

# Analysis on the Application of Historical Film and Television Information on History Education

Hui Wang

Jilin Technology College of Electronic Information, Jilin, Jilin, 132021, China

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**Abstract:** With the continuous update of film and television works, its auxiliary teaching function has become increasingly prominent, becoming an important means for the majority of frontline history teachers to impart knowledge. This educational method of delivering knowledge to students with both sound and action images transforms film and television works into curriculum resources, and is constantly “reshaping history”, which can create historical situations, improve the effectiveness of classroom teaching, and cultivate students' historical thinking Ability to combine science education and life education, so that the new curriculum reform “student comprehensive and individual development” teaching concept can be implemented. However, when many teachers use film and television works for teaching, they often choose films at will, and there are even problems such as the mismatch between the theme of the film and the teaching content, and the film and television works have not played an icing on the cake. In order to let the film and television works do their best, the author puts forward several improvement measures and suggestions in the aspect of playing film and television works in the history classroom, hoping that the film and television works can become a weapon for front-line teachers in classroom teaching.

## 1. Introduction

History teaching itself is “storytelling”. In traditional history teaching, teachers are accustomed to being “storytellers”, that is, using the form of telling to impart historical knowledge and historical insights to students. This traditional form of “storytelling” history teaching has encountered various challenges today. Transferring the power of “storytelling” to film and television and other new media in the history classroom is a wise choice for history teaching to face reality and reform. However, it needs to be explained that the purpose of this is not to mean that the narration method will completely disappear in the history classroom teaching, but to say that compared with the traditional oral narration method, new media such as film and television have the reproduction, copying, and recording of history. And the advantages in the process of dissemination of history, especially the expressiveness and appeal of new media such as film and television, make film and television resources have an advantageous position in history teaching. In the face of the development of new media in film and television and the advancement of new curriculum reforms, middle school history teaching should not rest on its laurels. It should be good at learning from new historical expressions and ways of thinking, reforming old teaching methods, keeping up with the pace of subject development and the development of the times, and introducing the new teaching methods and historical transmission methods face up to their own problems to meet the needs of the development of the times. As General Secretary Xi Jinping pointed out, “For the excellent culture and glorious history of the Chinese people and the Chinese nation, we must increase positive publicity and strengthen patriotism through school education, theoretical research, historical research, film and television works, and literary works. The education of socialism, collectivism, and socialism guides the people of our country to establish and adhere to a correct view of history, nation, country, and culture, and strengthen the backbone and confidence to be a Chinese.”

## 2. The Definition of Film and Television Resources and the Feasibility Analysis of Their Application in History Teaching

The definition of film and television resources must involve the concept of film and television historiography. Film and television history theory is an important theoretical basis for film and television resources to be used in history teaching. Hayden White put forward a clear and definite definition of film and television historiography. He believed that film and television historiography refers to “the use of visual images and film discourse to express history and our views on history.” White's definition of film and television historiography is obviously not only Visual images are regarded as historical materials, but “just like words are a tool or medium for writing history.” From Hayden White's definition of film and television historiography, our expression of history and our views on history, it can contain two aspects of content. One aspect is visual images, that is, we can combine sounds and images to express history; the other aspect is film discourse, which is also film language. The various special media, methods and methods used by film art in conveying and communicating information. The media, methods, methods, grammar and methods used in these films can all be used to express history and our views on history. In this regard, Taiwanese scholar Zhou Liangkai further explained that the study of film and television historiography should include two meanings. The first meaning is to use “static or dynamic images and symbols to convey people's cognition of past facts”; The meaning is to “discuss the thinking mode or theory of knowledge for analyzing historical texts of film and television.” The purpose of “discussing the thinking mode or theory of knowledge for analyzing historical texts of film and television” is, in the final analysis, to feed back the historical research with the thinking mode and knowledge theory obtained from it. The way of thinking and theory of knowledge derived from historical texts of film and television promotes our performance of history and our views on history. Whether it is White's use of “visual images” and “movie discourse” to express history and our understanding of history, or Zhou Liangkai's two meanings of film and television historiography research, they clearly point to the two tasks of film and television historiography research. : The first task is to use sound and images to express history and our views on history, and the second task is to adopt the media, methods, methods, grammar, and means commonly used in movies to express history and our views on history. These two tasks of film and television historiography are also the two goals to be achieved by using film and television resources in history teaching in middle schools. That is, in history teaching, we can use visual images to express history, teach history, and conduct history teaching; on the other hand, we should also learn from it. Movies often use methods to express history, teach history, and conduct history teaching. One goal is content level, and one goal is method level.

To apply film and television resources to middle school history teaching, we must first recognize the status of film and television resources as historical materials or historical carriers. Only when film and television resources are regarded as a kind of historical materials and historical carriers, can it be applied to history teaching. History teaching inevitably involves the use of various historical materials. The truth of historical events requires various historical materials to support. The selection and use of historical materials determine the level of history teaching to some extent. As Mr. Fu Sinian once said: “History is the study of historical materials.” In the history of human civilization, slates, ropes, oracle bones, animal skins, bronzes, bamboo slips, paper, etc. have all been used as carriers for recording history. The data recorded by these carriers are still extremely important historical materials. In modern times and even in modern times, with the development of camera technology, visual media has gradually become a new historical carrier, and images and video data preserved through electronics and film have become new materials and new documents for studying history. From the perspectives of historical records, historical research, and history teaching, film and television historical materials, documentary historical materials, and oral historical materials have the same value. Moreover, “Since the film was born a hundred years ago, people have been accustomed to looking for the relics of the times from the old films, using the prevailing customs, etiquette, social customs, language habits, architectural styles... as evidence when we discuss and construct history. Under this situation, the use of historical materials in history teaching should also keep pace with the times, and the vision of selecting and using historical materials should be further broadened. At the same time, whether we can flexibly use various

