

Exploration and Practice of Curriculum Ideological and Political Innovation in Local Colleges and Universities from the Perspective of "Three Histories Integration"

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Abstract: It is of great practical significance to make full use of the important opportunity of studying "Party history, school history and local history" and form the situation of "three histories fusion" of Party history, school history and local history. "The integration of three histories" can effectively promote the reform and innovation of ideological and political theory teaching, improve the effectiveness of ideological and political theory teaching, get rid of the simple classroom theory, take history as a mirror, and "move" ideological and political lessons to history, campus and local development, constantly give ideological and political lessons "new" vitality, and enhance the exploration and innovation of ideological and political education and teaching efficiency. To achieve this goal, the following three aspects need to be considered. First of all, we should crack the practical difficulties of ideological and political elements such as "what to dig", "how to dig" and "how to use". Secondly, it is necessary to comprehensively analyze the difficulties of curriculum ideological and political reform in local colleges and universities from the perspective of the integration of three histories. In addition, we should build a curriculum teaching system supported by explicit education and implicit education.

1. Introduction

In December 2016, Proposed by the National Conference on Ideological and Political Work in universities: " We should adhere to the moral education as the central link, ideological and political work throughout the whole process of education and teaching, realize the whole process and all-round education, and strive to create a new situation for the development of higher education in China. Subsequently, "the new era of university ideological and political theory class merit action"

work plan "about speed up the construction of ideological and political work in colleges and universities system of the opinions of the university curriculum education construction guidelines and other national curriculum education construction related guidance documents have introduced, put forward the" promoting all subject education " general requirements, at the same time to further deepen the reform of university curriculum ideological innovation also pointed out the direction of work. In this context, courses with ideological-political elements has become an inevitable trend of college teaching reform.

In 2021, the Communist Party of China marks the 100th anniversary of the founding of the Party. The conference proposed that the Party History Learning, Education Mobilization Conference that the history of the Party is the most vivid and persuasive textbook. History study and education throughout the Party for remembering the original mission and advancing the great rejuvenation of the Chinese nation, firm belief and belief, upholding and developing socialism with Chinese characteristics in the new era, promoting the self-revolution of the Party and preserving the vitality of the Party. In 2022, for the communist party, especially the university youth party members, the history of the party is love party patriotic, wise responsibility, as this sm, the party and the state various undertakings continuously forward compulsory course, this course not only required, and must repair, every college students should to admire, fear heart seriously study the party's history, draw new wisdom and strength.

In addition, "the history of the school into the classroom" is to advance the ideological and political theory course teaching reform innovation, improve the ideological and political theory course education teaching effect, get rid of the pure classroom theory, education courses "move" to the campus, constantly give education courses "new" vitality, enhance the education course education teaching efficiency exploration and measures. On the basis of learning the history of the Party, through understanding the past, present and future of the school, understanding the hard exploration of the school under the strong leadership of the Party, can not only stimulate the enthusiasm of students to love the school and revitalize the school, enhance the sense of ownership of students, but also firmly have the confidence and courage to follow the Party forever.

Local history (local development history) is an epitome of the party's centenary history of struggle, and local universities are rooted in local areas, their own development is closely related to local economic and social development, and local resources are the key factors supporting the development of local colleges and universities. Therefore, for local university development, want to find their own characteristics, clear positioning, and eventually form "no I have" development pattern, the key is the concise characteristics, precise positioning, make full use of location advantage, integrated use in learning the history of "local" involved in local culture, economy and other characteristic advantage resources.

In conclusion, local colleges and universities how to make full use of the "party history, school history, local history" important opportunity, form the party history, the school history, local history "three fusion" integration and coordination situation, realize the "three history" ideological elements, the "three" ideological elements and professional course content organic fusion, form the course education and professional course coupling education mechanism has become the local college course ideological education system build inevitable choice, has important practical significance. "Three fusion" can effectively promote the ideological and political theory teaching reform innovation, improve the ideological and political theory course education teaching effect, get rid of the pure classroom theory, with history as a guide, the education courses "move" to the history, campus, local development, constantly give education courses "new" vitality, enhance the education course education teaching efficiency exploration and innovation.

