

Puzzlement of Historiography and Suggestions on Reform of History Teaching in Colleges and Universities

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Abstract : Since the 1980s, China's market economy has been greatly developed, people's pursuit of material has become more intense. However, the educational function of history is gradually declining, and its social influence is becoming smaller and smaller. The status of history discipline in colleges and universities is getting lower. This situation has something to do with society and the discipline itself. In order to improve this situation, colleges and universities must cultivate high-quality and application-oriented talents that meet the needs of social development and economic improvement. In this reform, college teachers should also make efforts for them. This paper puts forward some views on the current situation of history discipline and the change methods.

Keywords : Historical Puzzlement; History Education; College Teaching

In the last century, history has a high status in colleges and universities. On the one hand, the reason is that "reading history makes people wise". People feel that learning history and understanding past events and people are conducive to learning from experience and arming the brain. On the other hand, in recent years, there are more school-age students and more history teachers needed in our country. History teachers are highly valued in junior high school and high school, thus promoting the development of history discipline in normal universities. With the rapid economic development, history major cannot keep up with the times, and history teachers tend to be saturated. In order to change the status quo, we must implement reform.

1. The current situation of history in colleges and universities

When people's pursuit of material becomes intense, they have little energy and time to pay attention to their own thoughts. More people feel that learning history is of no practical use and cannot directly obtain more economic income. In the market economy, finance, economics, trade and other majors become more popular with students and parents. These majors have a good employment situation and considerable economic income after graduation. Compared with the history major, it is not enough. As a result, more and more people feel that "historiography is useless" and have doubts about the function of history. In order to change the current situation of enrollment difficulty, some schools change the name of history major, add or compatible courses of other majors, expecting the enrollment situation to be improved, but the reality is not optimistic.

Due to the low social function and practicability of history discipline, the students do not have much enthusiasm for the study of history. Most of the students hold the attitude of not learning if they can, and most of them have to choose to study history major. This situation and students' psychology have a great damage to their interest in learning, and also have a negative impact on the teaching of history major in colleges and universities.

Finally, employment is very difficult. At present, whether it is junior high school or high school, the number of students in school is much less than in previous years, and a large number of history teachers trained in previous years are still in the same year, far from the retirement age, and school history teachers are in a saturated state. It is very difficult for new graduates to enter formal public schools. After graduating from school, history majors have to change their industries to work. Without professional

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knowledge, they have to start from scratch. The starting point is often low. To achieve good results, they have to pay more efforts than others. The formation of this situation has a great negative impact on students' application after the college entrance examination.

2. The causes of the current situation of history in colleges and universities

The development of history major is not achieved overnight, and it has experienced a period of prosperity. At present, the history major in colleges and universities is facing a severe situation, both subjective and objective factors.

2.1 The system of our society has changed

In the 1950s and 1970s, history was popular for historical reasons. However, with the reform of China's political and economic system, the upsurge of history began to fade in the 1990s, even to the point where no one paid attention to it. At present, the society is centered on economic construction. People are concerned about economic income and material life. History has become a culture of entertainment. No one is willing to spend a lot of time and energy on this issue.

2.2 The society is more interested in practical majors

Under the condition of market economy, the education industry also needs to develop. Especially at the beginning of this century, colleges and universities experienced a large-scale expansion. At that time, increasing the number of college students and allowing more students to accept higher education played a great role in improving the national cultural quality and moral quality. But after the peak of population, the problem of school enrollment has become serious. In order to compete for the source of students and obtain the opportunity of development, colleges and universities have set up majors that are more closely related to the market economy, such as finance, business administration, new media, e-commerce and so on. These timely majors closely follow the market demand, train and transport professional talents according to the market demand, and the employment situation is good, so it is popular with good the salary and development. Compared with it, history major cannot bring economic benefits in time, thus it is neglected by the society and people.

