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# Effective “Landing” Based on the Core Literacy of History Classroom

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**Abstract:** With the continuous advancement of the new curriculum reform in junior middle school education, the history classroom has also ushered in great changes and optimization. The limitations of the traditional exam-oriented education concept and single teaching mode on students’ personal development and literacy improvement have gradually emerged. It is necessary to constantly reform and optimize the teaching, give students the largest space for independent inquiry, and then improve their historical core literacy, so that students can apply the cultivation and self-cultivation gained by education and training to real life, and comprehensively improve their abilities, skills and moral standards. In history teaching, we can effectively “land” the core literacy of history and guide students to establish a correct view of history, life and values by carefully setting teaching objectives, skillfully using chronology maps, historical stories, creating questions, multi-directional comparative guidance, cooperative inquiry and emotional education.

**Keywords:** History class; Core literacy; Effective; Tactics

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## 1. Introduction

There is a saying in “A Record of Recent Thoughts”: If you don’t see it, you won’t learn it. A good teaching method can stimulate students’ passion for history study, and cultivating the core accomplishment of history is the realization way for Chinese students to develop their core accomplishment, which includes five aspects: the concept of time and space, historical materialism, historical data demonstration, historical interpretation and feelings of home and country. These five aspects are integrated and interrelated, and each accomplishment occupies a unique position in the whole core accomplishment of history and plays a distinct role in guiding students. In the specific teaching process, teachers adopt various teaching methods to cultivate students’ historical core literacy, so that they can gradually form correct values, essential characters and key abilities. How can we effectively express the five core accomplishments of history through history class? I will talk about how I have implemented them in history class, in order to offer some valuable suggestions

and improve our junior high school history teaching.

## 2. Grasp the Core Literacy, and Elaborate the Teaching Objectives

The premise of having an efficient and excellent history classroom is to set clear teaching objectives, and concise historical data knowledge points are often displayed in textbooks. Therefore, having clear teaching objectives can skillfully guide students to learn history knowledge in the classroom and cultivate students’ core historical literacy. Therefore, a teacher who designs a reasonable and feasible teaching goal before teaching can play a great role in the development and stimulation of students’ historical core literacy in the subsequent classroom practice. When designing teaching objectives, we should pay attention to curriculum standards, carefully consider the rich connotation of its connotation, understand the true meaning of core literacy, patiently study the curriculum standards of history-related subjects, properly arrange the profound connotation of literacy, and constantly realize in study and practice that the process of cultivating middle

school students' core literacy in history is slow and in-depth. Don't be hasty or understated, just go through a formality. Taking "The July 7th Incident and the National War of Resistance Against Japan" as an example, based on the actual materials, the specific classroom practice objectives are as follows: At the level of knowledge application, knowing that the beginning of the Japanese all-out war of aggression against China was the September 18th Incident requires students to simply express the historical core of the Chinese military and civilians' resistance against Japan, and to exercise their oral expression ability and historical thinking to understand that the formal establishment of the anti-Japanese national United front is the symbol of the second cooperation between the Kuomintang and the Communist Party; Taking the evidence of the Nanjing Massacre of the Japanese army as an example, let students remember history and develop their own thinking of analyzing historical background. In the process section, pay attention to clear the position of the teacher, let the students study the relevant historical materials independently as guides, and analyze the occurrence rules of historical things in combination with the materials, so as to master the historical learning skills of first analyzing and then demonstrating, and improve the comprehensive ability of historical knowledge and solving historical problems. In terms of emotional attitudes and values, taking the Lugouqiao Incident as an example, students can deeply feel the indomitable and hard-working spirit of all Chinese people at that time; Learn the patriotic spirit of Chinese soldiers and civilians who are selfless and not afraid of death, and strive for world peace; Remember the lessons of history and recognize the crime of Japanese imperialist aggression; Oppose any form of war of aggression and establish a belief in peace.

### **3. Cultivate the Concept of Time and Space and Skillfully Use the Chronology Map**

A brief account of historical events mainly includes eight elements: time, cause, background, course, result, status, influence and significance. Every historical event is composed of it completely, in which time runs through every historical line in the long river of the universe. It can be said that history is composed of time, and time is precious by history. Therefore, it is very important to cultivate students' sense of time and space in the core accomplishment of history. The sense of time and space mainly refers to the analysis of what has happened in time and space. At present, almost all common junior high school history textbooks present historical story lines according to time, and divide units according to

different time plates. However, the textbooks can't accommodate all the global historical events at the same moment at the same time. Therefore, we should pay attention to combining the global historical view when cultivating students' sense of time and space.

In the specific classroom practice, we should pay attention to the limitations of the textbook. The attached chronology of major events can't cover all the global events. At this time, teachers can tilt the work center to guide students to make specific chronology of major global events according to the norms, and encourage students to think about whether the historical events occurring at the same time are interrelated and what is the fuse of the events, so as to promote students to think about the historical events occurring in each period comprehensively for various reasons, and help them to develop the overall historical thinking concept. Students' sense of time and space will be developed in their holistic and concrete thoughts.

