

# The Exploration of Museum Resources in Middle School History Teaching——Take the China Tea Museum as an Example

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**Abstract:** “Since the new curriculum reform, quality education has always been the core part of the curriculum reform, the key to the implementation of quality education, and the entry point for the implementation of the fundamental task of moral education. Nowadays, the development of curriculum resources is gradually becoming the norm, but it is still difficult to use other resources in teaching activities. In addition, the new round of curriculum reform requires students to be the main body and teachers to be the guide. If history teachers want to change the relatively single teaching form from the past, teachers and schools need to develop new resources to meet this requirement. Museum resources are one of the effective forms to supplement history teaching resources. It is conducive to breaking the scope of activities in the traditional teaching classroom, and it plays an important role in improving the students' quality education. The China Tea Museum is the only national-level thematic museum with the theme of tea and tea culture in China. Its cultural relics, exhibitions, etc. are undoubtedly unique. Middle school history courses should make full use of local or distinctive museum resources to jointly develop relevant curriculum resources, which is extremely conducive to the implementation of the new curriculum reform.”

**Keywords:** Museum; Middle school history teaching; China Tea Museum

## 1. The Importance of Museum Resources in Middle School History Teaching

The "General High School History Curriculum Standard 2017 Edition 2020 Revision" pointed out: "History curriculum resources refer to the sum of all available material and non-material resources that are conducive to the realization of history curriculum goals and can serve history curriculum. Education departments and schools in different regions should do a good job in the development and utilization of history curriculum resources, and explore strategies and methods for using history curriculum to effectively develop students' quality education." The available material resources mentioned in it include museum resources. Schools and teachers should fully develop the museum as an off-campus curriculum resource, and gradually establish an internal and external transformation mechanism to realize resource sharing and exchange.

At present, the implementation of the new curriculum reform and quality education faces dual tasks and difficulties: it is necessary to change classroom teaching practice, at the same time, it is also necessary to form a new theory that can not only reveal the essence of classroom teaching, but also guide the practice of classroom teaching reform through integration and creation on the basis of critical reflection on existing theories. The purpose of China's basic education reform is to really pay attention to the lives, life and growth of students, and the goal of the reform is classroom teaching. Mr. Ye Lan said: "Education is to teach the world and people, and to cultivate the consciousness of life." So a good classroom needs to achieve three goals: "Passing on knowledge, enlightening wisdom, and nurturing the heart." Therefore, museum resources are a good tool for solving problems and make the classroom "alive". This paper takes the China Tea Museum as an example to discuss the effective integration of middle school history teaching and museum resources.

### 1.1. The value of museum resources in cultivating quality education

Under the current promotion of the new curriculum reform, basic education should be transformed from exam-oriented education to real quality education. The key is to implement the five core historical

literacy of "materialistic view of history, concept of time and space, historical evidence, historical interpretation, and family and country feelings" in classroom teaching. Museum resources cover all these elements. From the application experience of foreign museum resources, we can find that they not only use diversified design teaching methods and theme activities for middle school students, but also closely integrate modern technology with historical relics, folk customs, related materials and other real restoration. historical scene. These are far better than the classroom teaching attached to the textbook, and effectively improve the quality education of the students.<sup>[1]</sup> It can be seen that the development and utilization of museum resources in China can effectively learn from foreign experience, so the collection of cultural and historical museums can enrich historical materials, cultural relics, and sites. All can use the "double evidence method" of "taking the real things from the world and the remains on paper to interpret each other" to achieve the literacy of historical evidence and historical materialism. For the development of the second classroom, teachers can use the trial teaching method to guide students. By arranging, explaining, recording and introducing the historical materials of cultural relics in the museum, it is more conducive for students to understand the background behind each specific history and make more reasonable decisions. It exudes critical thinking and has a positive effect on "historical interpretation" and "space-time concept". Finally, museum resources are an effective way to use local resources. Thinking from the perspective of cultural inheritance and making full use of local and distinctive museums is very helpful for middle school students to establish correct patriotic values, and also helps students identify with the history and culture of their hometown and the diverse world culture, and create a good worldview.

