

# Research on the Application of Historical Theory Teaching Method in Introduction Course Teaching

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## ABSTRACT

The teaching method of historical theory, as an effective method of history teaching, can also be used as a method of teaching Marxist theory. This article aims to explore the application of historical theory teaching method in the teaching of introduction courses. Through literature review, case analysis, and field research, it deeply analyzes the specific application and effects of historical theory teaching method in the teaching of introduction courses. This article provides a rational analysis and definition of the teaching method of historical theory from the perspective of Marxist theory and modern teaching methodology. Based on the current situation of teaching introduction courses in vocational colleges and the characteristics of vocational college students, it is believed that the application of the teaching method of historical theory in vocational college introduction courses has certain feasibility. In order to better leverage the advantages of historical theory teaching method, it is necessary to analyze the elements of historical theory teaching method, further improve teaching methods, stimulate students' intrinsic motivation for learning, and enhance the effectiveness of introduction course teaching.

**Keywords:** *Historical theory teaching method, Introduction course teaching, Application.*

## 1. INTRODUCTION

"Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics" (hereinafter referred to as "Introduction Course") is a concentrated reflection of the theoretical achievements of Localization of Marxism in China, containing rich ideological and theoretical methods. In the current process of further promoting the popularization and modernization of Marxist theory, the key to deepening teaching reform in vocational colleges is to establish teaching methods that are suitable for vocational college students, so that they can learn the theoretical methods and transform them into their thinking patterns and behavioral guidelines. The application of historical theory teaching method in the teaching of introduction courses is undoubtedly a good attempt.

## 2. AN OVERVIEW OF THE TEACHING METHOD OF HISTORICAL THEORY

The teaching method of historical theory refers to the method of teaching, researching, or demonstrating through historical events, literature, or theoretical methods. By analyzing, evaluating, and interpreting historical documents, events, and figures, guide students to understand the logical methods, ideological concepts, and social influences behind history. "The use of this method to narrate popular history is not a new phenomenon. As a social existence, it has been widely popular in folk society for thousands of years in the form of lectures, storytelling, and other forms. It is an important way of spreading and inheriting excellent traditional Chinese culture." [1] This method aims to use historical mirrors to deeply understand the causes, processes, and results of historical events, guide students to form independent and rational views, have a deeper thinking and understanding of personal life and the society they live in, and thus

better understand certain phenomena, problems, or trends in today's society. In terms of teaching form, the historical theory teaching method focuses on exploring and deducing historical truth and methods; In terms of teaching content, emphasis is placed on using characters and historical facts to narrate and argue; In terms of teaching expression, historical narratives are relatively easy to understand and close to the audience. These characteristics are important reasons for the application of historical theory teaching methods.

### **3. THE CURRENT PROBLEMS IN TEACHING INTRODUCTION TO HIGHER VOCATIONAL EDUCATION**

Compared with ordinary undergraduate students, vocational colleges have their own characteristics. For example, vocational college students have a relatively weak theoretical foundation and are more focused on practical application. Therefore, it is necessary to find methods suitable for vocational college students to carry out targeted teaching. There are still certain problems in the current teaching of vocational college introduction, which affect the effectiveness of the teaching of vocational college introduction courses.

#### ***3.1 Insufficient Understanding of the Importance of Vocational College Introduction Courses***

In recent years, vocational education has developed rapidly and achieved remarkable results in professional education. In contrast, the education of vocational introduction courses is less distinctive. Compared with undergraduate institutions that value research, it also appears to be relatively weakened. Vocational college students often come for technical skills with the aim of mastering a particular skill. Introduction courses and other courses are often considered useless by students, and some students believe that mastering professional courses is enough. Introduction courses have little to do with their career development and are difficult to develop interest in related courses.

#### ***3.2 Lack of Practicality and Applicability in the Teaching of Vocational College Introduction Courses***

The theoretical knowledge in the teaching of vocational introduction courses is relatively abstract, and the discourse background is relatively far from the student's life background. The teaching form is relatively single, with little relevance to real life, lacking the application of specific situations related to real life, and lacking practical content that combines with actual career needs, which to some extent reduces students' enthusiasm for learning, resulting in low acceptance and recognition of the introduction course.

The introduction course involves questions that come from specific historical periods or fields, and how to connect the historical world with real-life problems is also the starting point of teaching. The teaching of vocational college introduction courses requires the use of learned knowledge to solve related problems. However, if problems cannot be linked to relevant historical contexts and transformed into real-life problems, students will not be able to understand how to apply the knowledge they have learned, and it will be difficult to understand the significance and value of the knowledge they have learned.

