



Study on the Needs and Paths of Integrating Four Histories Education into Civic Education in the Context of Precision Civic Education

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Abstract. In 2020, the Central Propaganda Department and the Ministry of Education issued the "Implementation Plan for the Reform and Innovation of Ideological and Political Theory Classes in Schools in the New Era," which stated that colleges and universities need to focus on guiding students to, in an all-rounded way, master the basic principles of Marxism and the theoretical achievements of the Chinese nationalization of Marxism, to understand the history of the Party, the history of the new China, the history of reform and opening up, the history of the development of socialism, and to recognize world, national and Party conditions, and to profoundly understand the Xi Jinping Thought of Chinese Characteristics and Socialist Thought with Characteristics.". Therefore, integrating the four histories into the ideological and political courses of colleges and universities can not only help college students practice socialist values with Chinese characteristics, but also make them always hold firm ideals and beliefs. The "Four Histories" education is in line with the value, goal and content of the Civic Education in colleges and universities, and if we want to realize the effective integration of the Four Histories into the Civic Education from the background of accurate Civic Education, we should start from the integration into the teaching materials of colleges and universities' curricula, integration into the classroom, practical teaching and integration into the teaching and learning research and other ways.

Keywords: Four history education, Path, demand.

1 Introduction

At the same time, he also made it clear that the study and implementation of the Party's innovative theory must be regarded as an important content of ideological armed, combined with the study of the basic principles of Marxism, linked with the study of the history of the Party and the development of socialism, and strive to achieve great rejuvenation. The "four histories" education of college students should be carried out through a specific carrier, so that they can get wisdom from history and ensure that the function of history education can be brought into play. With the advent of a new

era, college students are shouldering the burden of reviving China as they support the key force for social change. From the level of accurate thinking and politics, the implementation of factual education must rely on ideological and political lessons to give full play to its main channel function. Ideological and political teachers need to do a good job in the design of teaching content, choose appropriate teaching methods, ensure the education effect, and have a full and accurate grasp of college students' psychology and behavior.[1]

2 The connection between "four histories" education and ideological and political education in colleges and universities

2.1 Value Compatibility

The "four histories" education and the ideological education in colleges and universities have unified goals and values. The goal of the "Four Histories" education and the Civic and Political Education in colleges and universities is to oppose historical nihilism and to solve the problems of what kind of people to cultivate and how to cultivate them. Through the mode of ideological and political education in colleges and universities, the content of the "Four Histories" is taught to college and university students, guiding them to have a firm choice of the political direction of our country, improving the sense of identity of political parties, and spontaneously defending the leadership of the CPC. Moreover, the "Four Histories" education hopes to realize the mastery of the objective facts of a specific historical stage through the combing of historical logic and the mastery of historical development and knowledge, so as to break the possible historical nihilism through the real history. [2]Moreover, it can guide college students to have a correct grasp of the political direction, always firm political position, maintain their own political strength, and highly safeguard the authority and centralized and unified leadership of the Party Central Committee.

2.2 Goal consistency

Lifelong learning is the "four histories" education and the fundamental task of ideological education in colleges and universities. The promotion of "four histories" education in colleges and universities, with the help of all-round assessment of major historical events and figures, all-round solution to the laws of historical development and profound criticism of historical nihilism, can enable college and university students to set up patriotism, and help college and university students to develop comprehensively. [3]Civic education in colleges and universities utilizes Marxist thoughts and methods to educate students at various levels, including ideals, beliefs and morals, and strives to cultivate talents with all-round development in morality, intelligence, physicality, physical fitness and aesthetics for the country. Therefore, no matter whether it is "four histories" education or ideological education in colleges and universities, their educational goals are the same, in order to achieve the establishment of moral and humanistic.

3 The precise and realistic demand for the integration of "four histories" education into the ideological and political education in colleges and universities.