Another example is to use historical maps to show the territory of Qin Dynasty after Qin unified the six countries. Through the vivid map and animation display, help students have a deeper understanding of the specific location of this event. It is difficult for students to imagine the spatial scope of the territory by oral expression, so they should skillfully use textbook illustrations to vividly express teachers' thoughts in teaching. There are many kinds of illustrations in history textbooks, including portraits of people, scenes of activities, maps of dynasties and landscapes, etc. Illustrations can help to enhance students' interest, so they can't be ignored. Illustrations in teaching materials can vividly depict historical scenes and contain rich historical values. In addition, with the development and progress of science and technology, media teaching has gradually become the mainstream, and teachers can also reproduce historical scenes in front of students by using relevant historical video audio. For example, watching movies such as *The Rise of a Great Power*, founding ceremony, *Armageddon*, and Lin Zexu compiled a large number of precious historical materials, which can span time and space. Images, sounds, etc. reproduce historical images and cultivate middle school students' historical core literacy. Finally, students can be organized to visit museums and revolutionary sites on the spot, so that students can deeply feel the historical atmosphere<sup>[1]</sup>.

### **4. Remodel the Feelings of Home and Country and Make Use of Historical Stories**

The meaning of historical data demonstration in the core of historical literacy is to differentiate and analyze

the known historical data, and reproduce the real historical scene with correct thoughts and attitudes. The discipline of history has its uniqueness, and all the contents it involves are past events. Therefore, we can only have a correct and objective understanding of historical events with the help of existing historical materials. Due to the limited content of history textbooks in junior middle schools, there are not many historical materials to prove every event. For example, in the lesson of the eighth grade history of PEP, "The July 7th Incident and the National War of Resistance Against Japanese Aggression", it is better for teachers to design such a link for students to watch some real photos and videos at that time, or for students to collect some historical materials in their spare time to share with you in class. At the same time, teachers teach students how to collect historical materials and integrate historical information. For example, historical data 1, when the Chinese Communist Party attacked Lugou Bridge by Japanese imperialism, all Chinese people were electrified, and only when the whole nation carried out the war of resistance would we have a way out. II. Historical materials: In the second cooperation between the Kuomintang and the Communist Party and the national anti-Japanese war reached a critical juncture, Chiang Kai-shek, leader of the Kuomintang, said: As soon as the war ended, there was no distinction between the north and the south, and there was no distinction between the old and the young. Everyone had the responsibility to guard the country against the Japanese war, and he should declare his determination. Under the concrete and real historical materials, the classroom value can be deepened, the patriotic feelings of students can be stimulated in the classroom, and students can bear in mind the historical mission with sufficient historical knowledge reserves, resulting in strong and strong patriotic feelings.

### **5. Enhance the Awareness of Positivism and Create Problem Situations**

On the premise of forming exact problem objectives, it is called problem situation to pursue specific objectives and create the final ideal learning space environment by means of understanding, analysis and induction. Generally speaking, the creation of problem situations is obviously enlightening, interactive, interesting and unique. Most students always keep dialectical thinking and active thinking about history subject under the guidance of ingenious historical problem setting and goal. Teachers set up classroom atmosphere skillfully with the aim of cultivating students' awareness of historical materials.

Creating effective questions will help to change students' learning style of history, encourage students to take the initiative to explore, and change history learning from passive to active, so as to improve students' internal driving force for problem exploration and cultivate students' innovative thinking and spirit. Set suspense skillfully and cultivate students' historical core literacy in specific situations. For example, when I was teaching "September 18th to Xi'an Incident", I created a role-playing situation, that is, let students play the roles of Zhang Xueliang, Yang Hucheng, Chiang Kai-shek and so on, and through self-study, let students think about what kind of ideas JASON ZHANG would put forward to Chiang Kai-shek, and what was the reason? How to deal with Chiang Kai-shek after "catching him"? What new changes did the "release of Chiang Kai-shek" bring to China's resistance to Japan? In this way, in order to clarify their own opinions and viewpoints, students will naturally collect more materials and basis, design questions, push them forward layer by layer, and deepen them gradually. The created questions become the grasp of students' thinking, and guide students to constantly search for historical data, analyze historical phenomena, and find historical explanations. It is only natural that students' historical core literacy is cultivated.

### **6. Promote Historical Interpretation and Guide by Multi-directional Comparison**

On the premise of the concept of time and space, supported by historical data and empirical evidence, and based on historical understanding, historical interpretation consciously puts forward a rational and systematic narrative of the past with causality. History is dead, but interpretation is dynamic. The reason why history is always fresh and vigorous is due to the historical interpretation that keeps pace with the times. The content of history interpretation is very rich, so it is particularly important to cultivate students' historical interpretation literacy<sup>[2]</sup>. In junior high school history classroom teaching, we can use many factors, such as time factors, economic factors, cultural factors, etc., to stimulate students' thirst for knowledge through effective questioning, and make vertical and horizontal comparison of various historical explanations, so that students can know the essence and function of different historical explanations, and further improve their historical interpretation literacy. For example, when explaining the ninth grade history "Exploring a New Route", you can search the relevant records and comments of this history through the Internet and show them to the students in class. At the same time, it is com-

pared with the historical parity of historical interpretation given in textbooks, so that students can feel the influence of different historical conditions and ideological and cultural concepts on historical interpretation, help students understand the diversity of historical interpretation, and adopt effective teaching methods to infiltrate the historical interpretation literacy into the whole teaching process, thus improving students' historical interpretation ability.

