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Review of Teaching Research and Exploration of World Medieval History under the Innovative Education Concept Based on CNKI Database during 2004 – 2020

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Abstract In the context of globalization and China's rising status in the world, the requirements of the development of the times have raised new issues for China's education cause. The importance of the humanities discipline is on the rise, and its main discipline, history, is becoming increasingly important. In this regard, in order to explore the current situation and existing problems of history teaching in middle schools of China, this study collected the research literature on related issues in the past 20 years, and conducted a preliminary reading and analysis. It summarized the general background, existing problems, and some recommendations, to provide a certain reference for the history teaching.

Key words Teacher, History teaching in middle schools, Innovative concept, Review

1 Introduction

In recent years, with the deepening of globalization, China's international influence has gradually increased. Under such opportunities, there are accompanied by more arduous challenges and new challenges to China's comprehensive national strength. Only well-rounded people will be better able to adapt to the needs of society. At the same time, the status of cultural soft power has gradually increased, and the importance of the humanities has been widely recognized. In terms of the history discipline, the status of world history has also been elevated. In the education and teaching of world history, some problems have surfaced. Therefore, in recent years, China's education system has been continuously improved under the guidance of the new curriculum reform since 2017, and new educational concepts such as "quality education" and "innovative education" have been proposed. In response to this, with the help of relatively flexible teaching systems and teaching methods, colleges and universities have made corresponding adjustments to some disciplines. In the meantime, a large number of teaching assistants have been added to the history discipline of senior and junior high schools as a supplement to the classroom content^[1-2]. The advancement in modern technology has made multimedia teaching become true. Both teachers and students can use more advanced teaching equipment to carry out teaching and learning activities^[3]. These improvements and changes bring new possibilities for education and teaching. In this situation, both teachers and students have made great progress in different degrees in the way, plan and content of "teaching" and

"learning". However, under the needs of the new era, there are still some problems in the teaching of history subject in junior and high middle schools.

2 Existing problems in teaching and learning of the history subject

In the first place, for a long term, in the traditional teaching mode, there are some problems in both "teaching" and "learning". For example, teachers just read mechanically from a prepared text in the classroom and limit their teaching knowledge to the textbooks. The lack of teachers' professional quality leads to one-sided teaching content. Besides, students rely too much on teachers and lack the ability to think independently and divergently, accordingly influencing the development of innovative thinking. There are also problems such as limited content of teaching materials and improper writing order. All of these problems manifest the insufficiency of the current history teaching. In the second place, in the discipline of history, there is often neglect of world history, especially "world medieval history". The medieval history usually refers to the history of Europe from the fifth century AD to the fifteenth century AD, mainly including the process from the formation to the decline of the feudal society on the European continent. Because the European feudal society was accompanied by the development of religious forces and restricted the development of secular regimes and cultures, the early Middle Ages was also called the "Dark Ages". As a result, the importance of this period of history is often neglected. In fact, the history of the world Middle Ages is also the history of the continuation and inspiration of ancient Roman and Greek civilization and modern European civilization. Ignoring the history of the Middle Ages goes against the historical learning method of "connecting ancient and modern, and having a thorough knowledge of both foreign countries and China". In consequence, it is difficult for students to form a

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complete concept of time and space when they study history subjects, and separate time and space, Chinese history and world history, which will exert an impact on students' ability to think independently.

3 Solution to the problems

In response to these problems, after reading relevant literature and making classroom observation, we will proceed from the background and needs of the times, follow the learning rules and methods of the historical discipline, and analyze the relationship between "teaching" and "learning". It is necessary to find a suitable entry point. Under the concept of "innovative education", we focus on teachers as the subject of teaching, and strive to put forward new teaching evaluations and recommendations. You Guolu^[4] believed that the concept of time and space is actually the concept of the relationship between things and a specific time and space, observation and analysis. The new curriculum reform attaches great importance to the cultivation of the concept of time and space, and regards it as the basic content of the cultivation of the core literacy of the discipline^[5]. The concept of time and space in the history discipline is mainly to let middle school students know that specific historical events can be related to specific time and space, understand the division of time and space in history, and construct the relationship between history, people and events in the chronological order. Based on different time and space frameworks, we should well unify the continuation of historical changes, and put the understanding of objects under specific time and space conditions for investigation. Specifically, it is to make students familiar with the background of events, take the macro time as the context, do a good job of spatial positioning, systematically and comprehensively analyze historical events, and draw more accurate historical cognition conclusions^[6]. These indicate that the concept of time and space is the basic literacy in learning history, and it is the key factor for teachers to strengthen the cultivation of students' discipline literacy. In addition, in recent years, the problem-based learning (PBL) method has achieved good feedback in classroom practice both at home and abroad, and has been gradually promoted^[7]. In *Research on the Application of Problem-based Learning Method in History Teaching of Middle Schools*^[8], Liu Xiaofei stated that the problem-based learning method refers to the teaching method that takes the problem as the center to carry out teaching activities. Through creating specific problem situations, teachers guide students to actively acquire and apply knowledge and skills in solving the problems they face. This is a classroom teaching method that stimulates students' learning initiative, autonomous learning ability and creative problem-solving ability. It is helpful for teachers to increase the application of problem-based learning method to the development of students' correlative thinking.

