

Discussion on the Teaching Methods of Patriotism in the Teaching of Modern History in Junior High Schools

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Abstract: The research and promotion of patriotism education is in line with the requirements of junior high school education reform in the new era. The rational application of patriotism education throughout the teaching of modern history in junior high schools can promote history learning, cultivate students' inner national integrity, and drive the learning of other disciplines. This article mainly focuses on "the significance of patriotism education in the teaching of modern history in junior high schools", "the problems of patriotism education in the teaching of modern history in junior high schools", and "the methods of patriotism education in the teaching of modern history in junior high schools". While excavating the elements of patriotism in the modern history of junior high schools, and exploring effective methods of patriotic education, while conveying historical knowledge, cultivating students' patriotic feelings, highlighting the educational effect of junior high school history classrooms.

Keywords: Junior high school teaching; Modern history; Patriotism

1. The significance of patriotism education in the teaching of modern history in junior high schools

In the history class of junior high school, teaching modern history and patriotism at the same time is a more comprehensive education model, which can not only promote the history learning of junior high school students, cultivate the national integrity of junior high school students, but also subtly drive study of other subjects. Specifically to analyze:

1.1 Facilitate history learning

When explaining the content of modern history, junior high school teachers can use the element of patriotism to mobilize the enthusiasm of students, guide students to actively think about problems, and think about problems from a multi-dimensional perspective, so as to improve the effectiveness of students' history learning. For example, in "Lin Zexu sells cigarettes at Humen", teachers can ask: Please analyze the significance of Lin Zexu selling cigarettes at Humen from a patriotic perspective. Around this issue, students can discuss freely and deeply analyze the reasons, processes and results of cigarette sales in Humen, resulting in a more comprehensive understanding. In addition, junior high school history teachers can combine the elements of patriotism to plan learning activities to add interest to the history classroom, so that students can consolidate historical knowledge in a relaxed atmosphere^[1]. For example, in modern Chinese history, the Sino-British Nanjing Treaty was an extremely unequal treaty. Based on this treaty, China's independence and integrity were violated. By studying the treaty, students can understand the importance of sovereignty and territorial integrity and inspire strong patriotic feelings in students. Teachers can divide the students into two groups, one representing the British side and the other representing the Chinese side, to simulate the signing scenario and explain the intentions of both parties... In the simulated situation, the students have a stronger sense of substitution, which is conducive to improving the students' understanding of the content of the treaty.

1.2 Cultivate students' national integrity

Incorporating patriotism education into the teaching of modern history can better cultivate the national integrity of junior high school students. Specifically: First, the national integrity of daring to resist. Wherever there is oppression, there is resistance, and resistance is to defend equality and to defend the country. For example, on May 4, 1919, the "May Fourth Movement" led by young

students was a staunch patriotic movement. When studying this part, teachers can focus on promoting the national integrity that young students dare to resist, and call on junior high school students to inherit this national integrity. The second is the national integrity of daring to struggle. Since we are in a backward state, we must learn with humility and strive to catch up. For example, the vigorous 1980s Reform Movement was a real patriotic action by the reformists [2]. Regarding the explanation of the Eighteenth Reformation, teachers can highlight “patriotism”, “save the nation”, and highlight the national integrity that dares to struggle. Although the Hundred Days Reform Movement ultimately failed, the national integrity handed down by Tan Sitong can become the inner strength of junior high school students, reminding junior high school students to protect their country with practical actions.

1.3 Drive other subjects to learn

Based on patriotism education, junior high school students can not only deeply understand the content of modern history, but also promote the study of other subjects. In terms of attitude, under the influence of patriotic education, junior high school students can correct their learning attitude and take the learning of various disciplines and links seriously [3]. Even if they encounter some obstacles, junior high school students will think of patriotic stories and patriotic figures, draw strength from them, actively overcome obstacles, prepare for future national construction with a mentality of studying hard, and express a sense of unity with practical actions. The patriotism of a junior high school student. In terms of method, through systematic patriotism education, junior high school students can master some more scientific learning methods and conduct high-quality learning. For example, in patriotism education, teachers will talk about uprisings, struggles, and reforms. In the modern history of China, for uprisings again and again, it is necessary to find the right time, to fight again and again, to unite strength, to reform again and again, to be brave Innovation... For junior high school students, on the road of learning, they should also pay attention to “timing”, “unity”, and “innovation”, collect learning materials and carry out learning practices at the right time, and spread out under the strength of everyone’s unity Thinking and exploring knowledge, we must break through obstacles and challenge new tasks under the goal of continuous innovation. In short, in terms of attitude and methods, junior high school students will take various subjects more seriously.