### **7. Cultivate Cultural Literacy and Advocate Cooperative Inquiry**

The cultivation of students' cultural literacy is not limited to the development of their knowledge reserve and the improvement of their ability, but also the cultivation of students' good ideological quality and the promotion of their excellent behavior in the process of feeling history. It can be seen that the teaching process of history is not just boring knowledge indoctrination, but also a process of emotional generation and experience. However, emotional enlightenment can't be achieved in a hurry. Only by making students feel the same way can they understand emotions and internalize them in their hearts. For example, in the extracurricular activities of history, the teacher set up the theme of "Exploring the Origin of Chinese Traditional Festivals". In the form of small groups, students were asked to explore the origin and development of festivals that they were interested in, and learn more about the value of these festivals to social activities. Then, a comparison between Chinese traditional festivals and western traditional festivals was made. Teachers organized student group activities with the attitude of observers and instructors, collected and consulted relevant documents. Finally, each group elected a representative to publish the research results of this group. In this activity, students deeply understand the origin and development of Chinese traditional festivals, improve their corresponding cultural literacy, enhance their autonomous learning ability and communication ability, and enhance their awareness of the importance of teamwork.

### **8. Improve Humanistic Quality and Infiltrate Emotional Education**

The setting of history discipline can effectively improve junior high school students' moral cultivation, and play an important role in developing their humanistic quality and promoting their all-round mental development. In recent years, the state has been carrying out the new teaching concept of "cultivating people with virtue" in schools, and teachers play an important role in the implementation. In this process, history teachers should

deeply understand the internal emotional factors, actively cultivate and guide students' correct spiritual beliefs, and take the history classroom as the main place to communicate with students to establish students' correct outlook on life, values and history. At the same time, the further improvement of educational methods should focus on the edification and cultivation of students' humanistic qualities, infiltrate historical feelings and pay attention to teaching objectives. Using historical positive figures to influence students' emotions, we can vividly show the historical image that was far away from us to students in the actual classroom by using scene reappearance and role-playing, and make students deeply impressed by vivid portrayal of roles. The vivid characters can arouse people's resonance. Students will feel emotional sublimation because of the kindness and beauty of the characters, and will feel angry because of the ugly and sinister characters. Students will get great psychological satisfaction. For example, through the education of Qu Yuan's Li Sao, "I will go up and down to seek", and Sima Qian's humiliating Historical Records, students' good conduct and hard quality will be established. Through the study of Qu Yuan's positive images in ancient times, such as "I'd rather die in exile, but I can't bear to live in this state", we can cultivate the love of teenagers for the motherland. Through Dayu's "13 years of water control, three times without entering the house", cultivate students' good and dedicated spirit for the country. By describing Li Shizhen's persistent efforts and persistence, he finally wrote Compendium of Materia Medica to guide students to develop the spirit of hard work and hard work. When analyzing and evaluating a historical figure, they should always stand in the perspective of the ancients to assess the situation and not look at what they did with modern ideas. Evaluation of positive figures: For example, figures who have made great contributions to the civilization and progress of all mankind and played an important role in the global economic development and scientific and technological progress, we should follow their example and express our affirmation. All relevant historical figures who lag behind the historical trend and prevent the progress of all human civilization should play a negative role. For another example, teachers can also use practical activities to effectively infiltrate emotional education. For example, by visiting and investigating modern historical sites and relics, students can feel and edify themselves in the revolutionary historical atmosphere. Besides, conditional stories and concerts of anti-Japanese songs can be held to enhance students' patriotic enthusiasm and sense

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of responsibility for contributing to the country.

The purpose of school teachers and teachers is to improve students' historical core literacy, so that they can improve their historical thinking and skills and cultivate rich characters. Therefore, when we carry out specific front-line teaching, we should first set clear teaching objectives, divide the whole into specific teaching levels, and carry out teaching activities from bottom to top. For example, before teaching, students should read the relevant historical materials and references carefully, so as to raise their cognition of historical things to the overall level. Secondly, after fully mastering the historical materials, students should use skilled dialectical analysis to describe the historical views in their own words<sup>[3]</sup>.

## 9. Conclusions

Cultivating students' historical core literacy is by no

means a one-off event. First-line teachers need to improve their knowledge reserves, update their teaching concepts and accumulate them continuously. Only in this way can students' comprehensive historical skills and knowledge reserves be improved, their excellent literacy be cultivated, and their all-round development be enabled.

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