

A Study on The Integration of "Four Histories" Culture into Ideological and Political Course in Middle School

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Abstract: Promoting the connotative development of ideological and political course is inseparable from the mining of high-quality educational resources. As a kind of fresh material, the "four histories" cultural resources have extremely rich ideological and political education value. At the same time, it also has profound value implication, through classroom teaching, practice teaching, and Internet teaching and other ways to promote the full integration of "four history" culture and ideological and political course, can innovate and develop the content of ideological and political course in middle school, inherit the red gene, ceaselessly spiritual blood.

Keywords: "Four histories" culture, Education courses, Middle school students.

1. Foreword

To carry out socialist education with Chinese characteristics well, we should not only carry out ideological and political courses with integrity, but also explore the ideological and political education resources contained in other courses, so as to have both a stirring momentum and a silent teaching effect [1]. The "four history" culture includes the history of the Party, the history of the New China, the history of reform and opening up, and the history of the development of socialism. The 100-year history of the Party is the history of the CPC from scratch, from small to big, from weak to strong, and from victory to new victories. The 70-plus years of the New China's history is one in which the Chinese nation has stood up, become rich, and become strong. Forty years of reform and opening up history from inadequate food and clothing to well-off history; The history of the development of socialism over the past five hundred years is a history from fantasy to science, from theory to practice. Strengthening education in the four Histories is of great guiding significance in fulfilling the fundamental task of cultivating morality and cultivating people, and in solving the fundamental problem of "whom to train, how to train people and for whom to train people".

First, the "four history" culture into the middle school ideological and political course needs to analyze the reality

1.1. From the High School Politics New Curriculum Standards Need

The Ideological and Political Curriculum Standards for Ordinary Senior High Schools put forward that "using a variety of curriculum resources to expand students' horizons. The selection and application of materials should not only be close to students' life, but also reflect the new development of contemporary social progress and the new achievements of scientific and technological development; It should not only be conducive to teachers' creative teaching, but also be beneficial to students' potential development and meet the development needs of different types of students [2]. Through the investigation and analysis, we can find that the traditional teaching model and single teaching resources have been unable to meet the needs of ideological and political teaching, we must dig new teaching materials, for the ideological and

political course into new blood. As a high quality curriculum resource, the "Four Histories" culture has a strong coupling with the ideological and political courses in middle schools. The two also have a high degree of compatibility in content, objectives, nature and other aspects, especially the national spirit contained in it, which can guide students to transform their deep love for national conditions and desire to strengthen the country into serving the country. "4 s" contained in the culture of value connotation and historical connotation is the key to promote the development of middle school education courses teaching, the history of "four" cultural content as fresh and rich organic material into all aspects of education teaching, the education courses with the combination of "4 s" learning education, can promote the education to develop in the direction of high quality.

1.2. From the New Era of "Four History" Education Needs

Office in April 2021, the Ministry of Education issued "about strengthening in education courses in China, with emphasis on the education of" 4 s "education notice, request carried out in primary and middle school education courses with history of the party, with emphasis on the education of" 4 s "education [3], which is to make full use of good education courses this one main channel, focusing on the history of the party, with emphasis on the education, history education" 4 ", Students should have a deep awareness of the historical position of today's China, examine and clarify the historical responsibilities they should undertake, deeply understand the party's thinking for the country and the concern for the people, and then boost their energy and energy to write the great cause of China's development in the new era. It is important to note that due to the various layers of large primary and secondary school students, and then put forward clear, each period of education content and requirements are different, and high school should use experience and common sense education is given priority to, the promulgation of the "four history" education guidance documents, as the "4 s" culture into pointed out the direction of the middle school education courses teaching. Thus, we can conclude that "four histories" cultural education is not only the need of the new era, but also the need to accelerate the integration of ideological and political courses in colleges and middle schools. So education

teachers before to carry out the "4 s" education, should understand what they undertake the task of "4 s" education, and further explore the "4 s" education resources in how to better with education courses at the same time, combining the ends after extending forward, do a good job in elementary school, middle school and university cohesion in order, resulting in learning barriers.

