



REVIEW

The Application of Historical Materials Teaching Method in High School History Class

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ABSTRACT

In the new curriculum reform, historical materials teaching method is becoming more and more important in middle school history teaching. This article is the analysis of materials in two aspects. This paper analyzes the practical significance of historical materials teaching, and points out the problems that should be paid attention to in the teaching of historical materials. Through the analysis of some teaching cases, it can provide practical experience for the better use of historical materials in the later period.

1. Introduction

After the reform of the new curriculum, the form of the history examination paper of the college entrance examination is limited and the content is more and more abundant. As an important objective of ability inspection, the proportion of historical materials analysis questions is increasing. It can be said that, every historical material analysis is a real test. This change is closely related to the training goal of middle school history education in the new period. In order to promote

the development of society and the growth of students' personality, education and teaching should break through the framework of knowledge and memory as a goal. Education and teaching should respect students' cognition and emotion, and correct simple methods of quick success and instant benefit. These can cultivate students' ability to treat the wide range of social problems in a critical way. It enables students to acquire the ability to judge, reason and analyze problems in learning, so as to make self-decision making ability.^[1] It can be seen in improving students' achievements, developing students' abilities and adapting

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to the reform of new history courses. The application of historical materials teaching method in senior high school history class is becoming more and more important. Professor Li. Z.Y. pointed out that the teaching of historical materials has become the trend of history teaching in secondary schools in twenty-first century.^[2]

2. Analysis

2.1 The Practical Significance of Historical Materials Teaching

First of all, As far as the essence of history is concerned, the historian Fu.S.N pointed out that historiography is only a matter of historical data.^[3] The discussion of history must proceed from historical facts. The combination of history facts and theories is the basic thinking method and research method of history. Rigorous scholarship and faithful historical facts are the basic attitudes towards learning history. Because historical theory and historical view are people's subjective understanding of historical data, and historical data are reappearance and deduction of objective historical facts. Any historical conclusion can not be drawn out of the historical material by subjective assumption, so all historical facts and arguments divorced from historical materials become water without roots, and trees without roots, and it will be wrong. Such a conclusion is meaningless. Secondly, from the student's point of view, the historical materials teaching method can stimulate students' interest in learning and cultivate students' ability of historical thinking. As we all know, interest is the best teacher, history teaching should start with cultivating students' interests.^[4]

The main reason why many students are not interested in history is too much mechanical memory. Students' rote memory knowledge can not be applied flexibly. After a long time, they fail to achieve results, they are tired of history. The reason for this phenomenon is that students are eager to make progress in the process of learning history. Students only pay attention to the results of history textbooks, and do not pay attention to the process and basis of historical conclusion. This way of learning history makes the history classroom boring and lifeless, and naturally the students do not have the motivation to learn. In fact, teachers can make history classes lively, and the key lies in the use of historical materials. Through the application of historical materials, teachers can link history with reality. These historical materials enable students to feel empathy, so that students can feel the experience of characters and feel the environment of their characters. Because of this experience, students will understand the historical conclusion. For example, when teachers talk about the

Sino Japanese war of 1895 and the national crisis facing china, teachers can show the current situation map and arouse students' sympathy. In this way, students are encouraged to explore the causes, so that students can have a deep understanding of this period. Psychological research shows that senior middle school students are more independent and more abstract generalizations than junior high school students. The process of using historical materials can cultivate and develop the historical thinking ability of high school students. Under the guidance of the teacher, students analyze historical data and explain the laws of history with the information reflected in historical data. This process of learning is the process of flexible learning and diligent thinking. Students' learning is no longer a passive recipient, but a positive explorer. The important quality of learning is to ask questions. We are teaching the course of the new route, we quote the information about Magellan's journey around the world.^[5]

There are some questions about the students: they don't have food to fight each other, why can't they go fishing? Although this problem is immature, this problem fully demonstrates that the teaching of historical materials enables students to understand the course of history. In this process, the ability of historical thinking can be fully cultivated, and then the students' thinking is gradually removed from the limits of the textbook, which is more conducive to the expansion of the students' vision. Historical materials teaching can improve teachers' self ability, teachers play a leading role in the teaching of historical materials, so that students can understand and analyze historical data. The whole process of using historical materials is very demanding for teachers, teachers can judge to supplement the historical materials at the right time; teachers choose appropriate historical materials according to different backgrounds. In many historical materials, teachers should have a deeper understanding of the selected historical data and be able to judge the authenticity of historical materials. In historical data, there is a lot of historical information. Students' questioning of details in historical materials is also a test for teachers. Nie. Y.L. said that teachers should gradually become friends of students and become research and learning teachers under the background of the new curriculum.^[6] Therefore, if a teacher wants to have a good history teaching course, he must have the ability of continuous learning. In the teaching research of historical materials, teachers constantly improve their vision and ability.

