

The Course “The Outline of Modern History of China” Should Adhere to The Compatibility of Politics and Academic Rationality

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Abstract: In order to improve the teaching quality of the course “Outline of Modern History of China”, we must adhere to the compatibility of politics with academic rationality". The key to highlight the political orientation of the curriculum is to thoroughly explain the "Four Choices". In the process of integrating the "four histories" into teaching, we need to deeply explain the historical evolution of modern China, the "Four Choices" and other theoretical issues, and highlight the theoretical nature. The teachers of the Outline course have profound Marxist theoretical literacy and extensive historical knowledge at home and abroad, which is an important premise and foundation for adhering to the compatibility of politics and academic rationality.

1. Introduction

General Secretary Xi emphasized in the important speech of the teachers' forum of ideological and political theory course in schools that "Eight Compatibility" should be achieved to promote the teaching reform and innovation of ideological and political course. Among them, "Insisting on the compatibility of politics with academic rationality" is in the core and leading position. It is of great methodological significance to improve the ideological nature, theoretical level of ideological and political teaching. As a compulsory ideological and political theory course for undergraduate students in national colleges and universities, the teaching effect of " the Outline of Modern History of China" (hereinafter referred to as " the Outline" course) is constantly improving, but there is still much room for improvement. The author believes that, "Insist on the unity of politics and learning rationality" is an important measure to improve the teaching effectiveness of " the Outline".

2. Emphasize the Political Nature

2.1 Clear political orientation is the primary feature of " the Outline" course

General Secretary Xi emphasized that the political nature of the ideological and political course should not be weakened, but the political guiding function of the ideological and political course should be reflected. In the teaching of " the Outline" course, we must put politics in the first place. As the key course to implement the fundamental task of enhancing morality and fostering talents, “the Outline" course shoulders the political mission of cultivating new people of the times who take the responsibility of national rejuvenation. It aims to help college students understand the historical process and inherent regularity of China's modern social development, revolution, construction and reform, to understand national history and national conditions, to deeply understand why and how history and people chose Marxism and the Communist Party of China, the socialist road and the reform and opening up ("Four choices"). The clear political nature determines that teachers should exert influence on college students in a planned and purposeful way, so that the teaching goal, the college students can deeply understand the historical logic, theoretical logic and practical logic of "Four Choices" on the basis of "Two understandings"(to understand the history of the country, to understand the situation of the country), and enhance "the confidence in the path, theory, system and culture”,

should be achieved. Therefore, the teaching of this course should not lay too much stress on the explanation of historical details, and weaken its political function.

2.2 Making a clear and penetrating explanation of the "Four Choices"

The "Four Choices" is not only a basic issue in modern Chinese history, but also a major issue closely related to contemporary Chinese politics. Through the analysis of these four basic problems, it helps to strengthen college students' faith in Marxism, socialism with Chinese characteristics, confidence in reform and opening-up and socialist modernization, and trust in the Communist Party of China. Take the reason of the history and people choose Marxism as an example. This topic is the core content of the fourth chapter of the textbook. In order to make students really understand this problem, teachers should thoroughly understand the textbook and realize the transformation from the teaching material system to the teaching system. Teachers can't simply list historical knowledge and narrate historical events in isolation. On the basis of combining the first three chapters of the textbook, while making it clear the inherent logical relationship among the New Culture Movement, the First World War, the October Revolution and the May 4th Movement and "Why to choose Marxism". Since modern times, the Chinese people have sought truth from the West, no matter it is Hong Xiuquan, the leader of the peasant uprising, or the advocates of westernization movement in the 19th century Qing government such as Zeng Guofan and Li Hongzhang, or the reformists represented by Kang Youwei and Liang Qichao, or the bourgeois revolutionaries represented by Sun Yat-sen, could not find a scientific theory that would be able to solve the problem of China in semi-colonial and semi-feudal society. The simple grafting of Brings Principle failed. Suffering a setback of learning the western truth again and again pushed the advanced Chinese people to think about new ways to save the country, which prepared a suitable ideological soil for the spread of Marxism. The New Culture Movement has set off the trend of ideological emancipation, providing the possibility of the times for the spread of Marxism. The First World War fully exposed the insurmountable contradictions inherent in the capitalist system in an extreme form, which made Chinese people have great doubts about the authority of European civilization, and began to explore new ways of thinking to break through the tradition. The October Revolution exemplified the practical feasibility of Marxism. The new Soviet regime's equal attitude towards China aroused the advanced Chinese people's strong interest in socialism. The May 4th Movement promoted the spread of Marxism in China. The scientific truth of Marxism guides the direction of human progress, whose distinctive revolutionary and class nature can easily arouse the resonance of quite a few Chinese people. [1] And the choice of Marxism by history and people is the premise of the other three historical choices. To explain clearly why we choose Marxism is beneficial to the subsequent teaching progress. The analysis of "Four Choices" can enhance college students' understanding of the rationality and superiority of China's political system, strengthen college students' political party identity, system identity, policy identity, and cultivate political identity and political belief. Emphasizing on clarifying the "Four Choices" is the key to highlight the political nature of the "Outline" course.