1.3. From the High School Political Teaching Practice Needs

At present, the international situation is changing, various ideas are stirring up each other, and the promotion of information technology makes it more convenient to obtain information. High school students are in the critical period of the formation of values and world outlook. Their thinking is very active, their self-awareness is stronger, and they are willing to accept new things, new ideas and new culture. Although they have some discerning ability, they are still susceptible to the influence of non-mainstream ideology. However, today's media platforms and social platforms are full of all kinds of chaos. In the past, a foreign fake scholar fabricated fallacies such as "Xinjiang practices forced labor on ethnic minorities", and later, a popular celebrity punched in at the Yasukuni Shrine, causing heated discussion about why we should not go to Yasukuni Shrine to take photos. Even some people with ulterior motives, the history as "a little girl be", citing reappraisal, distorts the tarnishing China's history, undermines the party's leader, no revolutionary martyrs of heroism, don't believe it official and unofficial history will be the party's historical vulgarization, vulgar, tabloidization, "hate" comments on social platform of students, The infiltration of these bad social trends of thought has a great impact on the cognition of teenagers. Therefore, IDEOLOGICAL AND POLITICAL TEACHERS SHOULD GUIDE STUDENTS IN THE EDUCATION OF "FOUR HISTORIES" TO SEE the essence from the historical phenomena, explore the logic from the historical context, discover the law from the historical process, and truly realize the knowledge of history and patriotism, knowledge of history and love of the Party.

2. The Value Analysis of The Integration of "Four Histories" Education into Middle School Ideological and Political Courses

2.1. The Study of The Four Histories Is Conducive to Strengthening Our Ideals and Beliefs

To know the road, must first for history. The study and education of "four histories" is the only way to strengthen the ideal and faith. The Fifth Plenary Session of the 19th CPC Central Committee proposed to "promote the normalization and institutionalization of the education of ideals and beliefs, and strengthen the education of the history of the Party, the history of New China, the history of reform and opening up, and the history of the development of socialism" [4]. With four history knowledge content and related resources as the implementation of the ideal faith education carrier, fully consider the history of "four" the living material of the education resources is the ideal faith education, the party's each period of revolutionary history, is a vivid teaching material of ideal and faith, has extremely important

theoretical and practical significance, and high school students as the mainstay of China's future, It is decided that the educational resources of "four histories" must be integrated into the ideal and belief education of high school students, which should not only enrich the content of the present ideal and belief education, but also establish the long-term mechanism of the ideal and belief education. Reviewed the difficult search for the glory of the party and the people can find that, once established, our party has put the realization as the highest ideal of communism, indeed, in a poor and backward country revolution will inevitably encounter some complex problems, but because of our party always lofty ideal of communism and firm faith in the society of socialism with Chinese characteristics, Makes China become a real big Oriental country, from closed to fully open, from poor to well-off rich, from the relatively backward to the high-speed rail technology, 5 g technology lead, all reveal the speed of China, China's system of China's power, therefore, "four history education in middle school education teaching is particularly important, But THE EDUCATION OF IDEALS and beliefs SHOULD NOT only be a mere formality, WE SHOULD guide STUDENTS to know, believe and act in the education of "Four histories", so that students consciously internalize their patriotism feelings into the driving force for progress.

2.2. Thinking About the Four Histories Is Conducive to Strengthening Our Sense of Responsibility for History

When the young generation has ideals, skills and responsibilities, the country will have a bright future and the nation will have hope "[5]. Today's junior middle school students are mostly close to the aspiring young people and more than 10 years old, 2035 years ago was basically completed the socialist modernization development vision, they also only 20 years old, in the middle of the century, Chinese building into a modern powerhouse, they also just their 40 s and 50 s, that is to say, today's junior middle school students with hundreds of millions of young people, are They are active participants and creators in the whole process of China's dream of great rejuvenation. They are also modern newcomers who shoulder the great responsibility of revitalizing the Chinese nation. History is the best book, to learn the history of "four", to the great achievement of the communist party of China, master the regularity in the history, sum up experience, draw historical forces, feel the call of The Times, conscious personal destiny is closely linked with the state, personal value realization and the great rejuvenation of the Chinese nation and enterprises will closely linked to the realization of the dream, the responsibility of youth, bear the burden.

2.3. The Practice of the "Four Histories" Is Conducive to Fulfilling The Original Mission

Middle school students in the new era, born in the best era of China's development, enjoy the benefits of national prosperity, but also need to shoulder the mission of the youth of The Times. The original aspiration and mission are the soul of our Party. In the history of "four" in the learning process, understand the beginner's mind and mission that contains rich and profound thought connotation, revisit the party's history, the history of deep feeling that inscribed in the poems, letters,

in the blood, the soul of our party in the holding of beginner's mind and mission, ideological, spiritual, consciously accept the baptism. Looking back at the great achievements made by the Party and the people, no matter how far and how brilliant the Party has gone, it has never forgotten its original aspiration and mission to seek happiness for the people and rejuvenation for the Chinese nation. From the difficult years to prosperity, the CPC's original aspiration and mission have remained steadfast [6]. Only do not forget the original intention, in order to finish. Each generation has its own mission and responsibility. Today, the baton of history has been handed over to us. We should have a pure heart, stand at a new historical starting point, always have the sense of mission of "time does not wait for me", and the sense of responsibility of "giving up on others", and write the most beautiful chapter of life in practice.

