

Exploration and Practice of Ideology and Politics Education in History Courses in Colleges and Universities: Taking Chinese Ancient History as an Example

Linling Lai, Yunfeng Huo, Hongjuan Jiang

Taizhou College, Nanjing Normal University, Taizhou, Jiangsu, 225300, China

Abstract: Ideological and political education of "professional courses" is the most central and difficult part of the curriculum ideology and politics system engineering. In order to implement the general goal of "Three-Whole Education", we take the construction of thinking politics in the course of "Chinese Ancient History" as an example, clarify the necessity of construction of thinking politics in history courses in colleges and universities, clarify the goal of nurturing people in history courses based on value shaping, establish the correspondence between the content of course chapters and the elements of thinking politics in courses, innovate the teaching methods and assessment methods of courses, support the effective implementation of thinking politics teaching, and promote the overall development of students.

Keywords: Curriculum ideology and politics education; Chinese Ancient History; Teaching Practice

1. Introduction

"For whom to train people, what to train and how to train people" is the core proposition that must be answered in education. The meaning of curriculum ideology and politics is that the curriculum carries ideology and politics is embedded in the curriculum, and the knowledge base is cohesive in the dissemination of value, and the value guidance is emphasized in the dissemination of knowledge. [1] Ideological and political education of "professional courses" is the most central and difficult part of the curriculum ideology and politics system engineering. [2] How can teachers establish the mapping relationship between the course chapters and ideological and political elements in teaching history courses, how to innovate ways and methods to effectively implement ideological and political education in specialized courses, and how to organically combine value shaping, knowledge transfer and ability cultivation? This is an important question that needs to be explored and solved in the construction of the ideology and politics of history courses in colleges and universities. This paper intends to take the core course of history majors in colleges and universities, *Chinese Ancient History*, as an example, to carry out research on the exploration and practice of the ideological and political education of the course, so as to promote the construction and innovation of the ideology and politics of the professional courses.

2. The necessary implementation of " ideology and politics " in history courses in colleges and universities

Curriculum ideology and politics is an inevitable requirement to implement the fundamental task of educating people with moral values. The Guideline for the *Construction of Curriculum Ideology and Politics in Colleges and Universities* clearly requires that all colleges and universities, all teachers and all courses should assume the responsibility of educating people. Therefore, it is an important mission for colleges and universities in the new era to carry out the ideological and political education with curriculum as the carrier and classroom as the position, so that moral education can penetrate into the whole process of talent cultivation. [3]

History courses have the inherent advantage of ideological and political education. Because college students have an active mind and receive mixed and diversified information, they are in urgent need of correct value guidance. The content of the history curriculum is all-encompassing, with excellent cultural heritage, historical experiences that are worth learning from, and generations of outstanding people who

have dedicated themselves to the country and the people, so the history curriculum materials contain rich resources for ideology and politics. Teachers will combine the subjects of politics and history to strengthen the moral education function of the history curriculum, effectively helping students to establish the correct "three views" and grow into high-quality talents with good character and learning.

3. Clarify the goals of education in history courses based on value building

The goal is the starting point of all teaching activities, and only if the goal is clear can we achieve the ideal effect of education. The goal of educating people consists of three parts: value, knowledge and ability development, in which the knowledge and ability reach the goal. Knowledge may be different for different colleges and universities and for teacher-training history majors and non-teacher-training majors, but the goal of value formation must be the same, that is, to enable students to internalize correct values into spiritual pursuit and externalize them into conscious action. The goal of value formation cannot be achieved overnight, but needs to evolve through three levels of "knowledge-belief-action" in long-term education.

4. Establishing the correspondence between the content of course chapters and the ideological and political elements of the course

The scientific excavation and condensation of the ideological and political elements determines the content and final effect of the teaching of ideology and politics of the curriculum, so it is a key and difficult point of the ideological and political education of the history course to screen, classify, condense the ideological and political elements and establish the mapping relationship between them and the professional knowledge points. The author takes the course of "Chinese Ancient History" as an example and adopts "Chinese Ancient History (Upper Book)" edited by Zhu Shaohou and other editors as the reference textbook, which organically combines the course content with the political thinking points, and the correspondence is designed as shown in Table 1.

Table 1: Correspondence table between the knowledge points of textbook chapters and the Curriculum ideology and politics elements

