

## Original Paper

# The Improvement of the Effectiveness of Teaching of The *Outline of Chinese Modern History*

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Received: March 25, 2021

Accepted: April 6, 2021

Online Published: April 8, 2021

doi:10.22158/jetss.v3n2p19

URL: <http://dx.doi.org/10.22158/jetss.v3n2p19>

### **Abstract**

*The Outline of Chinese Modern History is not only an important history course, but also an ideological and political course, which has an important influence on higher education. Teaching effectiveness is an important criterion to assess the degree of curriculum realization. It is difficult to achieve the effectiveness of the teaching of the Outline of Chinese Modern History, which requires the teaching of historical facts, historical logic, historical law and historical views. We should pay active attention to the realization of the effectiveness of ideological and political education in higher education under the background of economic transformation and increasing international fluctuations. Based on this, this study will take the teaching effectiveness of the Outline of Modern Chinese History as the object, based on the analysis of teaching effectiveness and the relevant theories of the Outline of Modern Chinese History, to summarize the problems and focus on the analysis in the improvement of the effectiveness of the curriculum.*

### **Keywords**

*Teaching of The Outline of Chinese Modern History, Historical View, Academic*

### **1. Introduction**

Among the compulsory courses offered by colleges and universities, the *Outline of Modern Chinese History* occupies an important position. Whether we can guarantee the teaching effectiveness of this course will greatly affect the shaping of students' values. Therefore, it is necessary to conduct in-depth research on the relevant problems of the teaching effectiveness of the course and take scientific measures to ensure it. However, there are some problems that have affected the further improvement of the teaching effectiveness of the curriculum by investigating the teaching situation of the *Outline of Modern Chinese History* in some colleges and universities, which is not conducive to the curriculum to the ideal results. The research goal of this paper is to explore ways to strengthen the teaching

effectiveness of the course based on the in-depth analysis of the factors affecting the teaching effect of the *Outline of Modern Chinese History*.

## **2. Teaching Effectiveness and the *Outline of Chinese Modern History***

### **2.1 Teaching Effectiveness**

Teaching effectiveness is a new teaching concept with efficiency as the core assessment standard. Teaching effectiveness emphasis on effective teaching, which refers to achieve the purpose of teaching and requirements. However, there are some opinions about how to judge the effectiveness of teaching in practice. Some scholars believe that the effectiveness of teaching should be judged by the view of economics, namely, the effectiveness is the ratio of teaching input to output or refers to the minimum teaching input to achieve the maximum teaching effect. Others think that the effectiveness of the judgment should be based on the students as the standard, that is, whether the students have mastered the teaching knowledge and the profound understanding of the teaching content after teaching etc. Different points of view have different requirements and emphasis for judging teaching effectiveness. Therefore, this paper combines the advantages of the two viewpoints that the effectiveness of the judgment is the ratio of teaching input to teaching output, and the student's learning situation should be examined.

### **2.2 Outline of Chinese Modern History**

#### **2.2.1 The Curriculum and Characteristics of the *Outline of Modern Chinese History***

The *Outline of Modern Chinese History* (hereinafter referred to as *Outline*) belongs to the combination of history course and ideological and political course, which is the biggest feature of this course, according to the *Opinions on Further Strengthening and Improving the Ideological and Political Theory of Higher Education*. Its main contents are the history of resisting foreign aggression, striving for national independence, anti-imperialism and anti-feudalism and the realization of the people's liberation since modern China. Through the investigation of the teaching situation of the *Outline* of colleges and universities, students, besides the history majors, must study the *Outline of Modern Chinese History*, a compulsory course in China.

