

# *Research on "Four Histories" Education in Higher Vocational Education*

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**Abstract:** In the new era, how to train the new youth, the local red cultural resources and the education of "four histories" in higher vocational colleges shoulder the important historical tasks and are the main position for the youth to study and educate. It is necessary, feasible and urgent for Guangdong local red cultural resources to be integrated into the "four histories" education of higher vocational education, it can not only bring into play the educational advantages of the local red culture resources in Guangdong, embody the educational value of the red culture in Guangdong, carry forward the red culture in Guangdong, but also enrich the teaching contents and innovate the teaching methods of the "four histories" education in higher vocational colleges, enrich the teaching contents and innovate the teaching methods of the "four histories" education in higher vocational colleges, realize the educational goal of "four histories" in higher vocational education.

## **1. Introduction**

The Opinions on Accelerating the Construction of the Ideological and Political Work System in Colleges and Universities jointly issued by the Ministry of Education, the Central Organization Department, the Central Propaganda Department and other eight departments emphasized that the theoretical system of ideological and political education in colleges and universities should be improved through the "four histories" education, so that college students can deepen their love for the country, strengthen their ideals and beliefs, and effectively enhance their political, ideological and emotional identity in reviewing the history. [1] As the cradle of modern democratic revolution and the frontier of reform and opening up, Guangdong has a large number of red cultural resources with wide distribution, rich varieties and high popularity. The integration of local red resources into the "four histories" education not only increases the richness, vividness and closeness of the materials of the "four histories" education, promotes the reform and innovation of the "four histories" education, but also provides opportunities for the development, utilization and benefit demonstration of local red resources.

## **2. Discussion on the Education of "Four Histories" in China**

### **2.1. On the Educational Theory and Practice of Four Histories**

With the opening of "four histories" education in domestic colleges and universities, domestic

scholars have conducted theoretical and practical discussions on "four histories" education from different perspectives. First, research on the value of "four histories" education. Liu Xiabing proposed that colleges and universities should carry out "four histories" education to guide college students' future practice, cultivate college students' love for the patriotism, enhance national self-esteem, and strengthen college students' ideals and beliefs. Wang Weijun pointed out that "four histories" is not only an important content of ideological and political education in colleges and universities, but also a nutrient to nourish the growth of college students, and also a propellant to help colleges and universities implement the fundamental task of building morality and cultivating people. The second is the classic study of "four histories". Liu Tongfang pointed out that to do a good job in the study of the "four histories", we must adhere to the correct view of the history and the grand view of history, and enhance historical consciousness. Wu Hanquan pointed out that the text of "four histories" should be interpreted from the perspective of discourse system to show a disciplinary perspective. The third is the theoretical study of "four histories". Wang Haiwen believed that the history education should focus on the spiritual connotation of symbiosis with history, and integrate the rich spiritual pedigree into the history education. [2] Wang Chao, starting from the theory of world history, pointed out that the essence of "four histories" learning and education is to solve the problem of how to build a discourse system with Chinese characteristics under globalization. Fourth, the teaching research of "four histories". Bao Dawei proposed that ideological and political teachers should constantly increase their knowledge reserves, overcome their skill panic, and achieve a deep integration of research and teaching. Wu Xuping proposed that we should not only pay attention to practical teaching, but also adhere to the theory teaching. Teacher Wang Guanwen proposed to focus on the key and difficult points of textbooks, social hot spots and students' concerns, and move towards targeted integration. Fifth, "four histories" and contemporary research. Chen Xufeng proposed that the contemporary public discourse system of "four histories" should be constructed to give play to the contemporary reference function of "four histories".