chapters	Teaching contents	ideology and politics elements	Paths and Goals of Ideological and Political Education
Introduction	Definition, learning method and meaning of history	Historical Awareness	Introduces the basic principles of historical materialism and dialectical materialism, guiding students to analyze and judge issues with a historical perspective, helping them to improve their understanding of the phenomena and nature of human development and change in their own history over a long period of time, and enhancing their ability to inherit and create history.
Chapter 1: Primitive Society in China	Remnants of the clan commune	Culture Confidence	Introducing the Liangzhu Yu Cong of the clan commune period to show the complex faceting techniques of 5,000 years ago; introducing the Jiahu bone flute to show the wonders of ancient Chinese musical civilization and to strengthen students' cultural confidence.
Chapter 2: The Establishment and Development of the Slave State in the Xia and Shang Dynasties	Establishment of Xia Dynasty	National Awareness	The teacher analyzed the conditions for the establishment of the state and the state institutions of the Xia and Shang dynasties during the class, and assigned students to watch "Geographical Constructions of Chinese Civilization" in MOOC taught by Tang Xiaofeng after the class to enhance their understanding of the concept of state and the history of the motherland.
	Socio-economic and culture of the Xia and Shang dynasties	Scientific Spirit	The video of the pottery triton at Anyang Yin Market is shown to show the life of the Yin people and the wisdom of urban construction more than 3,000 years ago; the Shang Dynasty bronzes, represented by the "Fuhao Owl-shaped bronze Zun, wine container", are introduced to show the craftsmanship of the Yin bronzes and the beliefs of the ancestors, and to cultivate students' aesthetic sensibilities and craftsmanship.
Chapter 3: Further Development of Slave Society in the Western Zhou	The formation of the idea of respecting heaven and protecting the people	National Awareness	This chapter describes the ruling ideology of "respecting heaven and protecting the people," which changed the dominance of the gods and laid the foundation for the rule of "virtuous government" in later times. It helps students to understand the source of the Chinese government's "good governance", and guides them to develop a sense of national responsibility for the state and the world. Analyze the perfect patriarchal system of the Western Zhou Dynasty, and cultivate students' awareness of the "family and state as one" state.
	The patriarchal system	Social Consciousness	This chapter discusses the civilization of ritual and music, and develops students' social consciousness in pursuit of harmony and order.
Chapter 4: The Disintegration of Slave Society in	The Great Powers contend for supremacy	National Awareness	The course will briefly describe the process of the great powers' struggle for hegemony, discuss the complex international relations and the severe international situation in today's society, thus cultivating the students'

the Spring and Autumn Period			awareness of "enriching the country and strengthening the army".
	Culture of Spring and Autumn Period	Character Formation and Scientific Spirit	This class carries out a thematic discussion on Confucius and the Analects of Confucius to understand the groupist ethics of harmony, fraternity, self-restraint, for others, unity, and cohesion advocated by Confucius, and to guide students to continuously strengthen their self-cultivation. This chapter introduces the "Bronze Jin with cloud design" in the tomb of Zigeng, the son of King Zhuang of the Spring and Autumn Period. The "lost wax method" created by the ancient people thousands of years ago can be applied to the highly sophisticated industrial products of aero-engines in the present society, so that students can deeply appreciate the scientific thinking and wisdom of the ancestors.
Chapter 5: The Establishment of the Feudal System in the Warring States Period	Law change movements in various countries	National Awareness	This chapter is about the law reform movements of various countries, mainly the Change of Law by Shang Yang, and cultivates students' spirit of reform and innovation.
	The field of academic thought "competition among a hundred schools of thought"	Culture Confidence	The "competition among the hundred schools of thought" discussion activity helps students to understand the original ideas of Confucianism, Buddhism, Taoism and Mohism, to interpret the origins of ancient Greek civilization, to break the "Western-centrism" ideology, to stimulate students' national pride and to enhance their cultural confidence.
Chapter 6: The Establishment of the Qin Dynasty and the Peasant Revolt at the End of the Qin Dynasty	Establishment of the Qin Dynasty	National Awareness	Students will be taught how difficult it was for Qin to establish a unified multi-ethnic feudal state and its significance, and will be taught to consciously safeguard national sovereignty and the unity of the motherland. This chapter introduces BronzeSquare Sheng (a unit of dry measure for grain) of Shang Yang, the first state of Qin to use a unified standard to govern 2,000 years ago, and the measure standard represented by BronzeSquare Sheng (a unit of dry measure for grain) of Shang Yang built a set of stable and fair economic order in the era of "people's food is heaven", so that students can feel that as long as a country has a standard to measure and fairness to measure, the people will be united, and the reform and strengthening of the country will continue for a thousand years.[4]
	Measures to consolidate unification	Social Consciousness	Students will watch a video about Shuihudi Qin bamboo slips, spirit of "Xi", the owner of the Qin jian, makes students feel that when each of us can do our best work, this era must be a great one. Students will also be introduced to the value of the Yummeng bamboo slips, especially the spirit of law behind it, and will be trained to be aware of the law and to abide by it.
Chapter 7: The Development of a Unified Multi-ethnic Feudal State in the Western Han Dynasty	Relations between Western Han and the neighboring ethnic groups	National Awareness and Character Formation	This chapter describes the economic and cultural exchanges between the Han, Yue, Southeast, Northeast, and Southwest peoples in China, as well as the Western tribes and Xiongnu, represented by Zhang Qian's passage to the West, analyzes the significance of the Silk Road, shows the vivid picture of people of all ethnic groups working together to develop the frontiers of the motherland, and cultivates students' sense of Chinese national identity. Students will learn about the difficulties of Zhang Qian's journey to the west and discuss the construction of "One Belt, One Road" in groups, so that they can understand Zhang Qian's unswerving spirit and his perseverance in holding the Han Festival, as well as enhance their sense of mission and historical responsibility in the inheritance of the past and the present.
Chapter 8: The Centralized State of the Eastern Han Dynasty Goes from Unification to Disintegration	Culture of the Eastern Han Dynasty	Scientific Spirit and Culture Confidence	This chapter introduces Huan Tan's New Treatise and Wang Chong's Analects, showing the fearless courage of the two men in fighting against the prophetic science and the Buddhist concept of the immortality of the soul, and guiding students to develop the scientific spirit of critical questioning, rational thinking, and the pursuit of truth. Cite the paper-making of Cai Lun in the Eastern Han Dynasty, which changed the face of world culture and for which Cai Lun was named by later generations as an important figure who influenced the course of human history. The impact of the inventions represented by papermaking on world history enhances students' cultural confidence.
Chapter 9: Social Progress and National Integration in the Three Kingdoms, the Jin Dynasty and the Northern and Southern Dynasties	Integration of the northern ethnic groups	Ethnic awareness	The Wei-Jin-North and South Dynasties periods were one of the most significant stages of ethnic integration in Chinese history. By telling the story of the collision and intermingling of the cultures of the northern minorities and the southern Han, which eventually laid the ideological foundation for the rebuilding of a unified and powerful empire in the Sui and Tang Dynasties, and it can cultivate students' sense of Chinese ethnic community.
	Culture of the Wei, Jin and North and South Dynasties	Scientific Spirit and Culture Confidence	During this period, mathematics, astronomy and calendrics, mechanical engineering, medicine, and agriculture surpassed previous levels; for example, the Gilt stirrups with wood core excavated from the tomb of Feng Sufu in Northern Yan are the earliest pair of double stirrups that can be found today and have been clearly dated, and spread to Europe along the Silk Road, contributing to the formation and development of the Chivalric Age in Europe and giving birth to the equestrian movement in England in the 16th century. All of the above scientific and cultural achievements inspire students with a spirit of innovation and craftsmanship as well as national pride and cultural confidence.

