

# *Research on the Path of "Four Histories Education" Integrating into the Ideological and Political Theory Course in Colleges and Universities*

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**Abstract:** The integration of "four histories education" into the ideological and political theory course in colleges and universities has a very important value and significance for the establishment of the scientific outlook on development, the cultivation of patriotic feelings, and the adherence to ideals and beliefs of college students in the new era. Based on this, college teachers should improve their comprehensive quality, promote the deepening of teaching reform on the basis of enriching and improving the curriculum, and explore the effective way of integrating "four histories" into the ideological and political theory course. This paper analyzes the basis for the integration of "four histories education" into the ideological and political theory course in colleges and universities, and expounds the constraints and significance of the integration, and then explores the specific integration path.

## **1. Introduction**

"Four histories education" is one of the important carriers in the teaching of ideological and political theory courses in colleges and universities. Under the background of the new era, research and innovation on the path of "four history education" integrating into the theoretical teaching of ideological and political courses in colleges and universities can further enhance the theoretical depth, political height and historical depth of ideological and political education, and also enable students to form a correct view of history. Based on the further establishment of cultural self-confidence, they can carry on the inheritance of historical fuel, and then based on the understanding of the past, to grasp the present and move towards the future.

## **2. Analysis on the basis of the integration of "four history education" into the ideological and political theory course in colleges and universities**

### **2.1. Education objectives**

The purpose of the education of "four histories" is to promote the further improvement of students' historical cognition level, so as to cultivate and form a correct view of history, and in the process of the education of "four histories", to experience and feel the world situation, national conditions, and

to further enhance their political identity. In addition, the education of "four histories" should also serve the socialist modernization, and then carry out personnel training to promote the development and progress of the country.[1] The development of ideological and political courses is mainly to promote the change of students' ideas, so that they can enrich theoretical knowledge and promote the establishment of their own correct value goals. Therefore, ideological and political topics are also one of the main positions to cultivate new people in the era. Based on this, they are also consistent in terms of fundamental goals.

## **2.2. Education content**

The education of "four histories" can guide students to internalize the development context of "four histories", and form a regular cognition based on the summary of historical experience. Among the ideological and political content, the "Outline of Modern Chinese History" is the most closely related to the "four histories", which includes the history of the New China, etc. In addition, the main content of the "Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics" is sinicized Marxism, which was gradually formed in the above historical process.[2] Therefore, the integration of the "four histories" education in the ideological and political theory course is an inevitable trend to adhere to the principle of combining history with theory. Based on the above, the education of "four histories" and the ideological and political education also have a greater degree of agreement in terms of educational content, which is also the key to the integration of "four histories" into the ideological and political education.

## **2.3. Educational methods**

The consistency of educational methods between "four history education" and ideological and political education is shown in the following two aspects: First, adhering to materialism methodology is the basic educational method shared by "four histories education" and ideological and political education. Materialist methodology is the fundamental method to guide practice, and plays a role in restricting and stipulating specific activities. Therefore, "four histories" education and ideological and political education need to be carried out under the guidance of materialist methodology. Second, in the selection and application of specific methods, the ideological and political course in colleges and universities often adopts more theoretical, practical and self-education models, and is also very applicable in the process of carrying out the "four histories" education. Based on the above, "four histories" education and ideological and political education have universal applicability in the selection and application of educational methods, thus ensuring the effectiveness of "four histories" education in ideological and political education.

## **3. An analysis of the restrictive factors of the integration of "four history education" into the teaching of ideological and political theory in colleges and universities**

### **3.1. Inadequate overall planning**

In the current ideological and political system of colleges and universities, there is no clear definition of the specific content of the "four histories" education that should be undertaken by each course. Although it has been revised and improved many times, the design is still not based on the "four histories" education requirements, so that each ideological and political course contains the relevant content of the "four histories", but there is a lack of overall planning, and there is no effective connection between disciplines. Thus, it is difficult for students to study the contents of "four histories" more systematically and comprehensively in the process of learning.

### **3.2. The quality of teachers needs to be improved**

Ideological and political teachers play a leading role in the whole process of teaching design, organization and implementation. Therefore, the main body of teaching reform should be teachers. Based on this, ideological and political teachers should have a more systematic grasp of the "four histories" knowledge. However, at this stage, some ideological and political teachers are still unable to meet the expected requirements in terms of knowledge structure and professional quality, which makes them lack of ability in the actual teaching process, and even more difficult to bear the major responsibility of their "four histories" education.

### **3.3. Inadequate acceptance ability of students**

Students' receptive ability can have a direct impact on the innovation of ideological and political teaching methods and the presentation of teaching effects. In the process of integrating the "four histories" into the teaching of ideological and political theory courses, students' mastery of them can have a greater impact on the smooth organization and development of teaching activities. Based on the current classification of disciplines in Chinese universities, it can be seen that the knowledge structure of science and engineering students is different from that of humanities to a certain extent. Among them, science and engineering students have insufficient historical knowledge reserves, while some humanities students also have this problem, which will lead to the lack of students' ability to accept relevant knowledge, especially in the process of integrating the "four histories" into the teaching of ideological and political theories, which will have a greater impact on the effect of the actual teaching activities.

