



# Research on the Cultivation of College Students' "Four Histories" Learning and Educational Identity

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**Abstract.** With the new changes of world conditions, national conditions and party conditions in the new era, the cultivation of college students faces many challenges and problems. Focusing on the question of "who to train, how to train people, and for whom", colleges and universities must deeply understand the importance and necessity of learning the history of the party, the history of new China, the history of reform and opening up, and the history of socialist development (referred to as the "Four Histories"). In view of the current problems existing in the learning and education of the "Four History" in colleges and universities, the practical path of the learning and education of the "Four History" in colleges and universities is innovated in multiple levels and dimensions, and guide college students to strengthen rational cognition and enrich the learning, thinking and practice. Emotional experience, enhance value recognition, and realize the unity of knowledge and action.

**Keywords:** college students; "Four Histories" learning and education; identity cultivation; path

## 1 Introduction

The Party Central Committee with General Secretary Xi Jinping at its core attaches great importance to the study and education of the "Four Histories". In January 2020, at the education summary conference on the theme of "Don't forget the original intention and remember the mission", General Secretary Xi Jinping pointed out: "It is necessary to study and implement the party's innovation theory as the top priority of ideological arming, and link it with the study of the basic principles of Marxism. , combined with the study of the history of the party, the history of new China, the history of reform and opening up, and the history of socialist development." The "Opinions on Accelerating the Construction of the Ideological and Political Work System in Colleges and Universities" issued in April 2020 will strengthen the education of the "Four Histories" as an important part of "theoretical armed system and strengthening of political leadership". It can be seen that integrating the "Four Histories" into the ideological and political education of colleges and universities and realizing the educational function of

the "Four Histories" education has become a new topic in the current colleges and universities.

## **2 The Value Implications of the "Four Histories" Learning and Education for College Students**

Based on the "great changes unseen in a century", colleges and universities strengthen the study and education of party history, guide students to be in the long river of history, clarify the historical context, clarify historical laws, summarize historical conclusions, draw historical experience, strengthen the "four self-confidence", and identify themselves positioning.

### **2.1 Learn history and cherish the present, guide college students to establish a correct view of history**

Under the background of the new era, the international situation is complicated, and the spread of historical nihilism is becoming more and more complex and hidden, and to a certain extent, it has penetrated into the lives of college students, either explicitly or implicitly. Strengthening the study and education of the "Four Histories" in colleges and universities can help college students establish a correct view of history, excavate historical events objectively and impartially, restore historical truth, clear the fog of historical nihilism, recognize the harm of historical nihilism, and accurately grasp the history of the party The main line and essence of development, deeply understand why the Communist Party of China "can", why Marxism "works", and why socialism with Chinese characteristics is "good", and enhance historical awareness and historical self-confidence.

In addition, with the deepening of reform, opening up and globalization, foreign ideological trends have come one after another, and the Internet has become more and more popular. Facing the collision of different ideas and the enhancement of rights and self-awareness, it is easy to be confused in thinking. Strengthening the study and education of the "Four Histories" in colleges and universities can understand the ideological status of students, improve their ability to distinguish various social trends of thought, and insist on using dialectical materialism and historical materialism to solve doubts.

### **2.2 Realizing history and clarifying ambition, helping college students to strengthen their ideals and beliefs**

"If the younger generation has ideals, skills, and responsibilities, the country will have a future, and the nation will have hope." Adolescence is the "joint booting period" of life, and it is also a critical period for the formation of ideals and beliefs. By learning the "Four Histories", students can experience the splendid years our party has gone through, understand the difficult history of our party in the war and struggle, realize that the red regime is hard-won, the new China is hard-won, China's Socialism with char-

acteristics is hard-won, builds the foundation of ideals and beliefs, and enhances the sense of identity and belonging to the country.

Therefore, colleges and universities carry out the study and education of "Four Histories", which can guide college students to appreciate the present and know the truth, analyze the deep-level connotations expressed by the "Four Histories", and combine their own reality to establish lofty ideals and firm beliefs, with firm confidence and perseverance. The perseverance to solve all the difficulties encountered, tempered excellent skills, and grew into a newcomer of the era who took on the responsibility of rejuvenation.

