

Study on Teaching Material Change and Training Strategy from The Perspective of Spatiotemporal Concept

-- Take the Compendium of Chinese and Foreign History (Part I) as An Example

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Abstract: The concept of time and space literacy plays a fundamental role in the core quality of history discipline. Teaching materials are the basic materials for teachers to teach and students to learn and use. The cultivation of students' concept of time and space cannot be separated from teaching materials. Since September 2019, the new unified history textbooks for senior high schools in some provinces and cities have been compiled around the core literacy of history, with many changes and new features. Based on the change of new textbooks and the specific teaching content of the Compendium of Chinese and Foreign History (Part I), this paper discusses the strategies to cultivate students' space-time concept and literacy, aiming to put forward reasonable suggestions for history teachers to cultivate their space-time concept and literacy by using the new textbooks.

Keywords: History discipline core accomplishment, Concept of time and space, Compiling new high school history textbooks, Training strategy.

1. The Changes of The New High School History Textbooks

1.1. Changes in teaching material style

Before the new textbooks, most of the old high school history textbooks were compiled by the combination of time series and special topics and the mixture of Chinese and foreign history. This thematic body has the advantages of flexible knowledge selection and avoiding similarities with junior high school textbooks. But at the same time, there are also some shortcomings, such as broken historical knowledge system, strong professionalism and scholarship, and strong knowledge jump. Based on these shortcomings, the new high school history textbooks are compiled in the form of general history.

Compile for universal use new high school history textbook compulsory part on the premise of respect for time sequence, in the form of a unit to design theme, points the Chinese and foreign history compendium (up) two volumes, mainly described from the origin of Chinese civilization to the days of the reform and opening up more than 5000 years of Chinese civilization development process, part ii shows the origin of western civilization history of the world.

As a supplement to the compulsory textbooks, the elective textbooks are divided into two parts, both arranged in the form of special topics. History Elective course I is composed of three modules: National System and Social Governance, Economy and Social Life, and Cultural Exchange and Communication, which can help students strengthen their grasp of Chinese and foreign history from different angles such as economy and politics. History Elective II is a school-based course chosen by students. The new curriculum provides two reference textbooks, namely Introduction to History and Research on Historical Materials.

1.2. Changes in the teaching material system

1.2.1. Adjust unit guidance and subject introduction

First of all, the introduction section of the new textbook has added learning objectives that students should achieve in each unit. Through unit reading, students can quickly grasp the knowledge of the unit, and can quickly find the direction of learning and efforts. Secondly, the introduction text in the subject of the new textbook is mainly historical allusions, supplemented by corresponding pictures. The two cooperate with each other, and the historical text and pictures complement each other, which greatly adds historical interest.

1.2.2. Innovate functional columns

The new textbook has added some innovative functional columns, aiming to cultivate the literacy of history discipline. The "Learning in Focus" column is an overview of the textbook's subheadings, placed next to each subheading. The column "Thinking POINTS" is to ask questions about the historical events described in the textbook, aiming to enlighten students' thinking. The column "Reading Historical Materials" provides representative historical materials related to the teaching content to promote students' understanding of knowledge. The historical materials provided in ancient Chinese history are mostly ancient books. Students' ability to read historical materials will be greatly improved in the process of reading ancient Chinese texts. In addition, these historical materials can help students form the consciousness of historical materials and improve the empirical accomplishment of historical materials. The column "Window of Learning and Thinking" is a small inquiry set in the main text, which is helpful to carry out student-centered and teacher-assisted inquiry activities, organically link textbook texts with historical materials, and help teachers reduce the burden of data collection. The "Exploration and Extension" section is divided into two parts. In the question inquiry section, historical materials related to the teaching content are provided and questions are raised, so that students

can deepen their understanding of knowledge in the process of discussing corresponding questions. The learning extension section is an open program, which requires students to collect extracurricular historical materials, which can broaden students' knowledge and vision.

1.3. Changes in spiritual connotation

1.3.1. Embody historical materialism and cultivate spatio-temporal concepts

First of all, the title of each unit in the new textbook tries to highlight the important characteristics of the historical development stage, so that students can have an overall grasp of the basic trend and characteristics of the historical development in this period from a macro perspective and from the perspective of historical materialism.