historical materials also reflects our level of research and teaching of history. As Deng Xiaonan said: "Materials (historical materials) and issues (problems) are what historians spend all their lives in. Facing and working hard to deal with the object. To some extent, the level of research depends on the author's grasp of materials and issues. Under the background of the reorganization of various disciplines and the renewal of knowledge structure If you want to achieve substantial academic breakthroughs, instead of being satisfied with the changes in terms and vocabulary, you must start with the understanding and selection of topics, and the search and interpretation of materials." the use of film and television resources in history teaching reflects a breakthrough in the use of historical materials in history teaching. "Historical materials are the foundation of historical research. The development of historical science will inevitably require breaking through the limitations of the traditional method of searching for historical materials only from official history, expanding the scope of historical materials collection, and establishing a broad view of historical materials."

### **3. Basic Strategies Used by Film and Television Resources in Middle School History Teaching**

History teaching should give students real experience and feelings. It is very important to create appropriate historical situations in teaching. The historical situation created should be a real problem situation, a historical situation that connects real life and people's lives in different times in history, and is an exploratory thinking situation. Only in this way can students get a real experience and feeling through time and space. Film and television resources are very suitable for creating historical situations because of their unique image, visibility, and intuition. For example, before describing a historical event and understanding a historical figure, you can broadcast video materials about historical events and historical figures. This will help attract students at once and draw them into a specific historical situation. After entering the situation, students will be more likely to obtain in-depth historical feelings and historical thinking. At this time, teachers will guide students to discuss core issues and obtain unexpected results. During the discussion, the students will draw their own conclusions, thereby continuously improving the depth and flexibility of historical thinking. When using this method, the teacher must clearly use the film and television materials to create a situation, do not limit the use of film and television resources to stimulate interest, or solve problems, or make up for the lack of teaching materials. The core purpose must be to create a situation for students Introduce deep thinking. As the "Compulsory Education Junior Middle School History Curriculum Standards" puts forward: "Perceive history through multiple channels, learn to understand people and things in history from the historical conditions at that time, and go through analysis, synthesis, generalization, and comparison. Process, form historical concepts, and then understand the era characteristics of historical development and the basic trends of historical development." "Understand the sequence of history, initially learn to investigate historical things under specific time and space conditions, and recognize historical figures from the process of historical development, the status and role of historical events."

The purpose of history teaching is to teach students to explore history and discover historical truth by themselves. Inquiry begins with questions, and students often start learning from an open mind. Therefore, good questions are very important. A good question can activate students' curiosity and thirst for knowledge, allowing students to explore and discover in the way they like. Teachers can combine current historical issues that are controversial and ambiguous among different countries and groups, find specific inquiry questions, design inquiry plans in groups, find relevant film and television materials, historical documents, and watch them carefully. , Write research reports, and finally draw exact historical conclusions on controversial issues, and collectively summarize and exchange the conclusions drawn by each group of investigations. This method focuses on allowing students to learn historical research methods in their inquiry, learn to retrieve and use historical data, and ultimately be able to organically combine documentary and storytelling, historical views and life views, historical events and historical research methods to establish a three-dimensional history opinion.

Although the difficulties of students in learning history are manifested in the understanding and

interpretation of history, the existence of these difficulties is often closely related to the lack of students' core competence in history. The core competencies of the students' history subject include four aspects: historical fact knowledge, historical understanding, historical interpretation, and historical inquiry. The abilities in these four areas are closely related. Only with knowledge of historical facts can we truly explore and understand history; historical inquiry methods and historical understanding cannot exist independently of historical facts. Therefore, in the process of history teaching, teachers should teach students how to understand and explain history. In addition to describing or explaining the historical "facts" or events identified in classroom teaching, students also need to teach students to interpret data and distinguish their actions. The effectiveness of evidence, the identification and interpretation of relevant evidence, how to deal with conflicting data and other historical inquiry methods. "Preliminarily learn to obtain historical information from multiple channels, understand the importance of interpreting history based on historical materials; initially form a historical awareness that emphasizes evidence and the ability to process historical information, gradually improve the ability to understand history, and initially learn to analyze And solve historical problems.

#### **4. Conclusion**

To achieve the goal of improving students' historical thinking and solving historical problems through the use of film and television resources, the principle of authenticity must be adhered to in the selection of film and television resources, and the film and television presented to students in the teaching process must reflect the truth of historical facts and historical spirit and history. The essential truth must be conveyed to the students of the true historical spirit, and must not distort or joking about history. However, it does not exclude fictional content and fictional methods under the premise of being faithful to the historical essence and historical spirit. The use of film and television resources in history teaching should adhere to the principle of effectiveness. The use of film and television resources should complete the training goal of improving students' historical thinking and solving historical problems. The effectiveness of the use of film and television resources should always be tested by whether this goal is achieved or not. The standard of judgment. In addition, it is necessary to realize that the use of film and television resources in middle school history teaching is limited. After all, the role that film and television resources can play is limited, not unlimited. In the end, students must learn through their own understanding and perception, and film and television resources are only an external stimulating condition. Therefore, when using film and television resources, it is necessary to limit the quantity, time and methods. The guidance and inspiration of teachers to students cannot be replaced by video broadcasting, and it is not possible to replace students' thinking and exploration of historical issues with broadcasting video resources.

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