

Brief Analysis of the Cultivation of Core Accomplishment of Students in High School History Teaching

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Abstract: *The history discipline bears the Chinese civilization, and the history course of senior high school is an important course to cultivate students' cultural and historical literacy. History teachers should pay attention to the cultivation of core accomplishment in the course teaching, use historical knowledge to strengthen students' love for the family and country and provide a compound-talents for national development. This paper discusses the cultivation of senior high school students' historical core accomplishment, clarifies the importance of core accomplishment in history teaching, analyzes the current situation of the cultivation of historical core accomplishment, and puts forward relevant strategies in order to provide useful reference for senior high school history teaching based on the core accomplishment of history discipline.*

Keywords: *High school; History teaching; Core accomplishment; Training strategy*

1. Introduction

Core accomplishment is the research direction of education and teaching in the new era. Cultivating core accomplishment is the basic requirement of the new curriculum reform for teachers of all subjects. For high school students who are in the critical period of shaping their outlook on life, strengthening the cultivation of core accomplishment can promote their all-round development and facilitate their better integration into the future society. The high school history curriculum has a complex content system, which requires students to have a high level of knowledge understanding ability^[1]. The time and space span of historical knowledge is large. It is difficult for students to obtain the connection between units directly from the relevant textbooks, and it is impossible to realize the effective connection of various knowledge points. Therefore, they will face certain obstacles in autonomous learning, and often have problems such as unclear concepts and disordered thinking. In actual teaching, teachers could pay attention to the cultivation of historical core accomplishment, narrate historical knowledge step by step, and guide students to establish scientific historical values in systematic learning, so as to achieve the synchronous improvement of students' historical level and comprehensive quality.

2. The Significance of Cultivating Students' Core accomplishment in High School History Teaching

High school history textbooks cover a number of important historical events, and the time span is relatively large, and the time line is highly jumpy. If the traditional "sequential narration" method is still used, it is easy to disturb students' thinking, and it is difficult to effectively improve their subjective initiative and learning efficiency^[2]. With the popularization of core accomplishment cultivation teaching, history teaching in senior high school has ushered in a new opportunity for transformation and development. Mastering the core accomplishment cultivation skills and implementing them in classroom teaching can optimize the classroom teaching effect to a certain extent, and have a good role in promoting teachers' professional development and students' comprehensive development. We can understand the significance of core accomplishment in history teaching from three aspects. Firstly, teachers' implementation of core accomplishment cultivation in teaching activities helps strengthen students' knowledge understanding level, and promote them to understand the charm of historical knowledge at a deeper level, so that they can objectively think and evaluate the major events mentioned in the history course textbooks, and ensure that they can have a clearer and rational understanding of historical knowledge. Good cognitive ability is the necessary condition and basic quality for senior high school students to adapt to and integrate into social life^[3]. Secondly, integrating core accomplishment into

history teaching can increase students' recognition of the excellent culture of our country, enhance their national awareness, and also provide them with the opportunity to understand the traditional culture of different countries, so that they can clearly understand the differences and uniqueness of world culture, and thus form diversified historical and cultural views and values. Under the positive guidance of teachers, students can face up to the local culture of different nations and countries. Recognition and respect for multiculturalism is also the key for students to achieve substantial development in their career. Thirdly, cultivating core accomplishment is conducive to improving students' historical thinking ability. Teachers can properly introduce historical practice into theoretical teaching, that is, guide students to conduct objective analysis of specific historical events. Students' historical thinking can be divergent in practical analysis, and their ability to understand, analyze and summarize historical knowledge will be significantly improved. Putting core accomplishment through history teaching is an important measure to strengthen students' thinking and thinking ability. It is also a key way to enhance their active awareness of history learning.

3. Problems in History Teaching in Senior High School at Present

According to the relevant statistical data^[4], at present, domestic primary and secondary schools have not included the cultivation of core accomplishment in the history teaching plan. Even if the core accomplishment is integrated into the curriculum teaching, it is difficult to implement the cultivation of history literacy in actual teaching, as shown in the following points.

