

Strategies of History Teaching in Middle School from the Perspective of Large Unit

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Abstract: With the comprehensive implementation of the new curriculum reform, each stage, the direction of teaching courses has undergone great changes. History teachers in junior middle schools should break the self-leading teaching mode, take students as the main body of teaching, strengthen the application of large unit teaching method, and simplify and concretize the complicated and abstract history knowledge to achieve more ideal teaching effect. This paper analyzes the value of applying the big unit teaching method in history teaching in middle school, and puts forward specific application strategies.

Keywords: large unit, middle school, history teaching

Introduction

Applying the large unit teaching method in middle school history teaching can not only effectively stimulate students' interest in learning history knowledge, but also help them better understand historical knowledge and improve their thinking ability to a certain extent. Middle school history teachers must recognize the application value of the large unit teaching method, and strengthen the application of the large unit teaching method through continuous innovation of teaching methods and techniques, in order to improve the effectiveness and quality of history teaching.

1. Value of applying large unit teaching method in history teaching in middle school

Under the background of the new curriculum standard, many teachers have adopted the large unit teaching method in history teaching. This teaching method can effectively improve classroom efficiency, stimulate students' interest in learning history, encourage them to actively participate in history learning, and enhance their comprehensive abilities. The high school history big unit teaching method, also known as "big unit", refers to learning by breaking down meaningful content into small units based on complete and meaningful content. Its biggest advantage is that it allows students to master a large number of knowledge points in a relatively short period of time, improving classroom efficiency.

1.1 Facilitating the stimulation of students' interest in history study

In the middle school history teaching, the big unit teaching method, may relate each dispersed knowledge point mutually, forms the systematization knowledge system, enables the student to be possible the clear understanding each knowledge point logical relation^[1]. And in teaching activities, teachers will show the history knowledge according to the corresponding logical order, students can gradually complete the construction of the history knowledge system from the whole point of view.

1.2 Facilitating students' understanding of teaching contents

The application of large unit teaching method in middle school history teaching requires teachers to organically integrate historical knowledge content in chronological order or theme, in order to form complete and systematic units,

help students accurately grasp the causal relationships between historical events, deepen students' understanding of the background, influence, and thoughts and behaviors of historical figures.

1.3 Helping improve students' thinking ability

When using the large unit teaching method to carry out history teaching activities, teachers need to divide historical knowledge reasonably according to a certain logic, in order to help students better grasp the logical relationships between various knowledge points. In the process of learning, students need to understand the occurrence, evolution, and impact of historical events from a global perspective, and their overall thinking ability will be improved accordingly^[2].

2. Effective strategies for middle school history teaching from the perspective of large unit

2.1 Determining the subject of the unit

In order to realize the construction of high efficient classroom and improve the teaching quality, teachers need to break the lag teaching idea, deeply understand the big unit teaching method, establish the big unit teaching idea, deeply excavate the knowledge content in the teaching, determine the unit subject, accurately grasp the knowledge content involved in the unit, organically integrate the scattered knowledge points, take the students as the main body of teaching, and set up the unit subject according to the students' thinking ability, learning ability and historical basis. The topic setting plays a guiding role in students' learning, and can help students to accurately grasp the knowledge content that needs to be studied and mastered in this unit^[3]. When applying the large unit teaching method in teaching, the teacher should realize that he is the designer and executor, and the students are the main part of the teaching.

For example, when a history teacher in a middle school talks about the unit "The Founding and Consolidation of the People's Republic of China", the knowledge structure of the unit includes: the Chinese people stand up, the most lovable people and the land reform. Since the founding of New China, the Communist Party of China has consolidated the people's democratic dictatorship and formulated and implemented a series of related policies, which greatly promoted the economic development of China. In the first lesson of this unit, "The Chinese People Have Stood Up" focuses on the founding of New China; in the second lesson, on the actions taken by the Communist Party of China to defend the country and safeguard peace; and in the third lesson, on the transformation of China's feudal land exploitation system into peasant land ownership, the peasants have been liberated and become the masters of land, and China's agriculture has also developed greatly. Thus it can be seen that the teaching contents of this unit are closely related to each other. In order to help the students clear up the knowledge frame of this unit, the teachers can strengthen the students' feelings of home and country step by step and make them have strong patriotic enthusiasm.

2.2 Strengthening the integration of teaching resources

When applying the large unit teaching method in middle school history teaching, if we want to fully utilize the application value of the large unit teaching method, we need to pay attention to strengthening the integration of teaching resources, deeply exploring the knowledge content in the textbook, and ensuring the systematic design of teaching content, thereby ensuring the quality and effectiveness of teaching^[4]. The application of the large unit teaching method is to organize and concentrate fragmented and scattered knowledge content through the setting of unit themes, achieve the integration of teaching resources, and help students better understand and master them.

For example, middle school history teachers need students to understand the overlapping of political power in the Three Kingdoms period and the integration of nationalities in the Three Kingdoms period. In order to make students grasp the main characteristics of historical development accurately, teachers can show students the collected materials about the changes of regime in different dynasties, and guide students to think and summarize them. Secondly, in order to make students realize that "the general situation of the world, a long time must be divided, division must be met" and deepen students' understanding of ethnic integration and national identity, in this part of teaching, teachers can help students understand ethnic integration by collecting and sorting out relevant materials, such as the reform of Emperor Xiaowen, the implementation of the capital of Luoyang, the Han system. Thirdly, in order to make the students realize that the harmonious society and stable political power are the important prerequisites for the steady development of economy and

culture, the teacher can focus on the culture, life and economy of the Wei, Jin, Southern and Northern Dynasties, and guide the students to sort out and summarize the development of culture and economy at that time by comparing the war in the north and the development of the south of the Yangtze River, and deepen the understanding and mastering of the historical knowledge of this unit.

2.3 Applying the large unit teaching method in various ways

The knowledge of middle school history itself has strong comprehensiveness, and teachers need to fully reflect the students' subject position in the teaching classroom when applying the large unit teaching method, and implement the cultivation of students' core literacy in history. In the past, teachers used a relatively single teaching method when carrying out teaching activities, which made it difficult to achieve ideal teaching results. Therefore, when teachers carry out teaching activities from the perspective of large units, in order to build high-quality teaching classrooms, it is necessary to design large unit teaching through multiple considerations, adopt diversified methods to achieve flexible application of large unit teaching methods, improve the openness and inspiration of middle school history teaching, and promote students to systematically master historical subject knowledge^[5].

For example, in the unit of Consolidation of a United Multinational State and the Crisis of Society, the middle school history teacher can apply the large unit teaching method according to the different learning basis and different learning needs of different students to realize individualized teaching. For the students with a good foundation and strong learning ability, teachers can guide them to think deeply and discuss the economic development and political system in the Ming and Qing Dynasties. Through the application of large unit teaching method, the students of different levels can accurately grasp the learning theme of the unit, thus improving the overall learning level^[6].

3. Conclusion

In summary, when middle school history teachers apply the large unit teaching method in their teaching, they need to deeply analyze the knowledge content of the entire unit, determine the unit theme, and strengthen the integration of teaching resources, laying a good foundation for the smooth application of the large unit teaching method. At the same time, teachers also need to pay attention to adopting diversified methods to achieve the application of the large unit teaching method, continuously stimulate students' learning interest, especially the application of the layered teaching method, so that the learning needs of students at different levels can be well met, thereby achieving a more ideal large unit teaching effect and effectively improving the overall students' historical thinking ability and learning level.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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