In the process of specific teaching, teachers are required to firmly grasp the theme of socialist development and construction, and students are required to understand the logic and laws of history. Meanwhile, we should pay attention to the academic nature of the curriculum in the teaching process to meet the academic requirements of higher education. When conducting historical facts education, we should embody the connection between the various knowledge points in the *Outline*, starting from the basic historical facts to grasp the logic of history. In teaching the view of history, we should establish a whole view and an international perspective, examine the reasons for the occurrence of historical facts in general, and educate students to form a whole thinking to promote effective teaching. And we should make horizontal comparison from the international perspective to fully reflect the situation of historical facts, enhancing students' understanding of historical facts.

### 2.2.2 The Effectiveness of the *Outline of Modern Chinese History* Course

The teaching effectiveness of the *Outline* mainly consists of three parts. The first is the effectiveness of history teaching, which is the basis of the teaching of the *Outline*. Because of the objectivity of historical facts, the effectiveness of historical teaching should be judged by the degree of students' knowledge of history. The second is the validity of historical logic and historical law. It is impossible for students to fully understand the more difficult historical logic and laws. Therefore, the criterion for judging the effectiveness of historical logic and law teaching should be the criterion of economics, that is, the ratio of teaching even input to output, or whether teaching input produces the largest proportion. The third is the effectiveness of history view teaching. History view teaching is the core of the *Outline* teaching, so the teaching effectiveness of historical view should be based on student standards, combined with historical standard. We should judge whether the students have mastered the teaching of historical view at the beginning. The student's understanding of history view is the core of teaching, and it is the key content of educational effectiveness. And we should also pay attention to the input of teaching and historical standard in the process of realizing the standard of student's judgment.

## 3. The Problem Affecting the Effectiveness of Teaching *Outline of Modern Chinese History* Course

There are many factors affecting the teaching effectiveness of the *Outline*, mainly manifested in the insufficient use of teaching materials, undermining the consistency and integrity of the curriculum and the weak academic nature of the curriculum etc.

### 3.1 *Insufficient Use of Teaching Materials*

At present, the teaching materials used in the teaching are authoritative teaching materials prepared by the Ministry of Education. The education core of the *Outline* is to encourage students to establish a correct view of history and master the logic and law of history, which is different from the history teaching in high schools. However, its core has not been fully realized in the current teaching. On the one hand, teachers put the main experience on the teaching material knowledge, while ignoring the explanation of the historical logic and law. The teaching materials can support the development of a variety of teaching methods with rich logic and content. However, in fact, some teachers are seriously divorced from teaching materials, mainly using their own prepared courseware for teaching with outdated methods. Thus, it is not in line with the contents of the *Outline*, which fail to be utilized.

### 3.2 *Destruction of the Continuity and Integrity of the Curriculum*

In the current curriculum system of colleges and universities, the teaching of the *Outline* is generally planned for the second semester, a total of 32 hours. According to teaching requirements and actual teaching needs, the teaching needs of the *Outline* cannot be fully met in this design. Therefore, some teachers will choose part of the content in the specific teaching process. Others teach in strict accordance with the teaching plan and teaching requirements, but when teachers are unable to complete the teaching content, they will stop teaching and take the teaching progress as the assessment standard. The former has caused damage to the consistency of the *Outline*, resulting in the lack of comprehensive

understanding of the curriculum by students, and the destruction of the effectiveness of teaching. The latter is destroyed the integrity of teaching and students can only learn part of the content instead fully grasp the history and its law. In this case, some colleges and universities have adjusted the class hours from 32 hours to 48 hours. This action has effectively alleviated the curriculum integrity, but the problem of curriculum coherence has not been effectively solved due to the obsolete teaching methods.

### 3.3 Weak Academic Curriculum

Higher education more emphasizes academic than basic education. However, there is a weak academic problem in the teaching of the *Outline*. The teaching method is relatively simple. The teacher teaches to students as lecturers, and students learn the content of the *Outline* according to the teacher's explanation. This kind of teaching method is more traditional, and students cannot fully participate in the discussion, hardly stimulating students' interest in learning. Teaching is also left on the surface, failing to realize the academic of the *Outline*. Teachers also lack academic awareness in specific teaching. In the process of teaching, they emphasis on authority and forbid students to question, resulting in squeezing the space for academic performance of teaching and failing to fully realize the academic requirements. In this educational background, students lack the awareness and self-consciousness of active learning and collecting information, and the learning interest of the *Outline*. There is a lack of opportunity to discuss controversial issues. Thus, under the comprehensive role of teachers and students, the academic of the curriculum has been greatly weakened, which cannot meet the academic requirements of teaching.

