

The cultivation of core literacy in history discipline of high school students by study tours

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Abstract: As an important way and manner to cultivate the core literacy of secondary school students in history discipline, study tour has an irreplaceable role and is an effective supplement to the traditional history classroom. Therefore, cultivating the core literacy of high school students in the discipline of history through study tours is the need of both the development of the times and the need of the history discipline to educate people. This paper explores the relationship between study tours and the five core literacies of high school history and proposes a strategy to cultivate the core literacy of high school history based on study tours, taking the Sanxingdui study as an example.

Key words: core literacy of high school history discipline; study trip

1 The relationship between study tours and core literacy of high school history subject

1.1 Study tour is the intuitive cultivation of materialistic view of history

The materialistic view of history is a scientific view of history and methodology that reveals the objective basis and developmental laws of human social history, and it is also the core concept for cultivating the core literacy of senior high school students in the subject of history. In history teaching, we need to cultivate students' core literacy of materialistic view of history. Not only should students gradually master the basic viewpoints and methods of materialistic view of history in classroom, but they should also be able to apply them to real life.

As a new teaching mode, study tour can make up for the deficiency of traditional classroom in the cultivation of the core literacy of materialistic view of history [2]. All aspects of the study trip are the hands-on practice of theoretical knowledge, students' understanding and mastering of the materialist concept of history in the classroom only stays in the theoretical level, while the study trip can help students to apply the knowledge they have learned in reality, really learn to understand the real history from the practical point of view, and learn to analyze the specific problems.

1.2 Study tours are a realistic development of the concept of time and space

The concept of time and space is the idea of observing things and the connections between a particular time and space, a combination of time and space. All the historical events we know happened in a specific time and space, and the same applies to the study of history by students. As a kind of inquiry-based learning, study tours enable students to go out of books and to be in different historical times while recognizing the real society.

In the process of study travel, students can investigate the specific historical sites and face the real historical scenes, which can let them experience and perceive the change of time and space. Study travel is a realistic development of the core literacy of the concept of space and time, and the orientation in the face of more intuitive historical sites can allow

students to learn more deeply about the background of historical events, especially to break the space limitations and experience the real space and time that can not be presented in the classroom, thus achieving the cultivation of students' concept of time for students.

1.3 Study tours as a concrete application of historical evidence

Historical empirical evidence refers to the attitude and method of analyzing the acquired historical materials and applying credible historical materials in an effort to reproduce historical reality. In history teaching, students should be made to understand that historical sources are a bridge to historical understanding, understand the different types of historical sources, learn to collect historical sources and know how to judge their authenticity. Often in the classroom, teachers provide students with historical materials. There is no way to really improve students' ability to collect and identify historical materials, and study tours are precisely the best presentation and display of historical materials collection.

The study tour process can broaden the ways for students to collect historical materials, teach them to master the methods of collecting historical materials as well as learn to judge the source of historical materials.

1.4 Study tours are an effective extension of historical interpretation

Historical interpretation refers to the attitude, ability and method of rationally analyzing and objectively judging historical things on the basis of historical materials and historical understanding. History teaching requires students to be able to objectively judge and discuss historical events, figures and phenomena, learn to find problems in historical appearances, and learn to judge more objectively when facing problems in reality.

Study tours are an effective expansion of students' core qualities of historical interpretation, and study resources are highly varied, as are students [4]. The tasks assigned in the process of study tours can promote students' sense of independent inquiry, especially about some controversial historical events, and students will make historical interpretations based on the historical materials they have collected. In this process, they can produce judgments and interpretations based on the knowledge they have acquired, and they will also make objective arguments in response to the changes in different research resources.

1.5 Research and study trip is a direct stimulation of home and national sentiment

National sentiment is the social responsibility and humanistic pursuit of studying and researching history, as well as the value care that should be taken in studying and exploring history. The cultivation of national sentiment in the history classroom is a great test of teachers' connection to the content of historical knowledge and reality, and in most cases, the sublimation of hard emotional education can't really stimulate students' national sentiment [3]. The study trip as a real situation experience classroom, is one of the best way to cultivate the national sentiment.

In the process of study, students can experience the great beauty of the motherland, produce a sense of pride; and in the process of visiting the red revolutionary study bases, war sites, patriotic celebrities memorials, etc., produce a more intuitive understanding, which directly stimulates the patriotic feelings of the students.