### **2.3 Know the history and comprehend the Tao, and strengthen the cultivation of noble morality by college students**

A country cannot prosper without virtue, and a person cannot stand without virtue. "Four Histories" education is a key link for colleges and universities to implement the talent training strategy and complete the fundamental task of moral cultivation. In the "Four Histories", countless revolutionary ancestors have created spiritual heights with their blood and lives, such as the spirit of the Red Boat, the spirit of Jinggangshan, the spirit of the Zunyi Conference, the spirit of Hongyan, the spirit of two bombs and one star, the spirit of anti-epidemic, etc. These spirits It is a powerful spiritual and moral support that inspires college students to brave the difficulties and forge ahead bravely.

At the same time, there are also a large number of revolutionary martyrs who regard death as home, heroes who struggled tenaciously, and advanced models of selfless dedication. The nourishment for ideological cultivation guides college students to establish a correct outlook on the world, outlook on life, values, morality, and the rule of law, and encourages them to constantly temper their moral character and improve their moral realm in the practice of cultivating morality and goodness.

### **2.4 Believing in history and practicing, inspiring college students to pay attention to the unity of knowledge and action**

History never waits for all those who hesitate, wait and see, slack off, and those who are weak. Opportunity always favors those who strive and those who fight. When studying the "Four Histories", college students in the new era should focus on learning, contemplating, comprehending and practicing Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era. The fate of the future nation is linked together, and it will be a good new force and a commando.

Learning the "Four Histories", we must guide young college students to deeply understand the history and great journey of the Chinese people and the Chinese nation in modern times, deeply maintain the spirit of "rushing for the test" and the attitude of forging ahead, grasp the pulse of history, and be brave to be enterprising, pioneer, Devotees, realize the value of life in the dedication to the motherland and the people.

### **3 The Realistic Dilemma of College Students' "Four Histories" Learning and Education**

As mentioned above, although the learning and education of the "Four History" in colleges and universities is of great significance and has achieved certain practical results, there are still many problems that cannot be ignored.

#### **3.1 In-depth theoretical study and lack of rational cognition**

Colleges and universities are in full swing to carry out the "Four Histories" learning and education, but in terms of students' learning situation, a considerable number of students learn mechanically, passively, and rigidly, and lack the breadth, depth and effectiveness of the knowledge of "Four Histories". Spend.

On the one hand, the study of "Four Histories" lacks systematicness and integrity. Many college students' understanding of the "Four Histories" comes from middle school or self-media propaganda. Students usually choose chapters that they are familiar with and are interested in to study. Fragmentation, entertainment, and isolation are serious, resulting in college students' systematic "" The knowledge of the "Four Histories" is separated, and many major historical events and historical figures are relatively vague. Under this background, it is difficult for students to achieve the goal of forming a complete and systematic "Four Histories" knowledge system through the study of ideological and political theory courses.

On the other hand, the study of the "Four Histories" is not deep and thorough enough. Affected by many factors, students are accustomed to passive learning, and regard the "Four Histories" as pure historical knowledge. Therefore, it is impossible to sort out the context and find laws from the historical evolution, nor to connect the "Four Histories" with the basic theory of Marxism, nor to view the present from history, guide practice, and clarify the direction and path.

#### **3.2 Inadequate emotional experience and lack of empathy**

The study and education of the "Four Histories" in colleges and universities is to convey the practical history of the Communist Party of China for the happiness of the people, the rejuvenation of the nation, and the harmony of the world to the ears, eyes, thoughts, and actions of students, so that students can actively integrate the spirit of their ancestors into One's own words and deeds, in the process of "Four Histories" learning and education must consider students' individual needs and emotional experience.

However, looking at the "Four Histories" learning and educational activities carried out in different regions and different types of colleges and universities, they pay more attention to the formalism of leaving traces, and they do not really consider the actual situation of the students, which makes the students to complete tasks, obtain credits, and award awards. It is difficult to achieve the purpose of deepening the educational effect of the "Four Histories" by participating in educational activities with a mentality

such as evaluation of excellence. In addition, in the process of "Four History" education, college teachers also have problems such as single teaching method and boring teaching content, low student participation, low learning enthusiasm, and insufficient historical empathy ability.

