



# Research on the Collaborative Education Strategy of the "Four Histories" Education and Cultural United Front Work

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**Abstract.** The "Four Histories" pool the wisdom and strength of the Communists, embody the national consensus of the children of China, and contains the spiritual pedigree of socialism with Chinese characteristics. To push forward the "Four Histories" education and the collaborative education in cultural united front work, the value implication of promoting "Four Histories" education in the united front work must be taken as the starting point, analyzing the problems existing in the integration of "Four Histories" education into cultural united front work. By exploring the basic principles of the the "Four Histories" education and cultural united front collaborative education, the practical approach of "four histories" education and cultural united front collaborative education is presented, which is to meet the spiritual and cultural demands of the united front persons, boost the strength gathering, and consolidate the great united front work pattern, generating a powerful force.

**Keywords:** The spirit of the 20th National Congress of the Communist Party of China, the "Four Histories" education, cultural united front, strengthen moral education and cultivate people, vocational education

## 1 Introduction

China is the world's first "Great Unity" country, and the "Great Unity" ideology has deeply maintained the national community consciousness of the Chinese people since ancient times. Cultural united front work is a part of united front work, and Chinese history and culture play an immeasurable role in united front work. In the new stage of "increasing efficiency and empowering, improving quality and enhancing excellence" in vocational education, combining "Four Histories" education with cultural united front work, and leveraging the synergistic role of the two in educating people, is an important measure to consolidate the "Great Unity" ideology in vocational colleges and universities.

## **2 Practical Difficulties in Integrating the Education of “Four Histories” into Cultural United Front Work**

At present, the united front work in vocational colleges meets some common problems, such as lack of pertinence, flexibility and effectiveness in the working mode, “little efforts” in integrating culture into united front work, and even the failure of combining the education of “four histories” with the cultural united front work, all of which cause the cultural identity crisis of related workers, and further lead to the increase in the security risk level in the ideological field. The investigation reveals that the education of “four histories” have the following difficulties in the cultural united front work.

### **2.1 Insufficient Emphasis**

The grass-roots united front work is characterized by insufficient emphasis from top to down from the macroscopic view of the party building work in vocational colleges. To start with, it shows a tendency of “emphasis on business, neglect of thoughts” among teachers. Most of united front teachers focus on teaching, scientific research and competition with less emphasis on theoretical learning and even little understanding of “four histories”, which completely separates business and thought. Then, the insufficient emphasis in the working mode has affected work effectiveness. It is learned that all departments can work together and cooperate with each other to formulate work plans, upload work contents and propose work requirements to achieve good results in the great united front work pattern, but the united front workers in various jobs are required to unify their thoughts to cooperate with each other in the specific implementation link. However, the pressure conduction decline layer by layer is occurred in the actual work, resulting in rather low work effectiveness. At last, the grass-roots party organizations pay insufficient attention to the united front work. The party members among teachers in the domestic vocational colleges account for nearly 80% , while the united front workers are less than 20%. The tasks of learning “four histories” mostly aims at party members, which easily neglects the united front workers and causes blankness in the united front work to some degree.

### **2.2 Lack of Pertinence**

The vocational colleges are lack of pertinence to the individual differences of united front workers when promoting the education of “four histories”. The united front work object in vocational colleges is featured with relatively universality and special differences, which inevitably results in the lack of pertinence when promoting the education of “four histories” in the united front work. The united front workers are widely distributed in different positions of vocational colleges with varying knowledge structure and degree of education, which causes relatively large difference in their cognition, attention and understanding of “four histories”. The targeted education work with superficial discussion on the importance of “four histories”, but less attention on

the difference in the individual united front workers can hardly obtain political cultural and emotional identity of the united front personnel.

