

The Effective Training Strategy of Students' Question Consciousness in Junior Middle School History Teaching

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Abstract:

In junior middle school history teaching, teachers should not only pay attention to the infiltration of theoretical knowledge, but also pay attention to the cultivation of students' problem consciousness and the improvement of students' comprehensive quality. However, some teachers' understanding is solidified and the teaching mode is single, which is not conducive to the cultivation of students' problem consciousness and all-round development. Understanding historical knowledge and applying it in practice is more conducive to the cultivation of students' abilities, expanding their thinking space, applying what they have learned, devoting themselves to practice and improving their core historical literacy.

Keywords:

Junior high school history; Problem awareness; Training strategies

Introduction:

In the process of education and teaching, the cultivation of students' problem consciousness refers to guiding students to think about learning problems in time, mobilizing their own knowledge and experience, and generating the willingness to explore problems under the condition of matching students' cognitive ability, so as to provide internal motivation for them to devote themselves to learning and inquiry. The cultivation of problem solving consciousness in junior high school history teaching is helpful for schools to break the traditional problem teaching mode applied in the teaching process, to help junior high school students constantly explore new problems and find solutions to them, and to stimulate students' learning initiative in the process of solving problems and exploring constantly.

1. The significance of cultivating students' problem consciousness in junior high school history teaching

(1) It is conducive to the divergence of students' thinking.

The amount of history knowledge in junior high school is huge, and students can only memorize it through mechanical methods in a short time, which is not conducive to students' understanding and full grasp of the connotation of history knowledge. Teachers can realize the innovation of teaching methods by cultivating students' problem consciousness and highlighting students' dominant position in the classroom. Through effective guidance, teachers can help students memorize

historical knowledge flexibly, improve their ability to use knowledge, realize the divergence of thinking and expand their thinking space. Students can analyze and learn historical knowledge from multiple perspectives and gradually improve their learning efficiency.

(2) It is conducive to cultivating students' inquiry and practical ability.

Many students are in a passive position in learning, their thinking is relatively slow, passive acceptance of knowledge, which is not conducive to the cultivation of students' thinking ability. As a result, students' learning effect is not satisfactory, knowledge accumulates more and more, and it is easy to confuse knowledge points, which affects their historical achievements. Teachers throw questions to students, which can cultivate students' awareness of problems, guide students to think actively, and carry out inquiry activities on problems. Students can gradually get rid of their dependence on teachers, think actively, find and solve problems actively, express their own ideas, and solve problems through cooperation, communication and independent thinking, so as to improve students' practical level.

(3) It is conducive to enhancing the interaction between teachers and students

In the history classroom, the relationship between teachers and students will affect the students' learning efficiency and the smooth development of classroom teaching. Teachers can cultivate students' awareness of problems, increase communication and interaction with students, and close the distance with students through a friendly attitude. When students have a sense of

problems, they can boldly put forward their own problems and views, through this interaction to find new ideas and solve problems, and the interaction between teachers and students has been enhanced, which also promotes the smooth development of the history classroom.

(4) It is conducive to the infiltration of core literacy

Under the background of quality education, more attention should be paid to the infiltration of core literacy in history teaching. Teachers can change the traditional teaching concept and teaching mode by cultivating students' problem consciousness, and innovative classroom should highlight the dominant position of students in the classroom, so that students can communicate with their classmates and teachers in a more subjective thinking form, explore knowledge and solve problems together. In the process of communication, students no longer resist and fear teachers, dare to put forward their own ideas, question teachers' answers, and gradually occupy the dominant position in the classroom. The communication between students is more harmonious and tacit, and they jointly carry out knowledge exploration activities, excavate the connotation of knowledge, understand historical knowledge in an all-round way, sort out the historical context, and develop historical thinking. Teachers can also guide students to carry out practical activities, through the effective combination of theory and practice, exercise students' ability to solve problems, establish students' practical consciousness, and pay more attention to the application of knowledge in practice.

2. Analysis of the Existing Problems of History Education in Junior Middle School

(1) Teachers' teaching ideas are backward.

With the promotion and implementation of educational policies and concepts such as quality education and double reduction policy, many teachers have gradually realized that if they want to really solve the educational dilemma, they need to optimize and adjust education from the perspective of students' ability and accomplishment. However, many teachers are still unable to effectively get rid of the influence of the traditional exam-oriented education concept, which leads teachers to pay more attention to whether students can recite knowledge and theory in the process of practical teaching, and many students adopt the method of rote memorization in the process of learning, which on the one hand leads to students' interest in history learning. On the other hand, students do not have an effective understanding of historical knowledge in the process of history learning. Although the method of rote memorization makes students have a more distinct advantage in multiple choice questions, students are often unable to effectively solve subjective questions, which leads to students' lack of subject literacy and relatively weak learning ability.

(2) Teachers' teaching methods are boring.