### **3.3 Mainstream values are unclear, ideals and beliefs are vague**

With the spread of globalization, social ideological trends that carry different interests and demands are rushing out, and the new media era has provided opportunities and soil for the dissemination of these wrong ideological trends. For example, a few European and American countries use the new media hyped up and infiltrated, and used some seemingly "reasonable" fragmented materials to piece together a bizarre "historical truth" that catered to the public's taste, reflecting the so-called "dark side" of our party and the country, impacting the legitimacy of the Chinese Communist Party's governance, challenging the guiding position of Marxism makes college students distort and misunderstand the "Four Histories", disturb their correct cognition of history, and seriously shake their ideals, beliefs and values.

In addition, affected by multiple factors such as the characteristics of the times and the social environment, various "morning culture" and "Buddhist culture" are ubiquitous in the daily life of college students. "Buddhist" youths are self-proclaimed, lazy and mediocre, and lack enterprising spirit. Behind this, it reflects that college students are not firm in their ideals and beliefs, and their life values are ignored.

### **3.4 Self cognition is uncoordinated, knowledge and practice are disconnected**

In the process of learning and educating the "Four History" in colleges and universities, "knowledge" and "action" are two basic links, and the change from cognition to behavior change is a key link. However, in the current colleges and universities, the learning and education of the "Four Histories" generally has the phenomenon of "inconsistency of knowledge and action", or even "disconnection between knowledge and action".

With the strong support of the party and the government, great progress has been made in the study and education of the "Four Histories" in colleges and universities, but the problem of disconnection between knowledge and action is still faced. The "Four Histories" learning and educational resources are extremely rich, including original history books, red resources, etc. However, most colleges and universities "Four Histories" education have not formed a cognitive-practice synergy mechanism, nor have they built a high-quality "Four Histories" for college students. "The learning and educational practice environment is not conducive to students' understanding of the "Four Histories" in the unity of theoretical learning and practical perception. As a result, most of the students' understanding of the "Four Histories" knowledge remains in writing, without really going into the mind and heart, and the effectiveness of their learning is greatly reduced.

## **4 The Cultivation Path of College Students' "Four Histories" Learning and Educational Identity**

Based on the existing practice, it is not difficult to see that the "Four Histories" study and education of college students has both effects and problems. Therefore, in view of its existing problems, we can improve the effectiveness of college students' "Four Histories" learning and educational identity cultivation from four aspects: strengthening rational cognition, enriching emotional experience, enhancing value identity, and realizing the solidification of practice.

### **4.1 Attach importance to the leading role of political theory and strengthen the rational cognition of college students' learning and education of the "Four Histories"**

When colleges and universities carry out the study and education of the "Four History", it is necessary to emphasize its integrity and level. On the one hand, the "Four Histories" are an interrelated and internally connected knowledge system. To grasp the integrity of the "Four Histories" learning and education in colleges and universities, they must cultivate students' view of history from the top-level design, and place themselves in the long history of the Chinese nation to eliminate the fragmentation and isolation of historical learning, and correctly grasp the historical laws and trends of the times, an objective evaluation of history. On the other hand, the learning and education of the "Four Histories" in colleges and universities is not achieved overnight, but a gradual process. It must be combined with the actual situation of colleges and universities, fit the cognitive characteristics of students, and carry out differentiated teaching, from shallow to deep, from small to large, to help students accumulate history knowledge, strengthen theoretical cognition.

At the same time, colleges and universities should strengthen the study of classic works of Marxism, conduct more in-depth research and analysis of the classic works of the "Four Histories", and more accurately grasp the logical laws and connotative values of the evolution of the "Four Histories". Colleges and universities should use various media to carry out the study and education of the "Four Histories" in a way that students like to hear, help students deepen their understanding of China's development path and development model, enhance the "Four Self-confidence", and clarify "Why the Communist Party of China can", "China Why socialism with characteristics is good", "Why Marxism works", and then enhance students' historical cognition and political identity.

### **4.2 Fully respect the dominant position of students, and enrich the emotional experience of college students in the study and education of the "Four Histories"**

As an important part of ideological and political education in colleges and universities, the learning and education of "Four Histories" plays an important role in the imple-

mentation of the fundamental task of morality and cultivating people in colleges and universities. For this reason, colleges and universities should change their ideological concepts, fully respect the dominant position of students, and put students' needs in the first place when carrying out the "Four Histories" series of activities. Before carrying out the activities related to the "Four Histories", extensively solicit the opinions of the students, and clarify the cognitive characteristics and ideological confusion of the students; Let the "Four Histories" learning and education really be recognized and accepted by students, so that students can really think and learn from their learning; and after the activities are carried out, pay attention to students' evaluation and feedback, clarify the problems existing in the activities, and continuously improve, adhere to the "Four Histories" education to serve students, so as to enrich the emotional experience of college students.

