

On the Teaching Reform of College Course “Essentials of Modern and Contemporary History of China”

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Abstract: as an important part of the ideological and political theory curriculum system in colleges, the curriculum reform of “essentials of modern and contemporary history of China “ is imperative. In recent years, the majority of history educators in colleges have carried out extensive and in-depth research and reform exploration from the teaching content, teaching methods and other links closely around the course teaching of “ essentials of modern and contemporary history of China “. They have made some achievements and played a certain role in improving the classroom teaching effect, but there are still some problems to be solved. Based on my own teaching practice, through investigation and research, the author elaborates the main problems in the teaching of “essentials of modern and contemporary history of China” in colleges, and puts forward specific reform strategies for the relevant problems, hoping to be beneficial to the current teaching reform of “essentials of modern and contemporary history of China” in colleges.

1. Introduction

General Secretary Xi Jinping pointed out at the National Conference on Ideological and political work in Colleges that we should make good use of the main channel of classroom teaching, strengthen the ideological and political theory course in improvement, enhance the affinity and pertinence of Ideological and political education, and meet the needs and expectations of students' growth and development. This points out a clear direction for the reform of Ideological and political courses in Colleges and puts forward specific requirements. Therefore, as an important part of the ideological and political theory curriculum system in Colleges, the teaching reform of “ Essentials of Modern and Contemporary History of China “ is imperative and has a long way to go. In recent years, the majority of history educators in Colleges have carried out extensive and in-depth research and reform exploration from the teaching content, teaching methods and other links closely around the course teaching of “ Essentials of Modern and Contemporary History of China “. They have made some achievements and played a certain role in improving the classroom teaching effect, but there are still some problems to be solved.

2. The Main Problems in the Teaching of “ Essentials of Modern and Contemporary History of China “ in Colleges

At present, with the continuous advancement of the teaching reform process of “Essentials of Modern and Contemporary History of China “in Colleges, the existing problems are gradually revealed. Generally speaking, there are mainly the following points.

2.1 The Course Materials Are Too Old, Monotonous and Poorly Readable.

On the one hand, there are many theoretical explanations of the content of the textbook and few specific case studies, which make it difficult to fully show the whole process of historical events. It is difficult for materialistic historical view to connect with specific historical facts effectively, which is not conducive to mobilizing students' enthusiasm and initiative in learning. Second, history teachers use the unified teaching materials and teaching mode. In the teaching process, they rely on the teaching materials blindly, without any expansion of knowledge points, which is easy to cause cognitive fatigue of students, and difficult to stimulate students' enthusiasm for learning. Students

gradually lose interest in this course, and the teaching effect is difficult to effectively improve.

2.2 The Teaching Method is Too Rigid, and the Traditional “Full Filling” and “Filling Duck” Teaching Methods Are Often Used.

The whole course is teacher centered and mainly taught by teachers, with compact curriculum arrangement, too much teaching content, less classroom interaction and communication, and lack of necessary interaction with students. As time goes on, students' enthusiasm is reduced, and students generally despise the learning of “Essentials of Modern and Contemporary History of China”, resulting in the basic loss of the function of the outline course as an ideological and political course.

2.3 The Teaching Method is Relatively Single.

With the continuous application of information technology, the teachers of the course “Essentials of Modern and Contemporary History of China” in Colleges are also constantly innovating teaching methods, realizing the deep integration of information technology and history teaching, and achieving certain teaching results. However, some teachers still use traditional teaching methods and are not used to using multimedia technology. Some teachers completely abandon the traditional teaching methods, completely rely on multimedia courseware, according to the book, use multimedia demonstration instead of all teaching behaviors, completely become slide readers, it is difficult to infect students subjectively, cause students' resonance, students' attention is difficult to collect, and the teaching effect is greatly reduced.

2.4 The Combination of Theory and Practice is Not Close Enough.

Taking history as a mirror and creating the future is the purpose of history learning. Influenced by the traditional teaching habits, for a long time, in the teaching process of the course “Essentials of Modern and Contemporary History of China”, teachers tend to focus on the teaching of historical theory and ignore the practical teaching, which makes it difficult for students to deeply feel and think about the historical facts, and then guide the practice in real life and work.

3. The Specific Strategies of Teaching Reform of the Course “Essentials of Modern and Contemporary History of China” in Colleges

3.1 According to the Characteristics of the Students' Subjects, We Should Expand and Enrich the Teaching Contents Appropriately in Combination With the Teaching Materials of “Essentials of Modern and Contemporary History of China”.