2. Ideological and Political Related Literature Review

To start with, the research on the connotation and characteristics of ideological and political courses has been fruitful. Some scholars focus on defining the connotation of ideological and political courses from the perspective of system construction and process integration, mainly including the following viewpoints. The first view is that curriculum education is "an educational idea, indicating that the first priority of any curriculum teaching is moral education", and can also be summarized as an ideological and political work concept, namely, "curriculum education, education in curriculum"; the second view that curriculum education is a curriculum view and curriculum concept, is "moral first" curriculum value theory and the unity of moral and knowledge development.^[1] In addition, there are other views that curriculum ideological education is mainly a kind of implicit ideological and political education^[2](Yu Shuanghao, 2020; Gao Guoxi, 2020; Zhang Haijun, 2021; Lou Shuhua, 2021);

Moreover, the research on the realization path and mode of curriculum ideological and political construction has basically formed a system, mainly focusing on the construction of curriculum system, the application of teaching methods, and the establishment of collaborative mechanism. It mainly focuses on the construction of curriculum system, the application of teaching methods, and the establishment of coordination mechanism. Some researchers put forward that the ideological and political construction of the course should pay attention to the difference and flexibility of the hierarchy. Among them, the ideological construction of the courses of junior college, undergraduate, master and doctor should be different in the construction of basic, applied and skilled schools, and flexibly according to the characteristics of the disciplines, talent training objectives and course teaching characteristics^[3]. Secondly, the ideological and political construction of the curriculum should be promoted in coordination and coordinated in the same direction. Collaborative education is the direct purpose and practical requirement of ideological and political construction of the curriculum, and the main principle of realizing collaborative education is peer orientation (Xu Shuo, 2019; Zhao Jiwei, 2019; Meng LAN, 2019; Bi Jing, 2020; He Wuhua, Wang Lingdun, 2021; Qi Yongzheng, 2021).

Thirdly, there are many studies on the dilemma of curriculum ideological and political construction. Some scholars believe that the current curriculum ideological and political construction lacks systematic construction concept and long-term mechanism, lack of effective innovative means and professional curriculum ideological and political teachers^[4]. In the face of many difficulties, the academic community has also proposed solutions from the establishment of collaborative mechanism, teaching system establishment and professional team training^[5](Sun Yanan et al., 2019; Feng Junbo, 2021; Han Xianzhou, 2021; Pu Qingping, 2021).

In conclusion, the research system of the construction of course education increasingly mature, research framework is relatively clear, including teaching objectives, teaching design, teaching content, teaching evaluation, etc., and the professional courses and ideological education integration path, not only clear the course ideological into point, into the carrier, at the same time into the way and into the effectiveness evaluation are in-depth research. However, the ideological and political research of the existing courses generally has a tendency to emphasize practice over theory, action and speculation, with more practical analysis and less research on theoretical elaboration and internal laws. The research field is single, the lack of multi-field, interdisciplinary research.

3."The Integration of Three Histories" Enables the Practical Significance of the Ideological and Political Reform and Innovation of University Curriculum

It is of great significance to integrate the study of "three histories" (Party history, school history and local history) into the ideological and political teaching reform for local colleges and

universities to realize the three-dimensional transformation of curriculum system from teaching material to education and era, and to realize the "rich connotation, extension of extension and integrated innovation" of ideological and political education in local colleges and universities.

Firstly, it is conducive to promoting the connotative development of ideological and political courses in local universities. Dig the characteristics of the "three history" resources, as the core elements of specialized course education, realize the professional course theory and reality development closely, with "party history, school history, local history" enrich course education teaching content, promote students understand the essence of socialism with Chinese characteristics essence, enrich the connotation of local university course education.

Secondly, it is conducive to realizing the extension of ideological and political curriculum innovation in local universities. The introduction of party history study, school history review, and local history thinking into the ideological and political education not only enriches the connotation of ideological and political education, but also gives new perspectives, new methods and new situation of ideological and political education. Curriculum ideological and political education is not only in the classroom, but also in the past, present and future social and economic development. On the basis of certain depth, the new perspective, new method and new situation will certainly expand the extension and broadening degree of ideological and political education in university courses.