## **2.2. Research on the Connotation, Value and Application of Red Cultural Resources**

First, research on the value of red cultural resources. Chen Shirun pointed out the era value and educational function of red cultural resources, and divided the era value of red cultural resources into political value, cultural value, moral value and economic value. Wang Aihua pointed out that red resources are conducive to improving the effectiveness of college students' ideological and political education, strengthening their communist ideals and beliefs, and fostering students correct three perspectives. Wang Kaiqiong summarized the guiding function of ideal and belief, the cultivating function of lofty morality, the edifying function of healthy emotions, and the practical participation function. Third, it is necessary to integrate the red culture into the teaching of ideological and political theory in colleges and universities. Li Kangping believes that red resources and ideological and political theory teaching are of the same origin, providing a natural value orientation for ideological and political theory teaching, and are the original high-quality resources of ideological and political theory teaching. Lu Quanxin believes that red culture can enrich the teaching content of ideological and political theory course, cultivate college students' patriotism and resolve the crisis of college students' cultural identity [3]. Fourth, the way to realize the integration of red culture into the ideological and political theory course in colleges and universities. Wang Juan and Gao Jun discussed the basic path of integrating regional red culture into teachers' scientific research, classroom teaching and practical teaching. Li Tianxing explained the "flipped classroom" teaching mode of self-study, digestion and integration before class and independent exploration and absorption in class. Xie Chunmei proposed to make the red cultural resources "enter the textbooks, classroom and scene" to strengthen the teaching effectiveness of ideological and political theory courses in higher vocational

colleges. There are also some scholars who combine the characteristics of local red culture to explore the feasible methods of using local red resources to carry out practical teaching of ideological and political theory courses. Fifth, the way to realize the integration of red culture into the teaching of "four histories" [4]. Li Suning proposed that the local red cultural resources in Shenyang provide vivid teaching cases for the development of the "four histories" education, which is helpful to cultivate college students' love for Shenyang and promote the implementation of "talents strengthen Shenyang". Shi Jianping proposed to make good use of the "Red Classics" teaching materials in the school history and innovate the carrier of red culture education.

### **3. The Research Value of Guangdong Red Culture Resources Blending into Higher Vocational "Four Histories" Education**

#### **3.1. Theoretical Value**

As the main course of ideological and political theory, how to improve the effectiveness of education has always been a problem for teachers. It is a new way to improve the teaching of "four histories" in higher vocational education by virtue of Guangdong's red cultural resources, which has certain research value. First, the development and utilization of Guangdong red cultural resources and the penetration of Guangdong red cultural resources in the teaching of the "four histories" in higher vocational education are conducive to enriching the theoretical system of the "four histories" course in higher vocational education, expanding the teaching content of the "four histories" course in higher vocational education, and providing a new teaching perspective and teaching paradigm for the "four histories" course in higher vocational education [5]. Second, at present, there are few achievements in the academic circles' systematic research on the combination of Guangdong red culture resources with the teaching of "four histories" in higher vocational education. There are few achievements in the overall, systematic and sustainable research. The research is expected to promote the academic circles' research in this field.

#### **3.2. Application Value**

First, for teachers, the education of "four histories" is a course that takes moral cultivation as the fundamental task and helps students establish correct political direction, value pursuit and historical outlook. The process of teachers' research and utilization of Guangdong red cultural resources is actually a process of improving teachers' self-ability. In the process of developing and utilizing Guangdong red cultural resources, teachers' professional knowledge has been expanded and their professional quality has been improved. In classroom teaching, they can guide students to learn Guangdong red cultural resources more skillfully, enhance the appeal of classroom teaching, improve the classroom effect, and help to enhance the effectiveness of the "four histories" teaching in higher vocational colleges. Second, for students, using Guangdong red cultural resources to learn Guangdong red cultural resources is conducive to enhancing their family feelings, national identity and sense of historical responsibility. The effective application of Guangdong red culture resources in the teaching of "four histories" in higher vocational education can stimulate students' interest in learning and arouse their resonance in thought; It can effectively help students establish the correct political direction, improve their core quality, and form a healthy world outlook, outlook on life and values; It is conducive to training qualified builders and reliable successors for the socialist cause. Third, for higher vocational colleges, it is conducive to achieving the goal of cultivating talents by virtue, inheriting and innovating local culture, and better serving the construction and development of local culture.

