

On the Application of Regional Red Cultural Resources in History Teaching

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Abstract: In recent years, on the basis of gradually deepening of education reform, history teaching in senior high school will face new challenges. Constantly emphasizing the prominence of students' main role can lay a foundation for realizing the richness and diversity of history teaching methods and contents. Regarding the application of red resources as the research object, this paper will take Jilin Province as the reference basis of red resources, and then put forward the application strategy of Jilin Province's red cultural resources in history teaching, hoping to provide reference suggestions for relevant personnel.

Keywords: History Teaching; Red Cultural Resources; Sites and Relics

1. Introduction

Red cultural resources are an important part of high school history curriculum, covering a wide range. However, due to its insufficient depth of excavation, it is difficult for students to form a systematic understanding and recognition, so the inheritance and application of red cultural resources will definitely be affected. It is important to explore the red cultural resources in the history discipline.

2. Application Value of Red Cultural Resources

As an important part of historical and cultural resources, the application value of red cultural resources is of great significance. A relaxed and pleasant classroom teaching atmosphere can be created through real historical events restoration and display so as to constantly stimulate student's interest in learning and let students get intuitive feelings in specific situations, which is conducive to the cultivation and improvement of students' core quality of national and family feeling. With local red cultural resources mainly composed of hero events, each story can go deep into the hearts of students and it is easy to arouse students' resonance. Students can experience the spirit of heroes willing to sacrifice themselves for the interests of the country and the people. These real stories and events will attract the attention of students, enable students to form a good spiritual quality under the influence of outstanding martyrs' deeds, and finally achieve the integration of history and moral education, and help students establish correct values and world outlook.

2. Application Strategy of Regional Red Cultural Resources in History Teaching

2.1 Visiting Sites and Relics and Feeling Red Culture

During history teaching, teachers can use spare time after class to lead students to visit historical sites and relics, helping students deepen their understanding and understanding of historical events and restore the true history, as well as study historical facts with the help of historical data. Walking into historical sites and relics, students will be infected by the red culture contained therein, which will shorten the distance between students and history. As an interpreter, teachers can make a detailed explanation and explanation against one of the visit themes so as to enhance students' understanding of historical stories. By doing this, students can obtain useful historical information from it, and their desire to explore can be gradually stimulated. Before the visit, teachers are required to formulate clear objectives and design the visit plan around the visit objectives. In addition, before the formal visit, homework requiring thinking shall be designed by the teacher. Students are required to carry out the visit activities with homework. Teachers should guide students to solve problems independently and gain the edification of new knowledge in knowledge exploration and thinking. After the visit, the teacher should organize the students to make a summary of the visit activity individually or in groups and share their ideas and views in the class. For example, if a teacher leads students to visit the "Changchun Revolutionary Martyrs Cemetery", students can feel the cruelty of the war, deepen their understanding of the events of revolutionary martyrs and help them remember deeply.

2.2 Revering Martyrs Cemetery, Enhancing Patriotism

It is the selfless dedication of the martyrs that has brought about today's happy life. The spiritual quality of the revolutionary martyrs has infected every Chinese people. Therefore, the tradition and application of red cultural resources should start with students. During the Tomb-Sweeping Day, students can be organized to visit the cemetery of martyrs and sweep the tombs of martyrs. With help of teacher's explanation, students can learn about the heroic deeds of each martyr and their memory about the knowledge can be deepened. In this way, students will take these martyrs as examples to consciously inherit their revolutionary spirit. For example, teachers can lead students to visit "Jilin Provincial Revolutionary Martyrs Cemetery". The cemetery was mainly built for Wei Zhengmin and his 400 martyrs. By leading students to visit the cemetery, students' understanding of the First Northeast United Resistance Army can be strengthened, and the students' horizons of knowledge can be expanded so as to gradually cultivate students' patriotism.

