

A few thoughts on integrating the spirit of General Secretary Xi Jinping's important speech on the centenary of the founding of the CPC into the teaching content of the "Principles" course¹

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Abstract: This paper considers the integration of General Secretary Xi Jinping's "Spirit of the Centenary of the Founding of the CPC " into the teaching of basic Marxism from five aspects, including "one main line", "the spirit of the great founding of the Party", "one theme and four historical periods", "five solemn proclamations" and "nine imperatives".

Key words: General Secretary Xi Jinping's important speech on the centenary of the founding of the CPC; Teaching content of basic Marxist principles courses; The Great Spirit of the founding of the CPC

I. Introduction

General Secretary Xi Jinping's speech at the congress celebrating the 100th anniversary of the founding of the Communist Party of China runs through a theme, makes five "solemn declarations", puts forward the great founding spirit of the Party, and profoundly elaborates the "nine imperatives" for learning from history and creating the future. It is a brief history of the CPC's glorious struggle with profound connotations, a summary of the CPC's experience in its century-long history, and a program guide for the whole Party and the people of all nationalities to create the future and move forward to the second century of struggle, as well as the latest achievement of Xi Jinping's socialist thought with Chinese characteristics in the new era. Therefore, in the teaching of basic principles of Marxism class (hereinafter referred to as "principles class"), teachers should timely integrate the spirit of the important speech of General Secretary Xi Jinping in the centenary of the founding of the Party, insist on the combination of overall integration and key integration, the unity of content integration and methodological choice, adopt appropriate teaching methods in conjunction with specific contents,

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timely integrate the Party's innovative theoretical achievements into the teaching system, and take into account the Party's innovative theories. The teachers should integrate the achievements of the Party's innovative theories into the teaching system, enlighten, inspire and educate students with the spirit of the important speech of the centenary of the founding of the Party, and play the key role of moral education in the Civics and Political Science course.

II. Incorporating the "one main line"

"Why the Chinese Communist Party can, why socialism with Chinese characteristics is good, in the final analysis, because Marxism line!" This is the most vivid interpretation of the distinctive features of Marxism made by General Secretary Xi Jinping. Therefore, when teachers teach the distinctive features and contemporary values of Marxism in the introduction to the principles course, they should integrate this "one main line" into it, that is, "In the final analysis, it is because Marxism works!"

In teaching the distinctive features of Marxism, teachers should teach the four distinctive features based on Marxist theory, i.e., they should combine the speech of General Secretary Xi Jinping at the 200th anniversary of the birth of Marx, because scientificity is the theoretical premise of "Marxism in action", people's nature is the value pursuit of "Marxism in action", practicality is the practical basis of "Marxism in action", and development is based on openness, modernity and nationality. The development of Marxism is based on openness, modernity and nationalism, which is the fundamental guarantee of Marxism. In order to realize the transition from the distinctive features of Marxism to its contemporary values, teachers should introduce the classical exposition to the contemporary values of Marxism, i.e., "In the history of human thought, no theory of thought has had such a wide and profound impact on mankind as Marxism" . In teaching the contemporary value of Marxism, teachers should combine it with the action guidelines that guide the development of contemporary China, and the four words "in the final analysis" highlight the relationship between Marxism and contemporary Chinese practice. From the historical dimension, the contemporary value of Marxism in China is the ideological banner. Looking back at history, the reason why the Chinese Communist Party was able to unite and lead the Chinese people to achieve great victories and great achievements is the most direct and reliable proof that "in the final analysis, it is because of Marxism", as Comrade Mao Zedong put it: "Marxism is like a flag; only when the flag is up will people have something to look forward to and know where to go." From the theoretical dimension, the contemporary value of Marxism in China is the spiritual impetus provided by Marxist faith, and from the theory itself, the CPC's establishment of Marxist faith stems from the fact that Marxism lines up in the theory itself, and faith can stimulate the subjectivity of the people, who can obtain a strong spiritual impetus from the lofty ideals and common ideals, and transform them into the cohesive force of the Chinese nation. In turn, it is transformed into a powerful material force for the pursuit of a better life. From a practical perspective, the contemporary value of Marxism in China is a guide to action, that is, the "mastery" of Marxism can lead contemporary Chinese practice. In short, teachers should explain clearly that "Marxism works" is the fundamental reason why the Communist Party of China is capable and why socialism with Chinese

characteristics is good from three dimensions: history, theory and practice.