3. Adhere to the Scientific Reason

3.1 To emphasize the academic nature

The "Outline" course pays attention to the macroscopic summarizing and explanation of the theme and main line of history, historical process, historical imperatives, historical experience and realistic enlightenment, and highlights the academic content of teaching. [2] The latter pays attention to academic training and historical speculation to cultivate students' academic research ability. The "Outline" course has the characteristics of combining history with politics, history with theory, history with reality. In teaching, we should pay attention to correct ideological guidance, instead of simply listing academic views. For example, when explaining the reasons for the failure of the National Revolution, there are different views in the academic circles, such as comprehensive factors theory and external factors theory. Teachers should make a correct analysis among the complicated academic views, so that students could more clearly understand the complexity of the reasons for the failure of

the National Revolution and correctly view the setbacks encountered in the Communist Party of China's growing process. In particular, it is necessary to analyze historical issues from the viewpoint of classical Marxist writers, in order to help students correctly recognize and accurately interpret history, and thus establish a correct view of history and values. For example, in combination with Marx's expositions in articles such as *British Brutality in China*, *Chinese Revolution and European Revolution*, *History of the Opium Trade* and so on, teachers can guide students to deeply understand the harm of capital-imperialist aggression to China. By combining with Mao Zedong's series of works, teachers help students to deeply understand the connotation of the new road of Chinese revolution and the theory of new democracy. Teachers should deeply learn the history of the Party, the history of New China, the history of reform and opening up, and the history of socialist development in order to strengthen value guidance and improve students' ability to analyze and evaluate historical issues with scientific view of history and methodology.

3.2 Insisting on scientific reason and opposing historical nihilism

Through new media platforms such as Weibo, WeChat, TikTok and Bilibili, historical nihilists maliciously deconstruct historical figures and events, and wantonly smear and vilify revolutionary heroes and leaders, deny the justice and legitimacy of the new-democratic revolution led by the Communist Party of China and the great achievements of China's socialist construction. They make a big effort to reverse the verdict, beautify the imperialist aggression and exaggerate the position and role of the Kuomintang in the war of resistance against Japan. These extremely wrong views mislead the public within a certain range, which has caused a very bad influence among contemporary college students. Therefore, in the teaching of "Outline" course, teachers should clearly oppose historical nihilism, introduce academic viewpoints based on historical materials, and help students understand the historical truth through theoretical explanation. Special attention should be paid to collecting and using comprehensive historical data and typical historical data, including relevant information inside and outside the party, at home and abroad, and comments from foreigners, domestic middlemen and even enemies, which can help college students draw a clear line between major right and wrong issues in history. [3] For example, on the issue of the war of resistance against Japan, some people said that the whole nation's war of resistance against Japan was led by the Kuomintang while they turned a blind eye to the corruption of the Kuomintang in the war of resistance against Japan. However, they seriously underestimated the battlefield behind the enemy lines and guerrilla warfare against Japan led by the Communist Party of China, slandered the Communist Party of China as "moving without attacking", "stealing the fruits of the war of resistance against Japan" and even tarnished the heroes of the war of resistance against Japan. We can quote the editorial of *West China Daily* on May 16th, 1944, which exposed the "bad bureaucracy", and the article of Ma Yinchu, a democrat, which criticized the bureaucrat capitalists who made a fortune in the rear area of the Anti-Japanese War, and American Stilwell's critical materials on Kuomintang corruption, the relevant records in Chiang Kai-shek's diary and the diary of Tang Zong, a senior staff of servants' quarters, who stayed beside Chiang Kai-shek for eight years, so that should enable students to have a deep understanding of Kuomintang corruption under Chiang Kai-shek's leadership and the serious impact of corruption on the positive battlefield of the war of resistance against Japan. By listing the historical data which Bai Chongxi and Japanese invaders admitted the power of guerrilla warfare behind enemy lines and by combining the views of relevant scholars, the strategic significance of the battlefield behind enemy lines would be understood by college students. Huang Daoxuan, a scholar, believed that the battlefield behind enemy lines led by the Communist Party of China could not be described by ordinary battlefield forms, which was valuable because of its unique form of war that was a bold creation of the Communist Party of China. These materials and viewpoints are quite convincing, which is conducive to improving college students' ability to evaluate historical issues and distinguish right from wrong by using scientific historical view and methodology, and helping them to guard against and oppose historical nihilism.

