

To the Field: on the Field Teaching and the Cultivation of the Core Quality of Middle School History

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Abstract: Field teaching is through a series of field exploration processes, allowing students to discover and explore problems autonomously in real field scenes, and internalize knowledge. This teaching process is closely related to the five-core literacy of middle school history subjects. Therefore, Field teaching should be carried out in middle school history teaching. The construction path of middle school history teaching to carry out field teaching is to first build a mature field teaching base, then adjust the traditional teaching plan, and finally formulate a complete field teaching process.

1. Introduction

In recent years, the Ministry of Education has issued the “Core Competence of Chinese Students' Development”, and cultivating the core competencies of middle school students has become an important goal of teaching in different disciplines. The 2017 and 2020 revisions of the “General High School History Curriculum Standards” clearly put forward the five core qualities of history. It can be seen that the teaching goal of middle school history has been changed from the teaching goal of teaching students to memorize and understand knowledge to the teaching goal of developing students' emotional, intellectual, physical, and psychological qualities. This will change the traditional teacher teaching mode and student learning method. Traditional history teaching is confined to the classroom, and the best way for history teaching to implement core literacy and change learning methods is to combine field teaching. Field teaching is a teaching method derived from Western human subjects. It focuses on field trips for students to gain personal experience. In essence, field teaching is an inquiry process in which teachers and students participate in teaching practice and reflection ^[1]. History teaching moves towards the field is the attribute of history subject. At present, a few education researchers have proposed that middle school history teaching should go to the field and teach flexibly ^[2], but the field teaching practice of frontline teachers is relatively scarce. This article is discussing the relevance of field teaching and the cultivation of middle school students' historical core literacy and the construction path of field teaching. It is hoped that it can be used to encourage the basic education circle to pay attention to field teaching and explore a more systematic and effective theory and method of middle school history field teaching.

2. The Relationship between Field Teaching and the Core Literacy of Middle School History

In order to allow students to develop correct emotional values, historical thinking and innovative abilities, the middle school history curriculum will cultivate the core literacy of middle school students in history as the teaching goal. The core literacy of history discipline has five aspects, namely, historical materialism, time and space concept, historical evidence, historical interpretation and family and country feelings. These five core qualities are inextricably linked with field teaching.

2.1 Field Teaching and Historical Materialism

Historical materialism “is a scientific view of history and methodology that reveals the objective basis and development laws of human social history.” It is abstract and boring for students to learn and experience historical materialism in traditional middle school history classroom teaching, because traditional classroom teaching is based on classroom lectures. Teachers often use various pictures, videos, textual historical materials and other resources to achieve teaching purposes. To set up a simulated historical situation, create a “like real” teaching environment and atmosphere, and strive to allow students to obtain a “real” emotional experience in this indirect environment, especially the use of modern electronic education technology, the situation is getting richer and more realistic. However, although simulating historical situations will bring certain teaching effects, it cannot allow students to experience the “emotions, attitudes and values” of the historical teaching goals in the history scene.

In the field practice of history, students must adhere to the historical materialistic standpoints, viewpoints and methods in the entire process of document collection, reading and sorting of documents to field investigations and field investigations. At the same time, students understand the laws of history from the outside to the inside, and are good at discovering the laws behind the appearance through the complicated historical appearances. Therefore, field teaching of history is conducive to students' thorough understanding of the laws of historical development, thus forming a scientific methodology and view of history.

