

# Research on history teaching practice in secondary vocational schools from the perspective of subject core literacy

Shufen Tian, Lele Zhao

Beijing Landscape Architecture School, Beijing 102488, China

**Abstract:** In the history teaching of secondary vocational schools, it is an inevitable requirement to cultivate students' subject core accomplishment in teaching reform. In the teaching process, teachers need to pay attention to the cultivation of students' "historical materialism", "time and space concept", "historical interpretation", "historical evidence", "national feelings" and other historical discipline literacy, and create a diversified teaching situation in the history classroom, so that students can perceive, experience and comprehend in the situation, and then stimulate students' learning interest and desire to explore. In addition, teachers should also use multimedia technology, history and reality to improve students' learning experience and effect. This paper discusses the strategies of history classroom teaching in secondary vocational schools from the perspective of subject core literacy, aiming at helping teachers to better carry out history teaching activities, and improving students' learning interest, learning effect and core literacy of history subject. At the same time, it also provides useful reference for the implementation of subject core accomplishment in secondary vocational education.

**Key words:** subject core literacy; Secondary vocational history; Teaching practice

## Introduction

Secondary vocational schools are an important part of China's secondary education, but also the important bases for training all kinds of technical skills personnel. History, as an important humanities subject, is an indispensable part of secondary vocational school education. The core quality of a subject is one of the criteria to evaluate the learners' grasp of the core concepts, abilities and values of a particular subject. The key elements of core literacy are embodied in every detail of history teaching in secondary vocational schools, which plays a positive role in cultivating students' correct values and outlook on life, is conducive to comprehensively improving the quality of education of history and promoting the orderly development of teaching reform of the discipline.

## 1. The definition and function of core literacy of history discipline

History is an important humanities discipline, which studies the people, events and objects of the past and their interrelation and development. The core quality of history refers to the important ability and quality that this discipline must have, including "historical materialism", "concept of time and space", "historical interpretation", "historical evidence", "family and country feelings", etc., which plays an important role in cultivating students' overall quality and promoting their long-term development.

First, historical materialism is a very broad and profound theoretical system, which mainly reveals the objective foundation of human social history and the law of development. Training students' historical materialism is conducive to significantly improving the educational level of history course, perfecting students' own quality, and laying a solid foundation for completing the educational task of cultivating morality and human beings.

Second, the concept of time and space is in the basic position in the core quality of history discipline. It refers to the basic consciousness of students to understand, understand and study objective history. Cultivating the core quality of students' concept of time and space can not only help students understand the close relationship between specific historical events and specific time and space, but also help students grasp the specific time and geographical environment when historical events occurred and developed, and then realize and understand the significance of various changes, continuation, development and progress in history. The key is to make reasonable explanations for them.

Thirdly, empirical evidence of historical materials refers to the attitude and method of discriminating historical materials and using credible historical materials to try to reproduce the historical truth. Training and developing students' ability in this respect is conducive to helping students grasp the methods of collecting, distinguishing, selecting and using various historical materials, and enhancing their awareness of historical empirical evidence.

Fourth, historical interpretation essentially refers to the interpretation of the past and there is no uniqueness. Training students to form a good core quality of historical interpretation is conducive to enhancing their memory and understanding of historical events, and at the same time, it can help students clearly express their personal views on history.

Fifth, the feelings of home and country is an important part of the core quality of history discipline, which mainly reflects the students' high sense of identity, responsibility, pride, belonging and mission of the country. The cultivation of the core accomplishment of home and country feelings is conducive to promoting students to truly combine what they have learned with the development and prosperity of their hometown, nation and country, and is the key to improving students' comprehensive quality.

## 2. Effective strategies for secondary vocational history teaching from the perspective of subject core accomplishment

### 1. Enlighten thinking and cultivate students' historical awareness

China's exam-oriented education has always attracted the attention of the world. Some students' lazy thinking and bad habits of acceptance have always been a headache for teachers. At the same time, it is also a major taboo for the cultivation of innovative talents. Nowadays, the focus of the reform of history discipline has been concentrated on the classroom, and vitality is the main theme of today's history classroom. In view of this, history teachers should be good at inspiring students' thinking through various methods, effectively cultivating their historical consciousness, and then significantly improving students' historical thinking ability.

First, the method of enlightening questions. The old teaching method which aims at instilling knowledge is out of date. It has been replaced by the auxiliary teaching method with students' independent learning and teachers' effective guidance. By asking clever questions and guiding students to think deeply, students' initiative to consult materials independently has also been significantly improved, which is the basis for cultivating their good historical awareness. When it comes to the history of the Song Dynasty, teachers can set some questions appropriately based on the teaching content, such as "Why couldn't the Song Dynasty defeat the Mongol and Liao and Jin cavalry with firearms?" Students will discuss this question and come up with answers based on their knowledge of the history of firearms and Song Dynasty history. Some students may start their analysis from historical events such as the use of alcohol to explain military power and the Chenqiao mutiny, while others may consider whether there are reasons such as the importance of literature over military power and corruption among officials. This problem-based teaching method can guide students from passive learning to active learning. At the same time, it can highly focus students' attention and make the classroom atmosphere more active. This not only exercises the students' historical thinking ability, but also plays a positive role in improving their historical interpretation ability.