## **4. Build a Three-Dimensional and Diversified Integration Model**

### **4.1. Constructing the Teaching System of "Four Histories" with Guangdong Local Characteristics**

The teaching of "four histories" is highly consistent with the content of Guangdong's red culture resources, providing rich teaching resources, but not all resources are suitable for the teaching of "four histories". It also needs to be accurately connected and integrated with the syllabus, teaching plans and courseware. Guangdong local red cultural resources ideological and political teachers should be based on teaching needs and teaching objectives, fully tap the red educational resources, carry out creative development, and integrate theoretical teaching. Through the excavation of Guangdong historical events, historical sites, relics, red stories, historical figures, literary works, film and television works and other materials, they will be transformed into words, pictures and videos suitable for the teaching system. They will be flexibly used in the teaching process to vividly express the teaching content, realize the organic integration of Guangdong red cultural resources and ideological and political teaching, and create theoretical teaching content with Guangdong local characteristics. At present, red resources are often used in the teaching of "four histories". First, the use of teaching cases, combined with the key and difficult points or knowledge points of the textbooks, is targeted to select red events, red stories, red characters, red literature and other contents to process as teaching cases and carry out case teaching; The second is the use of video. For revolutionary films, documentaries, TV dramas and other materials, selective editing is used in the classroom teaching interaction process to inspire students in the blending of scenes; The third is the application of teaching courseware making [6]. Collect the symbolic red sites, red letters, red slogans, red poems, etc. to make teaching courseware to enrich the courseware content; The fourth is the construction of the teaching resource library. As an expanded teaching resource, the teaching resource library is often rich in content. From the classification of different themes or topics, we can excavate videos, materials, documents, events, characters and other content related to textbooks, which is convenient for expanding students' knowledge and increasing knowledge.

### **4.2. Building the Red Practice Education System**

The education of "four histories" should not only have theoretical teaching, but also pay attention to practical teaching. The red cultural resources themselves are the base for carrying out patriotism education. As long as they can be reasonably used, they can certainly play their practical and educational role. Therefore, we should use Guangdong's red cultural resources to build a multi-level practical teaching system, from classroom practice to campus practice and off campus practice, to promote the deep integration and coordinated development of red cultural resources and the "four history" course [7]. Classroom practice teaching activities mainly play the main role of students in classroom teaching, mobilize students' enthusiasm and initiative in learning, and students participate in the discussion of classroom teaching problems, tell good red stories, simulate classroom sitcoms, sing red songs, read red letters and revolutionary documents, watch red films and TV works in class, review historical characters, talk about their experiences, visit online red memorial halls, etc. Introduce the content of red culture into the classroom at the right time; In school practice, flexible and diverse forms can be carried out, and management organizations at all levels such as the Youth League Committee and the Student Office can be mobilized to participate in the collaboration. Competition activities such as red songs, red poetry recitation, red essay solicitation, red animation and red video can be carried out in the school. Volunteer activities, Marxist theory research activities, patriotism education and other theme group day activities can also be carried out. Special organization courses can also be held, and experts and scholars can be invited to give on-site lectures, the old Red

Army told stories, held red operas, dance dramas, etc., which made the teaching of "four histories" more interesting, vivid and appealing, so as to enhance the effectiveness of the teaching of "four histories". Out of school practice is to go out of the classroom, out of the school, and face to face contact and understanding with red cultural resources. Organize students to carry out volunteer service activities for red culture preaching outside the school, carry out social investigation activities for revolutionary events, visit red sites and other activities. Teachers can also try to carry out on-site teaching [8]. In red places such as memorial halls and former residences, teachers can combine the actual situation with the teaching content to conduct on-site explanations, integrate theoretical teaching into specific practical activities, enhance students' sense of closeness and recognition of red culture, and achieve better teaching results.