2. The Problems of Patriotism Education in the Teaching of Modern History in Junior Middle Schools

In the process of implementing patriotism education, the main problems encountered by junior middle school history teachers are: single education form, students’ sense of participation and expectations are low; ignoring practical experience, students’ understanding of patriotism is not deep enough; not paying attention to extracurricular consolidation, fragmentation the connection between patriotism and real life. The specific analysis is as follows:

2.1 A single form of education

In the history classroom, some junior high school teachers repeatedly highlight the content of patriotism education in the form of “preaching”. Such dense language information is difficult to attract students for a long time. More importantly, patriotic education should be an education full of passion and should drive the emotions of the student group. It is difficult to achieve such an educational effect with a single form of preaching. Instead, students tend to get distracted and focus on other things. In addition, some junior high school history teachers are not good at using information tools, and are used to presenting educational resources and connecting teaching processes in the form of blackboard writing. In this case, even if teachers have abundant patriotic educational resources, it is difficult to show them to students. Moreover, the teaching efficiency in the classroom is relatively low, and teachers are prone to problems such as “not enough class hours” and “incomplete analysis”. For this type of teachers, we must first dare to try information tools, and make teaching breakthroughs from this perspective.

2.2 Ignoring practical experience

If the practical experience of junior high school students is relatively small and not profound, it is difficult to understand the essence of patriotism education. At present, the main factors restricting the practical learning of junior high school students are: On the one hand, they do not pay attention to practical activities. After students learn patriotism-related theories, they may not be able to absorb and apply them well, and may not necessarily agree with them from the heart. Some junior high school history teachers are unaware of this problem and only emphasize theoretical analysis rather than patriotic practice. With the passage of time, students’ memory of various theories may become more and more vague, which is not conducive to students’ long-term mastery of theories; on the other hand, there is a lack of off-campus practical activities. Some junior high school history teachers have adapted to the campus environment and are willing to plan patriotic practice activities in the school, but lack the thinking of outward expansion and integrated development. Compared with on-campus practical activities, off-campus practical activities are more diversified, which can better

interpret the connotation of patriotism and promote patriotism. Entering the new era, junior middle school history teachers should respect the needs of students at the practical level and actively develop off-campus practice channels.

2.3 Not paying attention to extracurricular consolidation

After the history class is over, some junior high school history teachers assign extracurricular homework only for historical knowledge and rarely include patriotic education. Even if some theories of patriotism are involved, they only require students to recite them, without instructing them how to absorb and apply them. After all, the time in the history class is limited. If students do not carry out extracurricular consolidation, it is difficult to fully grasp the content of patriotism education. In the long run, students may forget while learning and fall into a state of low-quality learning. In addition, some junior high school history teachers only pay attention to patriotism education in the classroom. As for Q&A and practice after class, teachers do not pay attention to it. This type of teacher lacks the thinking of educating people in the second classroom. In the vast second classroom, students have access to a variety of patriotic educational resources. Students will inevitably have questions. Students look forward to communicating with teachers. If the second classroom is not set up, students may lack opportunities to ask questions and communicate. It is not conducive to students to consolidate the knowledge of patriotism. For example, after watching “Wolf Warrior”, the students were very excited and hoped to share their thoughts with the teachers. At this time, if teachers guide students from the perspective of patriotism, students can gain a lot of inspiration. On the contrary, if teachers do not participate in the interaction, students may not necessarily think deeply.

Three. Methods of patriotism education in the teaching of modern history in junior high schools To carry out patriotic education is not to analyze various theories directly, nor to call on students to memorize them by rote. In order to better run through patriotism education, junior high school history teachers should pay attention to the educational form, students’ practical experience, and extra-curricular consolidation links, and try to overcome practical obstacles. Specifically to analyze:

