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Original Research Article

A Study on Teaching Strategies of High School Geography Centered on the "Problem Study" Section of the New Textbook

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Abstract: The new high school geography textbook continues to use the "problem study" section, which has an important status and role in teaching. This paper first discusses the characteristics of the "Problem Study" section of the new textbook, and then focuses on the teaching strategies based on the "Problem Study" section of the new high school geography textbook, aiming to provide effective reference for front-line teachers to carry out high school geography teaching.
Keywords: High school geography; New textbook; "Problem study" section; Teaching strategies

The General High School Geography Curriculum Standards (2017 Edition) (hereinafter referred to as the new standards) and the Chinese College Entrance Examination Evaluation System both clearly put forward the fundamental task of establishing moral education and cultivating students' essential geography knowledge, key abilities, subject literacy and core values, and the new 2019 high school geography textbook (hereinafter referred to as the new textbook) "Problem Study The function of the "Problem Study" section of the new 2019 high school geography textbook (hereinafter referred to as the new textbook) coincides with its requirements, but this part is often not paid attention to in actual teaching. This paper explores the content characteristics of the "problem study" section of the new textbook, and tries to propose teaching strategies to deal with the "problem study" section, in order to implement the requirements of the standard, cultivate students' core literacy in geography, and provide an effective reference for the geography teaching practice of front-line geography teachers. The aim is to implement the requirements of the curriculum, cultivate students' geography core literacy, and provide effective reference for front-line geography teachers' geography teaching practice.

1. Features of the "Problem Study" section of the new textbook

1.1 Complete and systematic framework

The "Problem Studies" section of the new textbook has a complete framework, and its content is self-contained and systematic, and serves to guide students' thinking about geographic issues. The number of "Problem Study" sections in the new textbook is greater, and it has achieved a comprehensive distribution of the five high school geography textbooks, and its content covers a wide range and is integrated with the content of the textbook to form a more complete knowledge system of the high school geography textbook. The content of the "Problem Study" section of each chapter is related and linked to the knowledge of the chapter, and its framework is reasonable and logical, optimizing the knowledge content and knowledge system of the textbook.

1.2 Some differences from traditional teaching materials

The "Problem Study" section of the new textbook has been designed with a change of emphasis, and its content has been reoriented towards students' daily lives through the re-selection of materials, the creation of new content and the optimization of inheritance. The "Problem Study" section of the new textbook focuses more on the development of students' practical geography skills, and its "test-taking" character has been somewhat weakened[1].

1.3 Progressive content development

In the new high school geography textbook, the content of the "problem study" section is designed in a hierarchical manner, and the logic of the content is designed in a progressive manner, which is conducive to the development of students' geography skills. Its basic structure is generally "create a situation - provide research ideas and information - ask questions - ask for solutions". ". Among them, the context creation is close to the actual life of students, the research ideas and information provided point out the basic problem solving and research direction to students, the problem posing link can determine the main idea of "problem research", and finally solve the problem naturally.

2. Teaching strategies based on the "Problem Study" section of the new high school geography textbook

2.1 Teaching using a variety of teaching methods

The new textbook "Problem Study" attaches importance to the cultivation of students' core literacy in geography. Teachers can adopt one or more teaching methods, such as problem-based teaching, geography practice and experiential teaching, to

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enrich the teaching contents and achieve the requirements of the curriculum. For example, in the study of "How to improve the economic development of karst mountains in southwest China", teachers can focus on the concept, formation principle, distribution, geomorphological characteristics of karst landscapes and their relationship with human activities, and guide students to form a chain of problematic thinking to fully implement the requirements of "problem-based teaching". In the study of "low-carbon food", teachers can organize students to visit suburban farmers and farmlands to carry out geography In the study on "How much low-carbon food do you know", teachers can organize students to visit suburban farmers and farmlands to conduct geography surveys, complete a survey on the production period of local fruits and vegetables, and select low-carbon ingredients to make low-carbon dinners to share with their families based on the survey results, so as to develop students' geography practice and human-earth coordination literacy. In the process of simulating decision-makers, students can propose effective measures to solve the traffic congestion problem in local cities. [2]This leads to the development of such literacies as integrated thinking and a coordinated view of people and places. Usually, not only one teaching method is applied, but also a full integration of various methods and multiple teaching methods are adopted.

2.2 Conducting research studies

Research learning refers to the learning activities and scientific inquiry behaviors that students carry out under the guidance of teachers with the purpose of researching a topic and using a way similar to scientific research to acquire knowledge, apply knowledge and solve problems on their own. [3]The new textbook "problem study" not only focuses on the cultivation of students' core literacy in geography, but also attaches importance to students' personal experience of knowledge and the process of knowledge generation. For example, in the study of "how to ease the traffic congestion in the city", teachers can create a research scenario through the phenomenon of traffic congestion in the city, guide students to determine the research topic, encourage students to take to the streets, statistics on the congestion of several major traffic lines in the city, and investigate and analyze the causes of congestion, find practical measures to solve the congestion in developed countries and regions and locally. They can also investigate and analyze the causes of congestion, find practical and feasible measures in developed countries and regions as well as locally to solve congestion, write a research study report and share it in the class, focusing on developing students' core geography literacy and scientific inquiry skills.

2.3 Development of school-based curricula and school-based materials

The new standards state that local and school-based curricula should be offered, and that localities and schools should be encouraged to offer local and school-based curricula related to geography, taking into account local realities, in order to meet the needs of students' interests and individual development, etc. [4]School-based curriculum is a curriculum planned independently by schools and prepared, implemented and evaluated by teachers as the main body. School-based teaching materials are the medium for the implementation of school-based curriculum and are the basic teaching materials. Strengthening the construction of school-based curriculum and building a curriculum system with characteristics are important measures to transform the way of educating people, promoting students' individual development and implementing the task of establishing moral education. [5]For example, in the compulsory modules "When will the 'blue sky' always be here", "How to make the city no longer 'see the sea'" and "Low-carbon food knowledge". " and "How much do you know about low-carbon food", teachers can combine the school's own characteristics and various local geographical resources, such as the prevention and control of local air pollution, the prevention and control of urban flooding and the development of local agricultural specialties, to develop school-based curriculum and school-based teaching materials in order to To meet the different needs of students at all levels, cultivate students' core literacy in geography, promote local culture, and implement the fundamental task of establishing moral education.

To sum up, this paper has, to a certain extent, clarified the content and function of the "problem study" section of the new textbook, and proposed teaching strategies for carrying out "problem study", which has a certain effect on the development of geography teaching; however, the research mainly stays at the theoretical level and needs to be further verified and optimized in practice. However, the research is mainly at the theoretical level and needs to be further verified and optimized in practice. The future research should maximize the advantages of the "Problem Study" section by using various teaching strategies to improve the current situation of high school geography teaching, so as to truly implement the requirements of the new curriculum.

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