

# The Application Strategy of Thematic Teaching of History in Practice in Senior High School

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**Abstract:** *With the deepening of curriculum reform, more effective innovation is required in history teaching in senior high school. With many advantages, thematic teaching has been widely recognized at present. It can also be effectively applied in history teaching in senior high school. Some senior high school history teachers have made thematic teaching practice attempts in teaching, and the teaching attempts have achieved some achievements, but there are also many deficiencies in thematic teaching. Under the joint influence of various factors, there are many problems in the practice of thematic teaching. This paper will make a concrete analysis of the corresponding problems and propose more effective teaching strategies on the basis of respecting the teaching reality.*

**Keywords:** *High School History; Innovation; Thematic Teaching*

## 1. Introduction

As innovation has become the main theme in teaching, effective innovation in history teaching in senior high school is highly needed. It is feasible to drive teaching innovation based on thematic teaching practice. With great advantages, thematic teaching, thematic can be well applied in the teaching of high school history. However, after preliminary observation and analysis, it can be found that both the specific learning theme and the teaching based on it are very difficult. In addition to the influence of various factors, various problems often appear in dynamic teaching practice, which also reflects the difficulty of corresponding teaching practice from the side. Besides, most of teachers are at a loss in this process, in view of this, exploring the thematic teaching practice strategy of high school history is of great importance.<sup>[1]</sup>

## 2. An Overview of Thematic Teaching Application of History in Practice in Senior High School

The reason why many high school history teachers carry out thematic teaching practice is closely related to the advantages of thematic teaching practice. In summary, the advantages of corresponding teaching practice are mainly reflected in the following two aspects.<sup>[2]</sup> For one thing, teaching with specific learning themes can directly promote the innovation of history teaching forms. In this process, the introduction and application of some new teaching resources can better enrich the connotation of history teaching, which is of great help to promote the effectiveness of the overall teaching. For another, thematic teaching practice can enable students to access more diverse historical knowledge. Under the teaching atmosphere with a stronger sense of participation, students' enthusiasm in learning history knowledge can be better mobilized, and their exploratory learning awareness and ability can be better cultivated in the corresponding teaching practice. But meanwhile, thematic teaching practice has also put forward many new requirements for senior high school history teachers, and the corresponding teaching practice is also easy to have an impact on the inherent teaching system and model. For senior high school history teachers, they should also give more full consideration to thematic teaching practice.<sup>[3]</sup>

## 3. Analysis of the Thematic Teaching Application of history in Practice in Senior High School

### 3.1. Lack of Effective Innovation in Terms of Learning Themes

In the thematic teaching practice of senior high school history, the definition of the learning theme is a foundation. In a certain sense, whether the appropriate learning theme can be defined often has a direct impact on the follow-up teaching practice. Although many history teachers have rich teaching experience, it is indisputable that they have less practical experience in thematic teaching. Therefore, in actual

teaching, it is difficult for most teachers to identify a variety of learning themes in connection with teaching practice. <sup>[4]</sup>On the contrary, many teachers will mechanically link the chapters to determine the learning theme, and arrange some boring exercises to require students to study around the corresponding theme. When students' interests and hobbies are ignored and innovative thinking and multiple learning themes are not integrated, it is difficult to cultivate students' interests in actual teaching, and some students' participation in teaching is relatively low. Moreover, under the undesirable situation, it will be more difficult to drive the effective innovation of history teaching based on the thematic teaching practice.

