

Analysis and Optimization of Teaching Methods of History in Senior High School

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Abstract: High school history education is of great significance to cultivate students' historical accomplishment, thinking ability and comprehensive quality. However, there are some problems in history education in senior high schools, such as single teaching content, traditional teaching methods and lack of interest of students. Therefore, this paper probes into the methods and optimization strategies of history education in senior high schools, including the methods of cultivating students' history accomplishment, raising students' interest in history study, strengthening students' history thinking ability and optimizing the evaluation system of history teaching. Through the discussion and practice of these methods, we can improve the quality and effect of history education in senior high school and contribute to the cultivation of more talents with historical accomplishment and comprehensive quality.

Keywords: High school history; Educational methods; Disciplinary education

1. Current Situation and Problems of History Education in Senior High School

High school history education is an important part of cultivating students' historical accomplishment and historical thinking ability. It aims to help students understand the development of human society, master historical knowledge and cultivate historical thinking mode, so as to better understand and deal with the complex problems in today's world. However, at present, there are some problems in history education in senior high school, which affect the students' learning effect and interest.

First of all, the history of high school education generally exist in the single teaching content, teaching materials are too thick. In traditional history education, the emphasis is usually on memorizing historical events and characters, while ignoring the cultivation of students' ability of historical thinking and analysis. At the same time, the teaching material content excessively is excessively difficult, has caused the study burden to the student, also easy to let the student have the study tired mood.

Next, the high school history discipline education lacks the interest and the practicality. The teaching content of history is extensive and rich, but the traditional teaching methods are often too rigid, lack of interest and practicality. It is very difficult for students to have interest in learning in the boring class, and it is also very difficult to connect the knowledge learned with the real life.

2. High school history teaching methods

In order to solve the current problems in history education in senior high school, we can improve students' learning effect and interest by optimizing the educational methods.

2.1 Methods for cultivating students' history subject accomplishment

In order to cultivate students' history accomplishment, it is necessary to use various teaching methods and resources comprehensively and pay attention to students' participation and thinking. What matters is to stimulate students' interest, guide them to study and think about history actively, and cultivate their understanding and identification with history. On the one hand, it can help students to fully understand the complexity and diversity of history by telling stories, displaying diagrams and using multimedia resources. On the other hand, we can guide students to train their historical thinking by raising questions, discussing and analyzing, and debating. Students are encouraged to come up with their own ideas and explanations and to support their arguments with evidence.

2.2 Methods for Increasing Students' Interest in History Learning

Interest is the best teacher. To stimulate students' interest in history learning, we need to create interesting teaching environment,

pay attention to students' interests and hot spots, and provide practical learning opportunities. It is important for teachers to use different teaching methods and resources flexibly, let students understand and experience history from different angles, and cultivate their interest and initiative. Teachers can use multimedia resources, pictures, videos and other teaching aids to tell vivid historical stories, and create a teaching environment full of historical atmosphere through physical exhibitions, historical simulations and other means; they can try different teaching methods and strategies, such as group cooperative learning, role-playing, debates and so on, so that students can actively participate in and play an active role in creating an interactive and exploring learning atmosphere; they can also organize field trips, visit museums, memorials and other historical sites, so that students can personally experience history, and enhance their historical perception and emotional input.

2.3 Methods to enhance students' historical thinking ability

To enhance students' ability of historical thinking, we should advocate critical thinking, historical reasoning and deduction, historical comparison and connection, historical problem solving and decision-making, encouraging independent research and exploration, using the tools of mind map and concept map, and using role-playing and simulation activities. Teachers should provide students with appropriate guidance and resources to cultivate their thinking ability and creative thinking. For example, students can be encouraged to think critically about historical events, figures and ideas and develop their ability to question and analyze them; they can be guided to reason and reason based on known historical information and evidence and to develop their ability to reason and judge logically; and they can be guided to compare and relate historical events to real life and to help them understand the characteristics, similarities and differences of historical times.

