

Research on the Method and Path to Effectively Improve the Actual Effect of the Hierarchical Arrangement of the Junior High School History Homework under the Background of “Double Reduction”

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Abstract : In the past junior high schools, almost every teacher in the history subject needs to assign a varying amount of homework to the students in the class after the class is over. Even though there are differences in the teaching content of various subjects, but under the influence of traditional teaching concepts, the forms of assignments for all subject teachers are the same, and most of them require students to copy, recite, and dictate what they have learned. In addition, when teachers assign homework to students, they usually fail to fully consider the differences between students. Under such a homework assignment model, students are bound to gradually lose interest in the learning process of history in junior high school. At the same time, it is easy to be suppressed by too much homework, which affects its own physical fitness. Based on the implementation of the current “double reduction” policy, this article discusses the relevant practices of the hierarchical assignment of history subjects, in order to promote the effective improvement of the teaching efficiency of history subjects.

Keywords : Double Subtraction Background; Junior High School History; Homework Hierarchical Arrangement

The process of completing homework is usually a process of continuation of classroom teaching activities. From the perspective of students, you can have a deeper understanding of what you have learned in the process of completing the homework, and at the same time, you can grasp the key points and difficult points of the teaching content in a targeted manner. From the perspective of the teacher, in the process of reviewing the after-school homework completed by the students, it is possible to understand the degree of relevance of the students' absorption of the knowledge learned, so as to have a full understanding of the actual learning progress of the students in the class. For this reason, the teacher should arrange the homework in a hierarchical manner, and arrange the homework based on the students' personal level. With the implementation of the “double reduction” policy, the past high-burden homework assignment methods have been gradually banned. In the future junior high school history subject assignment process, how to effectively use the homework assignment link to boost students' own learning effects enhancement has become a major issue that teachers need to consider.

1. Respect the individual differences of students and ensure the integrity of the whole teaching process

Well-known classical dramatist-Shakespeare once said that a thousand Hamlet can be seen in the eyes of a thousand people. In real life, everyone tends to have different opinions and opinions on things, and students in junior high school are naturally no exception. When junior high school students are in the junior high school stage, their own values will gradually become more and more perfect. In the development of traditional educational activities, they overemphasize that students obtain good academic performance, while ignoring the fundamentality of historical educational activities. Purpose. It should be noted that when organizing educational activities for the history subject, it is necessary to ensure that students obtain a rich history subject, but also to ensure

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that students acquire scientific and sound values in the process of participating in the study. When setting up assignments in layers, teachers need to adhere to the principle of respecting individual differences, and understand the learning and cognitive abilities of the students in the class, and then the differentiated assignment form, assignment content and assignment content of the history subject make adjustments so that students can get homework that meets their own level, build a unique history subject learning method and scientific moral concepts in their minds, and get good development.

For example, when teachers start teaching around the part of “Economic and Social Development in Western Europe” in the fifth unit of the textbook of Grade Nine of the People’s Education Edition, the teacher can use the second unit “Ancient European Civilization” that they have learned before the course starts. “And the third unit” Europe in the Feudal Era The content involved in the two units is to test the students’ understanding of the knowledge about the development of Europe in the ancient and feudal era. After the test is completed, the teacher needs to understand the learning level of the students in the class according to the students’ answers, and classify the students according to their academic conditions. After that, teachers can assign hierarchical homework tasks for students according to their different learning levels. Specifically, for students with academic difficulties, teachers can ask them to summarize the current economic and social development of Western Europe; For middle-class students, teachers can ask them to compare the current economic and social development of Western Europe with the status of traditional society; For some upstream students who have spare capacity, teachers can develop some detailed requirements, asking them to deeply analyze the reasons for these changes, and explain the impact of these changes on Western European society. After the students have completed their homework, the teacher can summarize their completion and make adequate preparations for the next step-by-step assignment setting.

