

# Application on Historical Sitcoms in Practical Teaching of the "Outline of Modern Chinese History"

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**Abstract:** In order to give play to the important role of historical sitcoms in the practical teaching of the course of Outline of Modern Chinese History, this paper analyzes the current status of practical teaching of the Outline of Modern Chinese History and put forward the application process and application countermeasures. The application process includes: preliminary preparation, writing and creation, role assignment, and rehearsal performance. Applied countermeasures include: grasping the balance between "emotion" and "reason" in historical sitcoms, improving students' ability to use and express historical knowledge, setting problems to guide teaching activities after historical sitcoms, and giving full play to the education of ideological and the human function of political education courses, adherence to the principle of moderation and integration with other teaching methods.

## 1. Introduction

The Outline of Modern Chinese History (hereinafter referred to as the "Outline") is a public ideological and political theory course that integrates history, theory, education, knowledge, politics, and science. Basic knowledge of modern history, grasp the basic clues and development laws of modern Chinese history; help students understand the history and conditions of the country; enable students to establish a correct view of history, develop the ability to correctly analyze historical events and comment on historical figures, and deeply understand history and people why did they choose Marxism, why did they choose the Communist Party of China, why did they choose the socialist road. And understand that the Chinese Communists have combined the basic principles of Marxism with China's specific realities, realized the first historic leap and its theoretical results, and enhanced the consciousness of building socialism with Chinese characteristics.

The method of sitcom teaching refers to the teaching form in which under the guidance of a teacher, students perform life dramas, reproduce life scenes, perceive moral emotions, and realize knowledge transfer. Using situational drama teaching, students become scriptwriters, planners, actors, and directors. By consulting information and materials, they can better understand the teaching materials, which is conducive to improving the ability of independent learning and initiative to acquire knowledge. Through the concept creation or adaptation of the script, it can improve thinking, innovation and writing ability. Through the production of props, costumes, courseware and background music and other plot elements, it can improve hands-on ability and aesthetic ability. Through program rehearsal, it cannot only improve self-style display and artistic expression ability, but also improve teamwork awareness and organizational planning capabilities. At the same time, the sitcom teaching method can also help students develop creative thinking. The sitcom teaching method respects the subjectivity of students, promotes students' divergent thinking, and dares to seek newness and difference, thereby developing the students' innovative spirit and creative ability.

This article studies the application of historical sitcoms in the practical teaching of the Outline, provides new methods and methods for the practical teaching of the Outline, cultivates students' creative consciousness, autonomy, practical ability and teamwork spirit, and deepens students'

Marxist theory. We must deeply understand the historical inevitability of the "four choices", improve students' ability to use scientific historical concepts and methodologies, analyze and evaluate historical issues, identify historical rights and wrongs and the direction of social development, and enhance national self-esteem, self-confidence and pride, advocate for the leadership of the Communist Party and the consciousness of accepting Marxist guidance. At the same time, assist students to understand China's current basic line policies, improve the level of political theory, strengthen socialist ideals and beliefs, and gradually grow into a qualified builder and reliable successor of the socialist cause.

## **2. Present Situation on Practical Teaching of the "Outline of Modern Chinese History"**

Since the practical teaching of the "Outline" course, colleges and universities have conducted a series of explorations in theory and practice, obtained some achievements and experiences, and there are many problems. The analysis of the current situation includes the following three aspects:

(1) Results achieved. First, it has a deep understanding of the laws of practical teaching, and has improved the practical teaching effect of the Outline. The second is to establish a practical teaching system in terms of teaching purpose, teaching methods, teaching process, and teaching assessment. Third, there are diversified forms of practical teaching. The practical teaching of the Outline is divided into theoretical practice and social practice, on-campus practice and off-campus practice. On-campus practice includes book reading and film appreciation, and off-campus practice includes social surveys and study visits.

(2) Problems. There are still many problems that need to be solved in the practical teaching of the "Outline" curriculum. First, insufficient attention is paid to the practice teaching links. The practical teaching arrangements and organization have not been effectively implemented. The second is that the practice teaching guarantee mechanism is not complete, there is insufficient funding support, and there is no high level of teachers. Third, there is no objective, comprehensive and scientific assessment system, which is arbitrary and cannot play an effective promotion role.

