

High School History Courses in the Context of "Internet +"

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Abstract

In recent years, science and technology continues to develop, the Internet technology is more and more mature. Under the background of "Internet +", the high school history teaching has been greatly affected. Teachers can make use of a variety of forms of information resources, combined with large unit, large concept teaching, curriculum design, and truly realize the "student-oriented" teaching. Based on this, this paper takes the unit teaching of "modern Chinese history" as an example, and carries out the relevant curriculum design, hoping to make reasonable use of large unit teaching under the guidance of Internet resources, so that students can better master the history of this period.

Keywords

Internet +; High School History; Large Unit; Large Concept.

1. Foreword

Curriculum, in a broad sense, refers to the sum of subjects that school students should learn, while in a narrow sense, it only refers to a certain discipline. As an important part of school education, the curriculum plays an important role in students' learning and development, and its quality also has an important impact on the development of students. In the "Internet +" era, information resources are more and more abundant, students have more and more channels to acquire knowledge, and our history course is not only the original classroom teaching, curriculum form, teaching means, learning place and other factors have changed. In such a time background, how should high school history courses conform to the trend and play the best effect?

2. Background of the "Internet +" Era

On November 14, 2012, Yu Yang delivered a speech themed on "Internet +", proposing the concept of "Internet +" for the first time. He believes, " With the development of the Internet, especially the mobile Internet, we may see that every traditional industry is pregnant with 'Internet +' opportunities."The proposal of this concept has produced a profound marketing for the education industry, providing new possibilities for the combination of curriculum teaching and Internet technology, and thus opening up the teaching ideas.

The development of Internet technology has made diverse information resources appear in our vision, and both teachers and students can have more channels to acquire knowledge. The rich information resources also make up for the boring sense that the history discipline easily brings to the students, so that the students can understand the history through various forms of film and television resources, picture resources and other forms of materials, and enhance their interest in learning. During the epidemic period, students were also able to study in online class, breaking the restrictions of various factors such as time and place in the previous learning process.

At the same time, the rapid development of the Internet also provides a platform for teachers to learn and develop. Teachers can find out teaching multimedia resources, watch open class videos, learn about other teachers' teaching methods, take their strengths, and improve themselves. In my spare time, I can communicate with other teachers online and improve my teaching ability in the collision of thinking. It is not difficult to find that the "Internet +" era has a profound impact on middle school history teaching.

3. High School History Curriculum Status Quo

At present, the edition of the Outline of History compiled by the Ministry is gradually being used in high school history teaching in the provinces, and will become a national unified standard textbook. Compared with the people's Education, Yuelu and People's high school history textbooks used in the past, the Outline of Chinese and Foreign History has made great changes in terms of knowledge arrangement, content selection and overall design. Among them, especially obvious is the increase in the number of knowledge points. Take the unit of the 1911 Revolution and the establishment of the Republic of China as an example. In the past human education edition of high school history textbooks, the textbooks only involve the three main knowledge points of the 1911 Revolution, the development of national capitalism and the new culture movement in this period, and learn around three points. The current Outline of History at China and Foreign Countries involves several knowledge points, including the 1911 Revolution, the movement of protecting protection, Zhang Xun's restoration, the dispute between government and courtyard, the economic development of national capitalism, and the new culture movement. Thus it can be seen that the "Chinese and Foreign History Outline" involves the knowledge point is quite complicated.

However, high school history is not the main course and has fewer hours. And although the students have a certain historical foundation, but not solid. So in the "Internet +" era, how to take the Outline of Chinese and Foreign History as a history textbook in a limited time, so that students can not only master the basic historical facts, and have a complete understanding of history? This requires teachers to make use of the now proposed "big unit" and "big concept" teaching, to carefully design the history curriculum, so that it becomes a curriculum design suitable for high school teaching. The author believes that there is no absolute standard for quality and bad history courses, and the history course suitable for students to learn and conducive to their development can be called "a good history course". In today's era, the history course of large unit and big concept is the "good history course".

4. Large Unit Teaching

Large unit teaching is a teaching idea and teaching method that takes a higher perspective, considers a learning section as a whole, effectively transfers knowledge across grades, constructs the new knowledge system in line with the teaching practice, makes the classroom content is not repeated, the teaching link should be compact, and the classroom effect should be improved. It develops from single chapter (single chapter) teaching to unit teaching, and then step by step to unit theme teaching.

In the current high school history teaching, most teachers teach class by class according to each unit and class hour divided by textbooks. This is a certain rationality, but it often leads to students' lack of overall cognition of history and the lack of coherence of historical knowledge. Large-unit teaching can improve this situation well and give students a stronger sense of history.

In the 1990s, the theory of unit integration and large-unit teaching emerged in China. Experts, scholars and front-line teachers began to study large-unit teaching, and also began to apply large-unit teaching in teaching. After the core literacy of history was proposed, Professor Cui

Yun published the article "Subject Core Literacy calls for Large Unit Teaching Design", which pointed out that the new teaching objectives should focus on students using knowledge, continuously and correctly, emphasize the understanding and application of knowledge points, and emphasize the connection and application of knowledge points. The reform of teaching design is gradually rising, and the history teaching design has gradually developed from the original design for each knowledge point to the overall large unit design. Some teachers try to connect a "small unit" divided by multiple textbook and "small unit" with a large unit theme, grasp the main line of historical development, and teach according to the law of historical development. In the large unit teaching, it is particularly important to have the establishment of the unit theme, and the establishment of the theme cannot be separated from the big concept of the unit, which is the core concept that we advocate now. So what is a big concept, and how do we establish a big concept?