## 4. The Countermeasure to Improve the Teaching Effectiveness of the *Outline of Modern Chinese History*

### 4.1 The Fully Use of Teaching Materials

#### 4.1.1 The Educational Concept of Historical Education

The educational theory of learning from history is the basis of improving the teaching effectiveness of the *Outline*. The core content of the *Outline* is the history of struggle for self-improvement and resistance to foreign humiliation in modern China. Its core aims to enhance students' patriotic enthusiasm on the understanding of history. The *Outline* not only has the significance of history, but also the importance of thought and politics. Therefore, teachers must firmly establish the concept of historical education and pass on the content of thinking and politics to students in the process of specific teaching. The students' patriotism is gradually improved in subtle ways, thus truly achieving the teaching purposes of the *Outline*.

#### 4.2 The Improvement of the Horizontal and Vertical Comparison of Content

The core content of the *Outline* is the various choices in the development of modern Chinese history, which constitute the main content of modern Chinese history. However, due to the complex background and cumbersome content, it is more difficult to teach specifically. Therefore, we should pay attention to the use of corresponding teaching methods to realize the effective teaching of historical knowledge. We

can use horizontal and vertical comparison methods in the characteristics of the *Outline*. The method of horizontal comparison combines the different backgrounds faced by different periods with the different choices. The rationality of the choice in the *Outline* is analyzed by the method. For example, comparing the different backgrounds of the implementation of land policies of the CPC during the Anti-Japanese War and the War of Liberation, different choices are made to enhance students' cognition and memory through comparison, thus enhancing the effectiveness of teaching. The longitudinal comparison method compares similar events that occur in different time periods and backgrounds. For example, comparing the resistance between the Opium War and the War of Resistance Against Japan, students' mastery of knowledge can be improved by analyzing the rationality of different historical choices through comparison. The effectiveness of teaching has been promoted.

#### 4.2 *The Reassurance of the Course's Consistency and Integrity to Improve Effectiveness*

##### 4.2.1 Series of Major Historical Events

Above all, the *outline of modern Chinese history* is 32 hours by ordinary colleges and universities. According to its teaching focus, it is difficult for teachers to complete the teaching content within 32 hours, so teachers generally make certain changes, which will damage the consistency and integrity of the curriculum and affect the effectiveness of the curriculum. Based on this, teachers should pay attention to maintain the consistency and integrity of the curriculum and use series teaching methods in teaching.

The *Outline* includes three main historical contents, such as anti-aggression, the pursuit of independence and socialist construction. These three historical contents involve more historical events. We can select two clues to connect the *Outline* according to the specific nature of historical events. The first is the clues of aggression and anti-aggression, including the Opium War, the Sino-Japanese War, the Aggression War of the Eight-Nation Coalition Forces and the War of Resistance Against Japanese Aggression etc. This part is mainly about war, which is easy to memory and explain when connected these together. The second clue is the pursuit of national independence, including the Westernization Movement, the Reform Movement of 1898 and the Revolution of 1911 and so on. Linking the content of the course together through clues not only helps to promote student learning, but also helps to save the teaching hours, then achieving the consistency of the curriculum after its integrity.

##### 4.2.2 Reasonable Allocation of Hours

The unreasonable allocation of class hours is an important reason for the shortage of integrity and continuity of the curriculum. At present, colleges and universities concentrate their main courses in the Old Democratic Revolution, which leads to the lack of the New Democratic Revolution classes. Based on this, class hours should be allocated reasonably to achieve the effectiveness of the *Outline* teaching. According to the current teaching situation, the New Democratic Revolution and Socialist Transformation should be the central content with mainly class hours. The reasonable curriculum allocation should be 6-8 hours for the Old Democratic Revolution, 10-12hours for the content of the New Democratic Revolution, and the rest of the school hours should focus on the content of Reform and Opening-Up and the founding of People's Republic of China.