III. Incorporating the "Great Spirit of Party Building"

General Secretary Xi Jinping first proposed and summarized the spirit of the founding of the Party, that is, "adhering to the truth and holding fast to the ideal, practicing the original intention and taking up the mission, not afraid of sacrifice and heroic struggle, being loyal to the Party and living up to the people", and proposed that the spirit of the founding of the Party is the source of the spirit of the Communist Party of China. Based on this, teachers should integrate the great party building spirit into the materialistic historical view part in the teaching of the principle course. The Great Party Building Spirit is the group consciousness of the CPC and the embodiment of the Party's political culture, which belongs to the political thought in social consciousness. When teaching the dialectical relationship between social existence and social consciousness in Chapter 3 of the Principles class, teachers can start with the fact that social existence determines social consciousness, teach the root of the Great Party Spirit, i.e., the social conditions of its emergence, and advance in layers with the question: What was the social situation in China after the 1920s? ---What were the main contradictions and problems that Chinese people had to deal with? ---What was the role of various classes in the national democratic revolution at that time? --- The Taiping Heavenly Kingdom Movement, the Hundred Days' Reform, the Xinhai Revolution, and other various programs to save the nation and the people initiated by the landowning class and the national bourgeoisie all ended in failure; why did the programs of each class to save the nation and the people fail? ---Because there was no scientific theory to guide them and no leadership of the advanced class, while the Great Party Building Spirit was created to meet the requirements of the development of the material life of Chinese society at that time, and its creation was the need of the times. At the same time, the Great Party Building Spirit had the function and value of meeting the needs of Chinese society at that time, i.e., achieving national independence and national prosperity, and this group consciousness was transformed into a powerful material force during the New Democratic Revolution and acted on social existence to influence the development of history. The reason why the CPC grew from a small party with only 50 members and finally led the Chinese people to victory was the advanced nature of the CPC, the guidance of Marxist scientific theories, the firm ideals and beliefs, the original intention of "working for the happiness of the Chinese people and the rejuvenation of the Chinese nation. In addition, the spirit of the Party, which was formed in the revolutionary practice, played an active role in helping the Party to unite and lead the Chinese people to achieve the great victory of the New Democratic Revolution.

IV. Incorporating a theme and four historical periods

The one theme and four historical periods of the CPC's century-long struggle can be integrated into the two parts of Chapter 6, Section 1, Part 4, Socialism in China Grows Strong and Vibrant, and Section 2, Part 2,