Secondly, the introduction part of the new textbook summarizes the corresponding historical process and points out the historical development trend and characteristics of this period. For example, the introduction of the second unit of the Outline of Chinese and Foreign History (Part I): "The Three Kingdoms, the Two Jin, the Southern and Northern Dynasties, including The Three Kingdoms, the Western Jin, the Eastern Jin and the Sixteen Kingdoms, and the Southern and Northern Dynasties, were divided except for the Western Jin. Despite the continuous wars and political turmoil, the social and economic development has continued in the twists and turns. The development of the South has achieved initial results, and many important achievements have been made in the cultural field. From conflicts to peaceful exchanges, the Han nationality and the ethnic groups moving to the border areas gradually blended, which promoted the development of a unified multi-ethnic feudal state."

This part of the narration helps students clearly grasp the general direction of historical development and the antecedents and consequences of historical development, and can guide students to view the process of historical development from the perspective of historical materialism.

Finally, in the process of narration, the text of the textbook attaches importance to the description and summary of time nodes, and pays attention to the introduction of the situation of China and the situation of the world from the space, which is very conducive to students to grasp the historical process from the macro perspective of time and space, and help students develop the concept and quality of time and space.

1.3.2. Cultivate the empirical literacy of historical materials and improve the ability of historical interpretation

The text body of the new textbook consists of introduction, text and related illustrations. For some important concepts, relevant academic terms and important conclusions in the text, the new textbook will set a column of "reading historical materials" in the relevant position, which will provide some typical historical materials and the concepts and conclusions in the text for mutual verification, which will help students to establish the empirical concept of historical materials.

The new textbook provides a section called "History". A large number of historical materials are added to enrich the details of historical events, which is very helpful to strengthen students' understanding of historical concepts and historical conclusions in the teaching content. In addition, at the end of each lesson, the new textbook provides an "Exploration and extension" section. In this session, by providing relevant

historical materials and teaching questions related to the course, students can be inspired to think about historical events and improve their ability to explain history in this process.

(3) Attach importance to patriotism and reflect the latest theoretical achievements

The new textbook uses a large number of new theoretical achievements, shows the correct value orientation and ideological judgment, embodies the socialist core values, and shows the excellent traditional Chinese culture and revolutionary spirit. In addition, it also focuses on cultivating students' national sovereignty, maritime awareness and patriotism, reflecting the spirit of national unity and keeping pace with The Times. For example, in the subheading "Victory in the War of Resistance Against Japanese Aggression" in the Compendium of Chinese and Foreign History (I), Lesson 24, "the eight-year War of Resistance" is updated to "the 14-year War of Resistance". Again, take the revolutionary spirit.

2. The Curriculum Standards to The Concept of Time and Space Cultivation Requirements and New Textbooks to Reflect the Concept of Time and Space

2.1. Curriculum standards on the concept of time and space training requirements

"To know that certain historical events are connected with certain time and space; Know the various ways of dividing historical time and space, and can use these ways to describe the past; It can construct the interrelation among historical events, historical figures and historical phenomena according to the time sequence and spatial elements. Able to make reasonable interpretation of historical events in different time and space frames; When we understand the real society, we can examine the objects we know under specific conditions of time and space. These are the five levels of requirements proposed by the History Curriculum Standards for Ordinary Senior High Schools (2017 edition, 2020 revision) for the cultivation of spatiotemporal concepts.

These five requirements are not separate, they are layered. The first level requires students to locate historical events in a specific temporal and spatial framework. The second level is to enable students to understand how time and space are divided in history and to describe the past in terms of these divisions. These two levels of requirements are still on the surface of recognition and memory. At the third level, students are required to clarify the connections between historical events, historical figures and historical phenomena according to the characteristics of time and space. At the fourth level, students are required to give historical explanations of historical events in a specific space-time framework. The fifth level requires students to master the ability to analyze the relationship between history and reality by combining time and space. Through observation, we can find that the latter three requirements gradually go deeper into the level of understanding and explanation. In the COURSE OF teaching, teachers themselves must fully understand the relationship and characteristics of the five levels of requirements, and flexibly choose different teaching methods step by step to cultivate students' concept of time and space.

