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The Application of "Problem Chain" in High School History Teaching

Fang Li

School of Humanities and New Media, Yangtze University, Jingzhou 434020, China

Abstract: Since the beginning of the new century, higher requirements have been put forward for high school history teaching. Especially with the promulgation of the new edition of General High School History Curriculum Standards in 2017, the five core qualities of history have clarified students as the main body of learning. In order to better realize the teaching goal and cultivate comprehensive talents, the "problem chain" teaching mode has become a new teaching mode, but there are some deficiencies in the current "problem chain" teaching mode, this paper explains how to better implement the "problem chain" teaching in senior high school teaching through specific cases. The applied research of "problem chain teaching" in high school history teaching has enriched the methods of high school history teaching, and has also become one of the important means to realize the core quality of history discipline.

Keywords: Problem Chain; High School History; Application.

1. Introduction

Since entering the new century, higher requirements have been put forward for the history teaching of high schools. Released in 2010, the Outline of National Medium and Long-term Education Reform and Development Program clearly pointed out education about the development direction and basic task in the next decade in curriculum reform, discipline development and other aspects. History subject need to fully implement the party's education policy, adjust and reform curriculum system, structure and content of basic education to construct a new basic education curriculum system in line with the requirements of quality education. In 2012, in the report of the 18th National Congress of the Communist Party of China, "moral education as the fundamental task of education". In 2016, the Core Literacy of Chinese Students was officially announced, which means that the reform of basic education has entered a new stage marked by moral cultivation and the cultivation of core qualities. In the process of basic education reform in China, educating people is taken as the foundation of education, and the ultimate goal of educating people is to cultivate comprehensive talents with both innovative spirit and practical ability. Then how to cultivate and implement the fundamental education in the teaching of high school history, and how to cultivate students to become comprehensive talents are the fundamental problems of the high school history teaching reform.

At the same time, the General High School History Curriculum Standard (2017 edition) stipulates that: The training goal of history teaching in ordinary high schools is to further improve students 'comprehensive quality in history teaching, and cultivate students' core qualities in five aspects: historical materialism, concept of time and space, historical evidence, historical interpretation and feelings of family and country. So how to cultivate the students 'core quality, we will change the past, with the teacher as the main body of the traditional teaching mode and method, to realize the students' knowledge of history, and to realize the high school history teaching reform, try to cultivate students 'ability to analyze and solve problems and cultivate the students' comprehensive ability. Problem chain teaching is one of the important methods of the teaching reform in high school history, which plays a positive role in improving teaching methods, teaching environment and improving education quality.

2. What is the Problem Chain of Teaching

What is "problem chain" teaching is, as the name suggests, "problem chain" consists of two parts: "problem" and "chain". As for what is the problem, American scholar Newell Simon said, " The problem is that an individual has the will to do something, but he can't immediately know the activities or actions to do it, which raises a problem." [1] The problem is the premise and necessity of thinking, people first because of "why", so will do. So in the teaching first of all we want to know what is our goal, according to the target to design problems, "Chain" is the connection, between these problems should have related to each other, "chain" is the problem as the core, through one after a question of chain, each problem between each echo, in order to achieve the overall goal of solving the problem, at the same time through the design of these problems to improve the students 'interest in learning, the ability to analyze and solve problems, also cultivate the students' problem consciousness, realize the history of discipline core literacy training task.

In history teaching, problem chain should clasp teaching objectives and content, center of gravity, and have a certain hierarchical structure, namely relatively independent and interrelated problems, students through the existing knowledge and experience, the teaching material knowledge into a series of independent and related problems. These questions are deeply involved, and the previous question lays the way for the latter, by answering this series of questions to achieve the mastery of knowledge, the understanding of the problem, and the cultivation of ability.

Generally speaking, the "problem chain" has clarity, relevance, hierarchy, and relevance. For the construction of the problem need to clear what is backbone what is branch, the design of the problem in the problem chain meets the key and difficult points of the teaching content, and problem design is not random design, the problem of the chain need to

have internal correlation, between levels, problem set itself need to fit teaching environment, students' ability, that is to say we should know knowledge and ability that students have mastered ,do these aspects can achieve good teaching goal, and to realize the teaching reform.