## **4. An analysis of the significance of the integration of "four histories education" into the ideological and political theory course in colleges and universities**

### **4.1. Making students gain wisdom and strength**

The "four histories education" contains rich resources and elements for political guidance of college students. Therefore, integrating the "four histories" education into the teaching of ideological and political theories in colleges and universities can help students strengthen their ideals and beliefs under the guidance of the spirit of hard struggle, so that they can continue to work hard, become pioneers, and devotees of the times, do hard work, and on the basis of mastering excellent skills, they can face the difficulties and obstacles they encounter bravely and overcome them.

### **4.2. Promoting the improvement of students' theoretical level**

The content of ideological and political education is often dominated by ideology, and its teaching purpose is to enable students to have a more comprehensive understanding of the innovation theory. Based on this, it can be seen that the ideological and political classroom is more inclined to play the role of a theoretical learning platform. Based on this, colleges and universities can integrate the "four histories education" as an innovative theory into the theoretical teaching of ideological and political education, and further build and improve the ideological and political classroom. In the process of integration into teaching, teachers should help students understand the connotation and requirements of the "four histories" and ensure that students' theoretical level is further improved based on the establishment of a comprehensive system.

### **4.3. Further understanding of Marxism**

The "Four Histories" have provided a wealth of historical experience for the construction and development of socialism, and the theoretical science, road feasibility, and system superiority of socialism with Chinese characteristics can be reflected in history. Marxism has taken root and sprouted on the land of China, thus promoting the vigorous development of the cause of socialism with Chinese characteristics. Therefore, integrating the "four histories education" into the teaching of ideological and political theory in colleges and universities can help students further understand Marxism.

## **5. An analysis of the path of "four histories education" into the ideological and political theory course in colleges and universities**

### **5.1. Building excellent teachers based on value guidance**

When colleges and universities carry out the education related to "four histories", on the one hand, they should pay more attention to the teaching of theoretical knowledge, and on the other hand, they should pay more attention to the cultivation of students' values. The ideological and political teachers in colleges and universities shoulder the important task of teaching and cultivating people. As the executors of actual teaching, their professional quality is very important. Based on this, the starting point of ideological and political education should be the construction of the teaching staff, which is also the key to the development of the "four histories" education in colleges and universities. In the process of building a team of ideological and political teachers, the integration of "four histories education" can promote the firmness of teachers' ideals and beliefs, at the same time, it can also cultivate new people of the times who assume the responsibility of national rejuvenation, also promote the further construction of teachers' ethics and style, so that teachers can further focus on their own quality and strengthen self-reflection, and pursue further development.

For example, colleges and universities can establish scientific research and teaching teams, deploy high-quality ideological and political teachers in the process of team building, and effectively establish a long-term mechanism for teaching and training of "four histories" teachers, so as to strengthen the training of teachers. In addition, colleges and universities should improve the relevant security mechanisms for ideological and political work, such as incentive mechanisms, funding mechanisms, etc., in order to give full play to the scientific research advantages of colleges and universities. The ideological and political course teachers in colleges and universities should give full play to their leading role in and out of class, strengthen the relationship between theory and practice based on the compliance with the laws of education and teaching and the development of the times, and explore and excavate the relevance between various ideological and political courses and the "four histories" education.

### **5.2. Strengthening the integration of teaching methods**

When colleges and universities organize and carry out the teaching activities of ideological and political theory courses, their ultimate goal is to enable students to master the ability to apply theory to practice, promote their ability to flexibly use knowledge, and cultivate and firm their political positions, ideals and beliefs. In the context of the information age with the rapid development of the Internet, colleges and universities should keep pace with the times when integrating the "four histories education" into the teaching process of ideological and political courses, and integrate and actively use a variety of teaching methods based on the combination of the characteristics and learning needs of college students, so as to effectively stimulate the participation and initiative of their students in

the study of the four history.

### 5.3. Using local red cultural resources

Although the teaching methods adopted in the ideological and political theory course in colleges and universities are in a state of constant renewal, the actual teaching effect is still lagging behind the expectation. In recent years, the teaching of ideological and political course in colleges and universities has gradually begun to use the teaching mode of combining theory with practice. In addition to promoting students' further understanding of the content of the textbook, it can also broaden their horizons and promote their own ideological understanding. Therefore, this teaching mode can also be used when integrating the "four histories" education into the ideological and political course.

For example, the school can closely combine the local red cultural resources, guide students to visit the red memorial hall, archives, etc. In addition, it can also let students walk into history in the process of practice, and then feel it personally by watching relevant video materials and other activities. What is more, colleges and universities can also cooperate with relevant local units to build a virtual simulation practice platform for "four histories Education", so that history can come out of textbooks, and students can experience it personally and have a deeper understanding. Colleges and universities can also organize students to visit the local key red education bases, so that students can get closer to history, achieve in-depth understanding and sublimation of the theoretical knowledge of "four histories" in the process of pursuing the track of heroes, and finally effectively stimulate their patriotic feelings.

## 6. Conclusion

To sum up, after the "four histories education" was integrated into the ideological and political theory course in colleges and universities, it promoted the further connection between history and reality, further cultivated college students' patriotic feelings of knowing the history, knowing the history, and improved their national self-confidence to a certain extent. Based on this, college teachers should expand diversified teaching approaches, actively integrate the "four histories" into ideological and political education, so as to guide students to deeply understand their historical mission, and then consciously and actively connect themselves with the destiny of the country and the nation, and finally strive for the great rejuvenation of the Chinese nation while achieving personal success.

## References

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