

Questioning Strategies in Junior High School History Classroom Based on Empirical Literacy Cultivation of Historical Materials

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Keywords: Empirical Literacy of Historical Materials; History Teaching in Junior Middle School; Questioning Strategy; Teaching Ability; Information Technology Application

Abstract: This paper aims to explore the questioning strategies in junior middle school history class based on the cultivation of historical evidence literacy, with a view to improving students' history learning ability, thinking ability and humanistic literacy. This paper expounds the importance of empirical literacy of historical materials in history teaching, as well as the problems of insufficient use of historical materials in junior high school history teaching at present. Based on this, the questioning strategy of cultivating empirical literacy based on historical materials is deeply explored. Various strategies such as historical data introduction questioning, historical data discrimination questioning and historical data application questioning are designed in detail, and teaching suggestions are given. These questioning strategies can effectively stimulate students' interest in history learning and enhance their ability to demonstrate historical materials. By adopting these questioning strategies, students can show a more active participation attitude in class, and can better understand and use historical materials for historical study and thinking. To sum up, this study believes that the questioning strategy in junior high school history class based on the cultivation of historical evidence literacy is an effective teaching method, which can improve students' history learning ability and thinking quality.

1. Introduction

In junior high school history course, it is very important to cultivate students' literacy in historical evidence [1]. History is a subject based on facts, and the collection, analysis and application of historical materials are the basis of historical learning. Through historical evidence, students can understand the ins and outs of historical events more deeply and cultivate critical thinking and logical reasoning ability [2]. In the current history teaching, there are some problems such as insufficient attention to the empirical literacy of historical materials and single teaching methods. Most teachers focus on imparting knowledge, ignoring the cultivation of students' empirical ability in historical materials. Therefore, strengthening the cultivation of empirical literacy of historical materials is of great significance for improving the quality of history teaching in junior high schools and promoting the all-round development of students [3]. The purpose of this study is to guide students to actively use historical materials in history study by exploring effective classroom questioning strategies, cultivate their empirical awareness and historical thinking ability, and lay a solid foundation for their lifelong learning and development.

In recent years, the research on the cultivation of empirical literacy of historical materials and the questioning strategies in junior high school history class is increasing day by day. Scholars have analyzed the connotation, training approaches and the application of classroom questioning strategies of historical evidence literacy from multiple perspectives [4]. These studies have provided us with rich experience and guidance. However, the existing research also has its limitations. On the one hand, the research on the cultivation of empirical literacy of historical materials tends to be theoretical and lacks specific teaching practice cases and strategy analysis [5]. On the other hand, the research on questioning strategies in junior middle school history class usually focuses on general questioning skills, while the research on questioning strategies for the cultivation of empirical literacy of historical materials is relatively few [6]. In view of this, the research field of this topic has a large room for expansion, so it is necessary to further explore the questioning

strategies in junior high school history class based on the cultivation of empirical literacy of historical materials on the basis of existing research.

The main goal of the study is to develop questioning strategies in junior middle school history class based on the cultivation of historical evidence literacy, aiming at improving teaching effect and students' historical thinking ability. The research content will focus on the training needs of historical evidence literacy, and combine the actual situation of junior high school history teaching to put forward specific questioning strategies in order to provide practical reference for junior high school history teaching.

2. Empirical literacy of historical materials and history teaching in junior high school

2.1. The connotation and composition of empirical literacy of historical materials

The empirical literacy of historical materials refers to the ability of individuals to collect, analyze and apply historical materials in historical learning. This accomplishment not only requires students to master the methods of finding and collecting relevant historical materials, but also emphasizes the analysis of the authenticity and reliability of historical materials, and can properly integrate historical materials into historical narrative and argumentation [7]. Specifically, the collection of historical materials is the basis of empirical literacy. It requires students to learn to obtain historical information from various channels. Discrimination of historical materials is the core of empirical literacy, which cultivates students' critical thinking and enables them to distinguish the authenticity and value of historical materials [8]. The use of historical materials is the embodiment of empirical literacy, which requires students to support or refute their views with historical materials as evidence. These three key elements are interrelated and together constitute a complete framework of empirical literacy of historical materials.

Cultivating the empirical literacy of historical materials is of great significance for improving students' historical learning ability, thinking ability and humanistic literacy. By collecting and discriminating historical materials, students can deeply understand historical events and enhance their historical cognition. The empirical process of historical materials requires students to carry out logical reasoning and critical thinking. This helps to train their thinking ability and problem-solving ability. Cultivating the empirical literacy of historical materials is also helpful to improve students' humanistic literacy. By contacting and interpreting historical materials in different historical periods, students can better understand the evolution and diversity of human civilization and enhance their respect and understanding of culture.