Having understood what is the "problem chain", then how to implement it in the classroom. First to understand the traditional teaching mode, the traditional teaching mode embodied in the "classroom center", "teaching material center" and "teacher center" as the center, inflexible teaching mode, students in the process of learning participation is low, passive accept the teacher's full house, passive accept the teacher's thinking, passive accept the teacher impart knowledge, and no problem consciousness.

The purpose of problem chain teaching is to change this state, is the teacher around the teaching goal, to the problem as a clue, based on the students 'existing knowledge, multi-angle, multi-level and various exploration activities of teaching methods, is to deepen the students' understanding of knowledge, promote the development of students' thinking ability new teaching mode [2].Change the status of students in traditional teaching activities, emphasize the student as the main body in the process of "learning" , teachers according to the teaching objectives and teaching content, combining the actual existing knowledge or experience design has a certain systematic, relatively independent and interrelated series of problems, make the students' thinking ability fully training, training. "Problem chain teaching" is not only the series of various problems, but also the series of teachers and students. In the teaching of "problem chain", "problem" is the carrier, "chain" is the link, "learning" is the core, and the mastery of students' knowledge and the cultivation of ability is the ultimate goal.

So, you can see that "problem chain teaching" is not only a kind of teaching mode, is also a kind of teaching idea, "Problem chain teaching" to grasp the difficult point to guide the teaching, actively guide the student participation, actively guide learning deep thinking, to return the classroom to students, and realize the goal of cultivating comprehensive talent training. Therefore, it is very meaningful to introduce the "problem chain teaching" into the high school history classroom teaching.

3. The Present Application Situation of Problem Chain Teaching in High School History Classroom

At present, the application of "problem chain" teaching in high school history teaching is not very ideal, and there are mainly the following problems.

First, it is not widely used. Common situation in high school is, in provinces and cities that have not achieved the new gaokao, generally adopt the traditional teaching methods, teachers tell students as much as possible which is the keynote, which knowledge needs to be mastered. The cramming and teacher-oriented teaching mode is the most common teaching mode. Where achieved the realization of the new gaokao, the diversion of students makes the students who choose physics to study history only in high school Senior One, so they do not pay attention to the study of history, and those who need to test history still focus on the old teaching mode.

Second, the design of "problems" in classroom teaching lacks of relevance and hierarchy. It is not that teachers do not design problems in classroom teaching, the most important thing is that the design of problems lacks internal relevance, and does not form a problem chain, so that they cannot well achieve the teaching goals, also can not reflect the subjectivity of students 'learning, nor can they better cultivate students' ability to analyze and solve problems. This is mainly because teachers do not have a comprehensive understanding of educational theory, the understanding of "problem chain" teaching method is not thorough, teachers grasp the unbalanced students' physical and mental cognitive level, unable to accurately design appropriate problems; The understanding of the teaching material and the grasp of the curriculum target are not accurate and comprehensive enough, and there are defects in the implementation of the theme. Therefore, although the problem is set, but the effect is worse than the ideal situation.

Third, teachers do not have enough theoretical understanding of "problem chain teaching". They do not fully realize the role of "problem chain" teaching in teaching reform, nor do they realize the role of cultivating comprehensive talents. Therefore, the traditional teaching mode is adopted in teaching, and at the same time, because of the limited classroom, there is not enough time to realize the "problem chain" teaching.

How to design the problem to better realize the teaching goal and realize the cultivation of the core quality of the history discipline? The following instance is the Renaissance in the lesson 1 of unit 4 in Outline of Chinese and Foreign History, "The Establishment of the Capitalist System", as an example to explain how to use the teaching method of "problem chain" in the teaching of high school history.

4. The Specific Teaching Design of "Problem Chain Teaching" --Take "Renaissance" as an Example

4.1. Preparation before Class

4.1.1. Curriculum Requirements

Understand the representatives and works of the Renaissance, understand the connotation of humanism, understand the essence of the Renaissance, and understand the historical significance of the Renaissance.

4.1.2. Interpretation of Curriculum Standards

This course is the first course in the fourth unit of "The Establishment of Capitalist System", the Outline of High School History (Volume 2). It has an internal causal relationship with the next course "bourgeois Revolution and the Establishment of Capitalist System".

This course is divided into four major parts: the Renaissance, The Religious Reformation, the rise of modern science, and the Enlightenment movement. It is arranged in chronological order, reflecting the progressive logical relationship.