2 The strategy of cultivating core literacy in history discipline based on study tours

2.1 Developing scientific study themes and clarifying teaching objectives

The first step is to choose the study trip according to the local tourism resources, and after determining the study location, the theme of the study activities should be clarified [1]. In this paper, the location of the study trip is determined as "Guanghan Sanxingdui". The second step is to clarify the teaching objectives and analyze the learning situation. Through the historical accumulation in junior school and the first year of high school, students in the second year of high school will have the ability to analyze and process information, and they can explore the origin of Chinese civilization and compare the world civilization based on the artifacts and explanations shown in the museum during the study.

After fully understanding the level of students' core literacy, the teaching objectives of the study can be formulated as follows, taking into account the characteristics of the study resources of Sanxingdui and the real needs of students' core literacy development:

a. Through visiting the Comprehensive Museum for spatial and temporal orientation, and in the basic process of recognizing the origin and development of mankind, students can understand the historical stages of Sanxingdui culture, explore and study the corresponding historical stages of "other ancient civilizations of the world".

b. Taking the group task as the problem orientation, through analyzing and interpreting the kinds of relics unearthed in Sanxingdui, the appearance characteristics, and the age of the proof, etc., the basic characteristics of local originality, diverse development, and mutual influence presented by the origin of Chinese civilization can be perceived.

c. Through understanding the process of restoration and protection of cultural relics, students can know that protecting cultural relics is protecting the country and history, and guarding the roots and souls of the Chinese nation; and the diversity and brilliance of Sanxingdui cultural relics can enhance cultural self-confidence of students, who can understand that the origin of Chinese civilization is diversified and integrated.

The clarity of the teaching objectives in the study activities is the direction guide for the study tasks and the history teaching in the whole process. Therefore, the scientific formulation of the study objectives and the clarity of the teaching objectives are one of the important conditions for the implementation of the core literacy training.

2.2 Carefully design study tasks and implement core literacy

The study activities are different from the traditional history classroom, more open, need to avoid only "tour" without "learning" situation. The formulation of study tasks should also take into account the characteristics of the class students, the characteristics of the study resources, and carefully develop the study tasks corresponding to the activities in conjunction with the study objectives.

The tasks of the Sanxingdui study were divided into groups to achieve the purpose of implementing the core literacy of the history discipline. First, the students were divided into three groups, each with assigned learning tasks. Secondly, the common task of each group was: introduce one of your favorite artifacts of Sanxingdui and explain the reasons. The task of the first group: Combined with the knowledge learned and the museum introductions, sort out the corresponding historical stages of ancient Shu civilization, Sanxingdui culture, Chinese civilization, and the world civilization; Where did Sanxingdui actually come from? Why is there no writing found in the Sanxingdui site? Tasks of the second group: Combining the learned knowledge and the visit, compare Chinese history and culture with foreign history and culture from both vertical and horizontal dimensions, analyze the similarities and differences between Chinese and foreign ancient cultures, and give examples; Where do the sea shells and ivory in the Sanxingdui sacrificial pits come from? What are the identities represented by those bronze human heads? Tasks of the third group: Based on the knowledge gained from the artifacts unearthed at Sanxingdui, summarize the characteristics of the origin of Chinese civilization through observation and interpretation of the relics; What is held in the hands of the bronze Daliens? How did the Sanxingdui culture disappear?

In the process of accomplishing the tasks, each group invariably strengthens the cultivation of core literacy, and the specific research tasks can strengthen the implementation of core literacy.

2.3 Timely consolidate the study results and improve the evaluation system

The evaluation system is an effective way to test research results of study activities and is also an integral part of the implementation of core literacy. At the end of the study activities, a small questionnaire survey can be designed to not only find out the problems and shortcomings of the study activities to provide reference for the next study, but also consolidate the results of learning with the help of questions related to the content of the study. After the study of Sanxingdui, the

materials related to Sanxingdui are presented to students and set as historical questions, consolidating research results through a measurement and evaluation system that combines core competencies. In short, the evaluation system of study activities is rich and diverse, and the specific way used also needs to be selected in combination with the specific study resources and students' situation.

3 Conclusion

In summary, study tours are the best help for the cultivation of core literacy of high school students in the discipline of history in the new era. From the point of the actual teaching situation, in order to better play the function and role of study tours on the core literacy of the history discipline, it is necessary to constantly summarize the experience and lessons learned in practice, which requires the joint efforts of history teachers in the new era.

Conflicts of interest

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

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