### ***1.2. Museum resources are conducive to the transformation of students' learning styles***

Any learning method should be based on the perspective of students' development. In today's era of "big changes unseen in a century", basic education needs to pay more attention to students' lifelong learning ability to meet diversified needs. This requires breaking the traditional teaching system and establishing a learning method that is more conducive to students' independent internalization of knowledge, that is, to break through the contradiction of "the new society needs to be out of touch with the people trained by the existing education that lags behind social development", to achieve the higher classroom teaching goal of "enlightening wisdom and nurturing the heart". Diversified museum resources help teachers in the process of imparting knowledge to constantly discover the methodology behind the imparted knowledge system, and guide them consciously, so that students can master the ability to explore the unknown world, and ultimately let students learn to have life of learning.

### ***1.3. Museum resources help to improve the professional quality of teachers***

Human beings have entered the era of knowledge economy from the era of agricultural economy and industrial economy, and their production methods, lifestyles and cultural concepts have undergone profound changes. The changes of the times and the rapid growth of knowledge have brought new challenges to school education, and teachers need to have higher professional quality, higher morality, and constantly update all kinds of knowledge. In the process of trying to use museum resources, it can effectively help teachers improve in all aspects.<sup>[2]</sup>

This is conducive to establishing a more scientific educational concept. The combination of digital technology and museum resources can help "underachievers" to improve their enthusiasm for learning, stimulate students' creativity, and more effectively use the latest educational wisdom to develop the potential of each student. In the era of promoting a lifelong learning society, teachers can only maintain their teaching vitality forever if they maintain the ability and habits of subsequent learning. The update of museum resources is often closely related to cutting-edge academic research findings, which is very helpful for teachers to understand academic trends, which is conducive to improving the depth of classroom teaching. Finally, this era has also given schools a new task of "cultivating innovative talents". Under the background of diversified information channels, it is more convenient for students to acquire knowledge, and teachers need to change their positions and become guiders and reformers of teaching activities. Museum resources are A huge source of information supply, teachers need to learn more knowledge to provide effective information to students in a reasonable way.

## **2. The educational features of China Tea Museum**

The China Tea Museum, officially opened to the public in 1991, is a display and exchange center of tea culture between China and the world, integrating cultural exhibition, popular science publicity,

scientific research, academic exchange, tea art training, and interactive experience. It is also a tea culture-themed tourism complex in China, and the only national-level thematic museum with the theme of tea and tea culture in China. It has collected about 3,800 pieces, including about 156 precious cultural relics, 170 ancient and modern tea specimens, and 349 foreign tea sets. It has six special exhibition halls, namely "Tea History Hall, Tea Collection Hall, Tea Affairs Hall, Tea Ware Hall, Tea Customs Hall, and World Tea Culture Exhibition Hall", as well as a series of temporary and traveling exhibitions such as "Green Gold, Tea Time, Bamboo and Wood Fragrance, Tea Colors". These themes are related to society, economy, culture, communication, and characters in middle school history textbooks, which are in line with the level of history learning in middle school. Secondly, the China Tea Museum has also continued to develop and develop educational resources, such as the "Four-Dimensional Integration" series of special experience projects, "O2O dual-line simultaneous expansion project", "Immersive interactive experience space" and other special education classes for teenagers.

### 3. The application of museum resources in middle school history teaching

#### 3.1. The relationship between the curriculum resources of the China Tea Museum and the middle school history textbooks

Table 1: Examples of the connection between the China Tea Museum and the content of high school history courses