2. Use different ways to present the homework

When designing history homework, junior high school history teachers can provide students with diversified choices around the form and structure of the homework, and change the usual singular and mechanical operation mode. Specifically, when selecting the content of the homework, you can focus on the knowledge points in the textbook, and you can also introduce many historical resources such as related buildings, cultural heritage, and diversified folk allusions into the homework. Give full play to students’ own subjective initiative and encourage students to act as homework designers. In the later evaluation of homework completion, teachers can incorporate diversified evaluation methods. On the one hand, the teacher makes the evaluation, and on the other hand, the parents and other students make the evaluation, so that the students can have multiple aspects of their own abilities. Level to make the correct perception. In this way, it is possible to effectively integrate relevant teaching resources inside and outside the school, and promote the transfer of teaching activities from inside to outside, from teaching materials to life, thereby breaking through the shackles of traditional homework arrangements.

For example, when teaching the contents of the sixth unit “American Independence” in the ninth grade textbook of the People’s Education Edition, teachers need to realize in advance that the students’ own learning status often changes continuously, and then combine with famous educators Vygotsky’s recent development zone educational theory puts forward the judgment and excavation of students’ inherent potential. After completing the teaching tasks for the “Independence of America” part, teachers can assign basic homework for students while adding some difficult questions for students, so that students’ own “recent development zone” can be continuously challenged. One’s own learning potential can be more effectively tapped to help students make progress. Specifically, for the group of students with learning difficulties, teachers can ask them to analyze the historical reasons and background of the independence of the United States after they have some understanding of the independence process in the United States. This problem is not difficult for students with learning difficulties. Large, most of them can be completed, so it is very helpful for students to build good self-confidence and better improve their personal abilities. After the students with learning difficulties are completed, teachers can set some small challenges for them, but they are not difficult to understand class topic, for students with learning difficulties to change to midstream students.

3. Adhering to the guiding principle and the incentive principle

When assigning assignments in layers, both teachers and students need to clarify their respective tasks in advance, that is, the process of setting assignments needs to have clear guiding characteristics, that is, when the teacher sets the assignments, students are expected what kind of effect is obtained in the course of homework practice, or through homework to highlight the insufficiency of their own teaching process; For students, by participating in the homework training process, it is necessary to clarify the weaknesses of their own learning, and then for the future the development of learning activities has laid a good foundation.

For example, when teachers are teaching the contents of “The First Industrial Revolution” in Unit 7 of the first-volume ninth-

grade textbook of the People's Education Press, teachers need to implement the guiding principle and the motivational principle. When setting up the historical homework, pre-mark the homework tasks that students should complete in each stage. Specifically, the homework can be divided into a do-do link, a think-think link, and a try link, among which do the main purpose of the first link is to consolidate the students' basic knowledge mastery, which is mainly set for students with academic difficulties; The thinking link is mainly for the setting of comprehensible questions, mainly for students with middle-level performance; The first test link is mainly to expand the students' inherent knowledge and understanding ability, mainly for upstream students. When making evaluations, teachers should choose diversified comment languages, of which encouraging language is the most important application; Students need to earnestly complete the homework, if the homework is completed carefully, even if the result is not satisfactory, it is worthy of praise. For students with learning difficulties, teachers can give the comment "I look forward to your further!"; For middle-class students, they can give the comment "Make significant progress, keep working hard!"; For upper-class students, they can give "Great! Keep!" This comment. In this way, students' learning enthusiasm is bound to increase.

4. Conclusion

In summary, the efficient hierarchical design of homework plays a very important role in the development process of teaching activities. For this reason, teachers in the history subject at the junior high school stage need to have a full understanding of this point, and at the same time actively and efficiently carry out homework assignments, so as to prepare for the continuous improvement of the internal literacy of the history subject in the class. In addition, junior high school institutions need to fully implement the favorable policy of "double reduction", comprehensively boost the overall efficiency and quality of classroom teaching, promote the improvement of students' own learning effects at school, and then protect the individual students in the class. Ability can be improved well.

References

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