(3) Analysis of the cause of the problem. It comes from four aspects: First, the cognitive factors and the importance of the practical teaching of the "Outline" curriculum are not well understood, and the relationship between theoretical teaching and practical teaching has not been adjusted properly. The second is the management factors. The organization and management institutions are not perfect, the system is incomplete, and there is no unified management mechanism. The third is the teacher factor. Teachers lack practical teaching experience and cannot guide students' practical activities well. Fourth, due to social factors, employers are unwilling to provide necessary resources for student practice, and government support for student practice lacks the necessary positive interaction mechanism.

## **3. Roles of Historical Sitcoms in Practical Teaching and Its Theoretical Basis**

Practical teaching is an important part of ideological and political theory teaching in colleges and universities, and it is a necessary way to deepen theoretical teaching and guide students to master knowledge. Through various forms of practical teaching activities, students' ideological and political qualities and the ability to observe and analyze social phenomena are deepened to deepen the effects of education and teaching. In the traditional "Outline" course teaching, teachers are in a dominant position, focusing on theoretical knowledge instillation, students are passively receiving knowledge, teaching content is limited to teaching materials, lacking persuasiveness and appeal, students cannot accept it effectively, and the teaching effect is not ideal. "Practice" course practical teaching links theoretical knowledge with examples in social life, leads students to carry out practical activities, mobilize the enthusiasm for learning, and exercise the ability to link theory with practice. At the same time, it promotes students to master the theoretical knowledge effectively, which confirms the importance and scientificity of the theory.

The historical sitcom is applied to the practical teaching of the Outline, which has profound theoretical support: first, the constructivist theory. Constructivism emphasizes active

constructiveness, social interaction, and the contextuality of learning. The use of melodrama as a teaching carrier creates the necessary context for learning knowledge. The teaching process emphasizes cooperative learning among students, realizes the meaning construction of students' knowledge, and breaks through the traditional thinking formula. The second is the theory of humanism. Humanistic psychologists emphasize the importance of the relationship between emotions and people in teaching. Students' thoughts and behaviors are regarded as the main body of teaching, which reflects the idea that historical melodrama allows students to experience and sublimate emotions. The third is cooperative learning theory. Cooperative learning means a change in learning methods. The preparatory preparation, writing, character assignment, prop preparation, and rehearsal performances of historical sitcoms require cooperation between students.

#### **4. Application Process on Historical Sitcoms in Practical Teaching of the "Outline of Modern Chinese History"**

As a historical sitcom that assists in the practical teaching of the "Outline" curriculum, certain steps must be followed in the implementation process. Students need to feel comprehension in the experience and strengthen learning in the comprehension. The specific application process includes four steps:

(1) Preparation. The introduction of historical melodrama to the practical teaching of the "Outline" course requires teachers and students to make joint preparations. Teachers mainly understand students and grasp points of interest. It is necessary to understand students' hobbies and cognition levels, in-depth study of textbook content, tap student potential, and break through the focus and difficulties of textbooks. Students mainly collect information and research learning resources. Students develop strict historical sitcom creation and rehearsal plans, and gain more creative resources and performance methods by watching documentaries.

(2) Writing and creation. The abbreviation creation includes two stages: determining the structure and conceiving the plot. The historical melodrama enters the stage of editing. It is necessary to determine the overall framework and development context of the script. The storyline conforms to the law of historical development and has contradictions and conflicts, which can arouse students' interest and resonance. The story plot idea should serve the teaching and show the core content of the whole story. The lines and actions are the more important part of the plot idea. Different roles have different personality characteristics, and students need to think carefully and understand.

(3) Role Assignments. Before the historical sitcom rehearsal, the director needs to be determined according to the personality characteristics and cognitive level of the student. The director assigns roles to students based on the student's personality characteristics and performance capabilities, as well as personality characteristics such as appearance, temperament, and sound. The director plays an important role in the entire process of historical melodrama creation and performance, and needs to recommend candidates based on the student's organizational ability and art appreciation ability to ensure the smooth performance of the melodrama. The director refers to the teacher's opinion and assigns the most appropriate role.

(4) Rehearsal performance. The rehearsal of the repertoire is a meticulous work, and it should follow the principle of partial first, and then overall, first rough and then detailed. During the rehearsal process, pay attention to the connection between the scenes. Based on the actor's overall perception of the script, perform separate exercises for each repertoire, and then practice as a whole to ensure smooth performance. Classroom is the most basic performance venue. With the development of modern education technology, historical sitcom performances break through the limitations of the classroom, and use the form of webcast or on-demand to share teaching resources and improve the teaching effect of sitcoms.