2.2 The Problems That Teachers Should Pay Attention to in the Teaching of Historical Materials

In terms of sources of historical data, teachers make full

use of pictures and historical materials in textbooks. If teachers need to supplement historical data, they can look for it from historical monographs or historical papers, or find them on the internet, the first several ways take more time. Teachers can also extract historical data from historical exercises, and encourage students to collect historical data by themselves. It saves time by getting the historical data from the exercise book, but it is true and false to identify these historical data. In addition, in the process of finding historical materials, teachers are not concerned enough about historical data, and they are one-sided understanding of historical data. Teachers do not query and verify historical materials; they may ignore some basic historical data. It is easy to produce a huge historical error. The reason is that there are teaching books and teachers themselves. Therefore, the textbook editors and teachers have a unique eye to strengthen textual research and identification of historical materials.

How to select the historical materials? There are many historical materials, history class time and students' energy are very limited, teachers can not make every historical material useful, and so it is necessary to choose the typical appropriate historical materials. Teachers can use precise historical data to link and integrate teaching contents. For example, in explaining the background of criticizing and inheriting Confucianism, a teacher draws a conclusion on the life condition of people at that time. In addition, teachers should pay attention to the situation of students, from the perspective of students' understanding; these cannot surpass students' cognitive level. Cognitive level is the information processing activity of individuals' understanding of the objective world.^[7] The cognition of human beings has been born after birth, and has been developing with age. The cognition level of middle school students is not yet mature. Therefore, some difficult classical Chinese materials need to be sorted out by teachers, such as unfamiliar words, pictures, maps and table materials.

How to use the historical materials? The use of historical materials is closely related to the effectiveness of historical materials teaching. On the other hand, the improper use of historical materials is widespread in our teaching activities. Teachers use individual cases to replace the whole analysis method. Due to the influence of traditional historiography, teachers have inherent conclusions in the process of preparing lessons. The teacher collects the corresponding historical materials for the conclusion to serve the teaching; in fact, it fell into a misunderstanding of finding historical data for the conclusion, which deviated from the basic track of historical materialism seeking objective conclusions. The teachers abuse the historical materials, and the historical materials are filled with full irri-

gation. In this lesson of contending for a hundred schools of thought, there are many characters and many ideas in this lesson, we want to help students understand better through a large number of historical data. Because the historical data are numerous and difficult, which makes students sleepy, the results do not reach the teaching effect. In fact, the meaning of the teaching of historical materials is not to say that all the historical materials are used to teach. The use of historical materials is not a purpose, but a means, because every teaching mode is designed to accomplish a specific teaching goal. In the elements of teaching mode, the teaching goal is the core factor, which restricts other factors^[8]. Whether the teaching of historical data is to serve historical materials or to serve teaching, the result is to understand without explanation. It is good to set up circumstances and guide students to learn by using historical data. However, this approach ignores the students and does not integrate knowledge efficiently, and the result is just the opposite. Historical data are not used as much as possible, but as accurate as possible. If you want to use it with purpose and meaning, you can achieve twice the result with half the effort. In the process of teaching historical materials, teachers can process historical materials on the basis of constant historical data. This can make historical data interesting and the way of expression of historical data is diversified, which is conducive to students' understanding. Historical materials can be diversified, such as cartoons, dialogues, dramas and stories. These can stimulate students' enthusiasm for learning, which is much better than students' reading of boring ancient Chinese literature. At the same time, it requires teachers to constantly improve their teaching level and art.

3. Conclusion

In the background of the new curriculum reform, the teaching of historical materials is widely used in the course of history teaching. At the same time, there may be many problems in the teaching of historical materials. The author still needs to find out in the future teaching practice. In short, teachers should have more basic knowledge of historical materials and learn some methods and skills of historical data teaching. This has many advantages for history teaching and professional development of history teachers.

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