#### ***3.3 Lack of Interactive Teaching in the Teaching of Introduction to Vocational Education***

Introduction course teaching requires an interdisciplinary knowledge background, which can combine concepts with historical and social backgrounds to enrich teaching content. In the current introduction course teaching, students are often passive recipients, lacking vivid and interesting examples and situations, making it difficult for students to understand and master, resulting in a dull classroom atmosphere and a lack of interest and motivation for exploration. This makes it difficult for students to actively participate, think, and communicate in practice, which limits the improvement of their learning abilities. In addition, there are certain obstacles in the interaction between traditional vocational college introduction course teachers and students, lacking close teacher-student relationships and an atmosphere that encourages students to speak up. The lack of vitality in the classroom makes it difficult for students to experience the joy of exploring knowledge, so it is difficult to understand

the correlation between related knowledge in the introduction class.

### ***3.4 Insufficient Logical Teaching in the Introduction Course of Higher Vocational Education***

There is still a lack of systematic and in-depth teaching in the introduction course, which only focuses on superficial knowledge introduction and slogan promotion. The selection and organization of teaching content lack rationality and coherence, with a high degree of arbitrariness, making it difficult for students to form a systematic thinking framework and cognitive structure. Some introductory courses lack in-depth exploration and argumentation of content related to speculation, resulting in a lack of argumentation and speculation, which can easily lead to students having superficial understanding of the content of ideological and political courses and a lack of deep thinking and understanding. Students often passively accept knowledge points and have few opportunities to integrate and think deeply about the content they have learned, making it difficult to form their own opinions and apply theoretical knowledge to solve practical problems.

## **4. THE FEASIBILITY OF APPLYING HISTORICAL THEORY TEACHING METHOD IN INTRODUCTION COURSE TEACHING**

Introduction course is a compulsory ideological and political theory course for college students, mainly introducing the development process, content methods, and spiritual connotations of Marxism with Chinese characteristics. Therefore, the Introduction course is a combination of theory and practice, while it is based on historical figures and their thoughts. Therefore, the teaching method of historical theory is compatible with the teaching of introduction courses, and its application in the teaching of introduction courses is feasible.

### ***4.1 The Help of Historical Theory Teaching Method in Understanding the Context of History***

The Introduction course is based on historical materialism and dialectical materialism as its philosophical foundation, emphasizing the impact of historical development on economic structure

and social relations. The occurrence of every historical event may seem accidental, but in reality, it has its inevitability. [2] "Taking History as a Mirror". In the teaching of introduction courses, it is necessary to guide students to analyze historical stories related to theoretical knowledge and synthesize characteristics with universal regularity from them. The application of historical theory teaching method in the teaching of introduction courses allows students to immerse themselves in the entire historical background, deeply analyze the social forms and characteristics under different historical conditions, understand the evolution of various viewpoints and theories in the historical process, study the development laws of history, society, and human civilization, and better understand and grasp the theoretical essence, development context, as well as the overall and continuous nature of the course.

### ***4.2 The Help of Historical Theory Teaching Method in Cultivating Students' Thinking Methods***

Engels once pointed out that "Marx's entire worldview is not a doctrine, but a method. It provides not ready-made dogma, but a starting point for further research and a method for use in such research." [3] The Introduction course contains rich worldviews and methodologies, These methodologies still have important guiding significance for the personal growth and success of students. The teaching method of historical theory enables students to master scientific thinking methods such as historical logic, problem philosophy, and dialectical thinking through the analysis and argumentation of different historical methods, thereby better understanding and applying the learned content. At the same time, it is also possible to examine real-life issues through the lens of history, which helps learners grasp the historical origins of the introduction course content, and explore the thinking methods, ideological implications, and their implications for today's society behind historical events.

### ***4.3 The Help of Historical Theory Teaching Method in Enhancing Students' Learning Interest***

Introduction course, as a relatively abstract theoretical course, contains rich historical knowledge, and historical stories and viewpoints often stimulate students' interest. Based on the teaching content and the actual situation of students,

teachers use the historical theory teaching method to create corresponding situations, bringing students into specific historical environments, allowing them to experience and feel the vividness of history firsthand. Based on this, students are emotionally involved, giving them a unique understanding of learning and experiencing the charm and fun of history. This teaching method can enable students to have a deeper understanding of historical events, feel the values embedded in history, and enhance emotional resonance.

