

Research on Situational Teaching in Senior High School History Class

Liwei Yin

School of history, culture and Tourism, Liaocheng University, Liaocheng 252000, China

Abstract

With the continuous development of the concept of new curriculum reform, how to create an efficient classroom for students has become a topic in front of many teachers. Under the background of the new curriculum reform, high school history teaching will pay more attention to students' autonomy and independence, and the application of situational teaching is one of the ways to echo this reform. In the history class, around the teaching content for students to create a certain classroom situation, arouse students in the classroom to actively study and explore, which has an obvious effect on the improvement of students' comprehensive quality. Situational teaching is a new teaching mode to improve classroom efficiency. It can bring students into what they have learned and integrate with what they have learned, so that students can learn history better.

Keywords

Situational Teaching; High School History; Classroom Teaching.

1. Introduction

Situational teaching refers to a teaching method in which teachers and students introduce, create or create vivid and specific scenes with certain emotional color to arouse students' certain attitude experience, so as to help students understand the teaching materials and make students' psychological function develop comprehensively and harmoniously[1] According to the research results of educational psychology, situation is a specific environment with certain biological and sociological significance. It can not only stimulate people to actively associate, imagine and think, in order to obtain some image or thinking results; It can also make people have some emotional experience[2]. The so-called historical situational teaching is to use the corresponding teaching methods and teaching means to create a scene with strong historical atmosphere for students, pull in the distance between students and history, let students experience history in the historical scene, and then resonate in thought, and finally achieve the effect of learning history and learning history. The situation in history situational teaching can be either a real and objective scene or environment, or a virtual scene with real scene or environment atmosphere and subjective consciousness. Compared with other subjects, historical situational teaching has its own characteristics.

2. The Value of Situational Teaching in High School History Class

2.1. Build a Bridge to Explore Historical Knowledge

History is mainly the study of some past cultures and deeds, which cannot be repeated, experimented or experienced. History means that it systematically records, interprets and studies past events and behaviors, and serves as a reference for future actions[3]. Therefore, learning history is indirect, for many high school students, learning history is mechanical recitation, boring. Therefore, teachers need to create a historical teaching situation, and build a channel and bridge for students to explore historical knowledge. Through the creation of history teaching situation, students' subjectivity has been brought into play. For example, in the

teaching of Lesson 13 from the establishment of the Ming Dynasty to the entry of the Qing army in unit 4 of the outline of Chinese and foreign history [4], students are required to simulate the specific historical scenes of the evolution of monarchy and prime minister. This requires students to read historical materials, organize and summarize, reasonably explain, shape roles and perform live. Through the activities, the students' abilities of independent reading, independent thinking, comprehensive induction, oral expression, improvisation and so on have been trained and improved. In this process, the students can explore the mystery of history and fall in love with learning history.

2.2. Stimulate Students' Interest in Learning

The traditional classroom teaching mode is that teachers speak and students listen, students are very passive, it is difficult to stimulate students' interest in learning. Although the image thinking ability of high school students is improving, there are still some limitations in the analysis, generalization and comprehensive thinking, mainly relying on their own direct experience. Practice has proved that the novel, interesting, colorful and lively teaching methods can constantly cause students to explore new activities, so as to stimulate a stronger thirst for knowledge.

2.3. Improve Students' Comprehensive Quality

Situational teaching creates an environment for students to exercise their ability, which reflects that classroom teaching is the main channel to implement quality education. Teachers create film and television teaching situations to introduce major historical events, create language teaching situations to show the moving deeds of historical figures and other activities, highlight students' initiative, creativity and differences in the classroom, and organize teaching activities suitable for students' participation and independent innovation according to the situation, so that students can obtain rich emotional experience while acquiring knowledge, Looking for the real meaning and value of life. In the past, due to the restriction of teaching facilities, some imaginative pictures can only be realized through the oral narration of teachers. Although this kind of narration is as close to the "truth" as possible, the approximation is still too abstract. Through situational teaching, this problem will be greatly solved, because some abstract pictures, After the oral presentation, the teacher can also show the students' imagination directly in concrete pictures and audio-visual videos through multimedia. Through the situational teaching of history class, students' various abilities are improved and their comprehensive quality is strengthened.

3. Strategies of Situational Teaching in High School History Class

3.1. Create Life Oriented Knowledge Teaching Situation

How to make the boring history interesting, vivid, easy to understand and flexible according to the characteristics of teaching materials? First of all, teachers can start from the key points of knowledge, create a life-based knowledge teaching situation, talk about history in connection with the reality of life, provide bedding and support for students to understand history knowledge, and make students feel more deeply in classroom learning. One of the important reasons why many students have cognitive obstacles in learning historical knowledge is that some knowledge content involves a long time background, which brings students a certain sense of distance, and it is difficult for students to quickly establish learning cognition. Teachers can fully tap the life elements in these teaching contents, and then create living teaching situations, and create a good learning environment and atmosphere for students. This will optimize the students' learning experience and can also build up understanding and cognition of these contents faster. This also requires teachers to accumulate more, to try to understand a little more, let their own classroom have "material" to speak. History belongs to the humanities

