

# Research on the Strategies of Integrating High School History Knowledge into Ideological and Political Course Teaching

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**Abstract:** Entering the new era, the requirements for talent training are increasingly high. Current education needs to pay more attention to students' comprehensive ability development, skill training, personality development, and social responsibility. High school ideological and political courses play a crucial role in talent training. This course is not only an important way for students to acquire basic knowledge of politics, economics, culture, etc., but also a key link for them to form correct worldviews, outlooks on life, and values. High school ideological and political course teaching should introduce historical knowledge to deepen understanding, broaden horizons, and cultivate subject literacy. This paper analyzes the practical significance of integrating high school history knowledge into ideological and political courses, expounds the basis for the integration, and puts forward specific strategies for the integration.

**Keywords:** Ideological and political course teaching; High school history knowledge; Subject integration

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## 1. Practical significance of integrating high school history knowledge into ideological and political course teaching

### 1.1. Meeting the needs of high school political teaching

History focuses on past events and development trajectories, while politics focuses on current power operations and social governance. Politics tends to be a perceptual interpretation, focusing on the discussion of power and values; history pays more attention to rational recording, striving to restore and explain past events and truths. Integrating historical knowledge into ideological and political course teaching achieves the unity of subjectivity and objectivity. For ideological and political teachers, if they can skillfully and flexibly integrate historical knowledge, they can increase the interest of classroom learning, improve students' learning enthusiasm, enhance the breadth and depth of ideological and political courses, and give full play to the educational purpose of ideological and political courses <sup>[1]</sup>.

## **1.2. Meeting the needs of promoting students' all-round development**

With the deepening of education reform, interdisciplinary integrated teaching has become the key to improving students' comprehensive quality and abilities. In particular, integrating high school history knowledge into high school ideological and political course teaching can, on the one hand, improve the construction of knowledge systems, helping students establish a more complete and systematic knowledge framework<sup>[2]</sup>. On the other hand, it can help students improve their learning methods and learning abilities, making their learning more efficient. By exploring the underlying causes behind historical events, students can gain a deeper understanding of ideological and political knowledge. More importantly, it can let students understand China's historical development and recognize the glorious achievements of ancient China, thereby enhancing their national pride, self-confidence, and sense of responsibility for realizing the great rejuvenation of the Chinese nation, enabling them to better cherish the present and achieve their all-around development<sup>[3]</sup>.

## **1.3. Meeting the needs of promoting teachers' professional growth**

Integrating high school history knowledge into ideological and political course teaching provides strong support for the development of ideological and political teachers' teaching and research capabilities. On the one hand, it can stimulate innovative teaching ideas. Teachers can discover new teaching entry points and then innovate teaching methods to better complete teaching tasks and improve students' comprehensive literacy<sup>[4]</sup>. On the other hand, it can enrich teachers' knowledge reserves and enhance their professional teaching capabilities. With the arrival of the information and intelligent era, new training goals have been put forward for students. This requires teachers not only to master the knowledge of their own disciplines but also to selectively integrate teaching methods, models, and content of other disciplines into the teaching of their own disciplines. Therefore, in the process of integrating historical knowledge into ideological and political courses, political teachers will continuously improve their professional and teaching abilities while carefully preparing lessons<sup>[5]</sup>.

## **2. Basis for integrating high school history knowledge into ideological and political courses**

### **2.1. Theoretical basis for the integration**

#### **2.1.1. Learning transfer theory**

Learning transfer theory occupies an important position in educational psychology, mainly studying the various impacts of past learning and experience on subsequent learning and activities<sup>[6]</sup>. According to learning transfer theory, if teachers can skillfully use the laws of learning transfer in the educational and teaching process, guide students to review previous knowledge, and apply it to the learning process of new knowledge, thereby promoting positive transfer, students' learning efficiency will be significantly improved<sup>[7]</sup>. There is a lot of overlap in content between high school political textbooks and high school history textbooks, which provides conditions for the occurrence of transfer.

#### **2.1.2. Comprehensive curriculum theory**

The core of comprehensive courses is to combine the content of different disciplines, students' needs, and social development to build a complete and coherent knowledge system. Starting from the two inseparable disciplines of high school history and high school politics, this paper explores the relevant content in the two disciplines, realizes the organic combination of the two disciplines, and achieves better teaching effects of ideological and

political courses. Integrating historical knowledge into ideological and political course teaching does not mean constructing a comprehensive course, but finding the relationship between the two disciplines, integrating historical knowledge into ideological and political course teaching, enriching the content of political courses, enabling students to fully grasp knowledge, and improving their comprehensive literacy<sup>[8]</sup>.