Correctly Grasping the Basic Principles of Scientific Socialism. One theme refers to the realization of the great rejuvenation of the Chinese nation, precisely because the Chinese Communist Party has established "working for the happiness of the Chinese people and the rejuvenation of the Chinese nation" as its original intention and mission, and has continuously struggled for the great rejuvenation of the Chinese nation in different historical periods, including the New Democratic Revolution, socialist revolution and construction, reform and opening up and socialist modernization, as well as the new era. In the four historical periods of the New Democratic Revolution, socialist revolution and construction, reform and opening up and socialist modernization, and socialism with Chinese characteristics in the new era, we have created great historical achievements such as establishing the People's Republic of China as the people's master, establishing the socialist system, promoting reform and opening up, and realizing the first 100-year goal. Therefore, in Chapter 6, Section 1, Part 4, Socialism in China Grows Strong and Vibrant, and Section 2, Part 2, Correctly Grasping the Basic Principles of Scientific Socialism, the teacher should integrate a theme, and at the same time, because there are detailed expressions in the subsequent contents, only a macro introduction is given here, and the focus should be on values leading, and students should be guided to think about why it is said that only socialism can save China and only Socialism with Chinese characteristics is the only way to develop China. In Chapter 6, Section 1, Part 4, Socialism in China has become a powerful and vibrant teaching force, teachers should create scenarios by showing classic pictures or film materials from the four historical periods to help students understand the grand history of the Party and grasp the great historical mission, great practices and great achievements of the Party in the four historical periods. At the same time, teachers should use the contrast method to guide students to make a vertical comparison of the historical process of socialism in the past five hundred years, i.e., to compare the development of socialism in China and the development of socialism from empty thought to science, from ideal to reality, from one country to many countries, so that students can feel the hardship of the Party's century-long struggle and analyze the great achievements of the Party in uniting and leading the Chinese people in order to cultivate students' higher-order thinking skills and establish the values of knowing, loving, protecting, and following the Party, and taking up the great responsibility of national rejuvenation. In Chapter 6, Section 2, Part 2, Teaching to Correctly Grasp the Basic Principles of Scientific Socialism, teachers should incorporate the case-based teaching method and use the cooperative learning method to guide students to work in groups to explore in which aspects of the four historical periods the Party united and led the people to realize the integration of scientific socialism with their own country's reality, and to understand in the cooperative inquiry that the Party has continuously enriched and developed the basic principles of scientific socialism through practice. Especially for the period of reform and opening up and socialist modernization, teachers should take the analysis of the background of the times as the historical foundation, the universality and particularity of contradictions as the methodological basis, and the historical achievements as the fundamental basis, and critically respond to the understanding of socialism with Chinese characteristics by some scholars and politicians as the so-called "capitalism with Chinese characteristics" The course will also provide a critical response to the misconceptions and opinions of some scholars and politicians

who interpret socialism with Chinese characteristics as so-called "capitalism with Chinese characteristics" and "state capitalism", and guide students to have confidence in socialism towards a bright future.

V. Incorporating the five "solemn proclamations"

General Secretary Xi Jinping used five "solemn proclamations" in his "July 1" important speech to highlight the great historical achievements of the Communist Party of China in its century-long struggle, so teachers can incorporate five "solemn proclamations" when teaching the law of quantitative and qualitative change in Chapter 1 of the Principles class. "Solemn proclamation". For the first "solemn proclamation", the concept of degree can be incorporated. First, the content of the "solemn proclamation" is introduced, namely, the achievement of the first century of struggle - the goal of eliminating absolute poverty and the full completion of the Chinese Communist Party. -Secondly, we will introduce the background knowledge of China's national poverty alleviation standard, that is, absolute poverty is a matter of degree, and beyond this degree, we can reach prosperity from absolute poverty, and reaching this standard and beyond this degree means achieving a qualitative change, and at present, China has solved regional overall poverty, has completed the historical task of eliminating absolute poverty, and is moving toward the new century of struggle.

Regarding the four "solemn proclamations" of the CPC in the four historical periods, teachers can use visual demonstrations to show historical pictures and teach the dialectical relationship between quantitative and qualitative changes, taking into account the concepts of opening up the world, changing the world, overturning the world, and moving the world, as proposed by Professor Qu Qingshan, Director of the Central Institute of Party History and Literature. First of all, quantitative change is the necessary preparation for qualitative change. "The Chinese people have risen up, the era when the Chinese nation was at the mercy of others and suffered from bullying is gone! In this regard, when teaching the second "solemn proclamation", teachers should combine visual demonstrations with pictures to highlight that the reason why the Chinese people stood up and established a socialist country where the people are the masters is that the Communists had a lofty ideal in mind and united to lead the Chinese people. Every stage of the New Democratic Revolution, every war and revolution is part of the whole process of quantitative change, all of which are aimed at achieving the qualitative change of national independence and people's liberation. Secondly, qualitative change is the inevitable result of quantitative change. "The Chinese nation has ushered in a great leap from standing up, getting rich to getting strong, and the realization of the great rejuvenation of the Chinese nation has entered an irreversible historical process!" In this regard, when teaching the fifth "solemn proclamation", teachers should highlight why it is an "irreversible historical process", because the mere quantitative changes will not last forever. Socialist construction with new characteristics, as the quantity of the entire primary stage of socialism, will inevitably lead to qualitative changes when this quantitative change reaches a certain level, that is, the realization of the great rejuvenation of the Chinese nation. Once again, quantitative and qualitative changes are mutually permeable. Combine the third "solemn proclamation" with the teaching that "the Chinese people are not only good at destroying an old world, but also good at building a new one; only socialism can save China, and only

