

Changes in History Teaching under Digital Technology

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Abstract: *Against the background of advancing educational digitalization and cultivating core competencies, history teaching has gradually integrated information and intelligent technologies. Informational resources inject vitality into history teaching, enhancing interactivity, enriching learning paths, helping teachers expand teaching information, and facilitating students' personalized learning and accumulation of informational literacy. Meanwhile, various teaching models have been developed, but some are rarely used, and further exploration is needed for in-depth integration. Currently, the application of digital teaching faces problems such as conceptual issues, teachers' skill gaps, and resource screening. It is necessary to follow curriculum concepts, grasp the proper use of informational resources, and focus on establishing a new teaching structure featuring in-depth teacher-student interaction instead of merely applying technical means.*

Keywords: *Digital Technology, History Teaching, Teaching Models*

1. Introduction

In today's China, the continuous advancement of information technology is driving the advent of an intelligent era. Teaching interactions, which are based on information sharing among individuals, are deeply integrating with the comprehensive application capabilities supported by computer structures. This integration is profoundly influencing the transformation of history education in the context of implementing key competencies. In 2022, the 20th National Congress of the Communist Party of China further put forward the goals of deepening the comprehensive reform in the field of education and promoting the digitalization of education. In the same year, The Opinions of the CPC Central Committee and the State Council on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era proposed transforming training methods and enhancing teachers' information literacy. ^[1]Currently, history teaching has generally embraced the awareness of educational informatization. With continuous and in-depth teaching reflection, efforts are being made to cultivate students' digital capabilities.

2. Transformative Advantages of Digital Technology for History Teaching

2.1 Enhancing Interaction in History Teaching and Enriching Learning Paths

The diversity, openness, and interactivity of information resources can inject vitality into history teaching. The integration of information and intelligent technology into history teaching has driven significant changes in teaching methods, with its far-reaching significance for educational reform manifested in the following aspects: Firstly, it enhances the interactivity of history teaching and enriches students' learning paths. In traditional history classroom teaching, the classroom is the main learning venue, and teaching is usually teacher-led. Digital resources can provide students with a variety of interactive learning methods, such as historical role-playing and virtual reality (VR). These methods allow students to experience historical events immersively and participate in historical decision-making. On this basis, digital resources help deepen students' understanding and memory of historical knowledge. For example, the presentation of virtual museums and historical maps stimulates students' interest and improves the depth of their mastery of historical knowledge and the durability of their memory. Secondly, it facilitates teachers in expanding teaching information. Information resources exist in digital form with clear classifications. Teachers can search for required materials on relevant websites or software according to their needs, and even input search criteria within these platforms to retrieve information

more conveniently. This adapts to the current requirement of increased knowledge content in middle school history textbooks.

2.2 Supporting Students' Personalized Learning and Cultivating Information Literacy

The integration of information and intelligent technology into history teaching is conducive to students' personalized learning. These manifestations of information technology fully stimulate students' initiative and creativity in participating in history learning. Most importantly, they also help students accumulate information literacy. [2]Media thinking in history teaching is mainly measured by two indicators: The ability to use modern information technology to obtain, select, and analyze historical materials, and then infer historical conclusions; The ability to extract evidence for a specific argument from a large amount of historical information and express and utilize the evidence creatively. Generally speaking, media thinking is a high-level cognitive mental activity that integrates analysis, evaluation, creation, and other comprehensive abilities. It plays a positive role in promoting students' high-level cognitive development. In digital teaching, the following goals have been basically achieved: Diversified adaptation of teacher-student roles to meet the objective of all-round development; Advanced teaching content that is not limited to textbooks; Flexible teaching procedures that allow for timely addition of resources; Collaborative teaching methods, including surveys, discussions, and self-directed learning; Comprehensive teaching effects, which cultivate students' organizational skills, adaptability, and survival abilities to meet the socialization requirements of the current era for students.