## 2.2. Practical basis for the integration

### 2.2.1. Close connection between politics and history in the subject dimension

There has always been a saying that “politics and history are inseparable”, which shows that politics and history are closely linked and indivisible. Taking the changes of modern Chinese history and political development as an example, political decisions and major historical events are often intertwined and mutually influential. The birth of New China is not only a major innovation of China’s political system but also marks a new milestone in modern Chinese history. Historical evolution constantly shapes and affects the political pattern, while political decisions promote the process of history. The complementarity between the two provides a unique way to reveal the core issues of human social development. This method not only helps to understand the context of historical development but also provides valuable insights and theoretical support for the political discipline. Therefore, it can be said that the historical discipline is an indispensable part of political discipline research, and politics explores and understands the essence and roots of political phenomena through a historical perspective.

### 2.2.2. Overlapping content of politics and history in the textbook dimension

The historical discipline narrates important historical events and their causes, processes, and significance in a time-based manner. The political discipline transcends time constraints, extracts economic laws, political principles, cultural essence, and philosophical thinking from historical events and social phenomena, and constructs a theoretical system for analyzing social phenomena. In short, the historical discipline shows the whole picture of history, while the political discipline explores the universal laws in history to analyze reality<sup>[9]</sup>. By comparing high school political and history textbooks (see **Table 1**), it is not difficult to find that many contents appear repeatedly, and both take economy, politics, and culture as the main lines. Philosophy in high school politics includes the world outlook and methodology in all contents. In this regard, some contents of the compulsory political textbook *Socialism with Chinese Characteristics* are selected for comparative analysis with history textbooks.

**Table 1.** Comparison between high school political and history textbooks

<b>Compulsory High School Political Textbook I: <i>Socialism with Chinese Characteristics</i></b>	<b>Chapters in High School History Textbooks</b>
Disintegration of Primitive Society and Evolution of Class Society	Compulsory II, Chapter 1: <i>The Emergence and Early Development of Civilization</i> ; Compulsory II, Chapter 2: <i>Slave States in the Ancient World</i>
Theory and Practice of Scientific Socialism	Compulsory II, Chapter 11: <i>The Birth and Spread of Marxism</i>
Victory of the New Democratic Revolution	Compulsory I, Unit 7: <i>The Establishment of the Communist Party of China and the Rise of the New Democratic Revolution</i>
Establishment of the Socialist System in China	Compulsory I, Chapter 26: <i>The Founding of the People’s Republic of China and the Transition to Socialism</i> ; Compulsory I, Chapter 27: <i>Socialism’s Tortuous Development in Exploration</i>
The Great Reform and Opening Up	Compulsory I, Unit 10: <i>Reform and Opening Up and the Path of Socialism with Chinese Characteristics</i>

### **2.2.3. Corresponding requirements of politics and history in the curriculum standard dimension**

As a direct guide for teachers' teaching, curriculum standards provide a clear direction for teaching activities. The "General High School Ideological and Political Curriculum Standards (2017 Edition, Revised in 2020)" clearly points out that ideological and political courses are not isolated; they should be integrated with the teaching of other high school subjects and related moral education work to form a close cooperative relationship and jointly assume the important responsibility of fostering virtue through education. Integrating high school history knowledge into ideological and political teaching is an embodiment of following the curriculum standards. In addition, when elaborating on the curriculum structure, the "General High School History Curriculum Standards (2017 Edition, Revised in 2020)" also emphasizes the relevance and complementarity between history courses and other courses (including ideological and political courses)<sup>[10]</sup>. Therefore, the integrated teaching of the two disciplines meets the requirements of the curriculum standards.

## **3. Strategies for integrating high school history knowledge into high school political course teaching**

### **3.1. Schools build an interdisciplinary integration and exchange platform**

From the perspective of the reform trend and the current situation of curriculum standards, China's curriculum standards require continuous enhancement of the comprehensiveness of disciplines and emphasize the connection between students' life experience, subject knowledge, and society. Both high school ideological and political courses and history courses show interdisciplinary integration. Therefore, schools should actively build an interdisciplinary interaction platform to promote in-depth integration and efficient discussion among various disciplines to meet the requirements of subject comprehensiveness. Schools should improve the interdisciplinary class observation system. This method not only allows teachers to understand the teaching methods of other subjects and students' classroom reactions, and improve their own teaching methods, but also helps them understand the thinking modes and learning content of different subjects through class observation, find inspiration, and improve teaching quality. To enhance teachers' interdisciplinary integrated teaching capabilities and meet their knowledge needs in the process of interdisciplinary integration, schools should construct a classroom observation mechanism covering different levels and subjects<sup>[11]</sup>. By observing a wide range of classes, teachers can learn from others' strengths to improve their own teaching.

