

# The Cultivation and Strategy of the Concept of Time and Space for the Core Accomplishment of History Discipline

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**Abstract:** The concept of time and space is one of the five core qualities of history learning, which can reflect the nature of the discipline and is the key quality necessary for students to understand, study and explore history. This paper takes the core accomplishment of history discipline as the core and the concept of time and space as the breakthrough point, analyzes the significance and current situation of the concept of time and space, and puts forward the cultivation strategy of the concept of time and space in the core accomplishment of history discipline, in order to provide reference for the construction of the core accomplishment of history discipline.

**Keywords:** Core literacy; Space-time concept; Discipline of history

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## Introduction:

In the current era of high informatization and globalization, the core quality of history discipline, as the basic framework of history education, plays a crucial role in the comprehensive development of students, and the cultivation of the concept of time and space has become an indispensable part of history education. However, there are still obvious shortcomings in the current history teaching for the comprehensive application ability of historical source method and historical critical theory. This paper will systematically analyze the main dilemmas of current students in the concept of time and space by means of historical diagnosis and historical interpretation, and further propose corresponding teaching strategies and solutions. So as to cultivate its core concept of time and space more effectively.

## 1. The significance of cultivating the concept of time and space in the core accomplishment of history discipline

The cultivation of the concept of time and space occupies an indispensable position in the history discipline and is the basis of constructing the historical cognition system and historical critical thinking. By emphasizing the concept of time and space, students can develop a comprehensive understanding of the historical changes in different eras, civilizations and geographical regions, and promote multi-perspective and cross-cultural understanding. By mastering the concepts of contextually penetrating and diachronic, students can analyze various historical phenomena from a macro perspective, without being caught in partial and non-objective judgments. Strengthening the concept of time and space is helpful to cultivate the causal logic analysis ability of historical events and the research method of historical materialism. By clarifying the historical context and time series, students can more accurately apply historical methodology to literature criticism and empirical analysis. The concept of time and space not only enriches the connotation of history subject, but also helps students to form a comprehensive, critical and innovative historical thinking mode.

## 2. Current situation of the cultivation of the concept of time and space in the core literacy of history discipline

### 2.1 Students lack the ability to construct knowledge system

Based on the current educational environment, it is worth paying more attention to the cultivation of the core quality of history, especially the concept of time and space. Students will face many problems when constructing the historical knowledge system, which is mainly reflected in the students' one-sided judgment of the historical context, often fall into the misunderstanding of

historical reductionism or historical relativism, and it is difficult to accurately use historical methodology to carry out empirical analysis or historical interpretation of events. When students are faced with different historical interpretations of the same historical phenomenon, it is difficult to effectively use the method of document criticism, and they often stay in the receiving of superficial information, rather than the in-depth dialectical criticism of historical views. At the same time, students' understanding of the correlation between geographical environment and historical changes is relatively weak. All these problems suggest that students' ability to construct knowledge system is obviously insufficient, which seriously restricts the formation of their historical critical thinking and historical materialism research methods, and affects the overall improvement of the teaching quality and discipline accomplishment of history.

## **2.2 Students' insufficient understanding of macro history**

It is not difficult to find in the current history education that students have obvious deficiencies in the macro historical cognition. In the understanding of the macro historical concepts such as the convergence of civilizations and the overall nature of history, students generally show narrow regional centralism or historical ethnocentrism, resulting in a lack of profound insight into the complexity and multi-dimensional nature of historical models such as grand unification and diversification. When dealing with the cognition of the relationship between long-term history and short-term history, students tend to focus too much on the history of events and neglect the theoretical history and social economic history, so as to lack a reasonable analysis of historical cycles and historical trends. At the same time, when using macro historical narration for historical synthesis, students tend to stay in the scope of a single historical view or historical interpretation model, which is difficult to cover the complexity of multiple historical views and cross-cultural historical views, so they tend to be poor in dealing with advanced historical methods such as document criticism or historical source analysis. Although the macro historical paradigms such as global history and comparative history have been paid more and more attention, students are still unable to apply these paradigms to historical analysis and historical interpretation, not only lack the overall understanding of historical connection, but also fail to make full use of theoretical tools to understand and explain historical phenomena comprehensively and from multiple perspectives.