In the teaching of summary courses, teachers use the teaching method of historical theory to interpret and discuss theories in combination with specific historical cases, allowing students to think and analyze historical events from multiple perspectives, triggering students to think about theoretical knowledge and its practical significance. This can stimulate students' thinking and analytical abilities, promote their active participation and communication. Therefore, the simple and understandable method of combining history and theory is not only more suitable for students, but also can transform the teaching of introduction courses from dull classrooms to vivid ones, achieving good teaching results.

#### ***4.4 The Help of Historical Theory Teaching Method on the Depth and Breadth of Student Learning***

Marxist theory critically absorbs the excellent ideological achievements of predecessors and summarizes human historical experience, providing a powerful ideological weapon for people to understand and transform the world. It can also continuously explore new topics proposed by the development of the times and respond to new challenges faced by human society. The teaching method of historical theory is also a learning method of Marxist theory, which combines history with the times, theory with practice, and questions with answers. Through the combination of historical theory and teaching methods, students can be exposed to various events, figures, and ways of thinking, thereby enhancing their deep understanding and expansion of relevant knowledge. Teachers of ideological and political courses often need to draw inspiration from other sources when giving lectures. How can they do so? How to introduce it? What is it? What to introduce. Without a certain level of knowledge, one cannot do these well. [4] The teaching method of history and theory should not only focus on history but also on theory.

It is necessary to combine history and theory well, and pay special attention to theoretical thinking methods.

Therefore, in the teaching of introduction courses, it is necessary to pay attention to combining theoretical knowledge with practical historical cases, verifying theories through actual events, and increasing students' understanding and identification with theories. "As long as the theory persuades people, it can grasp the masses; and as long as the theory is thorough, it can persuade people." The theoretical knowledge taught by teachers in the introduction class should be able to withstand argumentation, students' refutation and questioning, so as to truly be convinced. The teaching method of combining history and theory, through the combination of theory and practice, helps students better understand theoretical knowledge, enhance the expansion of relevant knowledge, and deepen their understanding of theory through specific cases and practice.

### **5. THE STRATEGY OF APPLYING HISTORICAL THEORY TEACHING METHOD IN INTRODUCTION COURSE TEACHING**

As a whole system, the teaching of introduction courses includes the influence of comprehensive factors such as background, characters, process, and methods. Therefore, analyzing the elements and methods can clarify the teaching ideas of introduction courses, improve the effectiveness and pertinence of introduction courses.

#### ***5.1 The Background Application of Historical Theory Teaching Method***

The background is a very complex knowledge and value system, closely connected and interwoven with knowledge, abilities, interests, responsibilities, experiences, values, etc. Background knowledge has a direct impact on the type of problem and the way it is solved. "If a reasonable explanation (reason) can be found from background knowledge, there will be no obstacles or obstacle resolution, and therefore it does not constitute an exploratory question (exploratory questions require the construction of new theories or hypotheses to answer). Of course, it may constitute an explanatory question (using existing theoretical perspectives to explain a certain phenomenon)."[5] Taking history as a lesson and

reasoning as a guide, teachers can guide students to gain a deeper understanding of the historical background, social environment, and related events that formed various thought methods, as well as the impact on the emergence, dissemination, and evolution of this theory. Based on this, helping students understand the practical foundation and historical origins of various ideas from a macro historical perspective, and understanding the application of thinking methods in different backgrounds, students will have a deeper understanding of the development laws of history and the diversity of society.

In the teaching of introduction courses, teachers can select relevant events or ideas from different periods and regions, and allow students to conduct comparative analysis. By comparison, students can deepen their understanding of theoretical evolution and summarize common patterns, providing reference for current and future practical applications. Horizontally, by comparing and studying political ideologies and events in different countries and regions during the same historical period, students can gain a deeper understanding of the evolution of various ideas in different regions, as well as the impact of different cultural backgrounds on the dissemination and practice of ideas. Vertically speaking, by analyzing the historical evolution, students can be guided to understand the evolution of a certain ideology or event in different periods. This method helps students to deeply understand the formation and development of the current social situation, experience the thinking and decision-making in historical events, stimulate their thinking and judgment abilities in historical contexts, and also help to understand the dissemination and influence of a certain ideological method in different backgrounds, thus gaining a deeper understanding of the content of the Introduction course.

