

A Study on the Methods of Cultivating Literacy in Secondary School History under Disciplinary Literacy

Li Zhang

Yangtze Normal University, Chongqing 408100

Abstract: History is an important subject in junior high school, and learning a good history course is as important as other subjects. The study of history can help students gain an in-depth understanding of the origin and development of Chinese culture, which is of positive significance in expanding students' horizons and improving their comprehensive literacy. Subject literacy refers to the unique professional qualities that students develop during the study of a specific subject, and is closely related to their daily learning knowledge. This paper discusses the strategy of cultivating disciplinary literacy in junior high school history in the light of the specific connotation of disciplinary literacy, in the hope of helping students to better understand and master historical knowledge, and to perceive the heritage of Chinese culture, so as to lay a foundation for the future development of students.

Keywords: disciplinary literacy, middle school history, comprehensive literacy, cultivation strategy

Introduction

With the continuous advancement of educational reform, teaching methods are undergoing profound changes. Junior high school history teaching is no longer limited to boring theory transmission, but pays more attention to stimulating students' interest in learning. In order to adapt to this change, teachers should continue to innovate teaching methods, make historical knowledge lively and interesting, and improve the status quo of history teaching. It is expected to help students better understand history, develop their critical thinking ability and deepen their profound understanding of culture.

1. Analysis of the basic connotations of literacy in history

1.1 Acquisition of basic historical knowledge

The junior high school history curriculum is rich in content and covers many eras, people and events. Students should know and master the important events of each era. Historical events are the test points of the exam and the basis for understanding our history and culture. Students can combine classroom listening, after-class reading and Internet searching to improve their general knowledge of history. An in-depth understanding of history helps students better understand the present, and helps them to promote the inheritance of China's history and culture^[1].

1.2 Mastery of basic subject matter skills

The study of history not only allows students to learn about history and culture and accumulate historical theories, but also requires students to develop their personal skills during their studies. Listening, speaking, reading and writing are all basic skills that students must learn during their study of history. In the classroom, students must listen patiently to the

Copyright © 2024 by author(s) and Frontier Scientific Research Publishing Inc.

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>

teacher's explanations and form the habit of accepting the opinions of others. Students should also express their own opinions bravely and actively participate in class discussions to deepen their understanding of history. Students should also cultivate good reading habits in the learning process to broaden their knowledge, broaden their horizons in history, accumulate more knowledge and improve their subject knowledge.

1.3 Strong national consciousness and patriotism

The study of history is not only to understand the past, but also to cultivate students' patriotic feelings and national pride. The study of history can help students understand the wisdom and greatness of the ancient people of our country, and inspire a strong sense of national unity of the motherland and cultivate students' patriotic sentiment. The cultivation of emotional attitude is of great significance to the overall development of students and their future growth.

2.An analysis of the main strategies for cultivating middle school students' literacy in the discipline of history

2.1 Rationalization of teaching tasks and context creation

Reasonable arrangement of teaching tasks and the creation of situations is a key link in the development of students' literacy in history. In junior high school history teaching, teachers should scientifically design teaching tasks according to the cognitive level of students, ensure that the difficulty of the task is moderate, the content is interesting, and stimulate students' desire to explore. Teachers can actively create vivid and realistic historical situations. For example, when explaining the theme of "Anti-Japanese War", teachers can design a creative teaching task for students: group and role-playing, simulating various scenes of the Anti-Japanese War. This kind of simulation teaching method can help students more intuitively understand the specific situation of that era, feel the hardships faced by the people of that era, and enhance the students' empathy and historical sensibility. In order to better create a historical atmosphere, teachers can also skillfully use multimedia technology to show students the anti-Japanese war period related historical pictures, video materials. Create an immersive learning environment for students, so that students feel as if they have traveled through time and space to be present. Stimulate students' interest in learning, help them better understand historical knowledge, and cultivate their historical literacy. In the process, students can learn concrete historical knowledge and deepen their understanding of history and culture.