3.1 Situational needs: resisting the trend of historical nihilism

Over the years, the trend of historical nihilism has arisen in the society, and there have been numerous incidents of vilification of revolutionary heroes, which has caused a bad impact on the society.[4] Under the conditions of the Internet environment, historical nihilism has impacted the people's historical cognition, interfered with the correct development path of China's political parties, and the overall security of the country has also been affected, with some college students showing deviations in their thinking and misbehavior, and the mass base of the mainstream socialist ideology supporting the unstable situation. The integration of the "four histories" education in colleges and universities can enable college and university students to establish a correct view of history in line with the objective facts, break the ideological misunderstandings, and ensure that the mainstream ideology of colleges and universities can always be maintained correctly.[5]

3.2 Historical demand: Establishing a correct view of history

For students in colleges and universities, the concept of history is an important cornerstone of the outlook on life, values and worldview, and the formation of this concept requires continuous study of historical knowledge and the formation of dialectical historical thinking.[6] However, from the analysis of the actual situation of "four histories" education in colleges and universities at this stage, the wrong social trends can cause negative interference to the ideological concepts of college and university students, resulting in their unfair evaluation of China's historical events and bias, and the pro-US remarks that appeared in recent years are the specific behavioral manifestations. With the reform of China's college entrance examination system, the implementation of the optional examination system has exacerbated the students' neglect of history. In the process of teaching ideology and politics in colleges and universities, the teaching of historical knowledge has appeared to be single and fragmented. Compared with Marxist ideological education, China's "four histories" education is not perfect and lacks system. Therefore, colleges and universities should take advantage of the integration of the "Four Histories" education to realize the construction of the relevant education system, so that college students can truly establish a correct, scientific and reasonable view of history.

3.3 Demand of the times: practicing socialist core values

Socialist core values do not appear out of nowhere, it is through the historical development and practice, summarized the value of the most reflective of the traditional culture of the Chinese nation, as an indispensable component of the social ideology,

should be combined with the understanding of the historical development of China, social reform and so on. The "Four Histories" education can bring out the spirit of our party's century-long struggle, and contains the excellent Chinese history, culture and virtues, and bears the burden of reshaping values. Therefore, the integration of the "Four Histories" education can enable college students to establish a critical thinking, a dialectical view of history and reality, so that they can continue the party's historical lineage in the new era, always be firm in their ideals and beliefs, and implement the socialist core values with their words and deeds.[7]

4 The path of integrating the four histories into the ideological education under the background of accurate ideology and politics

4.1 Integration into the curriculum and teaching materials of colleges and universities

If you want to truly implement the reform of the ideological and political education in colleges and universities, you must uphold the logical law of the development of the discipline and truly realize the integration of academic rationality. The most important thing to realize the integration of academic rationality is to have an all-round grasp of the characteristics and structure of the content of the facts, and the key points of integration also need to be focused. The key point of the "Four Histories" education is to take the learning at that time as the main body, and grasp why the CPC can, why Marxism can, and what is the superiority of socialism with Chinese characteristics? Therefore, in the process of integrating the four histories into education, it is necessary to focus on the rhythm of the Party's lessons, the laws of historical development, to find the correct answers to real problems, and at the same time, in accordance with the actual needs of the times, to make the most appropriate optimization of the country's development strategy, and strive to seek out the relevant contents of the road of socialism with Chinese characteristics and the soundness of the Chinese characteristics. As for the knowledge that can show the fundamental characteristics of the process of the four histories and its inner connection, such as scientific socialism, it is necessary to refer to its connection with the concepts that already existed in the original textbooks from the logical and normative levels.

Secondly, the implementation of practical precision integration. Practical integration refers to the targeted integration of the four histories into the teaching materials of the Civics class according to the state of mind and learning characteristics of the students in colleges and universities. [8]In the process of integration, it is necessary to ensure the richness of the content, the diversity of forms, and a broad vision. For example, the use of vivid, graphic cases to reach the hero's blood, family and national feelings of space and time links, in the history and reality of the sharp contrast and interaction, to enhance the sense of historical responsibility of students in colleges and universities. At this stage, the teaching materials of the ideological and political courses in colleges and universities choose to integrate the four histories into

the content of education in a thematic way. For example, through the theme of party history and heroes education, with the help of stories in the process of revolutionary construction, college students can truly perceive the difficulties and success of the Chinese revolution. And with the theme of the great revival of the history of new China, it enables college students to have a clear grasp of the historical development route of the great revival.