4.1.3. Discipline Core Literacy

1 Through the definition of Renaissance, understand the scope of time and space of Renaissance, cultivate students' concept of time and space;

2 Study historical materials and representative works, understand the connotation of humanism, understand the essence of the Renaissance;

3 Jointly explore the achievements and historical influence of the Renaissance, cultivate students 'ability of cooperative exploration, cultivate students' historical materialism, humanistic feelings and the ability to view historical events

objectively and dialectically.

4.1.4. Teaching Key and Difficult Points

Teaching key: The connotation of humanism and the essence of the Renaissance;

Difficult points: Background of the Renaissance and its influence.

4.2. Office Coaching

4.2.1. Introduction to the New Class

The teacher used multimedia teaching to display the medieval religious painting holy mother and Son and Raphael.

Question design: What is the difference between the holy mother and son in the two pictures?

Question design: What is the difference between the two paintings? Why is there such a difference? Next, let's study this lesson with the above questions.

The goal of problem design: to ask questions when students are focused, guide students to think, and make students learn this lesson with questions.

In the first picture, the Virgin and the son look serious, dull, and the color is very dark. The second picture is the holy mother and son of Raphael. In Raphael's paintings, the Virgin is beautiful and kind, and the holy son is lively and lovely, like the mother and son in reality, and the color of the picture is very bright. Although both paintings are medieval paintings, they are different in time.

Goal of problem design: teachers use pictures as the imported materials for the classroom, and set the questions according to the content of the pictures. The content selects the main content of teaching, which can play a role in attracting students' attention and mobilizing their enthusiasm for learning. The two questions raised by teachers to students can help students clarify the important content to master before formal study, and play a prompt role. At the same time, the setting of problems improves the students 'interest in learning, cultivates the students' concept of space and time, and realizes the task of cultivating the students' core literacy of history.

4.2.2. New Lesson Teaching

Part 1. What is the Renaissance?

Question design: What is the Renaissance?

The Renaissance was a new cultural movement promoting new ideas in Europe from the mid-14th to the early 17th century.

The goal of the problem design: to let students have an understanding of the time and space range of the Renaissance, know that time is the 14th to 17th century, space is Europe, to cultivate students' concept of time and space. At the same time, the problem is also the three links of teaching. Through the setting of the three problems, the students' problem consciousness is formed, and the teaching task of the course is realized through the solution of the problems.

Question design: The Renaissance is called the New Culture movement, where is the new? (humanism)

Question design: What are the characteristics of humanism in your mind? (People-centered.)

The goal of the question design: by asking questions, let the students master the connotation of humanism, and understand the characteristics of humanism, and understand why it is called the New Culture Movement.

Question design: Do you think about the Renaissance based on brooker's words is the regeneration of classical culture?

In the material, it is said that the Renaissance was supported by the support of the bourgeoisie. The bourgeoisie is using scholars to express their ideals and values, so the Renaissance is not only for the regeneration of classical culture.

The goal of the question design: to guide the students to think about the essence of the Renaissance by asking questions, and to let the students understand that the Renaissance is a new wine in old bottles, reflecting the requirements of the emerging bourgeoisie. At the same time, students' ability to understand pictures and reading materials and interpret materials, so as to form a correct historical understanding.

Part 2. Why did the Renaissance happen?

Question design: The teacher divided the students into three groups, and asked questions according to the pictures and materials: What is the reason of the Renaissance?

From the first material, the prosperity and development of Italian and European commodity economy provide material conditions for the development of literature and art; from the second material can be seen that the ancient Roman Empire left a rich cultural heritage, people are easy to accept; From the third material, we can see that the correct development of many cities in Italy also supports the development of the Renaissance.

The goal of problem design: through grouping and problem design, the problem of the Renaissance is solved, at the same time, students 'ability to read historical materials, analyze historical materials and solve problems is cultivated, students' concept of time and space, and students' ability of cooperative exploration is cultivated.

Part 3. What has the Renaissance brought to the world?

Question setting: Based on these two materials, try to analyze what the Renaissance brought to the world?

It promoted the emancipation of the mind, liberated man from the bondage of religion; made an indelible contribution to the cultural treasure house of Europe; prepared Europe for the era of capitalism; and overemphasized the pursuit of worldly happiness, leading to the prevalence of wind of luxury.