3. "Four History" Education into The Middle School Ideological and Political Course Path Analysis

3.1. 1firmly Grasp the Main Channel of "Four Histories" Education -- Classroom Teaching

Education courses is the key to the implementation of khalid ents basic task, the educational value of the history of "four" resources must rely on secondary school education courses main position and role of main channel, and the connotation of "4 s" education resources is extremely rich, which contains the party's great achievement, glorious course, as well as the fine tradition, its connotation and high school ideological and political education have consistency, The integration of "four histories" educational resources into senior high school ideological and political courses can enrich the content of ideological and political education. Middle school education courses, education courses, especially in high school has strong theoretical, has a distinct ideological, therefore, how to break through the education courses of boring, boring learning environment has been the key problem facing education teachers, if can put the knowledge of "4 s" education resources, theoretical and strong narrative "4 s" education resources, interest, Therefore, in order to improve the effect of "four histories" education, it is necessary not only to select the teaching content consistent with ideological and political courses, but also to adopt a variety of teaching methods according to the characteristics of "four histories" educational resources. For example, teaching the basic historical facts and materials of the "Four histories" through the method of "combining history theory", and thinking about the major events, important meetings and important figures in the "four histories" in the historical process of the 500 years of socialist development can help students cultivate their historical thinking and expand their historical vision. They can also teach the heroic deeds of the "Four Histories" through the method of "example demonstration", so that students can deeply understand that the revolutionary ancestors had the fighting spirit of sacrificing themselves when they were the same age, and cultivate students' will to face difficulties bravely.

3.2. Vigorously Expand the Extension of "Four Histories" Education -- Practice Teaching

The education of "four Histories" should adhere to the principle of the unification of theory and practice. The education of "Four Histories" should not only pay attention to the imparting of knowledge, but also trigger students' emotional experience through social practice. Of "4 s" contains many outstanding red culture resources, in the practice teaching, teachers should use situation teaching, the experience type teaching and so on many kinds of teaching methods to make the red culture resources "live", on the one hand, can through the history stage, red letter read, watch movies, red red song singing competitions, etc., In this way, students can walk into the revolutionary ancestors, so as to learn the pioneering spirit, fighting spirit and dedication spirit of the ancestors who dare to be the first, indomitable, loyal and dedicated, and narrow the distance between students and history, so that students can internalize their emotional experience into behavioral consciousness. On the other hand, relying on regional historical and cultural resources, the local red education base will be turned into the second classroom of "four histories" education, so that students can accept the baptism of history in the activities of visiting the red base, the former residence of celebrities, the former site of Party history and so on. Take the local cultural resources of Zigong City in Sichuan Province as an example. Zigong City is rich in red culture. Teachers can organize students to visit the former residence of Sister Jiang to deeply understand their emotional changes in the face of national crisis and guide students to feel the revolutionary ancestors had the spirit of dedication when they were the same age as them. Can also organize students to Rong County, Wu Yuzhang's former residence research practice activities, through the visit to learn Wu Yuzhang proletarian revolutionary spirit, consolidate the "four history" learning effect. The study of "four histories" in practical activities can fully combine the small class of ideological and political education with the large class of society, improve the current situation of cultural inheritance, and build a comprehensive educational pattern of the whole staff process.

3.3. To innovate the New Situation of "Four History" Education -- Network Teaching

The development of the Internet provides a brand new way for the education of "four histories". The Internet is increasingly developing into the "first environment" for middle school students in the new era. Using the Internet carrier to carry out the education of "four histories" meets the needs of middle school students. In order to prevent the learning fragmentation of "Four histories", not only should the selection of "Four histories" content conform to the age characteristics and cognitive laws of middle school students, but also the dissemination of "Four Histories" content should adopt the way that students like it. For example, we can regularly push high-quality articles about the "Four histories" through wechat official account, the official website of the school and other channels, and design the "Four Histories" answer contest based on the points system. Can also learn by integrating media technology can assign the education cloud platform easy class, "power" App to build "4 s" education curriculums and students looked up an education lectures held by the Ministry of Education, millions of college students in sichuan ditto "4 s" lectures "and other quality related to the history of" four "live and immersion teaching of modern

information technology can assign (VR experience Pavilion, etc.), relying on the local red history resources, to create a virtual experience pavilion. This new "Internet + education" mode and a new carrier can make up for the traditional media or single learning channels for the spread of the "four history" content rendering and deficiencies, to break the factors such as time, space, for the limitation of "4 s" learning, real ascension the effect of "4 s" education for middle school students, the "4 s" education resources in the Internet, It can promote the online and offline integration of "Four histories" education, accelerate the popularization of "Four histories" education among middle school students, and even help to build the "four histories" educational resource library with historical preservation value and historical data research value.

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