3. Specific Modes of History Teaching Transformation Driven by Digital Technology

Against the backdrop of the "Internet +" era, the development of digital technology has provided new opportunities for the transformation of history teaching. It has greatly enriched after-class learning paths and broken the limitations of time and space. Teachers can provide remote tutoring to students through online platforms and offer targeted guidance to students at different learning levels. These conditions have created a favorable environment for promoting the transformation of history teaching in the digital technology era. Specifically, the transformation of history teaching driven by digital technology is mainly reflected in the innovation and development of the following teaching modes:

3.1 Innovation of Teaching Modes Guided by Theories Guided

By cognitive psychology and constructivist learning theory, improving traditional instructional and receptive teaching methods, and strengthening the in-depth integration of guiding, experiential, and inquiry-based historical teaching activities are important directions for the transformation of history teaching driven by digital technology. Cognitive psychology emphasizes the individual's cognitive processes and information processing methods, and holds that learning is an active information processing process. The constructivist learning theory, on the other hand, argues that learning is a process in which learners actively construct the meaning of knowledge based on their existing knowledge and experience. In a digital teaching environment, teachers can use digital technology to create rich learning scenarios based on these theories, guide students to actively participate in the learning process, and facilitate the construction of knowledge. For example, when teaching "The Political System of Ancient China," teachers can use digital teaching platforms to provide students with a wealth of historical documents, pictures, videos, and other materials, creating a virtual political scene of ancient China. Then, they can guide students to analyze and interpret these materials based on their existing knowledge and experience, and explore the evolution process and characteristics of the political system in ancient China. In this process, students are no longer passive recipients of knowledge imparted by teachers, but active participants in the knowledge construction process. Through their own thinking and exploration, they form an understanding and perception of the political system of ancient China. Guiding teaching activities emphasize the teacher's guiding role in the students' learning process. In digital teaching, teachers can provide learning guidance to students through online platforms, help them develop learning plans, and solve problems encountered during the learning process. For instance, when students conduct research-based learning in history, teachers can provide topic selection suggestions, guidance on information retrieval methods, and research method guidance through online communication platforms to help students successfully complete their research-based learning tasks. Experiential teaching activities focus on enabling students to acquire knowledge and skills through personal experience. Digital technology provides strong support for the implementation of experiential teaching activities. For example, the application of historical role-playing and virtual reality technology mentioned earlier allows

students to learn historical knowledge through experience, thereby enhancing their learning interest and learning effects. Inquiry-based teaching activities emphasize the cultivation of students' inquiry ability and innovative spirit. In a digital teaching environment, students can independently search for information, raise questions, conduct experimental inquiries, and solve problems through online platforms. For example, when learning "The Impact of the Industrial Revolution," students can collect historical materials about the Industrial Revolution through the Internet, then explore the question of "the positive and negative impacts of the Industrial Revolution on human society," put forward their own views and opinions, and further improve their research results through group discussions and exchanges.

3.2 Development and Management of History Curriculum Resources

Using information technology to develop and manage history curriculum resources, create an information-based teaching environment, and cultivate students' basic digital information capabilities—thereby unifying the purposes and means of information technology—is an important part of the transformation of history teaching driven by digital technology. The development of history curriculum resources is a systematic process, including the collection, organization, processing, and utilization of various resources such as historical documents, pictures, videos, and audio materials. In the digital era, teachers can collect a large number of history curriculum resources through online platforms, then classify, organize, and process these resources to form a digital curriculum resource library that meets teaching needs. For example, teachers can collect historical documentaries, interviews with historical figures, pictures of historical relics, and other materials from different historical periods, then edit, annotate, and explain these materials to produce teaching videos or courseware for classroom teaching. At the same time, teachers can also use information technology to effectively manage history curriculum resources. By establishing a digital curriculum resource management system, teachers can store, retrieve, update, and share curriculum resources. Students can also access the curriculum resources through this system for self-directed learning. For example, after class, students can log in to the school's digital curriculum resource management system to watch history teaching videos uploaded by teachers, consult relevant historical materials, and complete after-class assignments assigned by teachers. Creating an information-based teaching environment is one of the important goals of applying digital technology in history teaching. The information-based teaching environment includes hardware environment and software environment. The hardware environment mainly includes computers, multimedia equipment, network equipment, etc.; the software environment mainly includes operating systems, teaching software, learning platforms, etc. In an information-based teaching environment, teachers can use multimedia equipment and teaching software to carry out rich and colorful classroom teaching activities; students can conduct self-directed learning and collaborative learning through computers and online platforms. For example, in classroom teaching, teachers can use multimedia courseware to display historical pictures and videos to stimulate students' learning interest; students can conduct group discussions through online platforms to share their learning experiences and insights. Cultivating students' basic digital information capabilities is an important task in the application of digital technology in history teaching. Digital information capabilities include information acquisition capabilities, information processing capabilities, information expression capabilities, and information innovation capabilities. In the process of history teaching, teachers can cultivate students' digital information capabilities by guiding them to use information technology to obtain historical materials, process historical information, express historical viewpoints, and innovate historical knowledge. For example, when students write historical essays, teachers can guide them to search for relevant historical documents through the Internet, then analyze and organize these materials to form their own views and opinions, and use software such as Word to complete the writing and typesetting of the essays.