2.3 The teaching purpose is not clear enough

With the reform and opening up and economic development, the field of education has also been reformed. For many years, there is no clear understanding of the characteristics of history and the purpose of education in the teaching of history, and the purpose is different and unified. Advanced teaching methods and concepts have not been integrated into the teaching and research of history major in colleges and universities. Teachers also hold the idea that learning history can be used as a mirror and can bring the ancient experience to use today, leaving history in an isolated and undeveloped position, which cannot keep pace with the development of today's society. There is a great gap between the two. Therefore, teachers need to step out of the pyramid of history teaching in colleges and universities, so as to popularize historical knowledge, and transform the history only existing in colleges and universities into history that can be accepted by the public, to promote the development of history major.

3. How to change the reality of history discipline in colleges and universities

The crisis of history discipline in colleges and universities has been obvious to all. To change the current situation, every history teacher in colleges and universities needs to contribute their own strength. Teaching should actively seek the development and the trend of reform. On this basis, we can effectively explore the reform approaches, and try to reform from these aspects.

3.1 Changing its original idea and paying attention to the practicality of history in real life

In view of the reform of history major, we should learn from the experience of western education and combine with the actual situation of history teaching in our country, so that the training level of students in university education can be greatly improved. Let students have a full understanding of the nature, richness and reality of history, so as to guide them to have curiosity about history and have a strong interest in independent exploration and learning, enabling them to have a strong interest in more professional direction and scientific research activities.

In the process of learning history, the biggest gain of students is that they can observe the society and people objectively and from multiple perspectives. They can use historical research skills to ask questions and find answers. History major is a subject with rich connotation. In learning, students usually feel that the content is rich, the events are fascinating, and the plot is vivid and interesting. We can learn from the western history teaching experience, and focus on the cultivation of students' historical thinking, so that students can comprehensively and fairly look at the problems encountered in life. After graduation, you can try to work in government units, media organizations and other industries. The cultivation of historical thinking can greatly promote the smooth work.

3. 2 Reforming the methods of training talents

China's colleges and universities have always had a clear plan for enrollment. When the students enter the university, their major has been confirmed. During the four years of university, the students usually complete the professional study according to the original teaching plan. There is a situation of "generality" in the cultivation of students in history major. It is impossible to carry out individualized teaching according to the students' personal characteristics. The curriculum arrangement is usually rigid, and there are dogma problems in teaching activities, resulting in students' lack of interest in learning.

According to the requirement that history major must innovate in talent training, colleges and universities can cultivate students according to their cultural foundation and learning interest. For the students who have a strong interest in history and have a good foundation, they can be allowed to take some postgraduate courses to help them explore their interests more deeply, and they can also be encouraged to participate in some teaching and research projects, so that they can acquire more knowledge from the process of the project, and gradually improve their ability to learn history. For students with weak professional foundation or insufficient interest in history major, we can guide them to take part in some education in career planning and skills practice, so that students can get employment smoothly after graduation and lay a good foundation for better integration into society.

3. 3 Cultivating students' learning and practice content according to market demand

Our country is currently in the period of rapid cultural development, which gives great support and encouragement to the development of humanities, and puts forward the concept of cultural power, expecting it to help cultural progress and economic development. To promote the development of cultural industry, the country must have applied talents with historical knowledge, whose work is bound to contribute to the improvement of national cultural knowledge and ideological level. The students of history major in colleges and universities can find the advantages of work and development from these aspects, and excavate the historical connotation in urban construction, public places, and leisure and entertainment activities, so as to improve the service level, meet the employment problem of history major, and expand the scope of practical activities.

4. Conclusion

The reform of history major in colleges and universities is very difficult. This process needs the support and cooperation of many parties, and it cannot be completed in a short time. It needs patience and persistence. In order to get rid of the perplexity of history major, we must base ourselves on reality and approach the direction of economic development. This process needs firm confidence, innovative consciousness, and closely follow the pace of the times to promote the level of history teaching in colleges and universities.

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