### **3.2. Teachers improve their interdisciplinary integrated lesson preparation and research capabilities**

The cultivation of versatile talents lies in teachers' guidance and enlightenment. Political teachers and history teachers, as important roles in cultivating students' humanistic literacy and critical thinking skills, must establish the teaching concept of interdisciplinary integration. On this basis, teachers should actively learn subject knowledge and enhance their comprehensive literacy to flexibly integrate knowledge and methods of different disciplines into the classroom and create a rich and colorful teaching experience. At the same time, in interdisciplinary integrated teaching, teachers need to invest a lot of energy and time in research-based lesson preparation and curriculum development. This is not only a challenge but also an opportunity. In practice, teachers can continuously explore and summarize the experience and methods of interdisciplinary integrated teaching to make the classroom more vivid and interesting and more in line with students' needs.

### **3.3. Students make preparations for interdisciplinary integrated learning**

When students participate in interdisciplinary integrated teaching as the main body, they should be able to independently and fully mobilize the learned knowledge to enhance the comprehensiveness between disciplines. This requires students to make preparations for interdisciplinary integrated learning. As ideological and political teachers, they must lead students to preview knowledge before class. Post-class summary is also essential. They should summarize the knowledge related to interdisciplinary integration as much as possible to continuously improve their subject literacy. At the same time, ideological and political teachers should help students master good learning methods. For example, teachers can use interdisciplinary integrated learning methods to help students improve their reading and comprehension abilities. Both history and politics are important parts of the social sciences, and they both emphasize the reading and comprehension of literature and materials. Introducing this learning method means that reading original materials or documents related to historical events and political theories helps students gain a deeper understanding of the political, economic, and social backgrounds behind historical events, and at the same time, improve their understanding of ideological and political theories.

### **3.4. Use integration methods to interpret history and serve subject literacy**

History is not only the memory of a nation and a country but also an important cornerstone for shaping our worldviews, values, and outlooks on life. Therefore, in the teaching of ideological and political courses, the interpretation and use of historical knowledge must be rigorous and accurate to ensure that it can play the expected role.

Adhering to historical materialism is the foundation for interpreting historical knowledge. Historical materialism emphasizes examining social history from the practice of material life, holding that social existence determines social consciousness, and social consciousness in turn reacts on social existence<sup>[12]</sup>. This scientific view of history provides us with a correct perspective and method for interpreting history. In the teaching of ideological and political courses, we should integrate historical materialism teaching throughout, helping students deeply understand the laws of historical development and the driving forces of social progress. At the same time, the interpretation and use of historical knowledge should be closely centered on the core literacy of the ideological and political discipline. Through specific historical events and figures<sup>[13]</sup>, students are guided to form correct value judgments and behavioral orientations. Historical figures play a very distinct, exemplary and inspiring role in terms of influence. The teaching method of “activating historical figures” aims to make historical figures come out of dusty history and reappear in students’ sight through the careful commentary of ideological and political teachers. Students can more vividly understand the thoughts and deeds of historical figures and draw wisdom and strength from them. At the same time, this teaching method helps to cultivate students’ historical literacy and humanistic literacy, guide them to form correct worldviews, outlooks on life, and values, and enable them to achieve comprehensive improvement in the cultivation of core literacy of the ideological and political discipline<sup>[14,15]</sup>.

## **4. Conclusion**

In the current era of rapid changes, opportunities and challenges coexist, talent competition is becoming increasingly fierce, and various social thoughts emerge one after another. In such an environment, education pays more attention to cultivating students’ comprehensive development and correct value orientation. As the value guidance and spiritual support of the country and the nation, ideological and political courses have become more

comprehensive and in-depth in their teaching needs. To adapt to this era's demand, we need to cultivate higher-quality talents, which also puts forward higher requirements for interdisciplinary integration.

The teaching of high school ideological and political courses has a long way to go, and the integration of high school history knowledge into ideological and political courses is even more so. It is encouraging to see that many schools, teachers, and scholars have discovered this problem and are actively exploring solutions. This positive spirit of exploration is an important driving force for promoting educational progress.

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