3.3 Development of High-Level Cognitive Teaching Modes

Focusing on the cultivation of students' high-level cognitive abilities—such as analysis, evaluation, and creation of historical knowledge—and developing high-level cognitive teaching modes are important directions for the transformation of history teaching driven by digital technology. High-level cognitive abilities are important capabilities formed by students in the learning process, and they are of great significance to students' lifelong learning and development. In a digital teaching environment, teachers can use information technology to design challenging learning tasks and guide students to engage in high-level cognitive activities. For example, when learning "The Impact of a Certain Historical Event," teachers can provide students with a large amount of relevant historical materials, then ask students to analyze and evaluate these materials, explore the impact of the historical event on the society at that time and later generations, and put forward their own insights and opinions. In this process, students need to

use high-level cognitive abilities such as analysis and evaluation to conduct in-depth research and thinking on historical materials, thereby improving their high-level cognitive abilities. In addition, teachers can also use digital teaching platforms to organize students to carry out project-based learning activities. Project-based learning is a student-centered learning method that cultivates students' comprehensive abilities and innovative spirit by having them complete specific project tasks. In project-based learning in history, students can form project teams around a historical theme—such as "The Protection and Inheritance of Ancient Chinese Cultural Heritage"—develop project plans, conduct investigations and research, collect relevant materials, analyze and organize them, and finally form project results for display and exchange. In this process, students need to use high-level cognitive abilities such as analysis, evaluation, and creation, as well as comprehensive abilities such as teamwork, communication, and problem-solving, to comprehensively improve their overall quality.

3.4 Teaching Modes Connecting In-Class and Out-of-Class Learning

Using the support of systems such as online teaching platforms to connect pre-class, in-class, and after-class history teaching, expand the scope of history discipline activities in terms of time and space, and form a teaching mode that links in-class and out-of-class learning is an important measure for the transformation of history teaching driven by digital technology. Before class, teachers can use online teaching platforms to assign preview tasks and related learning resources to students, such as video explanations of historical knowledge points and preview exercises. Students can conduct independent previews based on the tasks and resources assigned by teachers to understand the basic content, key points, and difficult points of the course. At the same time, students can also interact and communicate with teachers and classmates on the online teaching platform, raise questions encountered during the preview process, and discuss solutions together. During class, teachers can use the interactive functions of online teaching platforms to carry out diversified classroom teaching activities. For example, teachers can launch online voting and online Q&A activities through the platform to stimulate students' learning enthusiasm and participation; use the screen sharing function of the platform to display students' preview results and in-class assignments for comments and explanations; and organize students to conduct collaborative group learning, share learning resources through the platform, and jointly complete learning tasks. After class, teachers can use online teaching platforms to assign after-class homework and extended learning tasks to students, such as writing historical essays, watching historical documentaries, and participating in historical knowledge competitions. Students can complete these tasks after class, submit their homework, and share their learning results through the platform. Teachers can correct and evaluate students' homework through the platform, provide timely feedback on students' learning status, and offer personalized learning guidance to students. The teaching mode connecting in-class and out-of-class learning breaks the time and space limitations of traditional classroom teaching, realizes the organic connection of pre-class, in-class, and after-class learning, and provides students with more abundant and convenient learning opportunities and resources, which helps improve students' learning efficiency and learning effects.