socialism with Chinese characteristics can develop China! In the process of social system change, there are stages and partial qualitative changes, for example, the socialist transformation of agriculture, handicrafts and capitalist industry and commerce is not completely consistent and simultaneous, but embodies a kind of stage and partial, there is also the gradual extinction of feudalism and national capitalism as the old quality in quantity. There is also the gradual quantitative extinction of feudalism and national capitalism as the old quality and the gradual quantitative expansion of socialist factors as the new quality. Finally, a discussion on the theme of reform and opening up will be held. On the basis of the discussion in groups, the teacher can respond to students' questions with the fourth "solemn proclamation", i.e., "Reform and opening up is the key move to determine the future and destiny of contemporary China! " The reform and opening up is an important historical turn after the founding of the People's Republic of China, which has brought about radical changes, established the socialist market economy system, realized the self-improvement and development of the socialist system, and laid a vibrant institutional and material foundation for the great rejuvenation of the Chinese nation.

VI. Incorporating the "nine imperatives"

In his important speech on July 1, General Secretary Xi Jinping put forward the "nine imperatives", which are a summary of the CPC's century-long struggle, a fundamental requirement for learning from history and creating the future, and a programme of action for achieving the great rejuvenation of the Chinese nation. The content covers nine parts: the Party's leadership, reliance on strength and original mission, guiding ideology, China's road, defence and military construction, the community of human destiny, the great struggle, the united front and Party construction.

Firstly, "the strong leadership of the CPC must be adhered to" and "the new great project of party building must be continuously promoted", these two parts can be integrated into the eighth principle of the basic principles of scientific socialism in Chapter 6. Teachers should teach that the leadership of the Party is the most essential feature and the greatest advantage of socialism with Chinese characteristics, and avoid preaching when teaching about the "two places" and "two factors". On the one hand, the relationship between these two aspects is analysed from a theoretical perspective, i.e. "adhering to the strong leadership of the CPC" is the fundamental guarantee for the cause of socialism with Chinese characteristics, and "continuously promoting the new great project of building the Party" is the fundamental political guarantee for the Party to become a strong leading core. The premise of adhering to the strong leadership of the CPC is that the Party is brave in self-revolution and constantly advances the construction of the Party; the goal of adhering to the Party's control and strict governance of the Party is to ensure that the Party is always at the forefront of the times, always the backbone of the people, and always the strong leading core of the cause of socialism with Chinese characteristics. On the other hand, the students' subjective role should be brought into play. As this generation of university students has experienced the epidemic, their sense of national pride and identity is very high, so teachers can let students work in groups to collect specific cases related to epidemic prevention and control and poverty eradication, and conduct case presentations and sharing activities in classroom teaching, so that students can draw their own

conclusions in the activities, and then teachers can summarise and sublimate them afterwards.

