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Exploring Situational Teaching Strategies in Junior High School History Course Based on the Cultivation of Core Literacy

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Abstract: With the deepening of the new curriculum reform, how to cultivate students' core literacy in teaching has increasingly become a focus of attention. Junior high school history is an important part of junior high school education, and cultivating students' historical core literacy can effectively improve the overall quality of junior high school teaching. In junior high school history teaching, teachers should carry out teaching activities under the guidance of core literacy, closely connecting history with the development of modern education, eliminating the gap between historical events and students, thereby effectively improving students' mastery of historical knowledge.

Keywords: Core Literacy; Junior High School History; Situational Teaching Strategies

Introduction

Junior high school marks the beginning of the curriculum learning of history course. In order to adapt to students' individual learning and developmental needs, teachers should combine the cultivation of historical core literacy with classroom teaching to facilitate the all-round development of students. Situational teaching is a commonly used method that involves creating specific teaching situations to provide students with a platform for learning and interaction, allowing them to orderly enhance the quality and efficiency of their learning through practice. In junior high school history teaching, teachers can create various situations tailored to the characteristics of the history curriculum and the special learning conditions of students, enabling them to better integrate into the classroom.

1. The Significance of Cultivating Students' Core Historical Literacy

Cultivating students' core historical literacy holds extreme importance, as it not only aids students in gaining an in-depth understanding and mastery of historical knowledge but also fosters their critical thinking and independent thinking skills. The development of historical core literacy enables students to better comprehend the past, enabling them to make wiser judgments and decisions when confronted with contemporary issues. Moreover, by studying history, students can develop an understanding and respect for different cultures and values, enhancing their ability to engage in cross-cultural communication. This is crucial for nurturing talents with an international perspective in the context of globalization.

Specifically, historical core literacy encompasses an accurate understanding of historical facts, in-depth analysis of historical events, scientific grasp of historical patterns, and correct judgment of historical values. Through the cultivation of these aspects, students can develop a comprehensive, objective, and rational view of history, which has a profound impact on their formation of correct worldviews, outlooks on life, and values. At the same time, the enhancement of historical core literacy also helps students to better apply historical knowledge in their future academic research, career development, and social life, improving their overall quality and competitiveness. Therefore, strengthening the cultivation of historical core literacy is not only the responsibility of educational departments and schools but also an important topic that the entire society should pay attention to.

2. Situational Teaching Strategies in Junior High School History Based on the Cultivation of Core Literacy

2.1 Creating Teaching Situations to Cultivate Patriotic Spirit

In junior high school history teaching, teachers should focus on creating a variety of teaching situations to stimulate students' interest and emotional resonance, thereby effectively cultivating their patriotic spirit. First, teachers can use historical images and video materials to immerse students in specific historical contexts, allowing them to experience the vividness and complexity of historical events. For instance,

when teaching about the history of the War of Resistance against Japan, teachers can play relevant documentaries to showcase the heroic deeds and solemn scenes of the war, enabling students to deeply appreciate the bravery and sacrificial spirit of their ancestors.

Secondly, teachers can utilize modern information technology, such as Virtual Reality (VR) and Augmented Reality (AR), to create more realistic historical situations for students. Through these technologies, students can “travel” to the site of historical events and directly feel the impact of these moments. For example, when studying ancient civilizations, students can “enter” the pyramids of ancient Egypt through VR devices, witness the life and culture of the ancient Egyptians, and thus gain a more intuitive understanding of the splendor of ancient civilizations.

In summary, by creating a variety of teaching situations, teachers can effectively stimulate students’ interest in learning and enhance their emotional experiences, thereby imperceptibly cultivating their spirit of patriotism.

2.2 Creating Historical Story Teaching Situations to Cultivate Students’ National Sentiments

Under the background of the new curriculum reform, the history subject has made corresponding adjustments to the teaching content and historical focus. This requires teachers to actively explore available resources in the classroom and use them as a vehicle to systematically carry out patriotic education and cultural quality education. Story-based teaching situations are a common method that immerses students in a unique learning context, allowing them to understand the essence of historical events and resonate emotionally, thus forming their own insights and understanding of the knowledge learned.

In junior high school history classes, teachers can create historical classroom situations to make up for students’ lack of historical understanding, cultivate their patriotic feelings, enhance their cultural refinement, and establish confidence and pride in their country. By integrating historical narratives into the curriculum, educators can help students connect with the past, appreciate the significance of historical events, and develop a sense of responsibility and love for their nation’s heritage and future.