### **2.3 Low Fit**

To comprehensively promote the education of “four histories” is not only an inevitable requirement to study and implement Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, but a practical need for a nation to vigorously develop vocational education. To deeply dig into the important role of the education of “four histories” requires united front workers to solve puzzles and explore roads of “four histories” from theory. At present, the education on “four histories” in vocational colleges does not fit well with the cultural united front work, most of which only focus on theory without in-depth analysis on the historical origin, theoretical logic and practice process of the patriotic united front or lack of systematic review of the historical development of cultural united front. This weakens the important role of guiding the united front workers to rationally view the economic and social development trends and contribute to serving the overall situation based on Marxist methodology.

### **2.4 Weak Innovation**

The traditional education of “four histories” is featured with weak innovation in the learning methods and contents in the context of emerging informatization, big data, blockchain and other innovative technological means. The single classroom teaching and cursory on-site teaching can no longer satisfy the increasing spiritual and cultural needs of united front workers. According to statistics, the learning methods of united front workers mainly focus on self-study, video watching and lectures etc. without any hierarchical, progressive, and coherent ideas, which cannot achieve the utility of guiding work and life through theory. To further promote vocational education and accelerate the training of high-level talents, China first proposed the policy of “cultural quality + vocational skills” vocational education college entrance examination on August 18, 2023, which poses higher requirements on the cultural accomplishment of vocational educators. Meanwhile, the cultural united front work should keep pace with the times to increase analogue experiential teaching and other education methods in the education of “four histories”, aiming to drive students in vocational colleges to make contribution to the vigorous development of socialism by taking the opportunity of increase the reserve of “four histories” of the united front workers.

## **3 Basic Compliance of Talent Cultivation by Combining the Education of “Four Histories” with Cultural United Front Work**

The report of the Party’s 20th National Congress mentioned historical consciousness, initiative and confidence for many times, and stressed the publicity and education of “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, aiming to guide the people to know the Party, know the history and love the country.” To deeply grasp the basic compliance of the talent cultivation by combining the education of “four histories” with cultural united front work is an important premise for building consensus, casting identification and bursting great force.

### **3.1 Build Political Awareness**

The general secretary Xi Jinping once mentioned: “to guide wide party members and associated masses to continuously increase political, ideological, theoretical and emotional identity with the leadership of the Communist Party of China and socialism with Chinese characteristics, and to always maintain the political nature of working with the Communist Party of China in solidarity and struggle”. The political cognition is the logical starting point of political identity. Only the correct establishment of political cognition and the deep grasp of the internal logic of the education of “four histories” can consolidate the political identity of the united front workers. Relatively speaking, the education of “four histories” is featured with distinctive political background; the party history education is the core; the new Chinese history education is the foundation; the reform and opening up history education is the key; the history of socialist development is particularly important. The promotion of the education of “four histories” in the cultural united front work aims to allow related workers to rationally grasp the objective laws of historical development, enhance the ideological consciousness and action consciousness of “listening to the Party and following the Party”, and maintain a high degree of consistency with the call and leadership of the Communist Party of China. It shall be mentioned that any deviation in political cognition will easily fall into the slander of the history of national struggle and development and traditional national culture, and further bring unnecessary obstruction and blockage to the united front work in solidarity.

### **3.2 Stand Firm in Support of the Ideals and Principles**

The main task of the cultural united front work in the new era is to strengthen the spirit with excellent traditional Chinese culture, build spiritual strength with revolutionary culture, and nourish the forward belief with advanced socialist culture, all of which are inseparable from the education of “four histories” that guides the united front workers to firmly establish socialist ideals and beliefs. Since the 18th National Congress of the Party, China has successively carried out Party’s program of mass line education and practice, the education of “three guidelines for ethical behavior and the three basic rules of conduct”, “two studies and one action” learning and education, the education of “stay true to the Party’s original aspiration and the founding mission”, the party history study and education as well as six sessions of intensive learning education about the study and implementation of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era within ten years, all of which drive the socialist ideals and beliefs to be deeply rooted in the hearts of every Chinese people. As the most representative educational contents, the education of “four histories”

must start from the world situation, national conditions and the condition of the party to study the course of struggle of the Chinese people, and understand the power, ability and strength of China's new socialist political party from multiple dimensions by surrounding the cultural united front work, aiming to build a strong sense of the Chinese nation community.

