

# Exploration on Integrating the Education of Party History into the Teaching of Ideological and Political Theory Courses in Colleges

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**ABSTRACT.** Under the research background that party history education is an important content of college students' ideological and political education, it plays a very important role in improving college students' ideological and political quality. The use of classroom teaching to carry out a comprehensive and systematic education of the party history of students has indeed brought great difficulties. The method used in this article is to investigate a financial school by means of questionnaires and sample surveys. This is manifested in the school's lack of a comprehensive deployment of party history education and the planning of specific goals for party history education activities in various functional departments of the school. The purpose of this article is to enable students to correctly understand the history of the party, strengthen their political convictions, and recognize the mainstream and main line. The results of the study show that although there is no special CCP history course in the current ideological and political theory courses, all kinds of colleges and universities should combine the reality inside and outside the school to focus on infiltrating the party history education in the relevant courses.

**KEYWORDS:** College ideological and political theory course, Party history education system, Construction, Party history education

## 1. Introduction

The Communist Party of China is a glorious party and a party with a long history and excellent traditions [1]. The Sinicization of Marxism is an important theoretical achievement summarized by the Communist Party of China in the course of long-term revolutionary practice and socialist construction [2]. It is closer to the reality and needs of China, and will inevitably carry the historical traditions and practical concerns of the Communist Party of China[3]. Since the 18th National Congress of the Communist Party of China proposed to give priority to education and promote the development of higher education content, quality improvement and content construction have become the strongest voices and keywords in the higher education system. The theme of the 2016 National Conference on Educational Work is "Comprehensively Improve the Quality of Education and Accelerate the Modernization of Education" [4].

Ideological and political theory courses in colleges and universities are the main ways and directions of ideological and political education for college students. In order to cooperate with the party building work in colleges and universities, the ideological and political quality of college students has been further improved [5]. Entering ideology is an important and realistic subject that ideological and political theory courses must face [6].

The Ministry of Education emphasizes that party history education has an important position and role in students' ideological and political education, and requires party history to become the main content, core content and teaching focus of ideological and political theory courses [7-8]. the University. History education guides students to correctly understand and treat the history of the party. This is of great significance for further strengthening and improving ideological and political education in colleges and universities, and for the comprehensive development of socialism in Germany, Chile, the United States, and the United States, and the training of qualified builders and reliable successors [9-10].

## 2. Method

### 2.1 Construction of Classroom Teaching System of Party History

It is necessary to give full play to the role of classroom teaching as the main channel of party history education. First,

party history education must fully understand the academic situation. Only when we fully understand the academic situation, our teaching is targeted. Since the current ideological and political theory courses in universities are basically large-scale teaching, students come from different majors, and the basis of party history education for students is also different. For example, liberal arts students and science students have different foundations, so we ask class cadres to talk to students to understand the trend of party history education in their spare time, or ask students to write down the needs of party history education. Classrooms and then collect them. , And then combined with the wishes of students, we obtained first-hand academic information, thereby enhancing the pertinence and effectiveness of teaching.

## ***2.2 Correctly Grasp Theory and Reality, Combining Theory and Practice***

The charm of theory is not how deep it is, but also its care for real problems, which can explain reality and guide practice. Only when the historical materials are practical and connected with the real life of the students can the party history education achieve its purpose and be truly accepted by the students, so that the students love to study and study, and truly “go into the mind”. This requires that when we teach historical knowledge, we must combine reality. In addition to deep theoretical cultivation and rich historical knowledge, teachers must also understand what students think and care about, combined with current hot issues and focus issues. Combined with the historical development of the party to make a positive interpretation and interpretation, only in this way can history “live” and be truly happy.. In order to make students truly understand the twists and turns of the party's revolutionary process, they can make students more cherish the achievements of socialist construction today, and more actively serve the society and construct institutions. But at the same time, we must also pay attention to preventing the simplification and vulgarization of party history. “The popularization of party history education can enhance the affinity and appeal of party history education through easy-to-understand methods. “However, “popularity” does not mean “vulgar” “”, “Never use “historical secrets” and “private information” to listen to. “Popularization” does not mean “simplification”, college students have the ability to think and judge independently. Yes, they need to reason first, then talk about things first, then reason first, and then express their feelings. A thorough explanation of the facts is the prerequisite and basis for gaining the trust of college students.

## **3. Experiment**

### ***3.1 Test Subject***

The object of this experiment is the sophomore literary students of the School of Finance and Economics. Among them, 100 sophomore students were selected for a sample survey, and then the questionnaire survey was conducted, and a total of 100 copies of “Speaking About the History of the Party” The questionnaire is called the questionnaire. The content of the survey is to understand the college students’ understanding of the history of the party, followed by the teachers of ideological, political, and ideological theories in colleges and universities should fully follow the teaching conditions of the students, use textbooks as the basic guidance, and strive to transform the textbook system into teaching The system is truly integrated, skilled, and brilliant.

### ***3.2 Experimental Design***

Among the 100 questionnaires issued by the experiment, a total of 98 questionnaires were recovered, of which 95 were valid and the recovery rate was 98%. According to the analysis questionnaire, it is learned that the school should increase the material investment in the construction of the party history education base, the editor of the party history education readers, or the construction of the party history education website. For example, to strengthen the construction of the party history website platform. The analysis of the results of the final experimental investigation is shown below.