For instance, during the teaching of “The Opium War,” teachers can play video materials and display images of the mental state of people after opium use, enabling students to recognize the harmful effects of opium and elaborate on the historical significance of the anti-opium movement. In discussions, students can visually present their patriotic sentiments from aspects such as defending national honor and resisting foreign aggression, which are subtly reinforced. Similarly, in the teaching of “The Chinese Nation’s War of Resistance Against Japan,” it is important for students to understand the historical facts and turning points of the war, and to strengthen their understanding of the resistance. In teaching, teachers should refine the classroom teaching process based on the learning objectives, select specific historical events, create historical situations, and introduce new lessons. The stories, set against representative historical events, should comprehensively analyze their background, causes, processes, outcomes, and impacts, thereby fostering a strong sense of patriotism and humanistic quality in students.

By integrating such historical narratives and visual aids into the teaching of significant events like “The Opium War” and “The Chinese Nation’s War of Resistance Against Japan,” educators can help students develop a deeper understanding of the importance of these events in shaping the nation’s history. This approach not only enhances students’ historical awareness but also cultivates their emotional connection to their country’s past, inspiring a sense of patriotism and cultural pride.

2.3 Utilizing Mind Maps to Enhance Historical Interpretation Literacy

Documents, relics, and social customs are all carriers of history, taking on a variety of forms and containing rich content. However, they do not explain themselves, which requires students to interpret historical figures and documents while learning historical knowledge. Common methods used in junior high school history teaching include deductive, inductive, and comparative methods. Under traditional singular and one-sided teaching methods, teachers cultivate students’ understanding of history through didactic means, leading to low teaching quality and efficiency, and less than satisfactory teaching outcomes. Therefore, to better integrate interpretive literacy into classroom teaching, it is necessary to scientifically analyze history from an objective perspective. In teaching, teachers can play historical clips related to the course content, allowing students to recognize and perceive from multiple perspectives, thereby enhancing their historical interpretation literacy. When analyzing historical events, it is important to illustrate with a variety of examples and to make objective and comprehensive evaluations of history, thus fostering students’ ability to interpret history effectively. For instance, when teaching the history of the Xinhai Revolution, teachers should guide students in scientific analysis. During the teaching process, students can be guided to focus on the keyword “The Revolution of 1911” and to comprehensively summarize it along the main thread of “background - causes - process - outcome - impact.”

2.4 Strengthening Practical Teaching to Enhance Students’ Historical Insights

The situational teaching strategy in junior high school history aims to create concrete historical contexts that allow students to experience and deeply feel history firsthand, thereby more effectively understanding and mastering historical knowledge. In this process, strengthening practical teaching is one of the important means to achieve this goal.

First and foremost, practical teaching significantly enhances students' historical insights. By engaging in simulations of historical events, role-playing of historical figures, and other related activities, students can more directly experience the authenticity and vividness of history. For instance, when studying ancient history, teachers can organize students to simulate ancient rituals, allowing them to personally experience the standards and significance of these rituals, thereby deepening their understanding of ancient culture. Through such simulated activities, students can not only better comprehend the details of ancient rituals but also appreciate the customs and values of ancient societies.

Furthermore, practical teaching contributes to the cultivation of students' comprehensive qualities. In practical activities, students are required to apply not only the historical knowledge they have learned but also knowledge and skills from other disciplines, such as language arts, geography, and civics. This interdisciplinary learning approach helps to develop students' overall quality and capabilities. For example, when conducting historical situation simulations, students may need to use language arts knowledge to write historical scripts, geography knowledge to understand the geographical locations where historical events took place, and civics knowledge to analyze the socio-political context behind historical events. Through these comprehensive practical activities, students can better integrate the knowledge they have learned, forming a more comprehensive knowledge system.

3. Conclusion

In summary, in junior high school history classrooms, teachers need to accurately understand the teaching objectives of the history curriculum and the specific learning context of students, creating various teaching situations for educational activities and proactively enhancing students' core literacy in the subject of history. During the teaching process, teachers can foster students' patriotic spirit by creating teaching situations, cultivate their national sentiment and emotional literacy through historical story teaching situations, and develop their understanding of history through the use of mind maps in teaching situations. This approach aims to achieve the educational goal of "cultivating people with morality," "nurturing talents with distinctive characteristics of the era, and contributing to the nation's development."

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