3.1. Teaching methods need to be updated

The outmoded teaching method is one of the main obstacles to the reform of history teaching. The independence of teaching content is the basic feature of the history discipline. The teaching materials are mostly compiled according to the chronological order of the contents of each section, and the connection between the learning context and the knowledge of each section needs the guidance of professional teachers. However, at present, some teachers still use the sequential teaching method to carry out knowledge teaching. Students are often busy understanding and memorizing various knowledge points, and it is difficult to find the internal relationship of events in fragmented historical knowledge.

3.2. More emphasis on theory than practice

The learning task in senior high school is relatively heavy, and the class schedule of each subject is relatively compact. In addition to the particularity of the history discipline, some teachers often regard the explanation of theoretical knowledge as the key point of teaching to ensure the smooth implementation of the teaching plan, while ignoring the cultivation of students' historical literacy. There is relatively little time in class for students to independently analyze historical events^[5].

3.3. Poor temporal and spatial cohesion

High school history combines traditional Chinese and Western cultures, and the curriculum textbooks do not show the development process of various nationalities in a unified time dimension, while students cannot achieve the effective connection of history and culture in different countries or regions under the old teaching mode, which leads to the fault of their historical cognition and has a certain negative impact on the improvement of their academic ability.

4. The Cultivation Strategy of Senior High School Students' Historical Core accomplishment

4.1. Reconstruct the teaching mode and enhance students' ability to learn history

Whether the teaching mode is reasonable or not determines the level of students' subjective initiative. Looking at the current situation of history teaching in senior high schools, it is not difficult to find that the outdated teaching mode is an important factor affecting the cultivation of students' historical literacy. Therefore, it is necessary to reconstruct the teaching mode to mobilize students' enthusiasm, promote them to better grasp the subject learning methods, and then achieve the goal of enhancing their subject ability. Subject learning methods include learning attitude, initiative, efficiency and habits. In short, learning methods are effective methods to help students fully understand subject knowledge and improve academic performance^[6]. Therefore, in addition to the continuous supervision of history teachers to

achieve the perfect transformation from quantitative change to qualitative change, we also need to reconstruct and innovate the current teaching mode, use diversified teaching methods to improve students' awareness of history and culture, and help them to explore learning methods that meet their own characteristics, with a view to essentially improving their core discipline quality. On how to reconstruct the teaching mode, the author believes that teachers can use advanced technology to create history teaching situations and implement cooperative learning method. The sound and picture function of information technology can present the tedious historical logic and related learning skills in a vivid form. Students can use a variety of interesting learning methods to connect the scattered knowledge points, which is convenient for understanding and memory. In order to avoid the derailment of historical knowledge and real life, teachers should create corresponding teaching situations for students, guide students to base on existing historical data, and restore the historical features of various nationalities through reasonable association and imagination. In this process, students' cognition of historical knowledge will reach a new level, and their ability of historical relevance will also be enhanced [7]. Teachers can also divide students into several groups according to their learning willingness and ability, and assign learning tasks to provide them with independent learning space. During this period, teachers should also play the role of guide and supervisor, urge students to change their ideas in time, actively absorb historical knowledge, and realize independent thinking in mutual learning to strengthen their core accomplishment.

4.2. Explore the historical truth and strengthen students' materialist conception of history

Historical materialism is the premise for students to understand historical culture and verify the authenticity of historical culture from an objective perspective. Only by forming historical materialism can they objectively learn historical knowledge. Materialistic consciousness can help students to peep into the essence through the appearance, deeply grasp the law of historical progress, and put the rational thinking habits formed in the history study into real life. History teachers can take knowledge diffusion and objective evaluation as the starting points of cultivating materialistic consciousness. The former is dominated by teachers, while the latter is dominated by students. Specifically, knowledge diffusion requires teachers to actively collect historical data and teach the collected knowledge in classroom teaching, so as to expand textbook knowledge, so that students can understand history from multiple perspectives, broaden their learning horizons and access to knowledge, and promote their interest in the subject [8]. In the evaluation process, teachers should carry out the teaching of evaluation methods in advance, so that students have a clear understanding of objective evaluation. Teachers should also encourage students to make rational evaluation of a historical event or character. This practical historical evaluation can exercise students' thinking and enhance their historical materialism. Teachers can make an objective evaluation of specific historical events by example, and can also point out the evaluation content after the evaluation of students, and put forward relevant suggestions to standardize their evaluation thinking and ensure that they can treat the history discipline rationally.