### 4.3 To Enhance the Effectiveness of the Academic

#### 4.3.1 The Maintain of Doubt and Criticism with Respect

At present, the textbook used in colleges and universities is the *Outline of Modern Chinese History*, which belongs to the key teaching materials of Marxism and construction project. It can be used as the historical records with higher authority and the better norm. However, in recent years, some scholars have pointed out a total of 11 errors in teaching materials. Therefore, we should maintain a certain spirit of doubt and criticism in the face of teaching materials.

One of the teaching purposes of the *Outline* is to let students establish a correct view of history. Therefore, in the process of concrete teaching, teachers should not only adopt the method of indoctrination, but give students space to think and help them to establish a correct view of history. And students should be allowed to come up with question about the content of teaching in a relaxed atmosphere of discussion. Teachers and students can learn knowledge in criticism and exploration, and jointly learn the view of history on analysis and proof-seeking, and then enhance the academic of teaching and enhance the effectiveness.

#### 4.3.2 Emphasis on the Academic Content of the Textbook

The *Outline* is a summary of the law and logic of history, but there are some inappropriate and incomplete discussions and expressions in the specific expression of the textbook. The *Outline* should first pursue the scientific nature, so teachers should pay attention to the scientific of the presentation in teaching and provide supplements to the weaker statements in the textbook, such as the frontal battlefield of the anti-Japanese war. Thus, teachers can conduct the academic discourse about the influence of the frontal battlefield on account of its content, which can promote students to establish the consciousness of historical logic and law, and a correct view of history. Meanwhile, teachers should also show students the academic disputes in view of the controversial issues and students learn from the controversial issues of multiple historical views, promoting the understanding of the historical view of teaching materials.

#### 4.3.3 The Function of Academic Discussion

The lack of discussion in the teaching mode of the *Outline* course leads to the students being in a more passive state in teaching. In general, the course like the ideological and political lectures without enthusiasm for participation. Some students are unable to concentrate in it. Based on this, academic discussions can be introduced into curriculum teaching in teaching. The discussion tasks are arranged by the teacher in conjunction with the content of the lecture, and the students prepare the materials after class and discuss them in class. Teachers can act as guides or participate in the discussion process, paying attention to the relationship between the discussion content and curriculum. When conflicts in the discussion occurs, the teacher should take reasonable guidance seriously into the formal track. When students fully participation in the discussion, they not only learned controversial views on the issue, but also deepened their understanding of the platform's views. It has promoted the effectiveness of the teaching of the *Outline*.

## 5. Conclusion

To sum up, the *Outline of Modern Chinese History* occupies a relatively important position in the public compulsory courses in colleges and universities. In addition to history major's students, other students in colleges and universities are required to study this compulsory course. The *Outline of Modern Chinese History* not only belongs to the history class, but also has a certain nature of political course, which can play a greater role in shaping students' correct view of history and values. Based on this, the emphasis on the teaching of the *Outline of Modern Chinese History* has been effectively enhanced in our current universities. In the process of investigating and studying the teaching situation of the *Outline of Modern Chinese History*, the teaching effectiveness of this course has damaged by some problems including the failure to give full play to the role of teaching materials, the lack of consistency and integrity of the curriculum, and the shortage of academic ability of the curriculum etc. Under the premise of insufficient teaching effectiveness, it is difficult to cultivate students' patriotic enthusiasm and correct view of history by studying the *outline of modern Chinese history* to. In view of these problems, this paper has formulated targeted measures to solve them, hoping to promote the further improvement of the teaching effectiveness of the *Outline of Modern Chinese History*.

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