Secondly, the part on "The Chinese people must be united and led to strive for a better life" can be integrated into the teaching of the basic principles of the materialistic view of history in Chapter 3 in the spirit of the founding of the Party. The teacher should make use of the embedding method of classical discourses, and put into practice what General Secretary Xi Jinping said at the mobilisation meeting for learning and education on Party history: "History has fully proved that the mountains are the people and the people are the mountains, and that the survival of the Party depends on the hearts and minds of the people" and what he said in his "July 1" speech. The people are the creators of the material and spiritual wealth of society and the decisive force for social change. "The Chinese people must be united and led in their struggle for a better life" is the creative application and development of the materialistic view of history by the Party Central Committee with Comrade Xi Jinping at its core, which is to practise the people-centred development ideology and implement the Party's mass line, thus bridging the transition to the third issue of the mass line of the proletarian party. Teachers can use the method of creating a situation to introduce new lessons by playing a video clip of General Secretary Xi Jinping's "July 1" speech, which reads as follows: "The Communist Party of China has always represented the fundamental interests of the broadest number of people Anyone who wants to separate the Communist Party of China from the Chinese people Any attempt to divide the CPC from the Chinese people or to antagonize them will never succeed! The teacher can then teach the mass line in the context of the spirit of the founding of the Party, which includes "practising the original intention and taking up the mission" and "being loyal to the Party and living up to the people".

Thirdly, the section on "the need to continue to promote the Chineseisation of Marxism" can be integrated into Chapter 1 on the universality and particularity of contradictions and their interrelationship, and into Chapter 6 on the relevant content. From a methodological point of view, the universal aspect is the basic principles of Marxism, while the particular aspect is the specific practices of China and the excellent Chinese traditional culture. It is easier for students to understand the issue of combining the basic principles of Marxism with China's specific revolutionary, construction and reform practices. The methodology lays the foundation for the teaching of scientific socialism. In Chapter 6, the basic principles of scientific socialism and socialism with Chinese characteristics, as the textbook has already incorporated the "two combinations", the crux of the problem is how to transform the "two combinations" from the textbook to the teaching system. The key question is how to transform the "two integrations" from the textbook system to the teaching system. When teaching about the integration with Chinese traditional culture, some of the better and more thoughtful students in arts will ask questions. Finally, drawing on the results of academic research, we analyse the possibility and necessity of combining the basic principles of Marxism and the excellent Chinese traditional culture from a theoretical perspective. The possibility lies in the commonalities between the two, such as the liberation of all mankind and the idea of the commonwealth of the world in the excellent Chinese traditional culture, and the fact that the Communist Party has no special interests of its own and the idea of being in public at all times and forgetting one's own selfishness in the excellent Chinese traditional culture. The necessity lies in the fact that Marxist

theory can only develop in China if it is combined with the excellent Chinese traditional culture. For example, Comrade Mao Zedong's classical works such as "On Practice" and "On Contradiction" have precisely realised the combination of the basic principles of Marxism with the excellent Chinese traditional culture and realised the representation of Marxism in China.

Fourthly, "Socialism with Chinese characteristics must be adhered to and developed", this part can be integrated into the dialectical unity of universality and particularity in Chapter 1 and the healthy interaction between realising theoretical and practical innovation in Chapter 2. Adhering to and developing socialism with Chinese characteristics is a concrete application of the basic principles of scientific socialism in China, which not only embodies the dialectical unity of universals and particulars in Marx's philosophy, but also reveals the intrinsic link between theoretical and practical innovation. "The principle of "going one's own way" is not only the specificity and individuality of contradictions, but also the practical basis for the realisation of theoretical innovation: "A new era raises new issues, new issues give rise to new theories, and new theories lead to new practices. The 8th Party Congress began to explore the path of Chinese socialism, to the 12th Party Congress when it first proposed building socialism with Chinese characteristics, to socialism with Chinese characteristics in the new era, to "a new path of Chinese modernization" and "a new form of human civilization", this is This is the result of the wisdom of promoting theoretical innovation through practical innovation. In this regard, teachers can use the contrast method to draw the conclusion that China must adhere to and develop socialism with Chinese characteristics, and derive the new path of modernisation of Chinese style created by China, so as to enhance students' confidence and determination to promote the development path of socialism with Chinese characteristics.

In conclusion, the integration of the spirit of General Secretary Xi Jinping's important speech on the centenary of the founding of the Party into the teaching of basic principles of Marxism is of great political and theoretical significance, as well as educational and practical significance, and teachers should choose suitable teaching methods and appropriate teaching tools to integrate it organically and improve the teaching effect.

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