2.2 Utilizing and enhancing curriculum resources

Making full use of and strengthening curriculum resources is a key way to cultivate students' literacy in history. In junior high school history teaching, although textbooks are the core teaching resources, in order for students to have a more comprehensive comprehension of history, teachers must break the limitations of textbooks and actively integrate diversified curriculum resources. In addition to textbooks, teachers can recommend students to read various historical documents, biographies and memoirs, which provide more detailed and in-depth historical knowledge to help students better understand historical events and deepen their knowledge of history. In this day and age, online resources have become valuable teaching resources because of their convenience. Teachers can use search engines to collect rich historical pictures, audio and video materials to recreate historical events and characters in an intuitive and vivid way, bringing students a more realistic historical experience. The real-time updating of online resources also allows teachers to obtain the latest historical research results in a timely manner, ensuring the timeliness and novelty of the teaching content. Field resources such as historical sites and museums are of great significance in enhancing the practicality of history teaching. Teachers can organize students to visit these sites so that they can feel the weight of history in the actual environment, observe historical relics and monuments intuitively, and deeply understand the evolution of history. In order to maximize the use of these curriculum resources, teachers need to pay attention to the integration and optimization of resources, including the screening, classification, integration and development and utilization of resources, to ensure that each kind of resources can give full play to its maximum value in history teaching. Teachers also need to pay attention to the updating

and maintenance of curriculum resources to ensure resource availability. In the process of integrating and optimizing curriculum resources, teachers need to give full play to the main role of students and encourage them to actively participate in the development and utilization of curriculum resources. Teachers can organize students to carry out research learning activities on historical themes, so that they can independently choose research themes, collect information, write research reports and so on. Exercise students' research ability and practical ability, so that they can have a deeper understanding of the connotation of history.

2.3 Developing students' historical thinking skills

Cultivating students' historical thinking ability is one of the important tasks in junior high school history teaching. The cultivation of this ability is closely related to teachers' teaching methods and approaches. In order to effectively improve students' historical thinking ability, teachers need to adopt a series of targeted teaching strategies. Teachers should emphasize the "historical time perspective". History is an event that has already happened and cannot be reproduced in today's society. Teachers need to guide students to respect history, understand the inevitability and contingency of history, and avoid criticizing historical events and figures arbitrarily. The true meaning of history can only be better understood by deeply appreciating the historical context of the time. Teachers need to provide students with an appreciation of history. China has a long history and has experienced the rise and fall of several dynasties^[2]. Each dynasty has its unique historical status and value. In order to help students better understand history, teachers need to guide students to gain a deeper understanding of the development and changes of different dynasties, so as to cultivate their ability to comprehend history. Teachers can further enhance students' historical thinking ability through direct comparison of historical events. Historical events are often accompanied by many different points of view. Teachers can encourage students to read more relevant historical materials and think about their sources, authors' views and backgrounds, so as to cultivate their critical thinking.

2.4 Using film and television to develop historical literacy

As an intuitive and vivid art form, film and television works have unique advantages for cultivating students' historical literacy. There are numerous history-related movie and television works, which provide rich materials for history teaching. Movie and television works can present historical events and characters visually and help students understand history better. Some historical knowledge is abstract, and it is difficult to explain it clearly by relying on theoretical knowledge alone. Introducing relevant movie and television works to illustrate can greatly improve the interest of the history classroom, so that students actively participate in classroom teaching activities. Movie and television works can provoke students to think about historical figures. The vivid characters in film and television can make students understand the character, behavior and thoughts of historical figures more deeply. Teachers can also guide students to connect historical figures with important historical events and naturally introduce them into the study of historical content. The use of film and television to cultivate historical literacy can also help students form correct historical concepts and values. Historical events and characters in film and television often have distinctive characteristics and values of the times. Teachers can play a guiding role in the process of students' analysis of historical events and characters in film and television works to help them form correct historical concepts and better understand history, recognize the present and look forward to the future.

3. Conclusion

The study of junior high school history subjects is of great significance to the overall development of students. Students can not only expand their insights and improve their understanding of the country's historical knowledge, but also cultivate patriotic spirit and deeply feel the long history and culture of the country. Middle school history education is an indispensable part of students' growth path, opening the door for students to explore the past, understand the present, and look forward to the future.

Conflicts of interest

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

References

[1] Zuo Yuanqiao. Research on the teaching strategy of large unit of secondary school history under the core literacy[J]. Huaxia Teacher. 2023; (24): 73-75.

[2] Zhou Yongjie. Research on in-depth teaching of secondary school history based on history core literacy[J]. Journal of Heilongjiang Teacher Development Institute. 2023; 42(10): 103-105.

Project Topic

1. Project Number: JGXTTZ2023104 Project title: Design and research of middle school history teaching APP based on ARCS motivation model Project Source: The Ministry of Education teacher cooperative quality improvement major school-level project

2. Topic: Research on the promotion strategy of history major education practice in local normal colleges based on OBE concept Subject source: Education and teaching reform project of Yangtze Normal University