### **3.3 Uphold People-oriented Concept**

The public feeling is the biggest politics, while the united front is a powerful weapon to unite people and gather strength. The cultural united front work involves a wider ranging with its related workers having a higher level of knowledge, more complicated ideological situation and closer contact with society in the new journey of vocational education to improve quality, cultivate excellence, increase efficiency and empower. As vocational educators, the united front workers are not only the source of education, but the foundation of people, whose behavior as well as ideological and political situation will greatly affect the world view, outlook on life and values of vocational education students. And the education of “four histories” is the best nutrition to inherit cultural genes. The individualized learning activities shall be carried out according to the group diversity of united front workers so as to improve the accuracy of the education of “four histories”. And the united front teachers shall serve as role models to guide more vocational education students to maintain a high degree of consistency with the Party Central Committee in thought and action, and draw the “maximum concentric circle” with a radius with diversity.

## **4 Practical Approach of Talent Cultivation by Combining the Education of “Four Histories” with Cultural United Front Work**

### **4.1 Experience + Practice to Highlight the Role of the “Astrolabe” of the Party Committee**

The key word of the united front work lies in “unity”. The education of “four histories” is not only an effective means to promote the unity and stability of the united front, but an “astrolabe” to strengthen the unified leadership of party committees. The school party committee shall change thoughts to lay great emphasis on the cultural united front work, give full play to the leading role of leading cadres, take the lead in communicating with the united front workers on the learning of “four histories”, and care about the work and life of grass-roots united front workers. Further, it shall enhance the interaction between party committees and cultural united front work on the basis of strengthening the construction of the cadre team and upgrading the work force. The united front workers may internalize the materialized historical facts into emotions in practical activities, such as the stage play about “four histories”, the immersive drama about “four histories”, and the visit to the revolutionary memorial hall etc. so as to cultivate a strong sense of unity to build the Chinese dream together.

#### **4.2 Theme + Brand to Highlight the Role of “New Engine” of the Platform**

The cultural united front work may awaken the vitality of the great untied front work by playing its “new engine” role in a platform with novel form and dynamic contents. The specific contents are as follows: condense the core soul and value implication of the education of “four histories” into several themes, build brand culture by combining the characteristics of the united front work of vocational education, make top-level design and clarify the time node; make full use of both online and offline resources to create multi-platform integration of cultural united front work channels, build live broadcast, Mooc, short videos, wechat public platforms to establish an online public opinion monitoring system. With the help of the “new engine”, the brand culture of the education of “four histories” may become the a natural move to carry forward the main theme and secure the main position.

#### **4.3 Guidance + Typical Cases to Highlight the Role of the “Booster” of the Mechanism**

As a valuable material and spiritual educational resource, the education of “four histories” plays a crucial political leading role in the cultural united front work, which guides the united front workers to hug together tightly like pomegranate seeds. On this basis, the specific actions are as follows: improve the overall layout, support security, organizational operation and team building of the cultural united front, eliminate the “fight alone” mode, and pay much attention on the united front affairs so as to give full play to the “booster” role of the linkage mechanism; deeply dig into the typical characters and cases in “four histories”, actively organize the united front workers to listen to reports of the role model of the times in various ways, know about the development of the times and the strength of China in the advanced deeds of advanced figures, and improve the initiative and effectiveness of cultural united front work.

## **5 Conclusion**

The general secretary Xi Jinping clearly pointed out at the 100<sup>th</sup> anniversary of the founding of the Communist Party of China: “take history as a mirror to create the future, strength the unity of Chinese people”. The “four histories” is like a clear stream in the face of great changes in the world in a century to allow united front workers to deeply understand each leap in the Sinicization of Marxism and the root of the success of socialism with Chinese characteristics. The past has been written in history, and the future united front will definitely involve the strength of vocational education for the Chinese people for with the help of the education of “four histories”.

## Acknowledgment

Supported in part by Dalian Vocational and Technical College United Front Work Research Topic(No.TZYJ2022-02).

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