

The Significance of Concept Teaching in the Cultivation of Core literacy of History Discipline is Illustrated

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Abstract: History is not only the narration of past events, but also the understanding, analysis and evaluation of events. Conceptual teaching provides students with the tools to explore historical events in depth, helping them to build critical thinking and interdisciplinary learning styles. Based on this, this paper studies the significance of concept teaching in the cultivation of core literacy of history discipline, and puts forward effective strategies of concept teaching in the cultivation of core literacy of history discipline, hoping to provide new teaching strategies and thinking directions for history educators through the study of this paper.

Keywords: Concept teaching; The discipline of history; Core quality

Introduction

History, as a mirror of time, reflects the rise and fall of civilizations, the emergence and disappearance of heroes, the change and progress of ideas. In this complex and broad discipline, it is simply not enough to think of history as a series of events and dates. True history education should cultivate the core qualities of students, so that they can understand, analyze and evaluate historical events, so as to better understand the present and predict the future. Among them, concept teaching is particularly crucial. It not only provides the tools to understand history, but also opens the door for students to explore and think.

1. The significance of concept teaching in the cultivation of core literacy of history discipline

History is not just about the events and people of the past, but also about how to understand, interpret and connect various times, places and cultures. In this process, concept teaching undoubtedly plays a vital role, which helps students to understand history knowledge more deeply and systematically, and cultivate students' historical thinking mode and core quality. The significance of concept teaching in the cultivation of core literacy of history discipline is mainly reflected in the following aspects: (1) Deepening understanding and exploring thinking levels. Concept teaching emphasizes the understanding and mastery of concepts, principles and laws, not just the accumulation of facts and dates. For example, by teaching the concept of "Renaissance", students not only know that this is a period in European history, but also understand why it happened, how it differs from previous feudal societies, and how it affected later generations. This in-depth understanding enables students to grasp the clues of history more systematically, rather than looking at historical events in isolation. (2) Cultivate critical thinking. Concept teaching encourages students to explore, question and reflect on the concepts they have learned. For example, in exploring the concept of "democracy", students should not only understand its definition and form, but also consider how democracy is understood and practiced in different historical and cultural contexts, and what its advantages and disadvantages are. This critical way of thinking helps students to build an independent historical perspective and not blindly accept any information and opinions. (3) Connecting interdisciplinary knowledge. History is a discipline involving many subjects, including geography, culture, economy, politics and so on. Concept teaching can help students establish connections between different disciplines and form a complete knowledge system. For example, in exploring the concept of the "industrial Revolution," students will not only understand its historical context, but also its economic, technological, social and cultural impact. This interdisciplinary way of learning helps students to build a comprehensive thinking model and to understand and evaluate historical events more comprehensively.

2. Effective strategies of concept teaching in the cultivation of core literacy of history discipline

2.1 Sort out historical events and strengthen conceptual understanding

Understanding history is not just about memorizing facts and dates, it is more important to have a deep understanding of the causes, effects and meanings behind events. To achieve this, teachers need to comb through historical events and help students construct a clear, logical timeline. History is continuous, events are related to each other, and the occurrence of one event is often related to one or more previous events. When teaching, teachers should put related events together and show the causal relationship between them, which helps students to have a macro understanding of historical events ^[1]. For example, when telling the story of the Sino-Japanese War, we should not only introduce the history of the war, but also show its relationship with the internal and external difficulties of the Qing Dynasty and the aggression of the great powers. When sorting out historical events, we should not only pay attention to the chronological order of events, but also emphasize the geographical location of events. Placing an event in a specific geographical context through teaching tools such as maps and models can help students better understand the context and impact of the event. For example, when telling about the Silk Road, its specific routes and important cities are shown through maps, so that students can intuitively see its influence on the ancient cultural exchanges between the East and the West. In order to better strengthen conceptual understanding, teachers also need to combine abstract historical concepts with concrete historical events. This not only enables students to understand historical concepts more clearly, but also enables them to think more deeply about the concepts. For example, when describing the characteristics of feudal society, specific historical events, such as the bureaucratic system in the Song Dynasty and the land system in the Ming Dynasty, can be used to show the actual operation of feudal society ^[2].

2.2 Promote historical experience in combination with realistic situations

Real history teaching is not simply to let students remember a series of times, events and people, but to let them feel the pulse of history through in-depth experience, so as to have a strong interest and deep feelings for history. To achieve this, it is particularly important to combine it with the current reality ^[3]. In class, teachers can make use of current social hot spots or events to compare with historical events and guide students to find similarities or differences, so as to make history more vivid and real. For example, when discussing ancient commercial trade, teachers can introduce modern globalization and international trade for comparison, so that students can understand the similarities and differences between the two, and deepen their understanding of ancient commercial trade. Live teaching is also a very effective way for students to experience history in an immersive way. For example, take students to visit historical sites, museums or ancient towns, so that they can personally experience the lifestyle, culture and customs of that era, so as to have a deeper understanding of the history of that era. At the scene, students can feel the charm of history by touching and watching with their own hands, and enhance their understanding and experience of history. In addition, teachers can also use multimedia to construct virtual historical situations in which students can role-play and simulate practice. For example, teachers simulate ancient city construction, war strategy or economic transactions through computer software, and let students play various roles in it, such as Kings, generals, merchants, etc., so as to experience the history of that era more deeply. Combining with the real situation, promoting historical experience can not only make students understand and feel history more deeply, but also stimulate students' interest and enthusiasm in history, and cultivate their core quality of history discipline.

2.3 Provide multiple resources to broaden the knowledge horizon

In contemporary history teaching, providing multiple resources has become an indispensable educational method, which helps to broaden students' knowledge horizons and enrich students' learning experience. History is an interdisciplinary subject in nature, involving geography, culture, economy, politics and many other aspects. Therefore, it is difficult to rely on a single textbook or resource to satisfy students' in-depth understanding and comprehensive experience of history. Teachers should make comprehensive use of all kinds of resources in teaching to create a colorful learning environment for students. Book resources are one of the most traditional and important resources in history. Teachers can recommend some classic history books or research reports, so that students can understand history from different angles and levels. This not only provides more detailed and in-depth information, but also helps students develop critical thinking and independent research skills. Digital technology offers infinite possibilities for history teaching. Teachers can use digital resources such as online databases, electronic books and academic websites to provide students with richer and more diverse learning materials. For example, by watching historical documentaries or animations, students can more intuitively understand the background and process of historical events and enhance their feelings and experience of history. Physical resources such as sites, museums and monuments are also valuable resources in history

teaching. Teachers can organize students to go on field trips or research activities, so that they can personally experience the historical relics and culture, so as to have a deeper understanding and feeling of history. At the site, students can not only see the traces of history with their own eyes, but also communicate with experts and scholars to obtain first-hand research materials and information. Communities and families are also important resources for history learning. Teachers can encourage students to visit local historic sites, participate in community historical activities, or interview family elders to collect their oral histories and family stories. This will not only enhance students' knowledge of local history and culture, but also foster students' sense of social responsibility and cultural pride.

Peroration

Concept teaching in history is not only a teaching method, but also a means to cultivate deep thinking and understanding. Through the discussion of this paper, we can clearly see that concept teaching plays an irreplaceable role in cultivating students' core quality of history. It makes history no longer a rigid narrative of dates and events, but a vivid, deep thought and exploration. It is hoped that the future history education can pay more attention to concept teaching, so that students can get real knowledge and wisdom from it, and provide a solid foundation for their future academic research and life decision-making.

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