Problem design goal: by asking questions, solve the problem of the influence of the Renaissance, at the same time cultivate the students to read historical materials, analysis of historical data, the ability to solve problems, also cultivate the students 'ability to explore, cultivate students' objective and dialectical view of historical events, and pave the way for the study of the religious reform, scientific revolution and enlightenment movement.

4.2.3. Summary of this Lesson

In this lesson, we learned the general situation of the Renaissance together, experienced the spirit of humanism, and jointly explored the background and influence of the Renaissance. However, due to the limited time in the class, there is no comprehensive and careful appreciation of the literature and artistic works of the Renaissance, nor the introduction of the achievements of natural science in the Renaissance. After class, please find information to appreciate the works of the Renaissance, and experience the humanistic spirit contained in them.

Problem design: find information to appreciate the Renaissance works, and experience the humanistic spirit contained in them.

The goal of the problem design: the teacher should make a brief review of the relevant content in the classroom summary of this lesson, cultivate students 'correct values, cultivate students' ability to think and solve problems independently,

and encourage students to show their personality.

The Renaissance class is integrated through the design of three questions, what is the Renaissance, what is the cause of the Renaissance, what has the Renaissance brought to the world? Form a problem chain, having solved these three problems, then all the key and difficult points of this lesson have also been solved, And, with the design of these three problems, Let the students understand what to learn in this lesson, what to master, It can well cultivate students' awareness of problems. At the same time setting small problem in the three problems to erring the problem. Through the progression of different levels of problems, that is, to solve the problem of historical knowledge, and also develop different abilities separately, this is also in line with the task of cultivating students' core literacy of the history discipline.

4.2.4. How to Better Use the Problem Chain Teaching Method in the High School History Class

In order to better use "problem chain teaching" in high school history class, teachers, students and all aspects of society need to make efforts.

With teachers as the core, teachers should adapt to the changes of the times and establish reasonable teaching concepts. "Closely close to the pulse of the times, deeply grasp the theme of the times, actively comply with the requirements of the times, fully express the spirit of the times, and effectively answer the topic of the times" [3]. Teachers should maintain lifelong learning and strengthen their professional quality. "Teachers focus on the main contradiction and rationalize the main problem chain according to the class type and learning goal." [4] Teachers should follow the principle of design and pay attention to the combination of the whole and logic. Teachers should carry out teaching communication and form multi-directional educational cooperation. Teachers can participate in teaching seminars, teachers should communicate more with students' parents to understand the physical and mental development of students, and teachers should also communicate more with students.

"Problem chain teaching" can cultivate students 'problem awareness and stimulate students' learning vitality through problems. Teachers led students to explore problems together through carefully designed problem chains, and cultivate students' good habits of finding problems and thinking about problems. The setting of interlinked, closely related and different levels of problems improves the interest of students' learning, so as to improve the learning effect, truly realize the teaching reform, and achieve the goal of cultivating comprehensive talents.

With the advancement of educational reform, more and more modern teaching methods have been applied to teaching. The mode of "problem chain teaching" not only enriches the theoretical basis of teaching, but also lets the students understand what problems we need to solve in this class, What kind of internal logical relationship between these questions through design of problem. Through different levels of problem solving, improve the students 'ability of historical study, the ability to analyze and solve problems, cultivate the students' cooperation to explore ability, enhance the interaction between teachers and students, students learning subjectivity, initiative and creativity, changed the traditional teaching mode, further build with the student as the main body, active and efficient history of the classroom. The application research of "problem chain teaching" in high school history teaching has enriched the methods of high school history teaching.

"Problem chain teaching" also puts forward a higher eyeball for teachers. Teachers should not be immersed in the old teaching methods, and they need to update their teaching ideas and improve their teaching effectiveness. So must be on the basis of studying the teaching material, to study the content of each class, for each class of teaching objectives, teaching the difficulty to study, on the basis of carefully designed problems, the problem set to suit the teaching goal, teaching difficulty, history core literacy, students existing knowledge level, cultivate students 'problem consciousness, it also accords with the task of cultivating students' history core literacy.

This has a high requirement for teachers, so that high school teachers should always pay attention to the reform of teaching, and can be implemented and practice in teaching.

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