

Research on Cultivating the Historical Views of History Majors in Higher Education

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Abstract: As an important major in higher education, the historiography can help students achieve a deep understanding and systematic understanding of historical knowledge through learning, which plays an important role in promoting the cultivation and construction of China's history talent team. Based on this, under the guidance of educational reform work, with the realization of the goal of establishing virtue and cultivating talents and the promotion of the concept of quality education, a large number of educators have analyzed and explored the training direction and mode of students major in historiography in higher education, which has promoted the continuous expansion and deepening of the cultivation of historical views. From the perspective of historiography teachers in higher education, this article analyzes and sorts out the cultivation methods of students' historical views, hoping to provide some reference for the subsequent development of history teaching work, and thereby promoting the full cultivation of high-quality history talent teams.

Keywords: Higher Education; Historiography; Historical Views; Cultivation Methods; Teaching Effectiveness

Introduction

During the implementation of teaching in higher education, the development of historiography major teaching activities can help students achieve a clear understanding of historical knowledge through teaching activities and teachers' guidance, which is conducive to promoting the cultivation of high-quality historical talent teams. During this period, some research materials have pointed out that by timely cultivating students' historical views, teachers can help students better achieve attention and analysis of history. In this way, cultivating their historical views has important promoting significance for the cultivation and optimization of students' historical views, and is conducive to guiding students to learn from history, thereby better analyzing and sorting out specific problems, which has a positive auxiliary effect on the comprehensive physical and mental growth of students. Based on this, history teachers in higher education have shown a high degree of attention to the cultivation of students' views on history, which has promoted the expansion and optimization of the teaching mode of history in higher education.

1. The Significance of Cultivating Historical Views of Students Major in Historiography in Higher Education

1.1 Beneficial to Promoting the Expansion of the Teaching Model for Historiography Major

During the teaching work of historiography major in higher education, by actively cultivating students' views on history, teachers can effectively analyze and research the teaching mode of historiography major, which promotes the optimization and core expansion of education work. Practice has shown that through the comprehensive promotion of the above work, teachers can effectively achieve continuous optimization of the cultivating talents of historiography majors in higher education, and promotes the expansion and rational enrichment of education and teaching models, thus providing strong support for the development of China's education industry in the new era

1.2 Helpful for Students to View History More Appropriately

The historical view is an important tool and carrier for a person to view history, which can help students achieve a more accurate and objective view of history. This has an important promoting effect on students' effective analysis and selection of history, promoting the optimization and continuous expansion of China's historical development work model. On the other hand, the comprehensive implementation of relevant work can help students analyze and fully organize specific problems in a reasonable manner, which is conducive to guiding students to fully summarize experiences and lessons based on history. It plays an important role in promoting students' scientific problem-solving ability.

1.3 Helpful to Ensure the Achievement of the Educational Goal of Establishing Virtue and Cultivating Talents

In the new historical period, establishing virtue and cultivating talents has become an important development direction and fundamental goal of China's education work. Based on this, history teachers in higher education should analyze and explore teaching models in a timely manner in the context of moral education, in order to promote the diversified development of teaching work^[1]. During this period, by cultivating a reasonable perspective on history, teachers can help students view and interpret specific issues based on history, which can guide students to standardize their words and actions based on historical lessons, and has good auxiliary significance for achieving the goal of establishing virtue and cultivating talents.

2. The Cultivation Method of Historical View for Historiography Majors in Higher Education

2.1 Carrying Out Questioning based Teaching to Encourage Students to Achieve Divergent Historical Thinking

From a global perspective, during the implementation of history teaching work in higher education, in order to help students fully cultivate their historical views, teachers should actively carry out questioning based teaching in a reasonable manner, so as to use questions to help students think independently while learning historical knowledge, and promote the social development of students' collective historical thinking. During this period, teachers should pay reasonable attention to pre-class preparation and analyze specific issues based on the teaching content, which is conducive to ensuring the continuous optimization and full improvement of teaching work.

For example, in organizing students to learn ancient Chinese history, teachers can ask questions based on the development of ancient Chinese history, in order to help students achieve a comprehensive understanding of ancient Chinese history. During this period, teachers can lead students to actively draw a picture of the development process of ancient Chinese history and ask questions about specific historical events in each time period, which can help students better analyze and explore the development process of ancient Chinese history by integrating the timeline, which has important auxiliary significance for optimizing students' understanding and mastery of historical knowledge. At the same time, by combining the development situation of different periods such as the Spring and Autumn Period and the Warring States Period, Western Jin and Eastern Jin Dynasties, and the Northern and Southern Dynasties, as well as the influence of rulers' policies on social changes. Teachers can help students further establish and improve their views on history, which can help students better understand history and organize and think about specific issues based on the perspective of historical development process, it is very helpful for the growth of the students.

2.2 Enriching Daily Teaching Activities to Stimulate Students' Exploration Enthusiasm through Practice

During the daily teaching work, teachers should pay attention to exploring and innovating the forms of teaching activities in the historiography major, in order to organize and guide students reasonably in combination with practice, and help students better cultivate their views on history and develop good habits and awareness of historical knowledge learning during their personal participation, which all help encourage students to extend and fully expand their thinking abilities. It has a positive promoting effect on the comprehensive growth of the students^[2].

For example, in the process of explaining the history of the War of Resistance Against Japan, teachers can give students more opportunities to participate in teaching activities by encouraging students to consult and sort out the information and historical facts related to the war losses in small groups and encouraging students to carry out corresponding thematic research and discussion activities. In this process, by analyzing the content and methods of teaching work, teachers can further enhance the fun of classroom teaching activities, and help students achieve a full and clear understanding of historical knowledge during the exploration process, which is very helpful for optimizing students' historical abilities. At the same time, the implementation of the above work can enable students to have a stronger desire and interest in exploring knowledge, which is conducive to encouraging students to develop good habits of self-directed learning.

2.3 Implementing Reflection on Teaching Work to Promote Timely Adjustment of Key Points in Teaching Work

For historiography majors teachers in higher education, in order to ensure the achievement of the goal of cultivating students' views

on history, they should pay attention to and reflect on the implementation of corresponding activities while organizing teaching work, so as to make timely adjustments and changes to the key points of teaching work based on students' performance^[3]. It has promoted the continuous improvement of the comprehensive level of history teaching in Chinese universities. On the other hand, the implementation of the above work can also help teachers analyze and organize the teaching content, so as to continuously summarize the future comprehensive teaching system in practice, thereby improving their teaching ability.

For example, in the process of leading students to learn the outline of modern Chinese history, teachers can timely apply questioning and classroom tests to analyze and explore the cultivation level of students' historical views in the teaching process. During this process, teachers can propose some events in the development of modern Chinese history for students to evaluate. Based on this, teachers can analyze and explore students' knowledge understanding level based on their evaluation, and provide corresponding comments, which has important promoting significance for optimizing students' thinking ability. During the implementation of specific work, the promotion of the above activities is conducive to ensuring a reasonable transformation of the education work mode, which has important driving value for optimizing the focus of teaching work, and lays a solid foundation for the extension of students' thinking ability and the cultivation of appropriate historical views.

Conclusion

In summary, during the teaching work of historiography majors in higher education, in order to effectively promote the cultivation of students' correct views on history, teachers should promptly analyze and explore the mode of teaching work to promote the diversified development of subsequent teaching work. In order to achieve this goal, teachers should communicate and discuss with students more, and design diverse teaching links for students, encouraging them to effectively establish and improve their views on history based on practice.

References

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