5. An innovative approach to teaching courses

The construction of curriculum ideology and politics needs to be based on the characteristics of the basic knowledge of the curriculum, based on scientific and innovative thinking, to promote the teaching of course content and ideological education in the same frequency, so teachers with strong comprehensive teaching ability and quality become the core strength of the construction of curriculum ideology and politics. Teachers adopt the following teaching methods to better achieve the teaching objectives of the curriculum thinking and politics: First, construct the curriculum thinking and politics resources. Check the biographies of famous people in ancient China, collect and organize the deeds of outstanding figures and touching stories, and compile them into reading books; watch programs such as "National Treasures" and documentaries, and edit and produce videos related to the curriculum thinking and politics education of *Chinese Ancient History* course. Secondly, we set up online teaching aids. For example, set up classes in "Learning Pass", establish a course learning WeChat Official account, etc., apply information technology to release the course thinking and politics resources, and carry out online teaching activities. Third, the implementation of diversified teaching methods, such as classroom lectures, classroom debates, video viewing, thematic discussions, book exchanges and other diverse forms, to promote the course of thinking and politics education to go deep and practical. Fourth, strengthen social practice. Students are instructed to carry out volunteer services, research on small topics and other emotional experiences and behavioral exercise activities related to professional courses during winter and summer, so as to internalize and externalize the ideological and political education.

6. Conclusion

The construction of curriculum ideology and politics in history is a systematic and long-term project. Teachers need to firmly establish the teaching concepts of "building moral values" and "student-centered", constantly innovate teaching methods, update teaching contents, explore and optimize the path and mode of curriculum ideology and politics education, so as to light the ideal lamp and illuminate the way for students.

Acknowledgments

The paper is the stage result of the general project of the philosophical and social science research in Jiangsu universities, project name: Exploration and practice of history teaching in universities in the context of curriculum ideology and politics - taking "Chinese Ancient History" course as an example, project number: 2021SJA2472.

References

- [1] Luo Xizi, Feng Jing. *Exploration on the construction of curriculum ideology and politics of "Landscape Architecture Design" course in Northwest Agriculture and Forestry University of Science and Technology [J]. Higher Education Forum, 2020(10): 37-39.*
- [2] Ma L, Gu XY, Li W. *Practice and reflection on the construction of curriculum ideology and politics by professional teachers under the perspective of collaborative education [J]. Heilongjiang Higher Education Research, 2019(1): 125-128.*
- [3] Dong Y. *On the value connotation from ideological course to curriculum ideology [J]. Ideological and political education research, 2018(5): 90-92.*
- [4] Yuan Yuanyang, Nie Hong. *Reflections and explorations on the integration of curriculum ideology and politics into undergraduate immunology teaching [J]. Chinese Journal of Immunology, 2021(1): 98-100.*