4. Improve the quality of teachers

4.1 The teachers of "Outline" should strengthen the study of Marxist theory

It is necessary to study Marxist classics in order to fully and accurately grasp and understand Marxist theory, which is a complete and rigorous scientific system. Mao Zedong emphasized at the Seventh National Congress of the Communist Party of China that it was necessary to study them repeatedly and tirelessly so that the spiritual essence of classic works should be truly grasped. General Secretary Xi has repeatedly stressed the importance of strengthening the study and research of classic works, pointing out that the most effective way to learn theory is to read the original, learn the original and understand the principles. Historical materialism is the cornerstone in the building of Marxist theory, which is one of the two major theoretical discoveries of Marx's life. "Outline" teachers should put the study of historical materialism in a particularly important position in the study of Marxist theory, deeply studying the masterpiece "German Ideology", which marked the birth of historical materialism, written by Marx and Engels in 1845-1846, Marx's classic work "Preamble to Criticism of Political Economy" written in 1859, which brilliantly expounded and highly summarized the basic principles of historical materialism and "The Development of Socialism from Utopia to Science", written by Engels, which clearly expounded the concepts and connotations of "Historical Materialism" and "Materialist View of History", and other classic works, so that teachers should systematically grasp the theoretical meaning of Marxist historical materialism and establish a correct view of history.[4]

4.2 Teachers of "Outline" course should strengthen their study of historical knowledge

This course covers China's modern history and contemporary history since 1840, with rich contents, involving many fields such as politics, economy, culture, military affairs, diplomacy, and numerous figures, events, meetings, etc., which objectively requires teachers to have rich knowledge of modern and contemporary history. It also requires teachers to reserve some knowledge of ancient Chinese history in order to lecture very well. [5] Modern China and ancient China are closely linked and inseparable. Some teaching contents are directly related to ancient China, such as "China and the world before the Opium War" in the first chapter. In addition, modern Chinese history is an important part of world history. So, we should inspect the modern Chinese history from the scope of the whole world history, and explain the development of modern Chinese history and the profound changes of Chinese society from the macro perspective of the whole history and world history. When analyzing the external motivation of China becoming a semi-colonial and semi-feudal society, it should be linked with the characteristics of the times when imperialism carved up the world and brutally plundered colonies and semi-colonies. Under what international environment was the Westernization Movement launched, and what international background was the rise of the Reform Movement of 1898? In what international environment, Chinese history since 1919, especially the history of the establishment of the Communist Party of China and the occurrence and development of the new-democratic revolution, were launched? What is the relationship between China's socialist construction and the development and changes of the post-war world situation? To clarify these problems, teachers need to have a reserve of world history knowledge. General Secretary Xi pointed out that in our historical vision, there should be more than 5,000 years of Chinese civilization and more than 500 years of world socialism, the struggle history of the Chinese people for more than 170 years since modern times, the struggle history of the Communist Party of China for 100 years, the development history of the People's Republic of China for more than 70 years and the practice history of reform and opening up for more than 40 years. Teachers must constantly strengthen the study of historical knowledge, which is the premise of the unity of politics and scientific reason. Otherwise, teaching will become empty political preaching or abstract theoretical analysis.

5. Conclusions

The "Outline" course is a course based on historical facts, "integrating judgment in narration" and unifying politics and science. In teaching, we must follow the attributes of the curriculum, and we can't

ignore the political nature of the curriculum because of its scientific nature, and we can't abandon its scientific nature because of its political nature, while combining the political nature with the academic rationality, highlighting the political nature and adhering to the academic rationality. Through continuous learning, teachers can cultivate the theoretical foundation of Marxism and broaden their historical horizons, which is the premise of implementing the unity of the political nature and politics and academic rationality.

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