Exhibition Hall	Display Boards /Collection Resources	corresponding textbook chapters	Corresponding knowledge points
Tea History Hall	The Culture of Drinking in Wei, Jin, Southern and Northern Dynasties	Lesson 5 first volume in Outline: Regime Change and Ethnic Blending in Three Kingdoms, Two Jin, Southern and Northern Dynasties	economic development in the south
	The spread of tea in the Tang Dynasty	Lesson 8 first volume in Outline: Culture from the Three Kingdoms to the Sui and Tang Dynasties	Sino-foreign cultural exchange
	The Spread of Tea in Song Dynasty	Lesson 11 first volume in Outline: The Economy and Society of the Liao, Song, Xia, Jin and Yuan Dynasties	business and city prosperity
	Merchant Ship Gothenburg and Tea	Optional Course Compulsory 2 Lesson 7: Ancient Commerce	The development of China's foreign trade
Tea Ware Hall	Tang Dynasty Changsha kiln celadon glaze "Tuzhen"	Lesson 6 first volume in Outline: From the Prosperity of the Sui and Tang Dynasties to the Five Dynasties and Ten Kingdoms	The prosperity of the Tang Dynasty
	tea sets in Song, Liao, Jin and Yuan Dynasties	Lesson 11 first volume in Outline: The Economy and Society of the Liao, Song, Xia, Jin and Yuan Dynasties	Development of agriculture and handicrafts
	Ming Dynasty blue and white teapot with broken branch pattern	Lesson 15 first volume in Outline: Economy and Culture from Ming to Mid-Qing	The Development of Handicraft Industry and Commodity Economy in Ming Dynasty
Tea Customs Hall	Anhui's Businessmen's Tea House	Optional Course Compulsory 2 Lesson 7: Ancient Commerce	The development of Chinese business groups
World Tea Culture Exhibition Hall	land route	Optional Course Compulsory 3 Lesson 9: Ancient trade routes, trade and cultural exchanges	The Silk Road
	sea route	Lesson 6 second volume in Outline: open up new globe routes	open up new globe routes
	American tea culture	Lesson 9 second volume in Outline: The Bourgeois Revolution and the Establishment of the Capitalist System	American Independence Movement
	World Tea Events	Optional Course Compulsory 2 Lesson 8: World Markets and Commercial Trade	The formation of the world market

The types of museums are diverse, so in the process of middle school teaching design, teachers should carry out effective integration and classification, roughly divide the categories of museums and collection resources, and lay the foundation for the subsequent determination of specific resources. This will help to improve the efficiency of classroom teaching and increase the possibility of students receiving knowledge. In the following, the author takes the China Tea Museum as an example, integrates the typical

collection resources with the history textbooks of ordinary high school from the People's Education Press, and presents them in the form of a table (table 1).<sup>[3]</sup>

### **3.2. Establish a long-term application mechanism**

In the second classroom activity in China at this stage, the museum has little connection with the middle school. It is still two independent social education institutions, which only rely on their own resources to provide limited social education services. At present, museum resources are not popularized as auxiliary teaching tools in middle school classrooms. In the process of implementing literacy, the online and offline sharing of resources should be strengthened as soon as possible, so as to break the gap between the two systems, establish a long-term and effective mechanism to rationally use museum resources, and achieve mutual benefit and win-win for museums and schools. In the past, the route that schools unilaterally entered the museum needs to be converted into a school-museum sharing system based on museum resources. It needs to integrate the digital resources of local museums, connect school services in the form of O2O, and actively stay in schools to conduct traveling exhibitions, lectures and other activities. Using a variety of methods in the classroom and connecting the classroom teaching can effectively provide the required cultural relics, historical materials, and ruins to carry out the "double demonstration" of the knowledge of textbooks, which has a great significance for improving the efficiency of classroom teaching tasks. Secondly, the traveling exhibitions and lectures in the school can effectively promote the learning motivation of various disciplines, stimulate students' interest in learning, and can provide guidance for students' future exposure to different social areas.

### **3.3. Applicability screening resources**

After teachers integrate teaching materials according to specific resources, they cannot fully apply them to classroom teaching. Students have differences, and teachers need to consider the overall differences in the class to implement appropriate teaching. The professional development of teachers also has limitations, and the teaching methods of different teachers are also different. Therefore, different teachers need to select the corresponding museum and collection resources according to their own advantages on the basis of integrating teaching materials. Ultimately, based on the development of students as the main line, we should create a classroom with "life breath", gradually cultivate students' quality education, and establish a solid foundation for their future development.

## **4. Conclusions**

The middle school stage is a critical period for students' development, and it is also a critical stage for cultivating students' various qualities. No matter how our basic education reform changes, its fundamental purpose is to enable the new generation of young people to adapt to the development of the times and survive. The essence of education is to realize the infinite possibility of human life growth. The implementation of the core literacy of our history education is to create a poetic platform for students to finally achieve the goal of "teaching without teaching". From the perspective of museum resources, the author of this article talks about the transformation of history teaching in middle schools, hoping to provide some useful information.

## **References**

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