Thirdly, it is conducive to exploring the path of ideological and political reform and innovation of local university courses under the threshold of "integration of three histories". This topic of "three fusion" can discuss course ideological education reform and innovation, on the one hand, through the study of "three fusion" view threshold of mining related ideological elements effective mechanism and path, is advantageous to the innovation of university curriculum ideological elements mining method, on the other hand through the history, the education courses "move" to the history, let "historical data" gives education courses "new" vitality, to enhance the education course education teaching efficiency of exploration and innovation. At the same time, it is conducive to improve the effectiveness of ideological and political theory education and teaching, and get rid of the simple classroom theory.

4. "Integration of Three Histories" Enables the Practical Path of Ideological and Political Reform and Innovation of University Courses

Based on the profound understanding and understanding of the theoretical logic and practical significance of the "three histories" (Party history, school history and local history) integrated into the ideological and political teaching, local universities will explore the path of ideological and political reform and innovation under the "integration of the three histories" from the following three aspects.

In the first place, To "mining elements-embedded elements, elements" as the logical thread, crack ideological elements "dig", "how to dig", "how to dig" practice difficulties, through mining, combing "three history" related ideological elements, the effective mechanism of mining ideological elements and its action path, and establish the ideological elements based on "three history" learning "pool", refined out has the characteristics of "three history fusion" curriculum ideological elements, realize the "three history" learning and curriculum coupling effect of ideological reform. For example, excavate the red resources, make full use of the revolutionary museum, memorial hall, party history hall, martyrs cemetery and other red resources, to carry out practical teaching activities. Through field visits, interviews, symposiums and other forms, students can feel and experience history, enhance historical identity and national pride. At the same time, a series of social practice activities can be carried out to organize students to participate in social

practice activities, such as revisiting the school history road, visiting the red ruins, etc., so that students can understand history and learn history in practice, and cultivate the feelings of family and country and the spirit of responsibility.

Secondly, Three history (history of the party, school history, local history) and the integration of curriculum ideological innovation has many difficulties, such as imperfect teaching system, ideological elements mining does not reach the designated position, etc., should be closely around students, teachers, curriculum three main body, from the student development needs, teachers' professional quality, ideological construction concept, the existing curriculum system, and security mechanism of five levels, comprehensively analyze the "three history" learning and curriculum ideological innovation integration facing the reality of the dilemma. Among them, the construction of teachers and the improvement of quality are the key, and ideological and political teachers are the main force of ideological and political courses in colleges and universities. They should enhance teachers' sense of responsibility and mission. In the process of "integration of three histories", the study and education of party history, school history and local history should be regarded as lofty beliefs and lifelong struggle. At the same time, the theoretical foundation, quality and ability of ideological and political teachers, especially in the aspects of party history, school history and local history. In addition, a scientific and reasonable assessment and quality assurance system should be established to regularly evaluate and feedback the teaching effect of the "integration of the three histories" to ensure the quality and effect of teaching.

Finally, Construct the curriculum teaching system supported by explicit education and recessive education. From the perspective of teaching content, professional courses pay attention to the explicit knowledge dissemination of knowledge, comprehensiveness and intuitive knowledge, while ideological and political education tends to be the implicit knowledge supplement of value, pertinence and concealment. From the perspective of teaching methods, professional courses are mainly indoctrination and teaching materials, while ideological and political education is mainly inspiring and educational. Therefore, the ideological and political reform of curriculum needs to build a teaching system supported by explicit education and implicit education, so as to realize the organic integration of professional curriculum and ideological and political education, and reflect the value attribute of curriculum ideological and political education. Specifically, in the ideological and political classroom teaching, we should combine the different characteristics of ideological and political courses in colleges and universities, and choose different entry points to organically integrate the content of party history, school history and local history. At the same time, it can also be conducted through case analysis, historical comparison, storytelling and other ways, so that students can have a deeper understanding of history and reality. In addition, on the basis of explicit education, due to the cultural atmosphere of implicit education, Through the construction of campus culture, such as party history study, school history visit, local history knowledge contest, the concept of "Fusion of three histories" into the campus culture, create strong ideological learning atmosphere, at the same time, can also by conducting the party history, school history, local history theme lectures, speech contest, social practice, etc., let the students feel the charm of "three history" in practice.

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