Teachers' teaching methods will largely affect the atmosphere of classroom teaching, students' interest in learning and the direction of students' ability training, but in terms of the practice of history teaching in junior high school, most teachers adopt the traditional teaching methods of teachers speaking and students listening, which on the one hand ignores the dominant position of students, and on the other hand ignores them. Students do not effectively participate in the classroom, on the other hand, it greatly dispels students' enthusiasm for learning, students' attention is difficult to focus on the classroom, and students' ability to digest and understand knowledge concepts is relatively weak, which leads to the fact that historical knowledge learning is scattered in the eyes of students, students' knowledge has not formed a system, and knowledge points are often confused.

(3) Achievements have imposed great constraints on teachers and students.

In the process of junior high school teaching practice, there is a topic that can not be avoided is the entrance examination, whether teachers or students, even parents of students, school leaders, are more concerned about the results of the entrance examination of students, and the constraints and effects of this achievement lead to more emphasis on theoretical recitation in the process of practical teaching, while being affected by scores. In the eyes of students and teachers, the status of history is far behind the study of Chinese, mathematics and English, which leads to the fact that students will not give too much time to history learning in the process of learning, and the initiative and enthusiasm of history learning are relatively weak, thus making history teaching fall into a vicious circle.

3. Strategies for Cultivating Students' Question Consciousness in History Teaching in Junior Middle School

(1) Optimizing the interaction between teachers and students in the classroom and creating a good atmosphere for questioning

Classroom teaching atmosphere has a direct impact on students' learning. For a long time, influenced by the traditional exam-oriented education and teacher-led teaching, as well as the traditional concept of respecting teachers and respecting education in Chinese society, the image of teachers is authoritative, and students are naturally afraid of teachers. Therefore, in the serious and dull classroom atmosphere, students are often afraid of the teacher's dignity and dare not ask questions. In view of this, in junior high school history teaching, teachers should attach importance to establishing an equal relationship with students, strengthen interaction with students, establish a democratic teaching mode, and build a harmonious relationship between teachers and students, so as to create a good atmosphere for students to ask questions, so that students can dare to ask questions and be good at asking questions. For example, when

teaching the lesson "Qin unified China" edited by the Ministry of Education, teachers can use multimedia to introduce the main fragments of the TV series "The Legend of Miyue" in which the Empress Dowager Xuan Miyue destroyed Yiqu State during her reign and eliminated the western part of Qin at one stroke, and then interact with students: "Have you ever seen" The Legend of Miyue ", or have you seen your parents watching" The legend of Mi Yue "?" Through the interaction of life-oriented scenes, the psychological distance between teachers and students can be shortened, and a relaxed and pleasant classroom atmosphere can be created. Then let the students watch the clips and guide them to ask questions in connection with the content of this lesson, "What is the relationship between Mi Yue and Qin Shihuang?" How did the state of Qin become strong and how did it unify the whole country? To arouse students' expectations for the content of this lesson.

(2) Teachers should encourage students to raise questions independently.

Combined with the current stage of classroom teaching, some teachers do not have good teaching design and guidance ability, are accustomed to mechanically imparting knowledge to students, directly teaching students the main points of the new lesson, the teaching process remains unchanged, students' thinking also follows the teacher's established planning, rarely using heuristic strategies and guiding strategies. This will not only seriously affect the learning state of students, but also make students unable to ask questions independently, thus affecting the cultivation of students' problem consciousness. In the classroom teachers are dominant, Students are the main body, Although junior high school students learning ability and analysis ability is limited, For historical knowledge is limited, But the students have strong learning ability to absorb, Also have active thinking ability. As long as the teacher play a leading role, The overall control teaching direction, Timely to throw a brick to attract jade way to students Inspire and guide students to ask more other questions. This teaching method can not only smoothly lead students into the state of in-depth learning, but also effectively cultivate students' problem awareness. In junior high school history teaching, teachers should consolidate the idea of student-oriented, combine the characteristics of junior high school students' thinking and learning situation, be good at throwing out a brick to attract jade in class, encourage students to ask questions spontaneously through the form of progressive cycle, deepen the content and value of learning by combining students' discussion of problems, and at the same time, cultivate students' problem consciousness and questioning spirit. To achieve the predetermined teaching objectives [2]. For example, in the learning process of the lesson of primitive farming life, teachers should first expand the knowledge of the course, guide students to understand the primitive farming life reflected by the production and living conditions of Hemudu and Banpo residents, urge students to raise questions about the

law of human progress independently, and then summarize the characteristics of primitive farming culture through exploration. This can not only exercise students' abilities of comparison, questioning, analysis, induction and generalization, but also enhance students' national pride.

(3) Give students respect and guide them to dare to express their inner doubts.

