

Research on Project Teaching Based on Core Literacy Orientation Under Double Reduction

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Abstract: Since the implementation of the double reduction policy, the education methods of many subjects have begun to change, and history subjects are no exception. In order to effectively reduce students' learning pressure and promote their sustainable development, many teachers have begun to introduce core literacy orientation in the teaching process of project teaching, and have achieved good results. The article discusses and analyzes the overview of key concepts, the existing problems of high school history courses at the current stage, and the project teaching based on the core literacy orientation under the double reduction.

Keywords: Double reduction; Core literacy; Project teaching

Introduction:

To study the core literacy-oriented project teaching under the double reduction, it is necessary to clarify the core meaning of the double reduction and the project teaching and the main problems of the current stage of the discipline, and to carry out the project teaching based on this, to provide students with a better learning environment, promote healthy development of students.

1. An overview of key concepts

1.1 Double subtraction overview

Double reduction refers to the policy of "Opinions on Further Reducing Students' Homework Burden and Off-campus Training Burden in Compulsory Education Stage", which apparently aims to reduce the homework burden and off-campus training burden of students in the compulsory education stage, but in fact is to alleviate the long-term existence of parents' education anxiety, reduce family education expenses, and maintain students' physical and mental health.

1.2 Project teaching overview

Project teaching means that under the guidance and guidance of teachers, students can independently make projects and implement projects according to the learning content. The information collection, program design, project facilities and project evaluation involved are all the responsibility of the students. Students can improve their understanding and flexible application of subject series knowledge in the process of specific projects. The most notable feature of this teaching method is: "students are the main body, teachers are guided, and projects are the main line", which can effectively improve students' learning efficiency and enthusiasm, and has positive significance for students' future development ^[1].

2. Existing problems in the current high school history curriculum

History is a key subject for high school Chinese students, and it has an important impact on the future development of students, but at present, there are still many problems, which are mainly reflected in the following points:

2.1 Insufficient attention

Because it is not as good as the ratio of scores occupied by subjects such as Chinese and mathematics, it often does not get the attention of students. Many students do not invest enough time and energy in history learning, making their understanding of a series of historical knowledge relatively shallow and superficial.

2.2 The main body status of students is not obvious

Some history teachers still make lesson plans according to their own understanding of history textbooks in the teaching process. In the course teaching process, there is a lack of interaction with students or less interaction. Most students follow the teachers' ideas to learn history, which is less efficient.

2.3 Outdated teaching methods

Many teachers still use the previous teaching methods. Although they have certain effects, they do not take into account the differences between students and their needs for new teaching methods in the new era, so that students do not receive targeted education in the learning process. It is not good for the future development of students ^[2].

3. Project teaching based on core literacy orientation under double reduction

For the project teaching based on core literacy orientation, the following points need to be grasped:

3.1 Enhance students' attention to history subjects

To enhance students' emphasis on history subjects, the following points can be considered:

(1) History teachers are required to focus on improving their self-cultivation and increasing their own charm, so as to better attract students to follow in the footsteps of teachers to learn systematic historical knowledge. It is suggested that teachers can pay attention to the collection and arrangement of various historical knowledge, deeds, and historical stories in their daily work and life, and prepare well before class, so that their own knowledge and can be integrated with the course teaching, and they can cultivate their own language and fun. Telling various historical cultures, historical figures, etc. in a natural way, giving students a sense of being there, so as to reduce the learning difficulty and pressure of students, and understand the subject content more simply and clearly.

(2) Students need to understand the value of history subjects. Teachers are required to link real life and social reality in the teaching process, so that students can realize the promotion of learning history to themselves, so as to stimulate their inner interest in learning. The same is true of today's social development. All of us need to invest in it and strengthen our own construction. Only in this way can we play our role in the society and make efforts for the revitalization of the country. Only in this way can students be better motivated, so that students can recognize the purpose and significance of their learning, and better work hard^[3].

3.2 Highlight the main position of students

Only by highlighting the main position of students and making students become speakers and evaluators of history can students invest more time and energy in history learning and learn various historical knowledge better and faster. This requires the following points:

(1) In the process of project teaching, respect the position of the main body of the students. The main body of the project, the project process, and the project evaluation method are all determined by the students, and teachers exist as guides and participants. For example, in the teaching of the course "The Birth of Marxism", teachers can organize students to collect various videos, materials, pictures and documents about Marxism through the Internet according to the content of the textbook and students' learning situation, combined with the core literacy training goals, so that Students deepen their understanding of Marxism in the process of communication, and carry out in-depth learning, completely transforming this knowledge into a part of their own knowledge structure.

(2) Fully respect students' different opinions on various historical knowledge and historical issues. For example, when studying "The Prosperity and Crisis of the Early and Middle Qing Dynasty", different students have different opinions on this piece of history. Some students think that the decline of the Qing Dynasty, mainly due to the backwardness of its system, system and development model, and some students believe that the decline of the Qing Dynasty was due to the invasion of Western powers, which led to the emptiness of the national treasury and the loss of face. In response to this situation, teachers should not simply deny which view, but guide students to look at and think about problems from different perspectives, and let students play a central role in the process of problem exploration, so as to make them correctly and comprehensively understand this problem.

3.3 Enrich classroom activities

(1) Based on historical textbooks, cultivate students' patriotism. Any classroom activity needs to be based on historical textbooks, otherwise it will not have any practical significance. For example, in the course of "Enlightenment", students should be organized to discuss various enlightenment issues rationally, which requires teachers to play the role of supervisors. , timely correct the bad factors in the students' thinking process, so that they can think and deal with problems with the correct attitude, and can have enough determination and perseverance to meet and overcome difficulties, so that they can realize the flexible use of various knowledge at the same time, Have the corresponding family and country feelings.

(2) Constructing a situation and cultivating students' historical literacy. Situation creation can allow students to enter historical time and space in specific situations, mobilize image thinking, and improve autonomous learning, autonomous thinking, and analytical abilities in the process of in-depth cognition. This requires teachers to have a sufficient understanding of the content of the course, starting from the current learning status and learning needs of students, to construct corresponding story situations, and let students play corresponding roles in it. Let students sign up actively, play various roles of various schools of thought, let them debate on a platform, or find key figures and key stories to re-interpret them, such as Lu Buwei of Zajtia, Confucius of Confucianism, and Legalism Han Feizi, etc., provide students with a series of materials, props, etc., so that students can interpret moving stories according to them, so that they can understand various theories and schools in specific stories, and understand this part of knowledge in a simple way.

Conclusion

The article discusses and analyzes the project teaching based on the core literacy orientation under the double reduction, and clarifies its importance and necessity. It is recommended that teachers pay enough attention to it, so as to reduce students' learning pressure and cultivate students' ability Core literacy, to promote the long-term development of students in history learning.

References:

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