## **2.3 Students have insufficient understanding of specific historical situations**

The obvious deficiency in understanding specific historical situations is a common problem for students studying history. In the interpretation of historical background and context, students usually stay at the level of historical reality, and lack of historical view and historical criticism dimension. At the same time, in the historical context of social changes or political conflicts, most students cannot integrate multiple factors, resulting in one-sidedness or limitation of their historical observation and historical deduction. In the face of complex historical situations, most students find it difficult to apply the analytical mode of comparative history or cross-cultural history, and tend to fall into the simple explanation mode such as historical determinism. When it comes to understanding the historical context of geopolitics and state formation, students often lack the ability to apply historical geography and accurately assess the complex influence of geographical environments on the evolution of history and the interaction of civilizations.

# **3. The cultivation strategy of the space-time concept of the core literacy of history discipline**

## **3.1 Use historical charts to build a time-space framework**

In view of the shortage of time and space concept training, teachers should use historical charts and construct time and space frame to enhance students' historical cognitive ability. On the one hand, on the basis of historical chronology, teachers should guide students to connect various historical stages, meeting points of civilizations and key events in an orderly manner through time graphs, so as to cultivate their accurate grasp of the long-term and short-term history. In the study of broad topics, the use of historical flow charts and cause-and-effect diagrams enables students to carry out historical analysis and historical deduction in multiple dimensions, which helps to develop their macro vision. On the other hand, teachers can guide students to use literature criticism and empirical analysis methods to integrate scattered historical data and historical facts into an integrated historical interpretation model, so as to improve the application level of historical methodology. Through this series of teaching strategies based on historical charts and time-space framework, it can effectively make up for the lack of students' concept of time and space, and promote the overall improvement of their core literacy of history discipline.

## **3.2 Use time and space positioning to understand macro history**

First of all, teachers should guide students to identify historical cycles and stages of civilization, and use tools such as historical chronology and time lines to establish logical historical associations between different historical periods, so as to further strengthen the

understanding of long-term and short-term relationships in history. Secondly, by introducing multiple perspectives of macro historical narrative, students are encouraged to use historical methodology for historical analysis and historical interpretation, which can not only broaden their historical vision, but also improve their analytical ability under historical materialism or historicism. Thirdly, by teaching how to use geographic information systems and historical maps, teachers can further strengthen students' understanding of time and space in the intersection of geopolitics and civilizations, so as to form a more comprehensive perspective of historical geography. Finally, with the help of the teaching mode of historical simulation and case study, students can carry out historical empirical analysis in specific historical situations, which not only helps to deepen their understanding of relevant complex issues, but also improves their ability of historical critical thinking and historical interpretation.

### **3.3 Create space-time context and explore historical issues**

The creation of time and space context and the method of exploring historical problems are of indispensable importance in the cultivation of the core literacy of history discipline. Through the historical situation simulation teaching method, students can effectively promote the comprehensive understanding of different historical periods, political systems and social and economic structures. Teachers can use the skills of historical document criticism and historical source interpretation to guide students to conduct in-depth historical analysis and interpretation in a specific historical context. And using a problem-oriented learning model, teachers can set multidimensional historical questions to stimulate students to conduct empirical research and critical thinking. In this process, students need to integrate historical data of different dimensions, carry out historical deduction and historical comparison, so as to achieve a multi-angle understanding of complex historical phenomena and historical changes. Creating a spatio-temporal situation and guiding students to explore historical problems can not only deepen students' insight into specific historical phenomena, but also comprehensively improve their core quality of history discipline.

## **4. Concluding Remarks**

After a comprehensive review of the core literacy of the history discipline, especially the cultivation strategy of the concept of time and space, this paper draws several key conclusions. First of all, the introduction of tools such as historical chronology and geographic information system has played a role in strengthening students' cognition of historical geography and historical chronology in history teaching, thus promoting the understanding of complex concepts such as historical causality and historical permanence. Secondly, it is easier to understand multi-dimensional historical factors such as geopolitics and socio-economic structure through multiple macro historical narratives. Finally, the use of historical situation simulation and problem-oriented learning model can effectively stimulate students to conduct in-depth analysis and interpretation of historical phenomena, and further strengthen their application ability in the field of historical methodology and historical materialism. In general, the comprehensive application of these teaching strategies and methods will effectively promote the comprehensive cultivation of students' core quality in history, especially the concept of time and space.

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