

Research on the Integration of "Four History" Education into the Cultivation of Ideal and Belief of Senior High School Students

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Abstract: The "Four History" education integrates 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. Learning the "Four History" education is not only conducive to strengthening the ideals and beliefs of high school students, cultivating patriotism, but also conducive to guiding high school students to oppose historical nihilism. By integrating "Four History" education into campus culture, practical activities, and multimedia platform, it is helpful to enhance the affinity and pertinence of ideological and political education for middle school students, and implement the fundamental task of cultivating people by virtue.

Keywords: "Four History" education; Ideals and beliefs; High school students

1. Foreword

In January 2020, xi jinping, general secretary in "don't forget the beginner's mind, keep in mind that the mission" theme education summarizes the important speech in the conference said: "to study and implement the party's innovation theory as the pinnacle of thought armed, with studying the basic principle of marxism study, with the study history of the party, the new Chinese history, history of reform and opening up, the socialist history together". In June 2020, General Secretary Xi Jinping wrote back to all the members of the Party Member Volunteer Service Team in the Exhibition Hall of "The Communist Manifesto" of Fudan University, and clearly proposed the requirements for young people to study the Four History⁰. He hoped that young people could strengthen their ideals and beliefs through thinking, practice and understanding, and fulfill their original aspiration and mission through hard work.

By combing the academic research results of the "Four History" integration of ideological and political education in recent two years, it can be found that its research has distinctive characteristics of The Times and problem consciousness, and has innovatively carried out multi-angle and multi-field exploration. Since entering the new era, the state has placed special emphasis on such concepts as national identity (the consciousness of the Chinese nation as a community) and cultural confidence. There are also corresponding researches in the achievements of "Four History" integration of ideological and political education, such as Wu Mengyi; Xu Xiaoling's "Four History" Education into the Cultivation of College Students' Nationality ", Wu Biying's "Learning the" Four History ", Strengthen the "Four Confidence". At the same time, "Four History" integration of ideological and political education research and closely track the discipline construction dynamics, such as Dai Shifeng; He Xuechuang, Promoting the Ideological and Political Construction of Curriculum by Relying on the Education of "Four History", Song Xueqin; Luo Dingzi's On the Integration of "Four History" Education into the Construction of Ideological and Political Theory Courses in Colleges, Primary and Secondary Schools. Throughout the history of "four" development and utilization of the resources in the ideological and political theory course system, especially how to integrate high ideal faith cultivation research problem, academia and research is not enough, based on this, the history of "four" and developing the high school students are the ideal faith, to deepen the reform of the high school thought politics theory class education content, It is of great significance to promote the connotation development of high school ideological and political theory course.

2. The internal relationship between the education of "four history" and the cultivation of high school students' ideals and beliefs

2.1 "Four History" education is an effective carrier to strengthen the ideals and beliefs of senior high school students

Today's high school students is close to the 20 s of aspiring young people, to 2035 basic achieve socialist modernization the original plan, they are only more than 30 years old, by the middle of this century, the comprehensive build socialism modernization power, they are only forty or fifty years old, that is to say, today's high school students, like hundreds of millions of youth, Both are participants and builders in the whole process of the dream of great rejuvenation, as well as new people in the era to shoulder the great responsibility of national rejuvenation. Adolescent stage is an important jointing and booting period of life, is the key period of shaping three views, through the depth of digging four history resources, better guide young students buckle the first button of life, effectively solve the fundamental problem of what kind of people to cultivate, how to cultivate people, for whom to cultivate people.

2.2 The important purpose of "Four History" education is to strengthen the ideals and beliefs of senior high school students

The Fifth Plenary Session of the 19th CPC Central Committee proposed to "normalize and institutionalize education on ideals and beliefs, and strengthen education on 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." General Secretary Xi Jinping also stressed at the symposium of ideological and political theory teachers that the ideological and political course, no matter how it is said, should ultimately focus on guiding students to establish correct ideals and beliefs. Ideal and faith education is the core part of high school students' ideological and political education, and "Four History" is the fresh material of high school students' ideal and faith education. Integrating "Four History" into high school students' ideal and faith education can enrich the content of ideal and faith education and establish a long-term mechanism of ideal and faith education for high school students.

3. "Four History" into the value of high school students' ideals and beliefs education

3.1 It is conducive to fostering patriotism

Patriotism has been in the blood of the Chinese people for thousands of years and is a precious spiritual treasure of the Chinese nation. So what is patriotism? In different times, patriotism has different connotations of The Times. In ancient times, patriotism was Du Fu's sense of danger, Wen Tianxiang's sense of responsibility, or Zhang Zai's ideal revenge of "setting up a heart for heaven and earth, setting up a life for the people, setting up a life for the past saints, and opening peace for all ages". In the new era, patriotism is reflected in the resonance between the future and destiny of the individual and that of the country, and in the close connection between the realization of personal family values and the realization of the dream of the great rejuvenation of the Chinese nation. The "Four History" contains rich resources of patriotism education, which is the best material for education of ideals and beliefs. It can increase students' sense of identity, pride, belonging and honor for their country and nation, and enable students to transform patriotism into a driving force for progress.