2.3.1 Adopt a variety of educational forms

Junior high school history teachers can take a variety of educational forms and highlight the content of patriotism education. For example, after the signing of the Treaty of Shimonoseki, the degree of semi-colonial and semi-feudal society in China has been further deepened. Teachers can take the form of “group inquiry” to guide each group to consult materials, discuss opinions, and independently explore the relationship between the Treaty of Shimonoseki and the semi-feudal society. The relationship between the integrity of the country and the long-term development of the country, in the learning atmosphere of free inquiry, students are more likely to be emotionally touched, and it is easier to understand the elements of patriotism in modern history. For another example, in the modern history of China, the “Hundred Days Reform” is a profound ideological enlightenment movement, which has the historical significance of patriotism and national salvation. When explaining the specific content of the “1988 Reform”, teachers can use information tools to clearly present: the reform of government agencies, the rise of private industrial and mining enterprises, the establishment of new schools, the establishment of newspapers and periodicals, the abolition of eight-legged articles, etc. In mind maps, help students sort out relationships. This form of education can present rich patriotic educational resources, speed up the pace of teaching in the classroom, and make history classrooms more active.

2.3.2 Enrich students’ practical experience

In the process of implementing patriotism education, junior high school history teachers should create conditions to enrich students’ practical experience. Specifically: on the one hand, increase the number of practical activities. After explaining each lesson of historical knowledge, teachers can plan corresponding patriotic practice activities, and after explaining each unit of historical knowledge, teachers can plan large-scale patriotic practice activities. For example, in “The Beginning of the New Democratic Revolution”, teachers can plan corresponding movie viewing activities around the New Culture Movement, the May 4th Movement, and the birth of the Communist Party of China. “Democratic Revolution Patriotic Exhibition” for students of all grades to learn and appreciate, creating a strong patriotic atmosphere inside the campus; on the other hand, expanding off-campus practical activities. Junior high school history teachers can pay attention to the off-campus environment and organize diverse off-campus practice activities. Taking the “Long March of the Red Army” as an example, there are many memorial halls about the Long March of the Red Army, and there are also many related tourist routes. In the hearts of the people, the Long March of the Red Army is a piece of history, and it is also a spirit that can be sung... Students can focus on “memories”. With the theme of “Long March Road”, we conduct off-campus visits and tours, experience the hardships of the Red Army’s Long March, experience the patriotic spirit revealed in the Red Army’s Long March, and as a volunteer, popularize the relevant historical knowledge of the Red Army’s Long March, and actively spread patriotism.

2.3.3 Strengthen the extracurricular consolidation link

When junior high school history teachers assign extracurricular homework, they must coordinate the content of historical knowl-

edge and patriotism education, and guide students to correctly absorb and apply knowledge, rather than mechanized recitation. For example, in modern history, the “1911 Revolution” overthrew the autocratic monarchy that had existed for thousands of years, spread the progressive concept of “democratic republic”, and played an important role in emancipating the minds of the Chinese people. After explaining this part of the content, teachers can assign “life-oriented homework”, encourage parents and children to build a history study group, watch the film and television drama of the Revolution of 1911 together, collect relevant information about Sun Yat-sen, and analyze the impact of the Revolution of 1911 on the basis of the current stable life. The influence of national development, patriotism education in family environment. In addition, junior high school history teachers can also create a second history classroom to continue to consolidate the content of patriotism education. For example, junior high school history teachers can use the live broadcast platform to conduct “live broadcast of modern history topics”, answering questions for students around different topics, and extending knowledge of modern history to inspire students from the perspective of patriotism. Taking the “1911 Revolution” as an example, the 1911 Revolution can extend the personal story of Sun Yat-sen, Sun Yat-sen can extend the story of Soong Ching Ling, Soong Ching Ling can extend the entire Song family, the Song family can extend the experience of Song Meiling, Song Meiling can extend Chiang Kai-shek. In the second class of history in junior high school, teachers can expand and consolidate knowledge, guide students to learn historical knowledge more easily, and arouse students’ interest in history in a pleasant atmosphere. Conclusion: To sum up, in the teaching of modern history in junior high schools, regarding the penetration of patriotism, some practical factors should be considered, and targeted development should be carried out. Specifically, junior high school teachers can actively try to: (1) adopt a variety of educational forms, pay attention to the learning needs of different students, and help students start interesting learning; (2) enrich students’ practical experience, integrate historical perspectives into practice, and integrate patriotism into practice. Integrate patriotism into practice and open up students’ thinking; (3) Strengthen the extracurricular consolidation link, guide students to learn patriotism in a broader space, and experience patriotism in a freer time. It should be noted that in different periods, the connotation of patriotism should be supplemented accordingly, and junior high school teachers should take the initiative to update and improve patriotism education in accordance with the environment of the new period.

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