

# The Requirements for Teachers' Teaching on the Cultivation of Core Quality of History Subject in Colleges and Universities

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**Abstract:** Subject core literacy is an educational concept widely discussed in basic education circles in recent years. The turning of the new idea has brought about the new demand for the construction of the teaching staff, and also put forward a new standard for the training of normal college students in colleges and universities. This paper takes the cultivation of the core literacy of history discipline in colleges and universities as the research theme, expounds the importance and current situation of the cultivation of the core literacy of history discipline in colleges and universities to teachers' teaching, and puts forward effective measures based on the cultivation of the core literacy of history discipline in colleges and universities, in order to provide references for the construction of the core literacy of history discipline in colleges and universities.

**Keywords:** University history; Core literacy; Teacher teaching

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## Introduction:

In today's higher education system, the discipline of history bears a unique mission and responsibility, which not only involves the inheritance and development of historical theories, but also includes the comprehensive cultivation of students' core qualities. This training should not only cover the basic cognition of historical events, historical figures and historical changes, but also need to conduct in-depth training and application of historical methodology and historical interpretation. In this context, teachers, as the main promoters and implementers of core literacy training, are facing unprecedented challenges and pressures. They not only need to have a solid professional background of history and a wide range of historical knowledge system, but also need to master a variety of teaching methods and teaching strategies, in order to be able to teach students according to their aptitude and realize the effective imparts and internalization of the core quality of history.

## 1. The importance of the core literacy training of history discipline in colleges and universities for teachers' teaching

The cultivation of the core quality of history in colleges and universities has a profound impact on teachers' teaching, especially on the inheritance of the methodology of history research and the cultivation of historical concepts. Teachers should have a solid historical knowledge reserve, master multiple historical research methods, and be proficient in historical criticism and historical theory. Therefore, it requires teachers not only to fully grasp the characteristics and changes of each historical stage, but also to skillfully use a variety of historical research techniques such as chronicle, social history and cultural history. In teaching practice, teachers should pay attention to the cultivation of students' historical consciousness, and emphasize the diversity and complexity of the concept of time, space and history<sup>[1]</sup>. At the same time, teachers also need to cultivate students' historical critical thinking and guide them to analyze and explain historical events and phenomena from the macro and micro levels. Therefore, the cultivation of the core quality of history discipline in colleges and universities is not only a task of knowledge imparts, but also an all-round educational activity involving the shaping of thinking mode and value concept. This undoubtedly puts forward higher and more complex requirements on teachers' teaching work.

## **2. Current situation of core literacy training of history discipline in colleges and universities**

### **2.1 The change of teaching concept is not in place, and the understanding of core qualities is not deep**

Although historical research methodology, historical concept and critical thinking ability are generally regarded as the core objectives of teaching, in the actual teaching process, the change of teaching concept is not in place, and the understanding of core quality is not deep enough. Specifically, most teachers still stay in the traditional stage of teaching historical facts, paying attention to the chronology of events, historical figures and political changes, but ignoring the importance of historical methodology. The cultivation of historical consciousness often fails to be implemented. At the same time, the cultivation of historical critical thinking is even more difficult to reach, and students have few opportunities to critically analyze primary and secondary materials, and deeply explore the multiple factors and complexities behind historical events such as social structure, cultural psychology and so on. Teachers' own understanding of how to integrate macro history and micro history, how to examine historical phenomena from an interdisciplinary perspective, and how to enrich teaching content and improve teaching quality by comparing history and historical geography is often not deep enough.

### **2.2 The implementation of core qualities is not in-depth, and the ability to guide students to explore is insufficient**

The current situation of the core literacy training of history discipline in colleges and universities faces the problems of insufficient implementation of core literacy and lack of ability to guide students to explore. Although historical methodology and critical thinking are considered to be the key objectives of teaching, the cultivation of these core qualities is often neglected or not fully addressed in actual teaching. Teachers mainly focus on the dissemination of factual knowledge, while the teaching of historical materials criticism and historical interpretation is relatively scarce. As a result, students lack a deep understanding of original documents, secondary sources and historical theories in the cognitive structure of the history discipline<sup>[2]</sup>. This situation not only affects the ability of students to interpret history and accept multiple historical ideas, but also restricts their ability of historical inquiry. In the aspect of cultivating students' ability of historical inquiry, the present teaching mode also shows obvious inadequacy. This not only affects the students' overall development in the history discipline, but also limits their deepening in the interpretation of complex historical phenomena, the acceptance of multiple historical concepts and the cultivation of critical historical thinking.