2.3 Applying Red Resources with the Help of Various Platforms

Jilin Province is rich in red cultural resources. To carry out high school history teaching activities of red resources in Jilin Province can not only improve students' core quality of history, but also achieve moral education, which is conducive to the cultivation and improvement of students' moral quality.

Firstly, red cultural resources can be infiltrated in history teaching. Teachers can arouse students' emotional resonance by setting up teaching situations. For example, while teaching the content of From Local War to Full-scale War, teachers can introduce Jilin red Cultural resources to create historical problems situation so as to enhance students' experience of that period.

Secondly, school platform can be fully utilized. Attention shall be paid to the development and research and utilization of school-based curriculum so as to realize the dissemination of red cultural resources. Schools are required to combine the content of the history course, focus on the actual situation of the regional red cultural resources, extract the essence of the red culture with more educational significance and value, and develop it into characteristic textbooks and courses to show students the development process of local red culture in detail. In addition, school and teachers can also organize community activities to lead students to watch the film and video materials related to red culture. In this way, a red culture education atmosphere can be created in campus, so that students can improve their historical literacy under the subtle influence.

2.4 Deepening the Connotation of Red Through Expert lecture

Jilin Province is not only rich in red cultural resources, but also has profound red culture connotation. In the practice of history teaching, in order to deepen students' understanding of the connotation of red culture, expert lectures with the theme of red culture will be held regularly. With the help of the school, teachers can invite famous people such as revolutionary predecessors and industry experts to give a speech, so as to interpret the red spirit in a deeper level, and by virtue of their own real experience, they can lead students to that period of history to meet the students' thirst for knowledge. For example, the heroic deeds of Yang Jingyu can be regarded as the theme of the keynote address. Then soldiers or famous researchers with the same revolutionary experience can be invited to give a speech, and they can convey the spirit of selfless dedication of revolutionary martyrs to students, so that students can inherit this spirit.

2.5 Innovating Teaching Approaches to Deepen Student's Understanding

By analyzing the personality characteristics of senior high school students, we find that they have strong judgment, and their thoughts are gradually maturing. If teachers blindly preach in the process of teaching, they will not be able to go into student's heart, as a result, it is hard to form emotional resonance between teachers and students. Therefore, with the help of internet channel, teachers are required to provide students with various historical information and materials by introducing a large number of historical facts in the process of teaching. With the help of video effects, teachers can lead students into the teaching situation to experience the history by themselves.

As imagine during the watching. Students are also required to focus on analyzing the role they play and add some of their own characteristics and understanding to make the character more prominent. Performance activities will bring new learning experience to students, which is the key to enhance students' emotional resonance. Through the video clips, students can learn about the evil deeds committed by Japan's invasion of China, and form a strong sense of national responsibility and mission.

2.6 Deeply Exploring the Content of the Textbook and Highlighting the Humanistic Connotation

Patriotism is an important part of humanism. Taking the *War of Resistance Against Japan* as a teaching case, the whole process of the Chinese army and people united to drive the invaders out of China is described, so that students can realize and deeply feel the spirit of fearless and fighting against the invaders showed by revolutionary fighters. While uniting the masses of the people, the revolutionary fighters set up a strong and solid united front against Japanese aggression and finally won the war of resistance against Japan. In the case analysis, teachers, starting from the actual teaching situation, can wake up students' potential sense of pride and honor. By doing so, students' national self-esteem can be gradually strengthened, and their understanding of the significance of unity can also be deepened. Finally, students' patriotic feelings can be promoted to burst out and a strong patriotic spirit will be formed.

3. Conclusion

To sum up, the regional local red cultural resources should reflect the local characteristics. In history teaching, teachers should organize students to carry out practical activities in combination with the contents of textbooks. In the process of students' visit and experience, they will gradually integrate into the red culture and their understanding of the red spirit will be deepened. Developing exclusive courses with the help of campus platform to create a well classroom teaching atmosphere so as to realize the inheritance of red cultural resources. By doing so, the quality and efficiency of history teaching can be improved fundamentally and the cultivation of students' core quality of history will be achieved.

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