



A Brief Analysis of the Teaching Enhancement Path of the "History of the People's Republic of China" Course in the Context of the Great Ideological and Political Class——Based on the Construction and Practice of the Four-Dimensional Collaborative Model

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Abstract

This paper takes General Secretary Xi Jinping's important thesis on "big ideological and political courses" as a guide, bases itself on the needs of ideological and political education reform in colleges and universities in the new era, and focuses on the optimization of the nurturing function of the national history course. Through literature analysis, empirical research and action research, it reveals that the current teaching of national history is plagued by narrative fragmentation, field closure and subject homogenization, and proposes a four-dimensional synergistic enhancement path of "content-methodology-mechanism-resources". The study finds that: building a content system of "theme-led, topic-deepened, case-supported", innovating a hybrid teaching mode of "virtual simulation + field survey", establishing a collaborative educating mechanism of "school-political-social-media", and creating a "school-political-social-media" mechanism to promote the teaching of national history. The innovative hybrid teaching mode of "virtual simulation + field investigation", the establishment of "school-political-social-media" collaborative educating mechanism, and the development of the digital platform of red resources can significantly enhance the political, historical and practical nature of the curriculum. The research results provide theoretical support and practical reference for the reform and innovation of national history curriculum in the new era.

Keywords

Great Civics Course; History of the People's Republic of China; Curriculum Nurturing; Four-dimensional Synergy; Teaching Innovation

1. Introduction

1.1 Background of the study

(1) Policy context: General Secretary Xi Jinping put forward the important assertion that "big ideological and political courses should be put to good use" (2021), and the CPC Central Committee's "Opinions on Strengthening and Improving Ideological and Political Work in the New Era" explicitly calls for "strengthening education in the history of the Party, the history of new China, the history of reform and opening up, and the history of the development of socialism. "

(2) Realistic demand: The survey of the Ministry of Education in 2023 showed that 72.6% of the national history courses in colleges and universities have the problem of "emphasizing on knowledge transmission but not on value leadership", and the degree of students' political identity is significantly positively correlated with the satisfaction of the courses ($r=0.83$).

(3) Theoretical value: History of the People's Republic of China (hereinafter referred to as "national history") education has the dual functions of training in the methodology of historical materialism and fostering socialist core values, and it is a key carrier for cracking the "island effect" of ideological education.

1.2 Literature review

(1) Research on the Great Civics Course: Academics focus on the dimensions of "field expansion" (Chen Jinlong, 2022) and "synergy of subjects" (Feng Gang, 2023), but do not pay enough attention to the reconstruction of course content;

(2) Research on the teaching of national history: the existing results are mostly focused on the compilation of historical materials (Jin Chong and, 2019) or teaching methods (Wang Binglin, 2021), lacking the design of a systematic path of education.

Research Gap: How to realize the deep coupling of the concept of Big Ideas and the reform of the national history curriculum remains to be explored.

1.3 Research framework

We constructed a closed loop of "problem diagnosis-theoretical construction-path design-practical validation", relying on Marxist epistemology and constructivist learning theory, and adopting a mixed research methodology:

Quantitative analysis: SPSS regression analysis of 1276 questionnaires from 32 universities in 8 provinces;

A qualitative study: coding NVivo for in-depth interviews with 42 teachers;

Action research: three rounds of pedagogical experiments at University J.

2. The logical between the Great Civic and Political Science Course and the National History Curriculum in educating people

2.1 The triple connotation deconstruction of the Great Civics course

(1) The "big" field: breaking through the classroom boundary and building a "class-

room-campus-society-network" full-scene nurturing ecology (example: Peking University's "Walking Civic and Political Science Class" program);

(2) The subject of "big": the formation of "teacher-led-student-led-multiple participation" synergistic mechanism (Example: Fudan University "master play" in the creation of alumni resources to intervene);

(3) The "big" method: integration of didactic, experiential and inquiry teaching methods (e.g., VR technology to restore the development of the "Two Bombs and One Star" scenario).

2.2 The Unique Nurturing Value of the National History Curriculum

(1) Constructing political identity: Strengthening the "Four Confidences" through historical narratives (data: students' recognition of the "superiority of the socialist system with Chinese characteristics" increased by 23.4% after studying national history);

(2) Cultivation of historical thinking: applying "long time" analysis to understand the historical logic of Chinese modernization (case in point: the analysis of "policy continuity" in the teaching of the history of reform and opening-up);

(3) Forging of practical ability: extracting the wisdom of governance from historical experience (example: integrating the historical case of poverty alleviation into the teaching of public administration).

Theoretical articulation point: the openness and practicability of the Great Civics course and the narrative and reflective nature of national history education form a nurturing synergy.

3. The realistic dilemma of teaching the current national history course

3.1 Content system dimension

(1)Tendency to fragmentation: 62.3 per cent of the curricula do not establish a framework for articulating the stages of "1949-1978-2012-New Era" (report of an inspection by a provincial education department);

(2)The phenomenon of value obscuring: overemphasis on the examination of historical details, weakening the main line of "why the CPC can" (Teacher Interview T12).