3.2 It is conducive to cultivating a correct view of history

At present, the international situation is changing rapidly and various undercurrents of social thoughts are surging. In the name of academic research, foreign fake scholars represented by Zheng Guoen have produced false academic research results related to the Xinjiang issue, such as "Forced Labor of Ethnic Minorities in Xinjiang", which has aroused widespread anger among Chinese people. Some people with ulterior motives even regard history as a "little girl dressed up by others." They distort and smear China's historical facts, denigrate Party leaders, deny the heroic deeds of revolutionary martyrs, refuse to believe honest history and believe unscrupulous history, and vulgarize, vulgarize and kittering Party history in the name of reevaluation. These are the manifestations of historical nihilism, and the infiltration of these non-mainstream ideologies has a huge impact on the cognition of teenagers. "The key to historical nihilism is to fundamentally deny the guiding position of

Marxism, the historical inevitability of China's move toward socialism, and the leadership of the Communist Party of China." Therefore, we should guide students to establish correct view of history, and national outlook, unequivocally against historical nihilism, be good at summing up experience from the history of "four", lessons, and be good at using the historical materialism and dialectical materialism of the main position, viewpoint and method, the correct understanding and evaluation of "4 s" important meeting, historical events and historical figures, To see clearly the essence from the historical phenomenon, to explore the logic from the historical context, to discover the rules from the historical process, to know the history of patriotism, know the history of love the party.

4. "Four history" into the high school students' ideal and belief cultivation of the due meaning

4.1 "Four History" is a fresh material for high school students' ideal and belief education

He who would know the road must first learn history. Learning the "Four Histories" is the only way to enhance ideals and beliefs, and the "Four Histories" contains fresh materials for ideals and beliefs education. Heroic deeds in the "Four Histories" are typical materials for example teaching. During the revolutionary period, Liu Hulan, who was only 15 years old, was arrested because of a traitor and died bravely. Only 19 years old Dong Cunrui in order not to let more teammates sacrifice, to blow up the bunker. During the construction period, Lei Feng, who was only about 20 years old, has become a moral model in people's mind. Until today, Lei Feng's spirit is still worth learning by everyone. Jiao Yulu, a good public servant of the people, used his life to fight against the sand, floods, salt and alkali in Lankao County. During the reform and opening up period, the famous physicist Huang Danian resolutely returned to the embrace of the motherland and devoted his life to his favorite cause. We asked high school students learning hero deeds not only, more important is to let them understand them at the time of national crisis facing the emotional changes when the choice, let the new age of high school students feel our revolutionary in the same age with them when they have the spirit of dedication, the world identity between the age increased the effectiveness of ideal faith education, Ideals and beliefs will also arise spontaneously in this learning process.

4.2 "Four History" is an important support to enhance the effectiveness of ideal and faith education for senior high school students

"4 s" profundity of is to realize the high school students the important support of the ideal faith education, the communist party of China is established, the realization of communism as a highest ideals, but in a poor and backward Oriental power revolution will inevitably encounter some complex problems, we should guide the student, in the long life will encounter many problems, But no matter how muddy the future, we should adhere to the ideal and faith, ideal and faith is never empty, is a real test, is faced with confusion when the clear mind, is faced with temptation when the solid defense, is a disorderly flower fan eyes when the calm.

5. Integrate "Four History" into the realization path of ideal and belief education of senior high school students

5.1 Integrate the Four History into high school ideological and political courses to cultivate ideals and beliefs

Education courses is the key to the implementation of khalid ents basic task, blend in "a history of" four high school students are the ideal faith education, must play a role of high school education courses of the main position and main channel, the history of "four" is bearing the weight of the quality of high school ideological and political education resources, blend in "a history of" four high school thinking, can innovation and development of high school thought political lesson content. Our Party has always attached great importance to the use of history to carry out ideological and political education. During the Revolutionary War, Mao Zedong once said to the majority of Party members, "If a party guiding a great revolutionary movement has no revolutionary theory, no historical knowledge, and no deep understanding of the actual movement, it is impossible to win". In the period of reform and opening up, Deng Xiaoping even put forward that it is very important to understand history, and we should use history to educate students. Since the 18th CPC National Congress, Secretary Xi Jinping has repeatedly proposed that history is the best textbook and the best nourishment, and has elevated the study of "Four History" to a strategic height. To run ideological and political courses well, we must

fully tap the resources of "four history", transform the love of national conditions and the ambition of strengthening the country into serving the country, inspire students with great achievements, educate students with the fine tradition of the Party, enlighten students with successful experience, and train students with the lessons of history. However, how to give full play to the educational function of "Four History" resources in optimizing cognition, solidifying belief and activating behavior has become a key step in the current ideal and belief education. Therefore, we must do the following:

5.1.1 Implement cognitive optimization through thorough theoretical analysis.

The study of "four history" is not equal to the general history study, and the study of "four history" reveals a strong rationality of learning. Xi pointed out that the Communist Party of China (CPC) has been able to accomplish arduous tasks that have been impossible for various political forces since modern times because it has always taken Marxism as a scientific theory as its guide to action and persisted in enriching and developing Marxism in practice. The "Four History" contains the world outlook and methodology of Marxism, and the "Four History" is closely related to Marxism. On the one hand, Marxism provides a method for the study of the "Four Histories"; on the other hand, the "Four Histories" is also the latest achievement of the sinicization of Marx to some extent, and the study of the "Four Histories" is also the study of Marxist theory. In this sense, the study of the "Four Histories" is coupled with the education of ideals and beliefs. Ideal and faith education is to firm the lofty ideal of communism, firm faith in socialism with Chinese characteristics and firm faith in Marxism.

5.1.2 Consolidation of beliefs guided by historical context.

The study of history focuses on guiding students to understand historical facts, to clarify the historical context, to grasp the laws of history, and to sum up the historical conclusions. The key to clarify the relationship between the "four histories" is to grasp the leadership of the Party. 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 in the "Four History" are responses to the practical problems of China in different eras. The history of the Party and the history of the New China answer the question of why the CPC can? The history of reform and opening up answers why socialism with Chinese characteristics is good? The history of development of socialism answers why Marx did? The century-old history of the Party is a history of arduous struggles led by the Party and the people. It is a history of heroes who made sacrifices with many aspirations and dared to teach the sun and the moon to change the sky. The history of world socialism in five hundred years is from fantasy to science, from theory to practice. It is necessary to put the major events, important meetings and important figures in the "four histories" into the historical process of the development of socialism in five hundred years. Only in this way can we really help students to train their historical thinking and broaden their historical vision.

5.1.3 Realize behavioral activation through practical activities.

The value implication and historical connotation contained in the cultural resources of "Four History" are highly consistent with the content of ideal and belief education, which is the key to promote the connotation development of ideological and political courses in senior high schools. On the one hand, high school political teachers should know how to use situational teaching, experiential teaching and other teaching methods to make these red resources "alive". "4 s" learning needs, the combination of theory and practice through the historical stage, red letter read, watch movies, red song singing competition and so on, red inheritance gene, persist spirit blood, let the students actively pioneer reflect our revolutionary initiative, the indomitable fighting spirit and loyal dedication dedication, To shorten the distance between students and history, so that students will transform the emotional experience into behavior. Relying on local historical and cultural resources, on the other hand, the local red education base into a second classroom "4 s" education base, lets the student participate in red base, former residence of celebrities, party history site will accept the baptism of history such as practice, is conducive to combine ideological small class and the social big classroom, to improve the current situation of the inheritance culture, build a full range of all-round education pattern.

5.2 Integrate the Four History into campus culture and cultivate ideals and beliefs

Ideal and faith education cannot be accomplished overnight, and it needs to penetrate into every aspect of students' life and study. The "four histories" education includes both theoretical study and cultural influence. Integrating the "four histories" into campus culture can make the ideal and belief education achieve the effect of "moisten things quietly". Campus culture includes not only material

culture such as campus buildings and infrastructure, but also institutional culture such as campus rules and regulations, students' standards, as well as spiritual culture such as teachers and students' spiritual outlook and school spirit. Based on this, the abstract history and culture are displayed by sculptures and steles to create a campus environment with profound historical and cultural deposits and trigger the situational experience of students. Make full use of major anniversaries, such as the centenary of the Communist Party of China (CPC) and the National Memorial Day, and organize a variety of celebrations to inspire students' sense of historical responsibility and patriotism.

5.3 Integrate the four histories into the media platform and solidify the ideal and faith

The development of new media and network technology has provided a new way for the inheritance of the "four histories". In order to prevent the fragmentation of the "four histories" learning, the media "gatekeeper" must select the educational content of the "four histories" in line with students' cognitive rules and characteristics of acceptance. First, through the school's official website, wechat official account, Weibo and other channels to regularly push quality articles about the "four histories", the design of points system "Four histories" contest; Second, the "four History" education courses are built on educational platforms such as Yiclass and "Strong Country Learning" App, and high-quality live broadcasts related to the "four history" are held for students to watch the same ideological and political class held by the Ministry of Education, and for millions of college students in Sichuan to attend the same "Four History" class. Third, through VR and other virtual network technologies, relying on local red historical resources, create a virtual experience hall. This new "Internet + model" and the new carrier to make up for the traditional media or single learning channels for the lack of historical data transmission and rendering, can break the factors such as time, space, for the limitation of "4 s" learning, improve the transmission efficiency of "4 s" education in high school, blend in "a history of" four media platform, is not only the inheritance of history, It is also helpful to construct historical resources with historical preservation value and historical data research value.

6. Conclusion

This year marks the centenary of the founding of the Communist Party of China (CPC). Looking back at the turbulent centenary of the past, it is a moving one. The 100-year history of the CPC is a rich and vivid textbook, only by learning the "four history" well, can we know the history and love the country, know the history and love the party.

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