3.5 Informal Ubiquitous Learning Modes

The informal ubiquitous learning mode refers to a learning approach where students, when encountering random historical learning questions in informal situations, can use learning resources such as online courses and social groups in the learning environment to carry out spontaneous historical learning activities, thereby exploring diversified conclusions about history. This learning mode fully reflects the flexibility and convenience of applying digital technology in history teaching. In daily life, students may have questions and thoughts about history while reading historical books, watching historical films and TV dramas, or visiting historical sites. At this time, students can use digital devices around them—such as mobile phones and tablets—to access relevant learning resources (e.g., online courses, historical forums, and academic websites) through the Internet to find answers and related information. For example, if a student becomes interested in the political system and social life of the Ming Dynasty while watching the historical TV drama *The Glory of the Ming Dynasty*, they can search for relevant online courses and historical materials using their mobile phone to learn about the historical background and related knowledge of the Ming Dynasty. Social groups are also important resources for students to carry out informal ubiquitous learning. Students can join history learning exchange groups through social software such as WeChat and QQ, communicate with other history enthusiasts about learning experiences and insights, and share historical knowledge and learning resources. During communication, students can understand history from different perspectives, broaden their historical horizons, and form a diversified understanding of history. For example, in a history learning exchange

group, students can discuss different views and opinions on a certain historical event with other members. Through the collision and exchange of ideas, they can deepen their understanding and perception of the historical event. However, in current history teaching practice, teachers rarely adopt the teaching mode connecting in-class and out-of-class learning or the informal ubiquitous learning mode. This indicates that there is still a certain gap in the in-depth integration of information technology and history teaching. It is necessary for history educators to make further attempts and explorations, continuously innovate teaching modes, give full play to the advantages of digital technology in history teaching, and promote the in-depth transformation of history teaching.

4. Problems in the Application of Digital Technology in History Teaching

Regarding the application of digital teaching, in view of the characteristics of middle school history education, it is necessary to overcome various difficulties to realize its potential. In terms of concepts, the following development bottlenecks are misunderstood: insufficient investment in construction, incomplete information and intelligent environment in classrooms, and failure of information and intelligent conditions to improve teaching quality. These problems cannot be ignored, but they do not prevent us from utilizing existing digital achievements and research on the integration of digital technology with teaching. The integration of information technology and history teaching must also focus on improving the quality of the discipline. Only by focusing on the classroom as the main position and cultivating students' lifelong learning literacy and the ability to solve problems using intelligent technology can the integration achieve remarkable results. In terms of practical application, primary and middle school teachers can correctly recognize the great teaching potential and advantages of information technology, and fully understand the important significance of conducting information technology education in primary and middle schools. Teachers can correctly define the connotation of information technology according to teaching practice, understand the relationship between information technology and classroom teaching, and most teachers can view and apply the integration of information technology into subject teaching in a rational manner. However, teachers' information skills are limited to basic computer operations, and there is room for improvement in both depth and breadth. The application of information technology in teaching is not optimistic, and teachers' information-based teaching skills and teaching design capabilities need to be improved urgently. The information technology training for primary and middle school teachers should be adapted to local conditions, and fully consider factors such as teachers' current level, training content, and training methods.

5. Conclusion

Information technology is a "double-edged sword." When implementing the integration of information technology and history teaching, it is necessary to follow the concept of "curriculum development"; otherwise, it will deviate from the essence of the history curriculum, weaken the leading role of history teachers, and further reduce students' learning ability. The integration of information technology into history teaching should focus on students' sense of responsibility. Diversification is an important task of the reform, but it should be clearly recognized that online resources are not equivalent to curriculum resources themselves. Only online educational resources that have been screened to meet the needs of middle school history teaching and conform to the cognitive characteristics of middle school students can become the curriculum resources for our teaching. Since digital teaching is a revolution in history education, its core is to change the old teaching structure centered on teachers and establish a new teaching structure that reflects in-depth interaction between teachers and students. If we do not focus on establishing a new teaching structure, the "integration" will definitely lose its direction, and a profound revolution in history education will be reduced to the mere application of technical means. Therefore, attention should be paid to the key points of applying information-based resources. At the same time, we should grasp the "degree" of using information-based resources and pay attention to the difficulty and breadth of the selected information-based resources. Information-based resources are rich and colorful. In the actual teaching process, the selection of information-based resources should be combined with students' knowledge level. Questions such as "How much can students accept?" and "Can students respond in a timely manner when asked?" should be considered, and teaching should be adjusted in a timely manner according to students' ability to accept knowledge. In China, the vigorous promotion of multimedia teaching aims to improve teaching effects and arouse students' learning enthusiasm, but it does not mean completely abandoning traditional teaching methods. Practice has shown that any single teaching method is inappropriate. Only by organically combining traditional teaching methods with multimedia technology can good teaching effects be achieved. While improving their ability to use

multimedia in teaching, teachers should also apply traditional teaching methods appropriately in accordance with the characteristics of the history discipline.

References

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