2.2. The present situation of the use of historical materials in junior high school history teaching

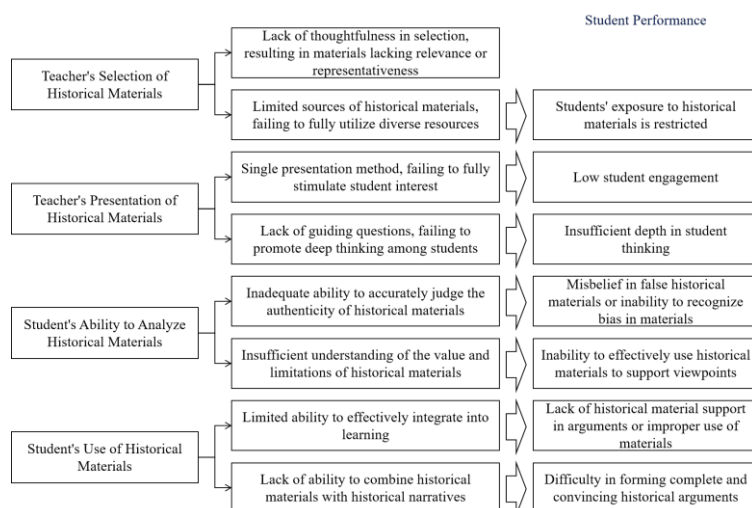


Figure 1 Issues in the Use of Historical Materials and Student Performance

In the current junior high school history teaching, the use of historical materials has been

gradually valued. Textbooks are interspersed with a large number of historical pictures, literature excerpts and other historical materials, which provide rich materials for students' learning. Teachers have also begun to try to use teaching resources such as network resources and museums to broaden students' historical horizons. However, there are still problems in the use of historical materials, such as teachers' insufficient thinking about the selection and presentation of historical materials, and students' poor ability to distinguish and use historical materials (see Figure 1 for details). These problems limit the effective application of historical materials in teaching and also affect the improvement of students' empirical literacy of historical materials.

2.3. The integration path of history teaching in junior high school and empirical literacy of historical materials

In order to integrate historical evidence literacy into junior high school history teaching, teachers need to change their concepts and attach importance to the role of historical evidence in history teaching. Teachers should carefully select historical materials, optimize presentation methods and improve teaching value. Teachers can also guide students to actively collect, analyze and use historical materials by designing challenging learning tasks. For example, teachers can organize students to carry out research on small historical topics, so that they can improve their empirical literacy of historical materials in practice. Schools can also strengthen cooperation with museums, archives and other institutions to provide students with more opportunities to contact and understand historical materials. Through these measures, the empirical literacy of historical materials will be gradually integrated into junior high school history teaching, which will promote the improvement of students' historical learning ability and humanistic literacy.

3. Questioning strategies in junior middle school history class based on the cultivation of historical evidence literacy

3.1. The theoretical basis and design principles of questioning strategy

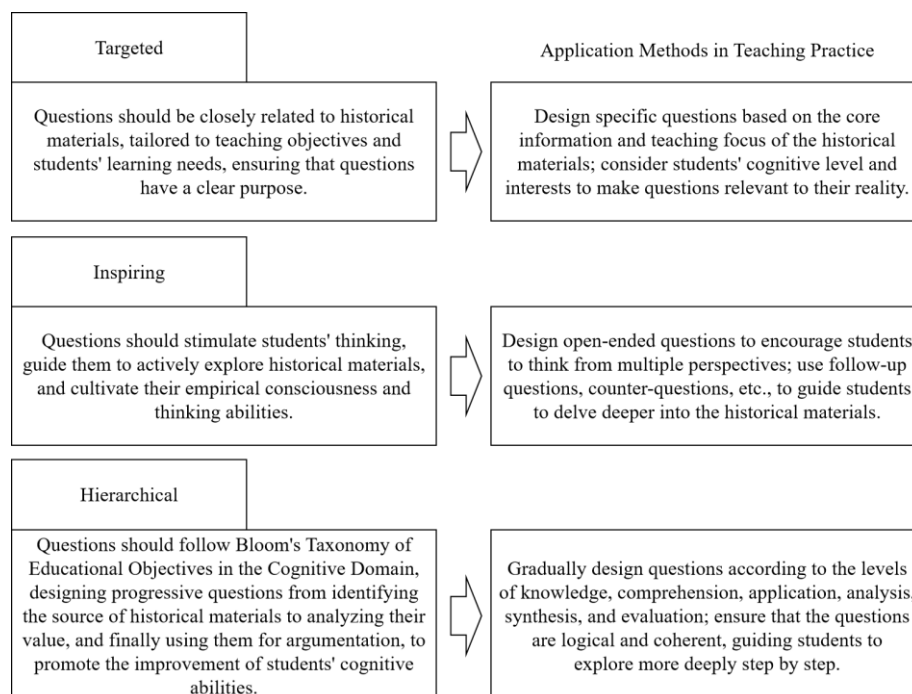


Figure 2 Design Principles and Applications of Questioning Strategies in Junior High School History Classes

The application of questioning strategy in teaching practice is based on solid theoretical support. Bloom's classification of educational goals in cognitive field provides clear guidance for designing questioning strategies. Bloom divided the educational goals in the cognitive field into six levels: knowledge, understanding, application, analysis, synthesis and evaluation. This provides a

framework for us to design questioning strategies. In the process of cultivating the empirical literacy of historical materials, we can design progressive questions from identifying the source of historical materials to analyzing the value of historical materials, and then using historical materials to demonstrate, so as to promote the improvement of students' cognitive ability. The problem-oriented learning theory also emphasizes guiding students to explore and learn actively through questions. In history teaching, historical materials can be used as the support of questions, and students can be guided to explore historical events in depth through carefully designed questions, so as to cultivate empirical consciousness and thinking ability.