## 5. Application Countermeasures on Historical Sitcoms in Practical Teaching of the "Outline of Modern Chinese History"

The introduction of historical melodrama to the practical teaching of the "Outline" curriculum can enrich teaching resources, activate the classroom atmosphere, mobilize students' desire for knowledge, and increase the degree of awareness of historical laws. In order to promote the application of historical sitcoms in the practical teaching of the Outline, the following countermeasures are put forward in light of the problems in the practical teaching of the Outline:

(1) Grasp the balance of "emotion" and "reason" in historical sitcoms. Students participating in historical melodrama can "empathize" with history. Through the virtual historical scenario, "integration of knowledge and action" is realized, "reason" is promoted by "emotion", "emotion" is "reasoned", and "emotion" and "reason" are balanced. Through role playing, students realize the "imagination" and "reduction" of history, which can understand the magnificence of the historical era, and appreciate the ups and downs of historical figures. To achieve the practical level, we need to handle the relationship between reading exchanges and rehearsal performances, and the relationship between "body" and "mind", "reason" and "emotion". Only by fully understanding historical events can we understand more realistic historical figures.

(2) Improve students' ability to use and express historical knowledge. In the process of rehearsing historical sitcoms, students use their knowledge to actively collect historical information other than textbooks, and invest in it with the greatest enthusiasm and effort. This is a learning process in itself. Based on the content of the "Outline" textbook, construct a historical script, modify and improve the script based on the collected data, and improve the ability to use historical knowledge. It is also a good way to enhance the interpersonal communication and expression ability of the students participating in the performance. In the practice of orchestration and performance, students have different responsibilities for division of labor, need to discuss and exchange, this is also an opportunity to show their talents.

(3) Ingenious questions guide the teaching activities after historical sitcoms. History discipline connects the past, reality, and future. In educational philosophy, it emphasizes that historical knowledge promotes the development of students' physical and mental health, cultivates good morals, and cultivates the desire and ability for lifelong learning. In order to reach the "historical" height and enhance students' historical literacy, after the role-playing of historical melodrama, the process needs to be guided. The so-called "guidance" means that after the performance of the historical sitcom, the teacher guides the students' attention from the melodrama scene to the teaching activities. After the introduction of historical sitcom, appropriate questions will play a positive role in promoting students to return to textbooks and return to historical rational thinking.

(4) Give full play to the educational function of ideological and political education courses. As an integral part of the ideological and political theory curriculum system in the "Outline" curriculum, it has an important function of educating people with history. It plays an important role in stimulating college students' patriotism, historical responsibility, and carrying forward the national spirit, cultivating college students' sense of anxiety, enhancing social responsibility, historical mission, and determining correct values. Historical sitcom is a lively and serious teaching activity. Students cannot stay on the level of fun and fun. They need to get cultural nourishment, ideological inspiration and emotional cultivation through performance. Through respect and respect for historical heroes, inherit and carry forward the outstanding qualities of heroes.

(5) Adhere to the principle of moderation and combine it with other teaching methods. The principle of moderation is a key factor in achieving the best teaching results. Moderation refers to the limit of the quality and quantity of things. Only by knowing the degree of things can we know the quality of things accurately, and can we grasp the principle of moderation in practice. Historical sitcom is an effective way to improve the quality of the practical teaching of the Outline, and it can only be kept fresh and attractive if used appropriately. The historical sitcom teaching method and other teaching methods have their own strengths and form an organic whole with other teaching methods. We must pay attention to combining with other teaching methods such as independent

inquiry methods and cooperative learning methods, and take advantage of various teaching methods to achieve the much better teaching effect.

## **6. Conclusion**

Practical teaching is an effective way to consolidate theoretical knowledge and deepen theoretical understanding. It is also an important platform for integrating theory with practice, cultivating students to master scientific methods, and improving their practical ability. Practical teaching is conducive to improving students' comprehensive literacy and forming correct values. The organic combination of practical teaching and theoretical teaching makes it easy for students to understand abstract and conceptual knowledge. Historical sitcom is conducive to the historical function of the "Outline" curriculum, and urges students to truly "internalize and internalize Marxist theory." Introducing historical sitcoms to the practical teaching of the "Outline" curriculum cannot only enrich teaching resources and increase the degree of cognition of historical laws, but also activate the classroom atmosphere and achieve the goals of ideological and political education. The historical sitcom not only deepens students' understanding of problems, vividly reproduces historical events and characters, creates a sense of immersion, stimulates interest in learning, activates the classroom atmosphere, and makes the boring and flat "Outline" curriculum teaching alive.

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