The course “Essentials of Modern and Contemporary History of China” is a required course of Ideological and political theory in Colleges. The teaching object is college students of various majors. Therefore, in the teaching process, teachers should not rely too much on the textbook “Essentials of Modern and Contemporary History of China” to publicize the course according to the book, or completely separate from the teaching materials and play freely. According to the characteristics of the subjects taught, the course should be combined with “Essentials of Modern and Contemporary History of China” to teaching materials, moderately expand and enrich the teaching content, give full play to students' professional strengths, stimulate students' enthusiasm for learning, establish students' confidence in learning, so as to effectively improve the teaching effect. For example, when teaching the course “Essentials of Modern and Contemporary History of China” to music majors, teachers can make full use of the characteristics of music perception of music majors to interpret historical scenes in the form of songs in the classroom. For example, through a song “on the Songhua River”, the suffering scene of the fall of the northeast and the displacement of the common people is deeply displayed in front of the students, further stimulating the patriotic enthusiasm of the students to fight against foreign enemies and defend their homes.

In addition, teachers should also pay attention to the deep excavation of typical historical figures in the teaching process. We should expand the typical historical characters' deeds in the course of “Essentials of Modern and Contemporary History of China”. Typical historical figures play a great role in specific historical events. Therefore, the in-depth introduction of these historical figures can

deepen students' understanding of some specific historical events, enhance the fresh activity and heavy sense of history, and make classroom teaching more infectious. For example, when explaining the historical event of Destroying Opium at Humen Beach, teachers can give a detailed introduction to Lin Zexu, a national hero. For example, Lin Zexu's contribution in Xinjiang after he was sent to Xinjiang, through which students can better understand Lin Zexu's spiritual realm of "benefiting the life and death of the country, and avoiding the trend of misfortune and fortune".

3.2 Classroom Teaching Focuses on the Interaction between Teachers and Students, Students and Students, Which Causes Resonance in Teaching.

In the course of teaching Destroying Opium at Humen Beach, teachers should pay attention to the use of interactive teaching mode, through the interaction between teachers and students, students and students, to arouse teaching resonance. The course of Destroying Opium at Humen Beach is also a general course in the ideological and political theory course system of colleges. It has great changes and innovations in the teaching material system, large time span and deep teaching content. Therefore, it is necessary to adopt interactive teaching mode. In teaching, teachers can use "ask" interactive forms such as topic type, speech type and topic discussion type to make students take the initiative to think, to actively explore the answers. The choice of interactive topics should be closely related to hot issues and practical issues, and have certain academic research value. In addition, teachers should firmly control the whole process and summarize at the most appropriate time so that students can have a deeper understanding of historical knowledge.

3.3 Pay Attention to the Rational Use of Internet Information Technology.

Internet information technology can integrate text, picture, sound and image, and make teaching more effective with less effort. In the course of teaching "Essentials of Modern and Contemporary History of China", we should make full use of multimedia technology, excavate historical materials, display historical audio-visual materials, process information according to teaching needs, and show students three-dimensional and vivid historical events in limited classroom teaching links, which greatly enhances students' understanding and feeling of modern Chinese history and makes them in a short time get a lot of knowledge and information.

For example, when teaching the chapter "struggle against foreign aggression", teachers can let students watch the historical documentary "Yuanmingyuan" collectively, so that they can deeply experience the corruption of the late Qing government in anger and sorrow, as well as the great disaster and indelible humiliation suffered by the Chinese nation, and further strengthen students' determination to strive for the great rejuvenation of the Chinese nation.

3.4 Pay Attention to the Perfect Combination of Theory and Practice Teaching.

In the teaching process of "Essentials of Modern and Contemporary History of China", teachers should not only focus on the teaching of theory, but also pay attention to the expansion of teaching, the process of students' participation in learning and their own experience, so as to promote teaching through practice. Through the classroom display of historical objects or on-site visits, social practices and other forms, let students experience the real modern Chinese history, fully cultivate students' patriotic feelings, and stimulate their national pride and sense of honor.

4. Conclusion

To sum up, the curriculum of "Essentials of Modern and Contemporary History of China" is an important part of the ideological and political theory curriculum system in Colleges, which shoulders an important educational mission and historical responsibility. Under the new situation, the curriculum reform of "Essentials of Modern and Contemporary History of China" should meet the needs of the development of the new era, explore new ideas of curriculum teaching, expand new teaching models, effectively cultivate young students' patriotism and noble moral sentiments, so as to stimulate students' national pride and cultivate national self-confidence.

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