Junior high school students have a short time to study history systematically, and they often have a variety of doubts about the unfamiliar history curriculum and knowledge. If these doubts can not be answered in time, it is easy to leave a dead corner of knowledge for students, which will reduce students' learning efficiency and affect the establishment of students' knowledge system, making it difficult to achieve the overall learning goal. In fact, in history learning, because students' core historical literacy is still in the stage of development, it is normal for students to be confused about knowledge. The key point of cultivating students' problem consciousness lies in whether students can bravely express their inner confusion. As far as the reality of history teaching in junior middle school is concerned, some teachers will maintain their dignity and image too much in teaching, and seldom provide opportunities for students to express their personalized opinions. This will not only cause serious psychological pressure on students, but also lead to fear of students, leading to students dare not ask questions and dare not question. Once this habit of thinking is formed, it is impossible to cultivate students' problem consciousness smoothly. Facing this kind of disadvantageous situation, the teacher should launch the depth reconsidering to the obsolete teaching idea and the way, comprehensively consider student's individuality quality and the psychological demand, give the student the full respect in the historical teaching process, adopt the encouragement type teaching way as far as possible, realize teachers and students' emotion exchange and interaction, simultaneously also let the student feel teacher's education and To lay a good emotional foundation for follow-up communication and exchanges, guide students to dare to ask questions and questions, enhance their awareness of problems, and extend the practical effect of learning. For example, when teaching the splendid bronze civilization, teachers can encourage students to speak freely, so that students dare to put forward their own doubts about the essence of the Xia, Shang and Zhou civilizations in textbooks, and then teachers seize the opportunity to lead students to think and discuss, by guiding students to compare the tragic situation of slaves and the splendid bronze civilization. Help students understand that brilliant civilization is based on the cruel exploitation of slaves. This method not only overcomes the teaching difficulties of this course, but also cultivates students' problem consciousness smoothly.

(4) Developing cooperative learning to cultivate students' awareness of problems

In the group, the communication between students will form

a collision of ideas, put forward some new questions and ideas, and find the answers to the questions in constant exploration. The group members can not only form a tacit understanding, but also establish a certain sense of problem. When dividing groups, teachers should ensure that each group has top students, students with learning difficulties and middle students, and that students at different levels influence and learn from each other, so as to achieve better results and achieve the progress of all students. In classroom teaching, teachers can set learning tasks, encourage groups to carry out inquiry activities, trigger students to discuss more questions from a simple question, excavate the connotation of knowledge, construct knowledge framework, and grasp historical knowledge comprehensively and thoroughly. It not only expands students' thinking space and enables them to establish historical thinking, but also helps students to effectively apply these historical knowledge, connect fragmented knowledge points and improve learning efficiency. For example, in the course of learning the Imperial Examination System, teachers can guide groups to carry out cooperative learning activities, and grasp the key content of this lesson through cooperative preview, discussion and analysis. Teachers should intervene in it at the right time and guide students to analyze the influence of the imperial examination system. Each group put forward their own views after discussing and analyzing each other. Some students believe that the emergence of the imperial examination system is the progress of the official selection system in ancient China, which promoted the further prosperity and development of the Tang Dynasty. Other students pointed out the drawbacks and disadvantages of the imperial examination system. Through the exchange and collision of this kind of thinking, students can look at the imperial examination system comprehensively and dialectically, and draw conclusions from specific historical facts.

(5) Practice regularly to improve the ability to solve problems

The combination of theory and practice can realize the effective deepening of knowledge, and also help to improve the application level of students' knowledge. Therefore, in the history classroom, teachers can regularly carry out some practical activities, with the help of practice to cultivate students' problem

awareness and exercise students' ability to solve problems. Teachers should design some practical activities that meet the development needs of students according to the teaching content, which can have a certain impact on students. Practical activities can excavate social resources around schools, develop social classrooms, and also enter historical sites and museums to increase students' perceptual knowledge. Through practical activities, we can activate the atmosphere of history classroom, stimulate students' interest in learning history, and also enable students to absorb historical knowledge through another form, establish certain historical thinking, effectively solve various problems, and gradually improve students' comprehensive quality. For example, when learning the content of the unit "New Democratic Revolution", teachers ask students to search for relevant information in advance and lead them to visit the Museum of History. In the part of modern history, teachers explain some souvenirs and cultural relics to students, and encourage students to put forward their own views and questions in the process of explaining. Or use the information they have collected to explain some of the souvenirs and cultural relics. Through this form of practice, it not only exercises students' problem consciousness, but also guides students to apply these knowledge to practice, so as to deepen students' impression and improve their comprehensive quality.

3. Conclusion

To sum up, in the process of history teaching in junior high school, teachers must insist on cultivating students' problem consciousness as an important part of history teaching. Through the cultivation of students' problem consciousness, students can develop the character of independent thinking and deep exploration, so as to improve the effect of history teaching in junior high school. Teachers should constantly update the concept of history teaching management and choose teaching methods suitable for students' diversity to carry out teaching activities. Continuously update the concept of history teaching, through the cultivation of students' awareness of problems, enhance the status of students in the teaching process, so that students develop more active learning habits and learning ideas, and play a role in promoting students' follow-up learning and personal growth.

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