2.2. The embodiment of the concept of time and space in the new textbooks

2.2.1. Provide plenty of historical maps

The new textbook attaches great importance to historical maps. In terms of quantity, the new textbook adds a large number of historical maps. Liu Jing in the dissertation the compile for universal use high school history textbook on Chinese and foreign history outline, research on the historical data using the statistics: "the Chinese and foreign history outline (on) a total of 29 class teaching content, which chooses the image of a total of 240 historical data, including 44 map of history, and of course is only 14 map of history textbook compulsory one. The number of historical maps cited in the Outline of Chinese and Foreign History (Part 1) is 3.14 times the number of maps in the People's edition of the textbook."

In terms of form, the new textbook provides territory maps for each dynasty, such as the Map of the Territory and Ethnic Groups in the Frontier in the Early Tang Dynasty in the Outline of Chinese and Foreign History (Part 1). For each historical event, the situation map is provided, such as the Situation Map of the Rebellion and the War of Aggression against China by the Eight-Nation Alliance in the Outline of Chinese and Foreign History (Part 1), Lesson 18.

2.2.2. Provide comparison of ancient and modern place names

In addition to providing a large number of historical maps, the annotation of the maps has also been adjusted accordingly. It provides a comparison between ancient and modern place names by annotating the names of cities in each historical period and the contemporary appellations of the area under the historical map. By reading the notes, students can immediately relate the ancient maps to the current location of the city, and it is relatively easy to understand the situation of historical time development and the causes of the outbreak.

2.2.3. The map marks the boundaries of modern China

In addition to showing the territory of the corresponding dynasties, the territory map displayed in the ancient Chinese history section of the new textbook also annotates the boundaries of contemporary China. In the process of observing the map, the students can grasp the territorial region of this dynasty and compare with the current national boundary line of our country, and establish a link between history and reality. In addition, it is also advantageous for the students to grasp the evolution of the boundary line in each dynasty.

2.2.4. The appendix of the textbook provides chronologies of the representatives and events of the Dynasty

The appendix of the new textbook provides the representatives of dynasties and the chronology of major events corresponding to the teaching content. For example, the appendix of the Outline of Chinese and Foreign History (Part 1) consists of four tables: Representatives of Ancient Chinese Dynasties, Chronology of Major Events in Ancient Chinese History, Chronology of Major Events in Modern Chinese History, and Chronology of Major Events in Modern Chinese History. These chronologies of dynasties and events are arranged according to time series, which can show the context of historical development and strengthen students' sense of time.

2.2.5. Strengthen students' concept of time and space from timing arrangement and unit theme design

In order to strengthen students' concept of time and space, the new textbook changes the history of special topics into the general history in terms of style, with the longitudinal timing arrangement as the main part and the horizontal unit theme design as the auxiliary part. Taking the Outline of Chinese and Foreign History (Part 1) as an example, the textbook combs the historical development of Chinese civilization from its origin to the present in chronological order. At the same time, in each unit, the political and economic development in the corresponding historical period is described with the unit theme. For example, the second unit "The national integration of the Three States, Two Jin, Southern and Northern Dynasties and the development of the Unified Multi-ethnic feudal states in Sui and Tang Dynasties" shows the political, economic and cultural development in the Wei, Jin, Sui and Tang Dynasties according to the chronological order. Through this way of design, students can grasp the trend of the development of human society in the space-time framework.

3. The Cultivation Strategy of Students' time And Space Concept Accomplishment in The New Textbook

Combined with the changes of textbooks and according to the requirements of the curriculum standards for the cultivation of the concept of time and space in history at five levels, this paper will put forward some targeted training strategies based on the Outline of Chinese and Foreign History (Part 1).

3.1. Making effective use of chronologies of historical events, historical maps and historical timelines

To be able to locate historical events in a specific space-time frame is the lowest level of curriculum standards for the cultivation of space-time concept literacy. According to this requirement, the author believes that teachers should first pay attention to the changes of the new textbooks and make good use of the large number of historical maps and historical events chronology provided by the new textbooks. Secondly, teachers can build up students' knowledge system with the help of historical timeline.