5. The Big Concept of Guidance

In the new edition of the 2017 general high school history curriculum standards, there is no accurate definition of the big concept. However, through academic research, the understanding of big concepts is generally consistent: big concepts can make discrete facts and skills related and have certain significance; big concepts try to integrate and integrate students' cognitive basis; big concepts focus on explaining the meaning structure between knowledge content.

Historical knowledge points seem complicated, but in fact, there is a certain internal connection. However, the historical foundation and cognitive ability of high school students are limited. It has become an important task for history teachers to find out the internal connection in the historical knowledge and accurately find out the big concepts. Take the tenth lesson of the Outline of Chinese and Foreign History (top 1), the Rule of Liao, Xia and Jin Yuan, as an example. This lesson involves the process of the rise and development of many ethnic minority regimes in the Liao, Western Xia, Jin and Yuan dynasties, and includes the political system, cultural customs and the process of the founding of the people of many ethnic states. Only to sort out the development process of each ethnic country and present it to the students, although it is also clear clues, it is boring, and it is difficult to grasp the key points and grasp the main idea of this lesson. In the author's opinion, the teaching of this lesson should take "nation state" as the big concept and design three progressive questions: First, how is the political power of various nation states established? Second, how does each ethnic regime carry out institutional construction and regime governance? Third, how to make a unified multi-ethnic state further developed? Take this as the main clue of this course, combined with the establishment of Liao, Xixia, Jin, Yuan and other ethnic states, these three questions are answered in turn, in the process of solving the three problems combined with the big concept, learn the content of this lesson, so as to closely follow the theme.

Every lesson, every unit, and even every historical period has its own big concept. After the big concept is made clear, the overall big unit teaching design can be carried out, connecting different contents with the historical main line. Next, the author will take the large unit teaching design of "Modern Chinese Modern History" as an example, combine the current time background, large concept teaching and large unit teaching, and carry out teaching design. Admittedly, due to the author's limited knowledge, the design only represents my own opinion, there must be room for improvement and the need to improve, only for reference.

6. Unit Teaching Design of "Chinese Modern History"

The modern history of the opium war in 1840 to the founding of new China in 1949, the history of this period in the Chinese and foreign history outline is divided into four units: the late qing dynasty of internal troubles and foreign invasion, the survival of the revolution and the

founding of the Republic of China, the communist party of China and the new democratic revolution, and the war of the Chinese nation and the people's war of liberation. In the author's opinion, these four units can be taught under the large unit of "modern Chinese history", with the three major concepts of "foreign power invasion of China", "history of people's resistance" and "development history of national capitalism" as the main clues. At the same time, the reasonable use of Internet resources, interspersed with videos, pictures, online museums and other resources in the classroom, to stimulate students' interest in learning, and activate the classroom atmosphere.

In the teaching of "the history of aggression against China by foreign powers", the author designed three questions: which wars of aggression against China are there in the modern history of China? How did these wars affect Chinese society? Why did China suffer from repeated aggression during this period? These three problems develop from shallow to deep, from the study of basic knowledge to the understanding of historical background, and then think about "whether backward will be beaten" and "the advantages and disadvantages of closed country and open communication", so as to improve students' historical learning ability and form an overall understanding of "the history of foreign powers invading China". In the teaching of this section, the author will intercept several clips of the war of aggression against China in the video series of modern Chinese history, and broadcast them in the teaching, so that students can experience the impact of the war on the people while watching the video, realize the hard-won peace, and further cultivate students' feelings of home and country.

In the teaching of "the history of people's resistance", the author takes "the tenacious patriotic spirit of the Chinese people" as the core, connected the Taiping Heavenly Kingdom Movement, the Boxer Movement and the May 4th Movement, analyzed and compared the similarities and differences, and put forward several questions: which classes led these movements? Why did they eventually fail? What inspiration can we learn from these failures? Thus, the students are guided to gradually realize the importance of class leadership for struggle and revolution. Finally, combined with the current affairs and politics that this year is the centenary of the founding of the Party, they realize that the leadership of the Communist Party of China is the choice of history and the people, and what we call the cultivation of the feelings of home and country.

In the history of "national capitalism" teaching, considering this part is more abstract, the author will take "the influence of the world environment and the development of national capitalism" as the core, combined with the relevant data form, examples of national capitalists and related pictures, etc., teaching, and design related issues: what is China's national capitalism? What is the development trend of national capitalism in China? What factors affect the development of nationalism in China? What inspiration can you learn from the factors influencing the development of Chinese nationalism? Then, combined with the current affairs such as "community with a shared future for mankind" and politics, we can review the past and get inspiration from history, so that students can understand that history is the mirror of reality and the future, learning history can know the present, and raise the course to a new height.

The large unit teaching of "Modern Chinese history" from this perspective can let the students connect the fragmentary and complex historical knowledge points such as the Opium War, Taiping Heavenly Kingdom Movement, Anti-Japanese War, westernization Movement, New Culture Movement, May 4th Movement and Reform through clear main clues and core concepts. Such history courses can not only help students to consolidate the foundation of general history, but also enable students to have an overall perception of history, learn to compare vertically and horizontally, and understand the significance of history learning, which not only meets the requirements of high school history learning, but also can improve the existing problems.

The current era background provides us with opportunities to innovate our teaching methods, and it also leads us to constantly think about what kind of teaching methods are the best and

the most suitable for our students. As an important humanities discipline, the core of history is not only a few simple knowledge points, but also to guide students to realize that "history is human history", and to take history as a mirror. Reasonable use of Internet technology, follow the trend of The Times and design history courses is conducive to us to realize "student-main body" in teaching.

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