Second, what were the reasons and lessons for the failure of the Taiping Heavenly Kingdom Movement? Analyze specifically the progressiveness and limitations of the peasant class in the light of other historical facts. The last strand question then takes into account the Party's hundred years of historical experience and can be set as follows: Please talk about how the peasant class persisted in pioneering and innovation and dared to struggle in a semi-colonial and semi-feudal society in the context of the Taiping Heavenly Kingdom Movement and the movement for salvation launched by the peasant class in the old democratic period? There is in fact no absolute standard for the answers to these feeder questions. All answers are indicative answers, and the breadth and depth of history dictate that the answer to every historical question is not absolute, and students must learn to use a dialectical and innovative conception of history and historical vision to view and solve problems. In the old democratic period, the peasant class-initiated movements such as the Boxer Rebellion and the Sanyuanli People's Resistance against the British. Among the early explorations of the way out for the country, the significance of the Taiping Heavenly Kingdom Peasant War and the Boxer Rebellion and other movements was undeniably significant. In the face of the invasion of capitalist imperialism and the oppression of feudal rule, under the influence of the Taiping Heavenly Kingdom, the anti-Qing struggles of people of all races all over the country surged, which accelerated the decline of the Qing Dynasty and dealt

a heavy blow to the feudal ruling class, shaking the foundations of the Qing government. Each of these struggles reflected the painstaking exploration of the Chinese people, which coincidentally corresponds to the Party's historical experience of a hundred years of struggle in the fourth adhere to independence and autonomy and seventh adhere to pioneering and innovation - China is not a vassal of any country, we must adhere to independence and autonomy, self-reliance. Against the background that China had become a semi-colonial and semi-feudal society in the late Qing Dynasty, only by firmly grasping China's development and future destiny in our own hands could we win true independence. In such a difficult process, constant innovation and trial and error were needed to find the way that could truly make the nation independent. The second section of the rise and fall of the foreign affairs movement, the textbook specifically about the rise of the foreign affairs business and the historical role of the foreign affairs movement and failure. The third section of the rise and demise of the Restoration Movement is about the development of the Hundred Days Reform Movement and the significance and lessons of the Hundred Days Reform Movement. Combined with the content of the textbook and the core issues, the second subsection of the foreign affairs movement of the branch line of question can be set for the landlord class what is the reason for the failure of the foreign affairs movement? What kind of contribution did the foreign affairs movement make to our country? Combined with the party's historical experience of a hundred years of struggle, talk about your views on the foreign affairs movement "self-improvement", "seeking wealth" slogan. The third subsection of the branch question can be set as: briefly explain the reasons for the failure of the Hundred Days Reform Movement, and combined with the party's hundred years of struggle for the historical experience to summarize the reasons for the failure of the three classes.

The second method is to take the historical experience of the Party's century-long struggle as the main point of reference and design a chain of questions to link the whole book. If the first approach is to take the chapters of the textbook as the dividing point, which is suitable for teaching new courses and teachers to complete the gradual process of teaching content, the second approach is to take the Party's hundred years of struggle as the main line, which is more suitable for the final review, a comprehensive review of the entire modern Chinese history outline, and the construction of the knowledge system structure of modern history. Take a simple example, the party's 100 years of struggle for the historical experience of ten, the first of which is to adhere to the party's leadership, to adhere to the party's leadership as an example, the teacher can set up a core problem: in the content of all the chapters of modern Chinese history, according to the chronological order, will reflect the adherence to the party's leadership of this hundred years of struggle for the historical experience of the key content of the one by one list. (It can be specific to a subsection.) Then, students can review and consolidate the knowledge points of the whole modern history from beginning to end according to the core question. Reviewing the whole book, the historical experience of the 100-year struggle to adhere to the leadership of the Party can be reflected in Chapter 4: The Founding of the Communist Party of China and the New Situation of the Chinese Revolution, Chapter 5: The New Road of the Chinese Revolution, Chapter 6: The War of Resistance Against Japanese Aggression of the Chinese Nation, and Chapter 7:

The Struggle to Establish a New China. A specific subsection within a chapter will not be listed. Along with the review of each chapter, the teacher can create branching questions for the corresponding chapter to facilitate the students' mastery of the minor points and to check for gaps and deepen their impression and understanding.

Problem chain teaching is based on problematic situations, which transforms the traditional teaching mode of one-way output of historical knowledge into teaching based on the solution of historical problems. These interrelated problem sequences constitute the knowledge chain of the history classroom, stimulate students' desire to explore, and promote students' in-depth understanding of relevant knowledge in the process of problem solving.

## 5. Conclusion

Problems are the heart of teaching, the "guide" for students to learn and understand modern history and to develop dialectical thinking, and an important way to help students cultivate their own disciplinary core qualities. A good chain of questions can guide students' thinking and extend students' knowledge structure system. Through the chain of questions teaching method, the historical experience of the party's century-long struggle is integrated into the teaching of the "Outline" class, which can help students to establish a correct view of history and politics, and promote the realization of the teaching goal of "cultivating morality and education" in the efficient classroom. The problem chain teaching method can not only stimulate students to learn more about history and politics, but also help them to realize the goal of "cultivating morality and educating people". The problem chain teaching method can not only stimulate students' curiosity and sense of interest, enhance students' motivation for independent learning and innovative thinking, but also in the process of students' inquiry, students themselves and other members of the discussion and communication, improve students' language expression ability and social skills; in the summarization of the chain of problems, students' dialectical thinking ability and knowledge structure is constantly being upgraded and expanded, and the comprehensive ability has been strengthened. In the context of the new curriculum reform, the problem chain teaching method is not only an important form for teachers to reshape the high-quality and efficient classroom, but also an important method for students to improve their comprehensive ability in all aspects. Reform is always on the way, and in the reform of college classroom, the reform of teaching method is often much more important than the reform of the curriculum, and it is necessary to further promote the integration degree of the problem chain teaching method with the modern history outline course, deeply rooted in the specific teaching classroom, and continuously adhere to the design of the different problem chains and the research of the curriculum.

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