3.1.1. Chronology of historical events

"A chronology is a chronological list of important facts in a unit or period of history." The chronology of major events is provided after most middle school history textbooks, and the new high school history textbook is no exception. For example, the appendix of Compendium of Chinese and Foreign History (Part 1) provides three chronologies of major events, namely Chronology of Major Events in Ancient Chinese History, Chronology of Major Events in Modern Chinese History and Chronology of Major Events in Modern Chinese History. They correspond time to specific events in order to display the whole historical development process of China, effectively integrating scattered knowledge of time and space. When TEACHING A new COURSE, teachers can guide students to pay attention to the chronology of events after the textbook before the beginning of the course, and grasp the important events and development context of

relevant historical periods from a macro perspective. In the review class, teachers can also guide students to recall historical knowledge by combining the chronology of events.

When the chronology of major events provided in the textbook cannot meet the teaching needs, history teachers may as well make the chronology of major events by themselves based on the textbook. When teachers use the chronology of events for teaching, they should also pay attention to the fact that the chronology of events is a teaching aid and can not be too complicated. If its content is too complex, it will not only lose its value of auxiliary teaching but also increase the learning burden of students. The chronology of historical events, therefore, only needs to be marked with historical events that provide clues to the development of history.

3.1.2. Historical maps

"Historical maps are tools to show the location and context of historical phenomena." It is different from maps in geography. Maps in geography are usually static, focusing on the presentation of landforms and specific geographical locations. Historical maps emphasize dynamics, showing human activities in a specific time and space, with more emphasis on change. History map is a common teaching tool in history class. It shows the important context of the continuous development and evolution of history with the characteristics of image, intuition, conciseness and vividness. Making full use of historical maps can span time and space, strengthen students' understanding and memory of knowledge, and have twice the result with half the effort for students to master textbook knowledge. "When teaching, teachers can directly link historical events with geographical environment by analyzing historical maps, so that students can feel the influence of geographical environment on historical development succinctly and intuitively.

As analyzed in the third part of this paper, the new textbook shows a large number of historical maps, so history teachers should make full use of this change, strengthen their understanding of historical maps, strengthen the explanation of historical maps in history class, so as to cultivate students' concept and quality of time and space. When explaining historical maps in practice, teachers should focus on making students master the methods of reading historical maps.

First, teachers need to teach students how to classify historical maps and how to understand map legends. The historical map can be classified as follows according to the scope: (1) Comprehensive historical map: a comprehensive map reflecting various phenomena in a certain historical era, such as the Situation Map of The Three Kingdoms and the Cauldron. (2) Thematic historical map: a map that reflects the process of a historical event or the content of a historical phenomenon, such as the Roadmap of the Long March of the Red Army. (3) Detailed historical map: a supplementary map that is presented in detail in a thematic historical map in order to highlight the partial appearance of a historical event or phenomenon, such as the Map of the American Revolution, etc."

Secondly, teachers should guide students to pay attention to the titles of historical maps. Attention should be paid to the time and place in the title, which is the core element of constructing the concept of historical space and time. Finally, teachers should lead students to analyze the development and change of historical events in specific time and space, and pay attention to the core meaning expressed by

the map.

Take, for example, the Map of China and the World Before 1840, shown in the first subheading of The Two Opium Wars, "The World and China in the Mid-Nineteenth Century" in Unit 5, Lesson 16. The teacher should first let the students understand that this is a comprehensive historical map and belongs to the situation map. Secondly, on the basis of understanding the legend, teachers should guide students to analyze the map from different perspectives of China and the world with the date of 1840. Finally, students should understand the situation of China's territory and the distribution of colonies in the world at that particular time, and realize the situation of China in the world situation at that time.

In addition, a single historical map generally expresses relatively single information, which is not easy to show the dynamic changes of history, so teachers should pay attention to the comparison between historical maps. Teachers can use the conversation method to gradually guide the comparison of different historical maps and guide students to think about the relationship between the historical information displayed in the map. In addition, history teachers should also pay attention to the comparison of ancient and modern information in historical maps, such as the change of names between ancient and modern places.