### ***5.2 The Application of Characters in the Teaching Method of Historical Theory***

Truth and personality are closely related, and Marxist theory has a dual manifestation of truth and personality. The creators and practitioners of great theories not only influence the world with their own thoughts and behaviors, but also set an example for the world with their personal personalities. By studying historical figures and analyzing their thoughts, decisions, and influences, abstract theories and concepts can be visualized, allowing students to have a more intuitive understanding of

the connotations and practical applications of theories. The use of the theory of character history does not simply mean praising or criticizing a historical figure, but rather guiding students to objectively analyze their thoughts and behaviors, paying attention to the influence of personal experiences and thoughts on the formation and evolution of specific concepts or theories, and inspiring students in dialectical thinking.

Teachers can design questions based on the perspectives, words, actions, and achievements of historical figures, guiding students to view historical figures objectively and stimulating their independent thinking and analytical abilities. For example, what measures did the historical figure take, what were the motivations behind them, and what kind of impact did these measures bring. In addition, teachers can design teaching activities such as group discussions and role-playing to help students better understand the thoughts and ways of thinking of historical figures. By encouraging students to write papers, give speeches, and other methods, students can conduct in-depth research and thinking on historical figures, cultivate their writing and expression abilities, and enhance their understanding and analysis of history.

### ***5.3 The Process Application of Historical Theory Teaching Method***

Compared to simple causal relationships, the process history approach emphasizes more on the complexity and diversity of historical development. In teaching, students can be guided to understand the uncertainty and diversity of the development of things by explaining the multiple factors and complex influences in historical events. The description of historical processes is the clue, and the exposition of theoretical viewpoints is the theme. The combination of history and theory is neither using history to replace theory nor using theory to replace history, but using history to guide theory and view history through theory, and drawing conclusions with practical guiding significance.[6] Historical facts reflect the specific process of historical events and their development. Based on the influence and role caused by historical facts, there is a history and a theory, which generates strong persuasiveness. By combining historical events and using them as a starting point, this study explores their impact on the emergence and development of ideological theories, enabling students to understand the historical logic behind the proposal and evolution of ideological theories

from specific historical cases, and better grasp their essence and internal connections. In the teaching of the Introduction course, the process history theory method is used to compare the inheritance and transformation of ideas in historical stages, demonstrate the development and changes of a certain ideological theory in different historical periods, help students understand its continuous enrichment and improvement in practice, deeply explore the interaction and relationship between specific historical period ideas and social, economic, political and other aspects, and reveal the impact of ideas on social progress and change, This can enable students to fully understand the important role of ideological methods in the historical process.

#### **5.4 The Method Application of Historical Theory Teaching Method**

The combination of history and theory is a dialectical process of understanding, and it is also the key to historical theory; It is a process of philosophical analysis, as well as a cognitive identification process from general to individual, from abstract to concrete, and from rational to intuitive.[7] In the process of using the method of historical methodology, it combines general and specific, abstract and visual, and theory and practice, so as to better understand and master it for vocational college students, and then from deepening understanding to internalizing it into identification, ultimately transforming it into practical action.

By using logical reasoning methods, combined with the evolution of historical ideological viewpoints and dialectical thinking, students can be guided to learn dialectical and logical thinking, analyze problems in a rational way, and make judgments. In the process of argumentation, students can improve their analytical and evaluative abilities by interpreting historical events, understanding the development of different ideological viewpoints and their impact on society. Teachers can guide students to apply relevant methods and principles through historical observation, and explore the practical significance of these methods and principles in combination with reality. For example, teachers can encourage students to find inspiration from history and guide them to form independent theoretical perspectives by combining practical experience with reality.

## **6. CONCLUSION**

The teaching method of historical theory places historical events, historical figures, etc. in the context of history, and organically combines theoretical methods with practical problems. For teachers, it is necessary to use the teaching method of historical theory in the teaching of introduction courses, combining the historical chain, theoretical chain, and factual chain, which helps to mobilize the enthusiasm of students, achieve the compatibility of teaching content with vocational college students, connect with real life, and adapt to society. As far as students are concerned, their individual theoretical cognition is internalized into theoretical consciousness through the combination of historical theory, and transformed into the application of laws and methods. However, the improvement of students' learning interest and initiative is still a problem that needs to be solved. Teachers need to use flexible and diverse teaching methods, create a vivid classroom atmosphere, attract students' attention, and better achieve the application effect of historical theory teaching method in ideological and political education teaching.

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