### **2.3 Formalization of teaching reflection and less self-development behavior**

The formalization of teaching reflection and the lack of teachers' self-development behavior seriously restrict the comprehensive cultivation of the core quality of history. In today's teaching, teaching reflection mostly stays at the surface and formalized level. Its main performance is that the summary of classroom teaching often only involves the teaching process and students' reaction, but neglects the more core historical methodology and critical thinking. As a result, teachers' understanding and application of professional methods and skills such as quantitative research and qualitative analysis in practical teaching are relatively one-sided, thus failing to comprehensively improve students' core literacy in history. At the same time, teachers' self-development behavior is less, which is partly due to the current unitization and quantification of teachers' teaching quality evaluation system in colleges and universities. Due to the lack of long-term teaching reform and innovation, it is difficult for teachers to have the opportunity to deeply study how to integrate advanced historical theories and viewpoints such as structuralism and post-structuralism into daily teaching, so as to further enrich and broaden students' historical knowledge system and interpretation paradigm.

## **3. Effective measures to cultivate the core literacy of history discipline in colleges and universities**

### **3.1 Change the teaching concept and thoroughly implement the core quality concept**

The effective measures based on the cultivation of the core quality of the history discipline in colleges and universities should focus on the transformation of the teaching concept and the in-depth implementation of the core quality concept. The transformation of teaching concept not only requires a comprehensive and profound understanding of the core qualities such as historical methodology and historical interpretation, but also requires a close combination of these concepts with teaching objectives, teaching content and teaching evaluation. In this process, teachers should master and apply a variety of professional knowledge and methods of history to comprehensively improve students' core quality. The in-depth implementation of the core quality concept requires teachers to use innovative teaching strategies and means. The curriculum should be more diverse and interdisciplinary in order to broaden students'

knowledge of history. Teachers should integrate advanced historical theories such as structuralism and post-structuralism into teaching practice through teaching reflection and self-renewal, so as to achieve comprehensive and in-depth training of students' core quality of history.

### **3.2 Pay attention to self-improvement and improve teaching implementation ability**

Among the effective measures to cultivate the core literacy of history discipline in colleges and universities, the self-improvement of teachers and the strengthening of teaching implementation ability, as two key factors, have a direct impact on the quality of history teaching and the cultivation of students' core literacy. Self-improvement is first reflected in teachers' comprehensive grasp of professional theories such as philology and historical materials. This comprehensiveness is not only the breadth of knowledge, but also the in-depth study and application of advanced historical skills such as historical interpretation and positioning of historical figures<sup>[3]</sup>. At the same time, teachers also need to deeply study multiple historical views in order to organically integrate these historical theories and perspectives in teaching practice, so as to expand students' historical cognitive structure and vision, and improve teaching implementation ability is more reflected in teaching design and teaching reflection. Teaching design should fully consider the multi-dimensional and multi-level requirements of core literacy training, covering many aspects from the application of historical methods to historical critical thinking, from the cultivation of historical emotions to the construction of historical identity.

### **3.3 Strengthen self-reflection and improve teaching reflection ability**

Teachers' self-reflection and teaching reflection ability have become two indispensable pillars. Self-reflection is the key to the continuous improvement of teachers' teaching ability. Such reflection should not only connect with teaching practice, but also solve the problems such as bias of historical interpretation, unitary interpretation of historical events and limitation of historical time and space view from the source. To strengthen self-reflection is to find possible bottlenecks and deficiencies in theory and practice, so as to form a more comprehensive and profound understanding of historical cognition, historical interpretation and historical concepts. Teaching reflection ability is an effective means for teachers to apply self-reflection to teaching practice. Strengthening self-reflection and improving the ability of teaching reflection are not only the necessary conditions for teachers' personal professional growth, but also the key link to cultivate the core quality of history discipline in colleges and universities.

## **4. Concluding Remarks**

To sum up, the role of teachers in this process is not only the disseminator of knowledge, but also the leader and nurturer of multidimensional core qualities such as historical critical thinking, historical identity and application of historical methodology. The complexity and pluralism of history teaching in colleges and universities require teachers to have the ability of comprehensive application of various historical theories, such as cross-cultural historical views, multiple time-space views, structuralism and post-structuralism. The comprehensive and in-depth training of the core quality of the history discipline in colleges and universities is not only the comprehensive embodiment of the teachers' teaching concept transformation, self-improvement and teaching implementation ability improvement, but also the key support for the future development and social application of the history discipline in colleges and universities.

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