4.3. Strengthen the concept of time and space and improve students' historical thinking ability

Space-time gap is a common problem for most senior high school students in history learning. Strengthening space-time connection in class teaching can effectively strengthen students' thinking ability and have a positive impact on the cultivation of core accomplishment. The organic integration of time and space can help students understand the relevance between events and times, and to some extent, promote the rational development of their historical thinking. Teachers should comprehensively use various methods in teaching activities to cultivate students' view of time and space, such as mind mapping method, analogy method, time sequence method, etc. [9]. Using the mind map, teachers can show historical events of different space-time dimensions to students in the form of spatial coordinates. This heuristic teaching method can not only make students clear the relationship between events and events and the times, but also update their learning experience and make them more interested in learning historical knowledge. Analogy is mainly to let students form memory links to historical events in a specific time by analogy of various spatial historical events that occur at the same time, so that they can understand historical changes and related influencing factors more comprehensively. Contrary to the analogy method, the time sequence method regards time as an independent variable, and requires students to observe the change rules and development trends of things or people according to the changes of the times. The chronological method is the main form of traditional history teaching, and the content of course materials is usually compiled according to the development of time. Teachers can embed the concept of time and space into classroom teaching, reproduce the relationship between historical events or characters by sorting out the relevant elements of time and space, and explain to students the historical

development conditions and laws under different spaces, so as to enhance their space-time thinking, guide them to apply space-time thinking to real life, and then achieve the goal of improving students' core accomplishment.

4.4. Attach importance to historical evidence and cultivate students' truth-seeking spirit

Historical data demonstration is the main way for students to understand history and culture objectively and comprehensively. Paying attention to historical data teaching and guiding students to explore historical truth through historical data is an effective measure to cultivate their truth-seeking spirit, and also the key to enhance their core accomplishment^[10]. Teachers need to clarify the role of the truth-seeking spirit in history teaching, and guide students to collect historical data from various aspects, and use scientific and reasonable learning thinking to understand the significance of historical data, at the same time, judge and analyze its authenticity, use it as a verification means of historical information, and learn historical knowledge with the purpose of truth-seeking. Specifically, teachers can divide the teaching of historical materials into two parts, namely, homework assignment and historical material reference. By assigning homework questions corresponding to the topic, students are encouraged to actively inquire about relevant historical data, and students are encouraged to complete the analysis and verification of historical data independently or cooperatively, so that they can objectively recognize the historical information collected. In the aspect of historical data citation, teachers need to reasonably cite historical data such as documents, works of art, ruins or objects in the history course teaching to support the historical information involved in the content of the textbook, so as to make the history teaching more rigorous and scientific. When carrying out the teaching of historical materials, teachers should also pay attention to the selection and penetration of the types of historical materials, and constantly expand the scope and ways of information collection to help students develop good empirical thinking.

4.5. Develop and expand Chinese civilization and enhance students' love for home and country

The history discipline contains the excellent tradition of China for five thousand years. It is the key way for us to explore the rise and fall of the nation and the change of dynasties. Facing up to and paying attention to the cultivation of historical core accomplishment is an effective strategy to strengthen the national feelings and patriotic consciousness of young people^[11]. When carrying out teaching, teachers should actively use audio and video or pictures to create a good patriotic atmosphere, put the national spirit through all stages of class teaching, and restore history through the way of scene representation, so that students can truly understand the patriotic spirit of ancestors from historical deeds, so as to enhance their national pride. In addition, teachers can also regularly organize students to watch films that publicize love for family and country, which are highly consistent with the historical truth, such as *The Founding of an Army* and *The Battle at Lake Changjin*, and use these excellent works to broaden students' horizons and cultivate their historical literacy.

5. Conclusions

In short, history teachers should take a scientific view of the cultivation of core accomplishment, reconstruct and innovate the current teaching mode, and cultivate students' core disciplines such as historical materialism, space-time concept, historical data demonstration, historical interpretation, and students' love for family and country through diversified education and teaching methods, so that they can have the ability to explore Chinese civilization through historical textbooks, and do a good job of inheriting and carrying forward the excellent traditional culture of our country.

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