## **4. Results**

### ***4.1 Survey Results of Student Party History***

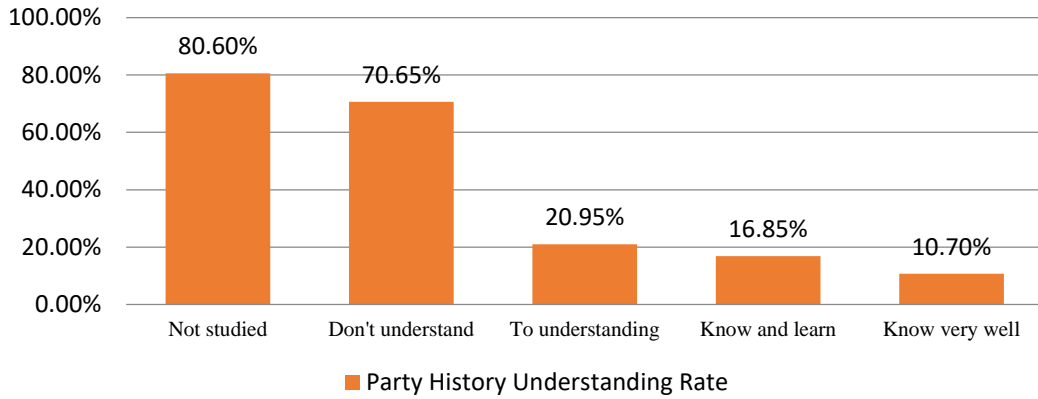


Fig.1 Survey Results of Student Party History

The survey results of the student's party history and academic situation are shown in Figure 1, a sample survey was conducted on the survey results of the student's party history. The sampled samples were: unstudied, not understood, understood, understood and studied, and very well understood. It is very clear that the rates of unlearned and ignorant are relatively high, at 80.60% and 70.65%, respectively. It is understood that students lack political education in party history. Only a few classmates have studied and have a certain understanding of the history of the party. But according to the survey, I think that no matter what kind of method, on the basis of modern informatization, any learning method can learn the history of the party. Students can study the history of the party through television, news, online teaching and other methods. From this point of view, students studying party history will become diversified, and they can learn party history through a variety of ways to strengthen their own ideological and political education.

4.2 Analysis of Teaching Methods

Table 1 Investigation and Analysis of Theoretical Courses of Ideological and Political Education in Colleges and Universities

sound	78.88%
Clothing decoration	37.6%
expression	62.78%
Gesture	56.78%

Investigation and analysis of theoretical courses of ideological and political education in colleges and universities are shown in Table 1. Among the college students surveyed, about 55% of the college students thought that the language style of their ideological and political teachers was kind and lively; most students supported the use of online language in teachers' classrooms. 79% of college students think that their teachers' ideological and political lessons are "very good", while 67% of college students think that the reasonable use of gestures by teachers in the classroom can play an obvious role in attracting them. Therefore, nearly 78% of the respondents think that the teachers of ideological and political courses are "very kind". This shows that the language style, voice, gestures and other factors of ideological and political teachers can significantly affect students' impressions of ideological and political teachers.

4.3 The Main Path of Conducting Party History Education in Ideological and Political Courses

At present, there is no special CCP history course in ideological and political courses in colleges and universities, which really brings great difficulties to the use of classroom teaching to carry out a comprehensive and systematic party history education for students. However, at present, undergraduate colleges have set up "Outline" courses in accordance with national requirements, which to some extent provides convenience for the school to carry out party history education, but teachers must deal with the relationship between "Outline" and party history. Teachers should let students understand that the starting point of the party history on the time limit is later than the Chinese modern history, and the lower limit is exactly the same; the content of the party history is a special history in the field of modern Chinese history, and its important content. Through the study of the course, students should master the party's historical development theme and main line, mainstream and essence, understand the historical inevitability of the leadership and core role of

the Communist Party of China, and recognize the historical inevitability of the Chinese people on the socialist road. The historical inevitability of socialist modernization and the realization of the great rejuvenation of the Chinese nation.

Schools can use major activities such as the 70th anniversary of the victory of the Anti-Japanese War in 2015 to use educational resources, organize comprehensive topics or local party history topics for lectures, and vigorously promote the party's glorious history and great achievements. In addition, it can also use the practical hours of ideological and political courses to organize various visits, admiration and inspection activities related to party history, and deepen the education of party history. In short, as long as the main channels and positions of ideological and political lessons are complemented by various forms of educational activities, the party history education in colleges and universities will be more solid, rich and vivid, and achieve effective results.

## **5. Conclusion**

Experimental results show that with the diversification of information and technology, more and more students choose to do what they love, and very few students follow the development of online teaching resources to study party history on platforms or using media resources. In today's resources, there are more and more paper books on party history. The students who buy and read books are a minority. Most students think that the process of studying party history is boring. By building a classroom teaching system of party history and using fresh historical examples to enhance the persuasive power of ideological and political education for online exchange of ideas and equal dialogue, teachers can have the opportunity to work with every major hotspot, difficulty and people's livelihood issues of concern to students. Students engaged in interactive dialogues to help them solve various difficulties encountered in practical activities and formed a resonance, which not only expanded the broadness of student participation, but also improved the fun and practical effects of party history education and practical activities.

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