

# Research on Middle School History Teaching based on the Cultivation of Core Literacy of Space-Time Concept

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**Abstract:** Experience is a kind of knowledge and understanding of value, the discovery and sublimation of the meaning of experience. The most important thing of effective history teaching is to develop and improve students' emotions, attitudes and values; experience is the premise, carrier and destination of developing and improving students' emotions, attitudes and values. Experience teaching is an ideal choice for effective teaching of history. History is people's knowledge and understanding of the past facts; historical text is the existence form of history. In essence, historical experience teaching is a dialogue between students and historical texts across time and space. Building a bridge for dialogue is the strategy of historical experience teaching.

**Keywords:** History Education; Experience Teaching; History Text; Strategy

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## 1. Introduction

The traditional concept of history education, curriculum content and teaching methods are just like three persistent diseases, which restrict the further development of history education. Middle school history education lost its due function, students lost interest in learning history. In the face of severe facts, people concerned about history education are anxious, and history teaching workers are reflecting<sup>[1]</sup>. The development of the spiritual world, or the development of emotion, attitude, values, and personality must be understood, perceived and internalized by students. Experience is not only the precondition of understanding, perception, and internalization, but also the final result of understanding, perception, and internalization. It is also the carrier of understanding, perception and internalization. Therefore, to cultivate and develop students' humanistic quality, emotion, attitude and values, we should start from paying attention to students' experience, promote students' active experience, and take experience as a teaching idea and strategy throughout the whole history teaching process

## 2. Dialogue across time and space: the essence of middle school history experience teaching

The dialogue in a broad sense can also take place not directly between people, but between people's spiritual products, that is, between people and various texts. This kind of dialogue is not characterized by the intersection of oral language, but through people's experience of the meaning of the text and its relationship with the world, through people's understanding and criticism of the text. Therefore, "dialogue" goes beyond the original linguistic meaning and becomes a way of understanding and a state of existence. Therefore, Martin Buber said that "dialogue is a basic way of human existence and life style"; Jaspers believed that "dialogue is a way to explore truth and self-knowledge", and also "the brightness of truth and the realization of thought itself", "in dialogue, we can find the logic of what we think and the meaning of existence"<sup>[2]</sup>.

Therefore, in a sense, dialogue has actually become a way of experience. Teaching and dialogue are closely related. Klinberg believes that in all teaching, there is the broadest dialogue. No matter which teaching method is dominant, interactive dialogue is an essential sign of excellent teaching. In his view, teaching is all kinds of dialogue, with the character of dialogue, which is the "teaching dialogue principle". The dialogue in teaching process and teaching situation is called "teaching dialogue", which exists in the teaching process since ancient times<sup>[3]</sup>. As a kind of dialogue, teaching means from imparting knowledge to constructing knowledge. Students no longer accept knowledge passively, but produce knowledge in dialogue and cooperation. In history experience teaching, there are various forms of dialogue, such as the dialogue between teachers and historical texts, the dialogue between students and historical texts, the dialogue between teachers and students, the dialogue between students and students, and so on. Excellent history teaching should be the coexistence and interweaving of various dialogues

## 3. Building a bridge of dialogue: the strategy of middle school history experience teaching

Since the 1960s, a group of cognitive psychologists, led by Professor Robert Glaser of the University of Pittsburgh, began to use the term teaching strategy. The so-called teaching strategy refers to a series of teaching activities taken by teachers in the teaching process in order to achieve the predetermined teaching objectives. In a broad sense, teaching strategy refers to the overall

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plan of teaching implementation, including methods, steps, media, organizational forms and other teaching measures, while in a narrow sense, teaching strategy only refers to the best methods and skills to achieve the predetermined teaching objectives<sup>[4]</sup>.

Regardless of the teaching theories and practices at home or abroad, the vast majority of teaching strategies involve how to refine or transform the curriculum content. In the process of middle school history experience teaching, what are its teaching strategies? According to the previous analysis of the nature of history, we know that history experience teaching is essentially a dialogue across time and space. Therefore, its teaching strategy is how to build a bridge for dialogue, that is, how to create conditions for dialogue. The author believes that the creation of situations and practical experience is the main way to achieve this special dialogue.

### 3.1 Creating situations

The creation of situation is to make use of the most valuable characteristics of students and the principle of empathy, so that students' emotion and psychology can resonate with the situation atmosphere full of aesthetic feeling and wisdom, form the subjective feeling of being on the spot, and promote the development of students in the process of interaction with the situation. In this process, students from a positive attitude to the teaching content tendency, to arouse warm emotions into teaching activities, to their emotions involuntarily moved to the situation related objects; with the continuation of the situation, students' emotions gradually deepen, and eventually penetrate into all aspects of the students' inner world, and become a relatively stable emotional attitude, values and outlook on life. In the teaching of history experience, by creating simulated historical scenes or scenes, we can restore the generation of background knowledge, restore the original vividness and richness (that is, reproduce historical scenes), provide students with a relatively complete and real situation, and let them have a dialogue with history and experience history personally, so that history teaching becomes a kind of story and three-dimensional teaching. In this kind of history teaching, there are not too many naked teaching, some are the experience contained in the blend of feelings and scenes; there are not too many rigid coercion and indoctrination, some are the natural generation of emotion and meaning; there are not too many rules and regulations, some are the freedom to highlight personality.

Therefore, students naturally have the need and interest in learning, actively integrate into the historical situation, and have a dialogue with historical figures, historical relationships, and editors, so as to actively construct knowledge, comprehend history, produce emotion and generate meaning. The main means of creating situation are: re-creation of historical objects; role-playing to simulate historical situations; modern teaching techniques, etc.

### 3.2 Practical experience

Compared with listening to other people's sermons, the insights from practical experience are unforgettable and unforgettable<sup>[5]</sup>. The teaching content based on practical experience is far beyond the scope of the textbook, and the space for its implementation is far beyond the scope of the classroom. It revolves around the new center – students' autonomous learning and research. Research in practice, perception in practice and development in practice are the pursuit of practical experience. The purpose of practical experience in history experience teaching is to allow students to understand the spiritual world of historical figures and the relationship in the history of the world through various activities, psychology, historical dialogue, historical figures, historical relations with the world, editing of historical texts in specific historical scene and then understanding the editor's intention, and finally produce "fusion of Horizons", which produces emotion and meaning. The main means are: handmade, historical investigation, collection and collation of historical data.

## Conclusion

The new history curriculum provides a guarantee for the realization of experience teaching. With the help of historical objects, the use of teaching techniques, hand-made, role play, data collection and historical investigation are only part of many experiential teaching methods. Its purpose is to stimulate students' interest in learning history, promote the dialogue between students and history, deepen their understanding and perception of history, and enhance their awareness of inquiry, It can produce more personal meaning, subjective understanding, independent thinking and judgment, fundamentally change students' learning style of passive acceptance and rote learning, master the learning method of lifelong benefit, and realize the humanistic education function of history education.

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