3.1.3. Historical timeline

The historical timeline can be summed up as a combination of dots and dots. A 'point' refers to a single historical event, and a 'line' has two meanings: one is the period of time that the historical event continues to occur, which can also be understood as its process from beginning to end; The other is the connection between two different historical events. "This combination of 'dots, lines and one side' makes the historical timeline" visually reflect the sequence of historical development process". Therefore, when teaching, teachers should be good at using the timeline to combine historical events with time and space to build a complete historical knowledge system. In general, using the historical timeline to locate the historical space and time at the beginning of a class can help students control the whole course content from a macro perspective.

The methods teachers can use when drawing the timeline are as follows: "Connecting the before and after stages, comparing China and the world, integrating politics, economy and culture. The timeline should focus on historical stages, key events and development."

3.2. Teaching the division of history and space

The curriculum standards require students to master the ways in which historical time and space are divided, and to use these ways to describe the past. This requires teachers to pay attention to the way of dividing time and space when teaching.

3.2.1. Common ways to divide time

(1) Chronology method

To clarify the chronological order of historical development is the most basic skill in history learning, which requires us to understand the historical chronology method. After mastering the chronography method, we can convert historical time flexibly and read historical materials more freely. The main methods in history are: the year of the year, Ganzhi, the Republic of China.

A.D. year by the Middle Ages British historian Bede put forward and promote, also known as the "Christian chronology

method",that is,"before the birth of Christ"labeled as'B.C.',our Lord year'labeled as'A.D.','B.C.'and='A.D.'respectively is the abbreviation of B.C.,AD,has been used up to now.

The Ganzhi chronology is a unique method of chronology in China.The ancient Chinese ancestors matched the ten heavenly stems and the twelve earthly branches in order,with sixty years as a cycle.Take the Year of the 1898 Movement.

The year of the Republic of China refers to 1912,the year when the Republic of China was founded,as the year of the first year.

(2)Historical stages

"Periodization is a method of historical study that aims to show the differences between stages in the course of historical development."Staging history is conducive to mastering the overall outline of historical development.Since the 20th century,Chinese Marxist historians have made many discussions on the staging of Chinese history.

(3)Special time terms of the discipline of history

Because the concept of historical time is rich in connotation,there will be some special time terms used to refer to a certain historical period.For example,in modern Chinese history,we use"short spring"to describe a stage in the development process of national capitalist economy.Such special terms are usually related to the corresponding historical period or the characteristics of the historical moment,teachers in the teaching process should attach importance to the interpretation of the relevant special terms,not only to let students understand the term to refer to any time or moment,let the students know why this period or the moment is the specific term to refer to.

3.2.2. Common ways of dividing space

(1)The change of ancient and modern different names

China has a vast territory since ancient times,and the number of cities in all dynasties is correspondingly large.Influenced by political culture and many other factors,many cities have different names in different historical periods.Take Beijing as an example,in the Spring and Autumn PERIOD it was called Thistle,in the Qin Dynasty it was CALLED Yuyang,and in the Sui Dynasty it was called Zhuojun.As mentioned above in the analysis of the changes in textbooks,the new textbooks not only provide a large number of historical maps,but also provide comparisons between ancient and modern place names.Therefore,teachers should guide students to pay attention to the differences between ancient and modern names,and help students to compare the differences between ancient and modern names in the map,so as to form correct spatial cognition.

(2)Special geospatial terms

In history teaching,special spatial terms with different meanings from those in geography are often encountered,such as"Jincha-Hebei","Shaanxi-Gansu-Ningxia border Area"and other terms representing special geographical scope appeared in modern Chinese history.They are useful for high school students,especially those who"can understand the relationships between historical events,historical figures and historical phenomena in terms of time and space."It is the third level requirement of curriculum standard to the development of space-time concept.In view of this requirement,history teachers can guide students to clarify the relationship between various historical elements through

comparison.For example,when teaching the Two Opium Wars in the Outline of Chinese and Foreign History(Part I)Lesson 16,the teacher can lead the students to analyze the actual situation of China and Britain before the Opium War from the aspects of economy,politics and military,so as to form a comparison.Through comparison,students can clearly feel the gap between China and Britain,and have a deeper understanding when discussing the causes of the outbreak of the Opium War.