and Social Sciences, and it covers a wide range and fields, and seems to be able to touch everything. If teachers only speak pure theory in class, it is easy to make history class boring. Of course, to achieve this, teachers should pay more attention to the accumulation of various knowledge, to understand a variety of scientific knowledge, to pay attention to current affairs... In this way, the evidence needed to explain history can be easily available, in the classroom can "point the river, promote the text.". Such teaching method can greatly improve the comprehensive effect of curriculum teaching, and can deepen the students' overall learning experience of knowledge points. For example, when we talk about the "tax system" in the section of "changes and innovations of Sui and Tang Dynasties system" in Lesson 7, in order to make students have a better analysis and interpretation of the teaching theme, teachers can create a living teaching situation. Teachers can tell students some relevant stories, such as ancient farmers also need to pay taxes, if the tax is too heavy, it is difficult to maintain food and clothing. After listening to the teacher's narration, students will have pity in their hearts, and they want to know the situation at that time. The teacher can take the students to start the course. These historical stories with life color have attracted students' attention, and aroused their curiosity and curiosity, and achieved the effect of creating teaching situation reasonably. Teachers connect with today's life, compare with the life of the people at that time, and then guide students to share with their classmates in the form of storytelling or other ways, so that students can learn historical knowledge in the process of sharing, improve their language expression ability and social communication ability, and realize that today's happy life is hard to come. Therefore, the history teachers should pay attention to the creation of story situation for students according to the teaching content and text centered thought, and promote the improvement of the teaching effect of history.

3.2. Develop History Classroom Situation with the Help of Multimedia Technology

Today's teachers are all-round development teachers, teachers should not only master pedagogy professional knowledge, subject professional knowledge, but also flexibly use a variety of teaching facilities and equipment, including multimedia technology. High school history itself has a certain space, time and character relationship, which also shows that there are specific scenes. If teachers can consciously introduce some more vivid and specific historical scenes, they can let students get personal experience in this situation, and finally let students feel history in the historical situation. In order to achieve this, teachers can actively use multimedia technology to carry out the history classroom situation, through multimedia technology to build a lively historical stage situation for students, so as to truly play the value of situational teaching. For example, when teaching the content of Lesson 16 "two Opium Wars", the teacher can play the clip of "burning Yuanmingyuan" with the help of multimedia technology during the introduction process, and arouse the students' resonance through the intuitive "burning, killing and looting", so as to mobilize the students' enthusiasm and desire for knowledge to the greatest extent, Let the students really feel the history in the situation. In addition, when using multimedia technology to teach history to students, you can also use situational music to create a historical situation for students, so as to improve the appeal of history [5]. For example, during the teaching of "September 18", the teacher can play the song "on the Songhua River" to the students, so that the students can feel the nostalgia of the northeast people for their hometown and the sadness of being forced to leave. Through the music, a good atmosphere for history teaching can be rendered, so that the students can easily go deep into history learning, Finally, it can play the value of situational teaching. Combined with multimedia technology to create a history classroom situation, the use of relevant film and television, picture materials, can focus on the key and difficult problems or deepening problems

in classroom teaching, so that students can better understand history, understand the teaching content, and learn to transfer knowledge, solve problems, achieve emotional sublimation.

3.3. Show the History Classroom Situation through Role Play

The creation of performance type teaching situation is very wonderful, and it is also a learning way that students are generally very interested in. Teachers can guide students to adapt or create according to the content of the text, and express the content of the text in the form of performance. On the one hand, they can promote students to further master the learning content in the performance situation and lay a solid foundation for learning. On the other hand, they can promote the development of students' performance ability and comprehensive ability. In the process of situational teaching in high school history class, if teachers can really play the role of a guide, guide students to actively participate in the whole teaching activities, and let students think about history through practice and experience, they can stimulate students' curiosity for history knowledge to the greatest extent, and effectively guarantee the whole teaching effect and quality. For example, when explaining to the students the knowledge of "Xi'an Incident" in lesson 23 "from partial Anti Japanese War to comprehensive anti Japanese War", the teacher can make the students prepare before class and simulate the Xi'an Incident. The simulation content is "the general process of Zhang Xueliang and Yang Hucheng's persuasion and military admonition to Chiang Kai Shek", Then let the students show it in the classroom through role-playing, which can effectively improve the authenticity and vividness of the whole course, let the students deeply feel the great value of the Xi'an Incident from the role-playing, and show their comprehensive ability well in the process, which is also a kind of satisfaction for the students' psychology, Thus, it can stimulate students' interest and enthusiasm in history learning, and enable students to participate in history classroom learning more actively in the future, and finally effectively play the value of situational teaching in junior high school history classroom teaching [6]. Therefore, in the actual teaching process, high school history teachers can actively use the role-playing method to create history classroom situation for students, so as to further guarantee the whole teaching effect and promote students' mastery and understanding of history knowledge.

4. Conclusion

To sum up, in the process of high school history teaching, teachers should integrate diversified teaching situations into the process of high school history teaching, so that students can feel the fun of history learning in the classroom, and master the main content of history learning. In this regard, the guiding role of history teachers is very important. Teachers should strengthen their own professional ability and teaching level, improve the teaching design, and strengthen the teaching effect, so as to promote the development of students' comprehensive ability and achieve the purpose of deeply mastering the history learning content.

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