3.2 Teaching methodology dimension

(1) Superficial application of technology: 87.4% of teachers only use PPT for lectures and less than 15% use virtual simulation technology (questionnaire data);

(2) Lack of practical teaching: Only 6.2% of the courses have fieldwork sessions (analysis of the syllabus of a 985 university).

3.3 Synergy Mechanism Dimension

(1) Disciplinary barriers: insufficient dialog between the disciplines of history and

Marxist theory (bibliometrics show only 8.7% of interdisciplinary papers);
(2) Resource Silos: Archives and Memorials have a resource utilization rate of less than 30% (Ministry of Culture 2024 statistics).

4. Four-dimensional synergistic teaching enhancement path design

4.1 Content reconstruction: building a three-dimensional system of "themes - topics - cases".

- (1) Thematic leadership: three modules on "Establishment of the Socialist System," "Breakthroughs in Reform and Opening Up," and "Changes in the New Era."
- (2) Thematic deepening: development of 20 pedagogical topics, such as "three lines of construction and regional development" and "special zone experiment and institutional innovation";
- (3) Case support: Preparation of "100 cases of national history educating people" (including typical events such as "Red Flag Canal Spirit" and "Miracle of Sehamba").

4.2 Methodological innovation: implementation of the "five-in-one" blended learning approach

- (1) Virtual simulation: development of the "Anti-American Aid for Korea Decision-making Simulation System", in which students play the role of Politburo members in the strategic rehearsal;
- (2) Oral history practice: organizing students to interview those who have experienced the reform and opening up, and forming a video archive of "Our Forty Years";
- (3) Debate teaching: Structured debates on the historical role of the planned economy to develop dialectical thinking.

4.3 Mechanism optimization: creating a "four-pronged synergistic" education community

- (1) On-campus linkage: the School of Marxism and the School of History have established a curriculum group;
- (2) School-local cooperation: setting up a practice base in Xiongan New Area to observe the reform process in the new era;
- (3) Interaction with the school media: a series of short videos on "micro-lessons on national history" was developed in conjunction with the People's Daily.

4.4 Resource integration: building a digital teaching platform

- (1) Red Resource Library: integrating 3D exhibition resources of 250 revolutionary memorial halls;
- (2) Intelligent lesson planning system: automatically generate personalized lesson plans based on AI technology (89.3% accuracy rate in the beta version);
- (3) Learning analytics module: monitoring students' cognitive-emotional-behavioral changes through big data.

4.5 Practical Exploration of Teaching Enhancement Pathways

(1) Construction of the "Trinity" curriculum system

Theoretical dimension: development of "thematic + modular" teaching content (example: setting up the topic of "history of poverty eradication" and linking it to the rural revitalization strategy).

Practical dimension: creating a "walking classroom" (e.g., "Retracing the Long March" virtual reality project combined with field studies)

Network dimension: construction of a "national history cloud platform", integrating oral history databases, online debate communities and other functions

(2) Innovative "four histories integrated" teaching model

Horizontal integration: placing the history of New China in the context of the history of the Party, the history of reform and opening-up, and the history of socialist development (case in point: the advantages of the economic system of socialism with Chinese characteristics through the evolution of the "Five-Year Plan").

Vertical integration: Establishment of an integrated teaching system for schools and universities (e.g., cooperation between universities and secondary schools in the development of a school-based course entitled "National History under the National Flag").

(3) Improvement of the "multiple synergies" evaluation mechanism

Evaluation body: introducing alumni representatives and industry experts to participate in course evaluation (designing a "dual tutor" review system).

Evaluation indicators: three dimensions: "depth of historical understanding", "degree of internalization of values" and "ability to practice and innovate".

Dynamic feedback: the use of big data to analyse learning behaviours and achieve personalized teaching diagnosis (example: a school's "National History Learning Portrait" system).

5. Teaching Practice and Effectiveness Verification

5.1 Practice design

(1)Subjects: undergraduate students of the class of 2023 at the University of J (experimental group n=216, control group n=203);

(2)Implementation Cycle: September 2024-January 2025, consisting of three iterations of instruction.

5.2 Effectiveness evaluation

(1)Cognitive enhancement: the experimental group's mastery of historical materialism methodology reached 82.7% (58.4% in the control group);

(2)Emotional identity: "The leadership of the CPC is a historical choice" has increased by 37.6 percentage points;

(3)Behavioral transformation: 93.1% of the students participated in the "Retracing the Long March" virtual practice project.

5.3 Reflective Improvement

- (1) Digital learning support for rural students needs to be strengthened;
- (2) Be wary of the weakening of perceptual perception of history as a result of technological alienation.

6. Conclusion

This study confirms that the four-dimensional synergistic model is effective in cracking the dilemma of nurturing the national history curriculum, but there is still a need to deepen the exploration in three areas:

- (1) Establishment of a dynamic adjustment mechanism to accommodate new advances in Party history research;
- (2) Promote the deep integration of national history education with economics, sociology and other disciplines;
- (3) Explore international dissemination paths for the results of national history education.

Future research could further focus on the complex relationship between historical memory construction and ideological security in the age of artificial intelligence.

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