### ***3.2. Lack of interaction in Thematic Teaching***

For a long time, there has been a problem of solidification of classroom teaching mode in history teaching in senior high school. There is also a lack of effective interaction in thematic teaching practice, and the lack of teaching interaction can also be seen as a problem in the corresponding teaching practice. No matter what theme teaching is based on, teachers' "teaching" should be closely linked with students' "learning".<sup>[5]</sup> However, in teaching practice, many teachers focus on how to identify the learning theme and how to help students better remember the corresponding knowledge, as a result, the setting of interactive teaching links in teaching design can be easily ignored. Not only that, in the process of dynamic teaching, many teachers have not fully involved in the discussion of the student and exchange activities, also did not deeply involved in the student's subject learning. Not undertake to the student to understand, which leads to the lack of interaction between teachers and students. Teaching interaction is not enough also make the teacher can not effectively guide the students teaching practice, it is easy to cause the topic type teaching practice become a mere formality

### ***3.3. Incomplete Explanation of Key and Difficult Knowledge***

In the thematic teaching practice of high school history, the explanation of key and difficult knowledge is of great significance, but many teachers pay more attention to the optimization of the overall teaching process and overemphasize the teaching based on specific themes. On the contrary, the explanation of key and difficult knowledge is not ideal. Whether teaching is based on historical textbooks or different learning themes, whether students can form a deep understanding of some key and difficult knowledge is related to the effectiveness of teaching. In the practice of thematic teaching, although some students can cooperate and explore with other students in the classroom, it is difficult for them to form a deeper understanding of some key and difficult knowledge. With weak ability to learn independently and to summarize and plan, students are easily becoming very passive in teaching. Once the teacher ignores the explanation of key and difficult knowledge and mechanically drives the whole teaching according to the established process, the mechanical characteristics of the thematic teaching practice will also be very obvious, which is not conducive to the improvement of the quality of history teaching in senior high school.<sup>[6]</sup>

### ***3.4. Fixed Pattern of Teaching Resources under the Thematic Teaching Practice***

The practice of thematic history teaching in senior high school will be affected by many factors, among which whether the corresponding teaching resources are rich or not is an essential factor. For a long time, history teaching in senior high school has a high dependence on history textbook. What's more, there is a huge pressure for students to take the college entrance examination. Therefore, it has become normal to contact textbooks to explain historical knowledge. As their teaching philosophy not being transformed timely, many history teachers highly depend on the textbooks in the thematic teaching practice. As a result, teaching practice often lacks relatively rich teaching resources as support. Being lack of support from thematic teaching practice resources makes it is hard for teachers to guide students in other aspects of teaching. In addition, there is a lack of new teaching resources. Especially when the teaching resources directly related to the thematic teaching practice are used as the support, the thematic teaching practice in the history teaching of senior high school will also be greatly affected. Under the influence of this issue, although thematic teaching practice can drive the innovation of history teaching form to a certain extent, it is difficult to provide effective help for the enrichment of history teaching content. When the overall teaching relies heavily on textbooks, the quality of various thematic teaching practice activities will also be at a low level.

## **4. Strategies for Better Application of Thematic History Teaching in Practice in Senior High School**

### ***4.1. Continuous Multiple Learning Themes Under Innovative Thinking***

In the thematic teaching practice of senior high school history, teachers are required to pay attention to the continuous innovation in the design of learning themes, and provide support for the smooth development of follow-up teaching practice activities by integrating innovative thinking and constantly diversifying learning themes. For example, in the teaching of "The Construction of the Socialist Path with Chinese Characteristics", teachers can set up different learning themes in combination with the comparison between planned economy and market economy, the changes in people's daily life under the development of the times, and the course of opening up. At the same time, teachers can also develop some learning themes related to the local economic development achievements as well as development and change based on the local basis and the full combination of the basic content in the history textbook. The innovation environment of history teaching in senior high school are becoming better and better, along with the clearer specific theme and more various choice of design in thematic teaching practice. Teachers are required to naturally integrate innovative thinking and design corresponding theme which is much more innovative and clearer. Through the design of various learning themes, especially the definition of some life-oriented learning themes, students can also access more diverse knowledge in thematic learning, and the level of teaching practice will also be greatly improved, which is also of great significance to further improve the innovation of teaching forms and enrich teaching content.