Secondly, mind mapping method. Mind mapping can help students concreteness and visualization of abstract thinking, through the way of mind mapping, students can better understand the logic and internal relations of historical events, and then achieve the purpose of deep learning. For example, when teaching about the establishment of the socialist system, teachers can guide students to construct mind maps independently. They can first think about the reasons for the emergence of the socialist system, then analyze the characteristics of the socialist system and the economy and culture produced under this system, and finally analyze the impact of the socialist system on China and its future development. Based on the guidance of the mind map, students will have a clearer understanding of the context of historical events, and their vision will become broader. At the same time, students will unconsciously expand their ideas, such as the difference between the socialist system and the capitalist system, and their respective advantages, which is crucial to the formation and development of students' historical thinking ability.

### 2. Use technology to create vivid teaching situations

The greatest advantage of information technology teaching is that it can make the original "dead" knowledge come alive, especially for the subject of history, if only let students learn and understand from boring history textbooks, then it may not achieve the ideal teaching effect. At this time, teachers can introduce advanced information technology, such as multimedia, big data, virtual simulation, and so on, to effectively transform historical knowledge into static, vivid image in front of the students, then the students can understand the details of a historical event from the vivid teaching situation, so that the teaching effect may also get twice the result with half the effort.

First of all, teachers can introduce 3D digital display, virtual reality, immersive interaction and other technologies into the history teaching process, so that students can experience the historical events in real time and enhance their learning experience. At the same time, teachers can also integrate historical knowledge into interesting and entertaining teaching activities through online games, interactive PPT, micro-videos, etc., to stimulate students' interest in learning and initiative, which can attract students' attention more than boring explanation of historical knowledge. For example, when teaching the section "From the Local War of Resistance to the National War of Resistance", teachers can play a micro-video of about five minutes for students, the main content of the video is about the Japanese invasion of China and how the Chinese people fought against it. Through the way of emotional explanation, students can further empathize with each other, effectively stimulate their interest in learning, let students understand the complexity of Sino-Japanese relations, and then enhance students' patriotism.

Secondly, make use of information technology to realize individuation and differentiation of history teaching. Through the intelligent teaching system, personalized growth files and other tools, teachers can more accurately understand students' learning situation and subject core literacy level, and tailor differentiated teaching programs for them. For example, for students with higher learning levels, teachers can guide them to dig deep into historical knowledge, pay attention to critical thinking and innovation, and improve core literacy of subjects; For students with weak learning level, teachers can adopt targeted and visual experimental teaching methods to stimulate their learning interest and self-confidence, and improve the learning effect. At the same time, teachers can customize differentiated learning situations for students, and encourage students to actively communicate deeply with students, teachers from different schools, experts and scholars from different regions by means of online course platforms, wechat groups, learning communities and other tools, so as to share learning experiences and results, thus broadening students' horizons and further deepening the cultivation effect of core literacy.

### 3. Connect with reality to enhance students' feelings of home and country

The function of the history discipline is to take history as a mirror. With the continuous development and progress of society, the

history teaching of secondary vocational schools needs to keep pace with The Times, so as to better meet the needs of students. History teaching based on the core literacy of the subject should not only focus on students' learning knowledge, but also focus on the integration and connection between historical knowledge and real life, so as to enhance students' feelings of home and country and let them deeply feel the development and progress of the country, so as to form their own ideas and beliefs on this basis. Guide the students to truly identify with the country, the society and even the profession in the deep heart.

Teachers should combine various historical events so that students can master the corresponding learning methods in history learning. Students should have a global vision and point of view, from the study of ancient Chinese history to analyze how China went from decline to the world's leading position, what inspiration it has for the development of our country and nation today, etc., starting from this, teachers guide students to carry out in-depth discussions, from analyzing the reasons to actively solving problems, so that students can truly realize the importance of history learning. To understand the difficulties of China's development, and thus enhance students' patriotism.

In addition, teachers can also enrich students' historical knowledge by visiting museums, historical sites and other activities, so that they can personally experience the close connection between historical and cultural heritage and current life. For example, when visiting the Zhongshan Memorial Hall, teachers can invite professional docents to explain the historical relics and exhibits in the memorial hall to students, so that students can have a detailed understanding of the contributions made by Dr. Sun Yat-sen, the founding father of the nation, to the country. In fact, these ideas and spirits have also been affecting the lives of modern people, such as Zhongshan suits, etc. From another point of view, this is also one of the most important ways for modern people to cherish the memory of great men. In addition to visiting museums and other activities, teachers can also teach students history through drawing, reading, giving speeches and other forms. For example, teachers can ask students to draw a picture of a historical figure on the basis of knowing the real image and achievements of a specific historical figure. Alternatively, teachers can organize reading or speech competitions to encourage students to read historical literature, such as those of great figures such as Mao Zedong and Deng Xiaoping, or to actively express their personal feelings around themes such as "learning red history and drawing on the spirit of progress". This is an effective way for history to shine into reality. Of course, when the Qingming Festival is coming, teachers can organize visits to the martyrs' mausoleum, offering flowers to martyrs and other activities, so that students can fully feel the spirit of martyrs who gave their lives for the country in a solemn atmosphere, and stimulate their feelings of home and country; In the National Day, teachers can organize students under the national flag of the speech, let them directly express the love of the motherland, the respect of the ancestors, the real historical spirit to guide the students to move forward.

## Epilogue

With the development of the society and the growing strength of the country, the importance of history in daily study and life has been recognized by more and more people. As a professional secondary vocational history teacher, we have the responsibility to guide students to pay attention to history, pay attention to history, and improve their ability to tell Chinese history stories well. Based on this, teachers can bring students a more authentic history learning experience through a variety of methods, so that students have a good historical interpretation, time and space concept and other core qualities, and then help students form a correct outlook on life, values and world outlook, promote the core quality cultivation in the process of secondary vocational history teaching implementation and practice, so that students and teachers benefit for life.

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