#### **4.3. Build an Online Learning Platform and Innovate Communication Channels**

In the era of networking and information, college students in the new era are loyal netizens, and the network has become an indispensable part of college students, deeply affecting their study and life. At present, college students in the new era have obvious changes such as extensive and rapid information exchange, virtual communication, and networking of discourse. The discourse system of red culture is theoretical and political, and its form of expression is relatively simple. It is still mainly static, such as pictures, words, and objects. To enable college students to accept, identify with, and practice red culture, it must conform to the law of college students' acceptance, and spread it in a form that college students like to see and hear, the online learning platforms, such as websites, WeChat and short videos, have a strong appeal and appeal. At the same time, they will not be limited by the site, time, funds and other factors [9]. They can conduct real-time fragmented learning to enable more students to participate in learning. Therefore, we should fully integrate the high-quality red network resources in the society to build a new media network platform and carry out online learning. To give full play to the advantages of the network and innovate the transmission mode of red culture resources, we can start from the following aspects. First, develop online red micro courses, including micro teaching plans, micro courseware, micro videos, micro exercises and other contents, and online and offline interactive learning as an important supplement to classroom theory teaching; Second, with the help of big data technology, create a virtual VR red scene, so that students can feel personally on the scene. You can also introduce VR scenic spots that have already been built in the red field, such as the former site of the Third National Congress of the Communist organization of China and the Agricultural Lecture Center, which have already been built online virtual scenic spots to achieve red resource sharing; The third is to use the research advantages of colleges and universities to organize teachers and students to actively develop red cultural products, such as red sketches, red song and dance, red animation and other works, and spread the red spirit and red values to the society through the network platform Kwai, TikTok and so on, so as to expand the social influence of red culture [10]. When college students participate in the production of red works, they can better understand the spiritual essence of red culture, feel more deeply and have more effect.

#### **4.4. Improve the Teaching Assessment Mechanism of Four Histories**

As an important course in the ideological and political theory course in colleges and universities, how to assess the learning effect is an important issue. At present, domestic universities mainly evaluate students' learning effects through final exams. However, it is difficult to comprehensively examine the learning effect of students in this way, nor to mobilize students' learning initiative, nor to promote the integration of red cultural resources into the teaching of "four histories". Therefore, in addition to the final examination, we should also add the assessment method of red culture in practice. The teaching management department, teachers and students are all included in the evaluation system,

and the red culture is regarded as one of the important items in the evaluation of the "four histories" course. We can adopt diversified assessment methods. In addition to the final examination, we can also take a certain proportion of the usual results, practical results, and red cultural activities. We can take students' participation in red cultural activities inside and outside the school as an important way of assessment, and give a certain proportion of the score into the total score. For example, we can organize students to hold a red song chorus competition, and teachers act as judges, and count the score into the total score, so as to stimulate the enthusiasm of students to participate in red cultural activities. At the same time, it is also necessary to conduct a comprehensive, objective and scientific evaluation and assessment of the "four histories" education system in colleges and universities, improve the evaluation and incentive mechanism from the aspects of teaching content, teaching methods, teaching effects, etc., especially to incorporate the development and application of red culture resources into the evaluation system. In addition to the evaluation and assessment of the school management department, it is also necessary to give full play to the main role of students, through the actual situation of students' evaluation of red culture education, External experts evaluate the "four histories" education system from a professional perspective and put forward relevant suggestions to promote college ideological and political teachers to constantly improve their own red culture literacy and improve the teaching methods of red culture.

## 5. Conclusion

In the new era, how to train the new youth, the local red cultural resources and the education of "four histories" in higher vocational colleges shoulder the important historical tasks and are the main position for the youth to study and educate. It is necessary, feasible and urgent for Guangdong local red cultural resources to be integrated into the "four histories" education of higher vocational education, it can not only bring into play the educational advantages of the local red culture resources in Guangdong, embody the educational value of the red culture in Guangdong, carry forward the red culture in Guangdong, but also enrich the teaching contents and innovate the teaching methods of the "four histories" education in higher vocational colleges, realize the educational goal of "four histories" in higher vocational education.

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