It is difficult for high school students with poor geographic literacy to understand.Teachers should attach importance to explaining these special geospatial terms combined with historical maps and textbooks when teaching.

3.2.3. Pay attention to the use of comparative method

The third level of curriculum standards requires students to"be able to construct the interrelations among historical events,historical figures and historical phenomena in accordance with the chronological and spatial elements."History teachers can try to use the comparative method to construct the connection between historical figures,events and phenomena.

Comparative method is a common method in history teaching.It has obvious advantages in cultivating students'concept and quality of time and space.The application of comparative method can make students better distinguish the differences existing in historical phenomena,historical facts and historical viewpoints,and excavate the essence and connotation contained in historical events.

For example,when studying the content of the Industrial Revolution That Changed the World,we can compare the development status of the world during the Industrial Revolution with that of China during this period.The first Industrial Revolution took place mainly in the mid-18th to mid-19th centuries.At that time,China was at the end of the feudal society,with political corruption and sharp class contradictions.The feudal natural economy dominated the economy,the land was highly concentrated,and the germination of capitalism was slow,poor and backward.Diplomatically closed and feudal.At this time,the industrial revolution was underway in the West,with rapid economic,political and cultural development.Such a comparison can make students have a clearer and definite understanding of historical phenomena in a specific period.

3.2.4. Create teaching situation through historical materials

The fourth level of training requirements of the curriculum standards for spatio-temporal concepts means that students can explain historical events under the specific spatio-temporal framework.It is difficult to meet this requirement simply by relying on historical maps,historical timelines and other tools.Therefore,teachers should combine the cultivation of spatiotemporal concepts with the cultivation of other four core qualities in the course of teaching,especially emphasizing the connection between spatiotemporal concepts,historical interpretation and historical evidence.Teachers should make good use of historical maps and other intuitive teaching AIDS and historical materials to create historical teaching situations.Let the students place themselves in the specific space-time situation,and then deepen the understanding and cognition of the teaching content,and form a correct historical interpretation.

3.2.5. Strengthening the connection between history and reality

Favell believes that history is a dialogue between the past and the present. Li Dazhao once said: "The infinite past is destined for the present, and the infinite future is originated from the present." Emperor Taizong of the Tang Dynasty said after the death of Wei Zheng, "If a husband uses copper as a mirror, he can dress his clothes properly. In ancient times as a mirror, can know the replacement of xing; You can gain and lose by looking at others as a mirror." In a word, the study of the past belongs to the unique characteristics of history, which greatly reflects the close relationship between history and reality.

The fifth level of time and space concept training in curriculum standards means that students should learn to use time and space concept to investigate the real society in life. Therefore, when carrying out history education, history teachers should guide students to pay attention to the dialogue between reality and history as the focus of teaching, and help students learn to play the reference function of history.

To the "Chinese and foreign history outline(on)" as an example, the teacher to teach "opium war", can display article 26 of the Chinese navy fleet arrived in London in 2017 west India docks pictures of visit to the UK, and connecting with the member of the royal society industrial and professor at the university of Cambridge, said Zhang Xiangcheng interview: "in 1840, the British warships with guns that opens the door to China. Today, Chinese warships are coming to London. The difference is that the Chinese fleet is coming for peace, for exchange."

What historical event did Professor Zhang Xiangcheng refer to when he said that a British warship opened China's gate with guns in 1840? This leads to the theme of this lesson, the Opium War. In this way, the introduction of the class in combination with social hot spots can reflect the characteristics of The Times and novelty, and help students understand the special status of the Opium War in modern Chinese history. In addition, it can also make a sharp contrast between 1840 and 2017 from the time and space, so that history and reality can be connected. At the end of the course, teachers can also make a sublimation and summary. By guiding students to compare history and reality, they can understand that only by not forgetting the humiliation of modern history and studying hard can they make their country strong and have a say in the international community.

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