4 Factors influencing the teaching plan of teachers

4.1 Curriculum standards of the discipline

The teaching plan is based on curriculum standards. Curriculum standards are the specific manifestation of the national curriculum plan, and are the curriculum documents for a certain subject or field of study formulated by the national education administrative department. Curriculum standards stipulate the nature, objectives, and content structure of each course, and propose teaching suggestions and teaching evaluations. When teachers formulate their teaching plans, the curriculum standards provide them with a clearer context and direction. The formulation of teachers' curriculum plans depends on the understanding and grasp of curriculum standards. In the process of grasping the curriculum standards, teachers need to balance the actual teaching requirements and the requirements of the curriculum standards, and change the idea from "making the course conform to the standards" to "making the standards guide the course", appropriately expand the scope of knowledge involved in the practical classroom, and complete the construction of the student's knowledge system under the curriculum standards.

4.2 Personal ability of the teacher

Among various factors, the teacher's personal ability is a factor with strong subjective initiative and has a great influence on the formulation of teaching plans. For example, teachers' knowledge reserves influence the breadth and depth of classroom knowledge. Teachers' teaching ability influences the overall level and quality of the classroom. Teachers' understanding of innovative teaching influences the cultivation and development of students' innovative thinking ability. These indicate that the level of teachers' personal ability is particularly important for classroom teaching. As one of the main subjects of teaching, the role of teachers should not be ignored. In actual classroom practice, teachers should gradually expand their knowledge system and realize multidisciplinary comprehensive teaching. In addition, in the face of the increasing requirements for interdisciplinary and multi-faceted teaching in quality education, students' learning needs are also increasing. Apart from examining the learning ability of students, it is also examining the interdisciplinary teaching ability of teachers. The teaching content is no longer limited to the knowledge of the discipline itself, but teachers themselves need to supplement the knowledge of other disciplines according to the teaching needs. Teachers need to constantly explore the hidden connections between various disciplines, explain the knowledge of each discipline in series, and develop students' ability of associative thinking and innovative thinking. The new curriculum standards have brought larger space for teachers to play, and the use of classrooms has also increased, which requires teachers to continuously update teaching methods and cultivate new skills.

4.3 Classroom teaching conditions

With the continuous advancement in modern technology, high-tech teaching equipment has entered the classroom, and multimedia teaching has become a norm state. In the teaching process, there are not only blackboards and chalks, but also video materials and teaching software. For example, in the context of gradual fading of disciplinary boundaries, in order to improve the concept of time and space, the

combination of history and geography is particularly important, which requires the combination of text and map. Multimedia teaching can show students a large number of historical documents and complete map pictures, and visualize the knowledge in front of students. Not only these, in the process of learning history, after a large number of boring text descriptions in the documentary, the presentation of video materials can refresh the students and deepen their impression of knowledge. Too simple explanation methods no longer meet the needs of all-round learning. Multimedia, multi-dimensional, and combined audio-visual teaching methods will improve teachers' teaching efficiency, deepen their learning impressions, and further optimize the overall quality of the classroom.

4.4 Positioning of teachers' functions In the professional field, teachers need to make an accurate positioning of their functions. For one thing, in the traditional teaching mode, the dominant position of teachers is particularly obvious, while the dominant position of students is relatively ignored. However, as a matter of fact, in the teaching process, the relationship between teachers and students should be equal. The traditional "teacher > student" relationship should gradually give way to "teacher-student mutual teaching and mutual learning" to form a real learning organization. Through the dynamic interaction between teachers and students, the value of the classroom can be maximized, and the value of education and teaching can be truly brought into play. For another thing, at the same time as the demand for students' comprehensive ability cultivation increases, teachers' cross-disciplinary teaching ability also needs to increase. Teachers of various subjects must break the current status of being isolated and closed to each other, gradually cooperate closely with each other, conduct joint research, and strive to become comprehensive teachers.

The references in this study are concentrated on the research on teaching innovation in world history education after the 20th century. Judging from the current situation, the teaching of world history has received certain attention and concern. With the release of the new curriculum standards, many scholars have started to bring new educational concepts into traditional teaching, check deficiencies and fill gaps, and constantly improve and balance the teaching of various disciplines. In the teaching of world history, some scholars have proposed the neglect of medieval history, and some scholars compared the history teaching of junior and high middle schools in China and the United States, and proposed that

"developing what is useful or healthy and discarding what is not" is the essence of innovation. Such studies^[9-10] are all new explorations of history teaching under the concept of innovative education. It can be seen that the theoretical conditions have been relatively perfect, but the practice is not sufficient. There are many theoretical studies presented in many literatures, and the future development of world history teaching under the concept of innovative education is discussed from various aspects. They continue to explain the importance of world medieval history, and provide theoretical basis. It is true that the lack of practice still makes the research in this direction has limitation, but there are few practical methods proposed. In view of such situation, we started from the existing theories and made effort to practice and strive to come up with more appropriate practice methods.

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