4.2 Integration into classroom and practical teaching

First, integration into classroom teaching. First of all, it strengthens students' ability to analyze and distinguish between right and wrong, and strengthens the recognition of values. For example, in the process of teaching that the Communist Party of China is the inevitable choice of history and the people, we can compare the three major "founding programs" and the fate of the "two Chinas", so that college students can truly understand the correctness and inevitability of our country's development path of communism. The second is to strengthen students' level of inquiry. Secondly, strengthen students' inquiry level.[9] The choice of inquiry-based teaching methods allows students to actively participate in the learning process, so that the values of knowledge education can be internalized. According to the task-driven and task implementation mode to make personalized arrangements and design. For example, a series of patriotic education centered on the revolutionary spirit. It should be clear that in the process of inquiry, the connection between the internal and external identity of the situation should be ensured. Teachers through the context setting, so that students can themselves in the four historical events, so that students in the personal experience to obtain a full range of knowledge of the event. However, in the process of understanding, they should also learn to be outside the historical context, so that the historical space, characters and so on can have historical connotations. Third, break the traditional way of discourse. Ideological and political education in colleges and universities is actually an interactive thought, and the quality of education is closely related to the language through which the content of thought is elaborated. Teaching discourse is the key means to transfer knowledge and realize internalization of ideas at the same time. At this stage, the main challenge for the integration of the four histories into the ideological classroom of colleges and universities is how to achieve a gradual change from the discourse of documents and propaganda to the discourse of education. In the process of integrating the four histories education, it is necessary to make use of the adjustment of the discourse to convey the rich meaning to the students, and to realize the function of indoctrination through emotion and value. First of all, we should use vivid and interesting media discourse. For example, in the process of letting students learn about the "two miracles" related to the creation of the centennial party, they can make use of relevant media reports and choose new forms of expression that can attract college and university students, so as to make the content meaningful, more specific and more graphic. Secondly, we should pay attention to the application of national discourse which takes identity as a guide. Unique history and culture, national discourse for the most intuitive, valuable expression, especially

unique, with historical and cultural connotations of the language, the narrative can reproduce a particular historical development scene.

4.3 Integration into teaching research

The unity of "four histories" education and ideological and political education requires "politics and rationality", which makes it clear that the teaching of ideological and political courses in colleges and universities must have sufficient and mature research results, and that the theoretical qualities of the teachers can be strengthened to the maximum extent with the help of research to enhance the standard of their teaching. According to the law of curriculum and teaching, the four history education into teaching research normally involves teaching objectives, content, methods and so on. First of all, the research on educational objectives. Always take the series of policy documents on ideological and political education issued by the state as the standard, so as to analyze the objectives of the four histories education in an all-round way, and to determine the specific direction of education and the objectives to be achieved. Secondly, research on teaching content. In the process of research, the general theory, educational materials and other levels, in-depth analysis of the "content structure - logical conception - value connotation", such as the characteristics of the four histories and the adaptation of the ideological and political teaching classroom; third, research on the implementation of the teaching, implementation. Third, research on the implementation of teaching. For example, the psychological aspects of college students' learning of the four histories, and the in-depth exploration of educational resource platforms such as "Learning Power" can help college students to realize self-reflection. Finally, in-depth exploration of teaching evaluation.[10] For example, the analysis of the practice of ideals and beliefs, the ease and progress of students in learning the knowledge content of the four history courses, and so on.

5 Conclusion

In short, the integration of the four histories of education in the context of accurate ideology and politics must be combined with the context of the new era, and it is clear that students in colleges and universities should always uphold a firm idealistic belief, and while constantly absorbing and integrating ideological and political theories and practical achievements, the integration of the four histories needs to start from the objectives, methods, evaluation and other levels to ensure the scientific and reasonable nature of the integration. The integration of the four histories into the ideological and political education programs in colleges and universities requires that those involved in the construction of the four histories must continue to seek more rights of expression for the "objects" other than the existing courses and teaching, and continue to dig deeper and deeper into the spirits and cultures in the four histories, so as to ensure that the integration of the pedagogical reforms can be truly put into practice.

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