

Analysis on the Application of Historical Materials in Middle School History Teaching

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ABSTRACT

As a required subject in middle school, history can not only help students understand the development and change of the times in a comprehensive way, but also can cultivate students' temperament, nourish students' temperament and cultivate students' view of history. In order to better highlight the educational function of history disciplines, in the implementation of specific teaching activities, teachers need to use the historical materials teaching method to help students learn better through rich historical materials. However, in the process of applying the historical materials teaching method, we should pay attention to following the principles of science, rationality and objectivity in order to consolidate students' subject literacy.

KEYWORDS

History teaching in middle school; Teaching methods of historical materials; Application strategy

1 Introduction

Based on the particularity of the history discipline and the new curriculum concept, how to fulfill the teaching requirements of cultivating students' core quality needs to enrich the form of history teaching, stimulate students' interest in learning, guide students to understand actively and explore actively, in combination with the characteristics of disciplines and students, so as to better realize the improvement of teaching quality. The application of historical materials teaching method in history teaching is conducive to creating situations and developing students' thinking ability. In this paper, the concepts and characteristics of the teaching method of historical materials, as well as the application strategies of the teaching method of historical materials are briefly described for reference.

2 Concepts and Features of Historical Materials Teaching Method

As an important humanities discipline, historical learning methods and ways are also diverse, not only limited to reciting knowledge points, doing exercises and other forms to improve students' learning quality. With the help of historical data, we can attract students' interest in historical events with rich types of historical data, promote students' understanding of historical characters, and help students straighten out the development order and links between historical dynasties. Historical materials exist widely in subject textbooks, in a large number of books, in film and television resources, in art works, and in a large number of Internet resources. The form of historical materials is also very rich, including, but not limited to, textual historical materials, such as book works. It

includes material historical materials (precious cultural relics of various periods in the collection of the museum), artistic historical materials (works of artists in different historical periods, such as paintings and calligraphy, fine art works, Dunhuang murals), film and television works, picture materials, and so on. Historical materials are rich in content and form. Targeted use of these historical materials in middle school history teaching can form a good complementary role with the textbooks. It not only has a significant promoting role in improving the quality and efficiency of learning, but also has a significant promoting role in opening up students' horizons, enriching students' knowledge structure, and training students' humanistic accomplishment and cultural confidence. Many students are interested in history, choosing history as their goal and plan for interest and life development, most of the time because they are attracted by rich historical materials in the early stages of learning. Therefore, we should pay attention to the positive role of historical materials teaching method in improving the quality of history teaching, fostering students' interests and hobbies, and improving students' humanistic quality. And the teaching method of historical materials will be applied and applied in the whole process of history teaching activities, giving more inspiration and inspiration to students.

3 Effective Strategies of Using Historical Materials Teaching Method in Middle School History Teaching

(1) Combining historical materials with textbooks reasonably

The application of historical materials teaching method in history teaching is obviously positive and important, but to fully play the positive role of historical materials, it is necessary to rationally select historical materials according to the specific teaching content. For example, whether it is based on the teaching content to rationally select Picture historical materials for knowledge supplement, or use material historical materials for the cultivation of awareness of exploration, this needs to be combined with specific teaching requirements, as well as the characteristics of specific knowledge content for scientific selection. At the same time, we should pay attention to objectivity, rationality and authenticity in the selection of historical materials. We should choose enlightening historical materials with certain historical sense value and relevant certification instead of arbitrarily selecting some historical materials with unknown origin and unclear certification on the Internet. Therefore, we should highlight the rigorousness of the history discipline in the selection of historical materials.

(2) Creating an efficient class by using the teaching method of historical materials

Based on the particularity of the history discipline, the teaching content mainly introduces some historical events and characters, including the change of dynasty, the political, military, cultural and economic development situation under different dynasties, the situation of social development, the different social nature, the influence of the social pattern on the present and future generations, the main deeds of the major characters, the positive and negative effects of their actions, and so on. Although the humanistic connotation of history is very rich, it will seriously affect students' interest in learning if it cannot be innovated effectively in the teaching mode. Moreover, if there is no effective teaching method, students can only rely on rote learning to understand knowledge, which is not only inefficient in learning, but also unable to effectively improve the quality of learning. In order to break through the limitations of teaching, we can use the historical materials teaching method to create efficient classes and set up a communication platform for students. For example, using the topic of historical materials as the starting point, guide students to put forward their own

views and opinions. For example, the opening up of new routes has a variety of resource versions, which are very vivid and comprehensive in explaining the routes of Dias, Magellan and others, as well as describing the common personality charm. Through a variety of historical materials, students can understand the difficulties, achievements, and impact on the world development pattern across time and space. Through the application of the historical materials teaching method, the classroom atmosphere becomes stronger, and it is more conducive to the training of students' space-time awareness and space-time concept. The purpose of learning history is not to cope with exams, but to learn from history, to understand the development and changes of the times, to form their own thinking, to master the law of social development, and to cultivate students' thinking ability.

(3) Using historical materials teaching method to cultivate students' humanistic quality

Although historical materials widely exist in subject teaching, due to the richness of teaching materials, it is obvious that historical materials resources cannot fully cover the specific knowledge content of each knowledge point. Therefore, in the application of historical materials teaching method, in addition to the historical materials in the textbooks, teachers should also use diversified means to expand the content of historical materials in combination with the content of the textbooks and teaching requirements. For example, we can play the dominant role of the Internet according to the content of textbooks to enrich historical resources, or actively use relevant historical resources on the education resource platform to guide students to explore historical knowledge in combination with textbooks and historical resources. In the process of learning ancient Chinese history, students can be encouraged to independently collect relevant historical materials and resources for a certain dynasty or a certain historical figure in a task based or project cooperation way. This teaching mode can highlight students' subjectivity, put students in the main position of the classroom, and stimulate students' interest and exploration consciousness through tasks or projects. In this way, the initiative of students can be well displayed, and the collective strength and wisdom can be mobilized to conduct deeper collection and exploration of historical resources. In learning the history of the Yuan Dynasty, we can collect historical data about the life and deeds of Genghis Khan, as well as the corresponding cultural phenomena. We analyze the ideological connotation of Genghis Khan's sacrifice culture by collecting historical data. As a generation once fascinating, Genghis Khan mausoleum is guarded and sacrificed by a dedicated team. They are the world-renowned and loyal Dahur. Dahur generations have taken guarding and sacrificing Genghis Khan mausoleum as their lifelong responsibility and mission. Since the Yuan Dynasty, the ritual and process of Genghis Khan mausoleum sacrifice have also formed clear regulations, equivalent to the standardized process of the contemporary era. Among them, they defined the sacrifice procedure, time, the objects and food used, as well as a large number of words and languages when the sacrifice ceremony was carried out, thus gradually forming a unique Genghis Khan sacrifice culture. By encouraging students to collect and display relevant historical data, analyzing the ideological connotation and spiritual connotation behind the historical data, especially Darhut, their persistent and responsible spirit is touching, and guardianship and silent dedication from generations to generations makes the Genghis Khan sacrifice culture the most representative cultural heritage of the Mongolian nation, and gives unique characteristics to the Mongolian prairie. By combining the teaching method of historical materials, students and teachers can deeply analyze the uniqueness of historical events and historical figures so as to better stimulate students' interest in learning and cultivate students' humanistic qualities.

4 Conclusion

To sum up, in order to effectively improve the quality of history teaching, we must continue to reform and innovate the teaching model. Through the application of historical materials teaching method in history teaching, we can promote the innovation of teaching mode and content, create an efficient classroom, and promote the improvement of students' historical discipline quality.

About the author

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