### ***4.2. Strengthen the Interactive Guidance in Thematic Teaching***

To avoid the thematic teaching practice of high school history becoming a mere formality, teachers are required to embed some teaching interaction links in the teaching design stage. Meanwhile, teachers should also strengthen the interaction in teaching in specific teaching process, and take the teaching interaction as a process of guiding students. For example, in the teaching under the theme of "Renaissance", teachers can combine the relevant knowledge of "the origin of western humanism" to design specific inquiry questions, let students conduct inquiry learning on the basis of group cooperation, so as to drive the interaction among students in teaching. What's more, teachers can also allow students to compare, appreciate and analyze the artistic style of the Renaissance. In this process, teachers should also dive deep into the student community and make corresponding observations, and give some help and guidance when students have difficulties in thematic inquiry learning, so that the interaction process between teachers and students can become an organic process of knowledge transfer. When student-student interaction and teacher-student interaction are well connected, different forms of teaching interaction can also help teachers better master the history teaching rhythm under the thematic teaching practice.<sup>[7]</sup>What's more, a better grasp of the teaching rhythm can also enhance teachers' leading role in the thematic teaching practice.

### ***4.3. Explain Key and Difficult Knowledge by Relying on Micro-class***

In the practice of thematic history teaching in senior high school, teachers should not only focus on the definition of learning themes and the design of teaching interaction links, but also pay more attention to the detailed explanation of key and difficult knowledge. More specifically, it is preferable to use micro-class to explain the key and difficult knowledge, and micro-class teaching method can also become an effective choice in thematic practice teaching. For example, when teaching "the globalization trend of the world economy" with the theme of economic globalization, teachers can combine different teaching problems to drive students to explore, and give students some necessary teaching guidance and help in teaching interaction. However, in the last few minutes of classroom teaching, teachers should combine the pre-made micro-class video to explain the relevant knowledge of the globalization of the world economy and regional collectivization in the development of the world economy in detail, so as to help students better distinguish the learning priorities in the thematic teaching, and constantly strengthen the students' memory of key and difficult knowledge. When a lot of micro-class videos have been accumulated in the thematic teaching practice, these micro-class videos related to the explanation of key and difficult knowledge can also become important resources in the history review teaching.

### ***4.4. Integrating Various Teaching Resources in Combination with Combining Specific Themes***

The thematic teaching practice in senior high school history teaching requires more relevant teaching

resources as support. Therefore, teachers should not only do a good job of thematic teaching design, but also integrate corresponding teaching resources in combination with the actual needs of thematic teaching practice and other objectives in subject teaching. For example, in the explanation of the knowledge of The Trend of Anti-Aggression and Democracy Seeking in Modern China, teachers can design thematic teaching activities based on the theme of "Anti-Aggression War". Through collecting the historical data related to the first and second opium wars on the Internet in combination with specific topics such as the opium war, teachers can explain the relevant knowledge of the opium war in more detail in combination with these historical data. By doing so, students' understanding of basic knowledge can be deepened, and the connotation of the subject-based teaching practice and the connotation of high school history teaching can also be enriched. Not only that, teachers can also integrate the corresponding teaching resources in the thematic teaching practice by combining the cultivation of the core quality of students and teaching objectives such as overall improvement of teaching interest so as to give more support to the thematic teaching practice. After the thematic teaching practice resources become more and more abundant, teachers can naturally educate and guide students from more aspects by using these new teaching resources.<sup>[8]</sup>

## 5. Conclusion

Although thematic teaching has many advantages, it's very difficult to put it into practical application, and many problems are easy to arise in specific teaching practice. Therefore, teachers should also do well in teaching evaluation when carrying out corresponding teaching practice, solve the problems in teaching practice in a timely manner based on teaching evaluation, and accumulate corresponding teaching experience in this process. More importantly, teachers should also better master the differences in the teaching of the first, second and third grades of senior high school, and try to carry out thematic teaching in combination with the teaching practice. This is also an important condition to ensure that the corresponding teaching practice value can be fully played, and can largely avoid the corresponding teaching practice becoming a mere formality.

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