The questioning strategy in junior middle school history class based on the cultivation of historical evidence literacy should follow the design principles of pertinence, inspiration and hierarchy (specifically listed in Figure 2). These design principles are interrelated and together form the design framework of questioning strategy. This provides guidance for us to use questioning strategies in practical teaching.

3.2. Questioning strategy and evaluation of implementation effect

In terms of specific questioning strategies, we can adopt such strategies as historical materials introduction questioning, historical materials discrimination questioning and historical materials application questioning. Historical materials introduction questions can be used in classroom introduction, which can guide students to pay attention to historical materials and stimulate their interest in learning. For example, when telling a historical event, you can first show relevant historical materials and then ask: "What does this historical material describe? What does it have to do with the historical events we are going to learn today? " Historical materials discriminating questioning focuses on cultivating students' critical thinking and guiding them to discriminate the authenticity and value of historical materials. For example, you can show two seemingly contradictory historical materials, and then ask: "Why are the two historical materials different? Which one is more reliable? Why? " As for the use of historical materials to ask questions, it encourages students to use historical materials to confirm or refute historical views, so as to cultivate their empirical spirit and argumentation skills. For example, when talking about the achievements of a historical figure, you can ask: "According to the historical materials you have, what do you think are the achievements of this historical figure? Please use historical materials to support your point of view. " Through these strategies, students' empirical literacy can be effectively improved.

In order to evaluate the implementation effect of questioning strategy, we can start with students' reaction, academic performance and historical thinking ability. Students' responses can reflect the attractiveness and effectiveness of questioning strategies. We can evaluate this by observing students' participation in class and feedback after class. Academic achievement is an important index to measure the influence of questioning strategies on students' knowledge mastery. Teachers can evaluate students' performance before and after the implementation of questioning strategy. The improvement of historical thinking ability is an important embodiment of the training goal of questioning strategy. By designing related test questions or tasks, we can evaluate whether students' historical thinking ability has been improved. Through observation, testing and comparison, we can comprehensively and objectively evaluate the effect of questioning strategies and provide a basis for teaching improvement.

4. Teaching suggestions

In view of the above research findings, the following teaching suggestions are aimed at more effectively cultivating students' historical evidence literacy:

①In the aspect of textbook compilation, this paper suggests that textbook writers should pay more attention to the integration of historical evidence. By adding chapters and activities related to historical data analysis and dialectical thinking, teaching materials will become the transmitters of knowledge and the carriers of students' empirical literacy in historical data. These activities can be designed to be both interesting and challenging, stimulate students' interest in learning and guide

them to learn how to collect, analyze and use historical materials in the process of exploring history.

②In teaching methods, teachers need to innovate constantly and use diversified questioning strategies to activate students' thinking. Questions should be closely related to historical materials to guide students to think deeply about their sources, authenticity, value and historical background. Combining the modes of group cooperative learning and project-based learning, teachers should create more practical opportunities for students to analyze historical materials in collaboration, so as to improve their ability to demonstrate historical materials.

③The role of teacher training in cultivating students' empirical literacy of historical materials can not be ignored. Schools and educational institutions should hold relevant training activities regularly to help teachers deeply understand the importance and specific operation methods of historical materials teaching. Through professional training, teachers can improve their cognition and execution ability of historical materials teaching and ensure the effective application of questioning strategies in the classroom. The exchange and study between teachers can also promote the sharing of teaching experience and the innovation of teaching methods, and provide more powerful support for cultivating students' empirical literacy of historical materials.

5. Conclusions

The questioning strategy in junior middle school history class based on the cultivation of historical evidence literacy is effective. By designing questions in a targeted way, such as introduction, discrimination and application of historical materials, students' interest in history learning can be significantly enhanced, and their sensitivity and discrimination ability to historical materials can be enhanced. Students show a more active participation attitude in class, and can better use historical materials as a strong support for history learning. However, some problems have also been found in the research process. For example, some students' analytical ability in the face of complex historical materials needs to be improved, and teachers need to adjust flexibly according to the actual situation of students when implementing questioning strategies to avoid asking questions that are too difficult or simple.

In the future, the integration of the cultivation of historical evidence literacy with the teaching of other disciplines is a direction worth exploring. As the basic discipline of humanities and social sciences, history's empirical methodology of historical materials can be transferred to the teaching of other disciplines to promote students' interdisciplinary learning. With the continuous development of information technology, how to effectively use information technology to support the teaching of historical materials is also an important topic for future research. Through these in-depth research and practice, we can better cultivate students' historical evidence literacy and lay a solid foundation for their all-round development.

Acknowledgements

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