Obviously, if the learning and education of the "Four Histories" in colleges and universities is to be effective, it must meet the emotions and needs of students. It is necessary to make full use of the resources of the "Four Histories", tell the "Four Histories" well with detailed data and touching stories, and demonstrate the truth power of the "Four Histories". The knowledge and spirit contained in it infiltrate the hearts of students, enhancing their emotional identification with the "Four Histories".

#### **4.3 Accelerate the formation of synergistic education and enhance the value recognition of college students' "Four Histories" learning and education**

At present, some professional teachers and functional departments in colleges and universities still believe that the study and education of the "Four Histories" is the responsibility of the Marxist academy and has little to do with them. This kind of understanding is not only contrary to the concept of "three comprehensive" education in colleges and universities, but also inconsistent with the requirements of ideological and political work in colleges and universities in the new era. In fact, the development of "Four Histories" learning and education in colleges and universities is a systematic project, which requires the coordination and linkage of various departments within the school to form a joint management mechanism.

First of all, the school party committee should make overall planning in terms of ideological publicity, long-term mechanism, teacher team, educational resources, teaching evaluation, etc., to provide various guarantees for the learning and education of the "Four Histories". Secondly, it is necessary to do a good job in the coordination of various educational subjects. Fully mobilize the enthusiasm of all units, take the lead in the Marxism Institute, the Academic Affairs Office, the Youth League Committee, etc., and actively cooperate with the Academic Affairs Office, the Propaganda Department, and the secondary colleges, consolidate the "main" channel of ideological and political courses + "Four Histories" courses, and will Ideological and political elements and party history stories are integrated into professional teaching, and a three-dimensional "Four Histories" learning and education curriculum system that combines compulsory courses and elective courses, and supplements theoretical courses and practical courses, forms a synergistic education. Thirdly, it is necessary to combine the first

classroom with the second classroom, and use the "big ideological and political" classrooms including student associations and social practice to optimize the elements and links of the "Four Histories" learning and realize the "Four Histories" learning and education. The effect keeps improving. Finally, the propaganda department of the party committee, the academic affairs office, and the information center of the university should cooperate with all colleges to create a suitable red campus cultural atmosphere and an environment full of positive energy to educate people. Through various efforts, we will help college students to solve their doubts, remove the cocoon, explain the "Four Histories" well, lift the veil of historical nihilism, clearly oppose the wrong trend of thought, form a correct view of history, and enhance historical responsibility.

#### **4.4 Actively build a practical experience platform to realize the solidification of the practice of college students' "Four Histories" learning and education**

Those who know are the beginning of action, and those who practice know are accomplished. Learning the knowledge of the "Four Histories" is only the beginning, and putting it into action is the goal. Colleges and universities should use theoretical knowledge to promote practice and deepen theoretical cognition through practice. It can be seen that "knowledge" and "action" are complementary to each other. Only by thoroughly understanding the theory can we guide action; only by implementing it through action, can we gain deeper understanding.

To carry out the "Four Histories" learning and education in colleges and universities, we must adhere to both theory and practice, and experience and perceive the "Four Histories" in practice. First of all, based on campus cultural activities or community activities, and rely on important festivals, such as the May 4th Movement Memorial Day, National Memorial Day, etc., to carry out commemorative activities to stimulate students' feelings of home and country and mission. Secondly, invite experts and scholars, old Red Army members, and old party members to teach the stories of the "Four Histories" in the form of lectures, entering the classroom, etc., and subtly influence the students, so as to maximize the educational function of the "Four Histories" education. Finally, it is necessary to make full use of the local red cultural resources to carry out the study and education of the "Four Histories", to deeply explore the historical connotation and value of the red resources, and to carry out experiential practice in the red revolution practice base, party history events and party history figures memorial halls. Let college students immerse themselves in the situation, and promote the education of the "Four Histories" into their minds and hearts.

## **5 Conclusions**

to carry out the study and education of the "Four Histories" in colleges and universities, it is necessary to deeply grasp its value connotation, face its existing practical problems, explore solutions, and help college students examine the "Four Histories" from a



connection, development, and comprehensive perspective. Learn from the past, learn from the present, and create the future.

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