2.4 Methods for optimizing the evaluation system of history teaching

In order to optimize the evaluation system of history teaching, we should adopt the methods of diversified evaluation, competency-based evaluation, feedback and promotion, encouraging self-evaluation and mutual evaluation, comprehensive evaluation of students' performance, paying attention to the teaching process and renewing the evaluation system in time. Evaluation should emphasize students' ability development and personality characteristics, and provide guidance and support for students' learning. At the same time, the evaluation system should also pay attention to the teaching process and teachers' professional development to provide reference for teaching improvement. It is necessary to provide timely and clear evaluation feedback to students to help them understand their learning and ability development. Provide specific advice and guidance to help students develop learning plans and improvement measures; encourage students to conduct self-assessment and exchange of assessments and develop their self-reflection and self-assessment abilities. Students can participate in the development of evaluation criteria and the design of evaluation tools to improve their understanding of their own learning outcomes.

3. Optimization strategies for history education in senior high schools

3.1 Strengthening the professional development of teachers

Strengthening teachers' professional development is one of the important ways to optimize the history education in senior high schools. By strengthening teachers' professional development, we can improve teachers' teaching ability and professional level, and further optimize the history subject education in high school. At the same time, teachers' professional development can also promote the development and innovation of the subject, and enhance students' learning effect and ability level. (1) Provide professional development opportunities. Schools and the education sector should provide a wide range of professional development opportunities, including seminars, training courses, academic conferences, etc., to enable teachers to learn the latest historical research and teaching methods. (2) Establish a learning community. Schools can set up teaching and research groups or learning community of history, and promote mutual learning and exchange among teachers by means of regular discussion and cooperative lesson preparation. (3) Personalized professional development plan. Schools may formulate individual professional development plans based on the professional needs and interests of teachers, encourage teachers to carry out in-depth research and specialised research in specific fields, and cultivate their professional expertise. (4) Promote the combination of research and practice. Teachers should take an active part in history teaching research and practice, and improve their teaching ability and level by developing teaching research and designing innovative teaching schemes.

3.2 Optimizing curriculum and teaching content

Curriculum and teaching content are related to the pertinence and effectiveness of high school history education, and have an important impact on students' history literacy and comprehensive ability. Optimizing teaching content can promote the development and innovation of history discipline and promote the connection between history education and social needs. (1) Determine appropriate

curriculum objectives: clarify the objectives and positioning of history education in senior high schools, ensure that the curriculum design is in line with students' cognitive development characteristics and learning needs, and cultivate students' historical thinking ability and critical thinking ability. (2) Optimizing the curriculum structure and content: Reasonably design the curriculum structure, balance the breadth and depth of historical knowledge, pay attention to the understanding and application of historical concepts, and guide students to establish a complete historical framework and system. At the same time, update the content of the textbook, pay attention to contemporary social and international developments, and combine with students' life experience and interests to increase the practicality and reality of the teaching content.

3.3 Adoption of diversified teaching methods and means

(1) Creating situational teaching. Through the creation of situations and scenes, the history of knowledge and concepts of concrete, to enhance students' interest in learning and participation. Can use role-playing, simulation experiments and other ways, let students experience historical events and phenomena, deepen the understanding of history and memory. (2) Multimedia teaching. The use of multimedia teaching aids and technology, such as projectors, whiteboards, video and so on, to enrich teaching content and form, increase student learning fun and participation. Through the multimedia teaching, may display the history picture, the video frequency and so on the material, deepens the student to the historical event and the character understanding and the perception. (3) Practical teaching. Through practical activities, such as field trips, museum visits and memorial visits, students can experience history firsthand and enhance their perception and understanding of history.

4. Conclusion

Through the analysis and optimization of high school history education methods, we can find that diversified teaching methods and means are of great significance to improve the quality of education. Educators continue to explore and practice, through the use of diversified teaching methods and means to achieve the diversity and individuation of educational objectives, to provide students with richer, more interesting and more effective learning experience, and cultivate their historical literacy and comprehensive ability.

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