2.2 Field Teaching and the Concept of Time and Space

The teaching concept of the New History Curriculum Standard is an inclusive and open teaching concept. It breaks the traditional concept of history teaching from course objectives, course content, course implementation to course evaluation, and gives history teaching flexibility. The openness of history field teaching meets the new history curriculum standards, which is manifested in the openness of teaching time and space. In terms of teaching time and space, historical field teaching breaks through the traditional concept of “teaching is to teach in the classroom” and expands the teaching space to a vast outdoor historical scene. In the vast outdoor historical scene, students can perceive time and space concretely. The concept of time and space in the core literacy of history discipline refers to the consciousness and way of thinking for observing and analyzing things in specific time and space connections^[3]. If the appropriate content of middle school history is placed in historical scenes to investigate and study, students will be able to accurately perceive and grasp the pulse and laws of history. In the field of history, students put the content of learning under the real historical time and space, inspect the “clues” left over from history, can accurately understand the historical content, and construct the interconnection between historical events, historical figures and historical phenomena, get efficient historical time and space training.

2.3 Field Teaching and Historical Evidence

Empirical historical data “refers to the identification and analysis of historical data obtained, and the use of credible historical data to try to reproduce the true attitude and method of history.”

Traditional history classroom teaching often relies on students to exert their own historical imagination and meticulous historical data to verify, to guide students to sympathize and understand history. History is essentially a subject that cannot be separated from reading and practice. Sima Qian was able to write the “Historical Records” by practicing the attitude of “traveling thousands of miles and reading thousands of books”. Therefore, history teaching went to the field and reflected the standard of history^[4]. In the field teaching, students need to collect various documents that are familiar with the content of fieldwork, and then combine the collected documents in the field to sort out and analyze the historical content of the study, remove the false and keep the truth, and reproduce the original appearance of history. This kind of analysis, analysis and narration, understanding and interpretation of past history through the textual research of historical materials and exploring the laws of history is an important method of history learning. Mastering this method can reduce the misunderstandings caused by learning history in the classroom, thereby forming an objective and correct historical understanding. At the same time, the documentary historical materials, oral legends or oral stories collected by the students in the historical field practice can not only supplement and correct the shortcomings of the official documents and historical materials, restore the true nature of history, but also cultivate the students’ empirical ability of historical materials, that is, the students’ ability to collect on the field. When sorting out and analyzing historical documents, we must follow the historical materials sorting and analysis methods of the discipline of history. In this process, students can experience the spirit of positivism, in order to achieve the purpose of training students to master historical methods such as “historical evidence, theory from history, and historical evidence consistent”.

2.4 Field Teaching and Historical Interpretation

Field teaching is a kind of outdoor teaching that focuses on the individual experience of students. Students will form historical explanations in the process of field experience. “Historical interpretation refers to the attitude, ability and method of rational analysis and objective judgment of historical things based on historical data.” All historical materials are essentially the interpretation of history by historical writers. The difference is that historical writers have different understandings. The essence of field teaching is to lead students to the historical scene and explore the true process of historical evolution. During the fieldwork, students need to record field notes and field experiences. These field notes and experiences are the thinking and understanding formed by the students through their own real fieldwork process. This thinking and understanding is actually the student's historical interpretation. Many phenomena and laws in history are also abstract for middle school students. The real historical scenes and teaching resources create conditions for students to perceive history and enter the process of inquiry. In addition, each student has different knowledge, experience, and temperament, and they personally contact and explore historical issues, they will form different interpretations of historical issues, and they will also exercise their historical interpretation capabilities.

2.5 Field Teaching and Homeland Feelings

The feeling of homeland “is the humanistic pursuit of studying and exploring history, it embodies the emotion of the country's prosperity and the people's happiness, as well as a high sense of identity, belonging, sense of responsibility and mission to the country.” This means learning history in middle school, it aims to help and promote middle school students to gain the thinking logic of understanding, interpreting and evaluating history in the process of exploring the footprints of history and culture, experiencing the development of history, and experiencing the development of history and culture, and establish a correct outlook on the world, life, values and history. As

mentioned earlier, the essence of field teaching is to lead students to the historical scene, let students invest emotions, and explore the true process of historical evolution. In the process of personally exploring history, it is easier for the student to learn the logic of thinking to understand, explain and evaluate history than when the teacher explains the events and phenomena of historical development in the classroom, so as to nurture his inner historical outlook and values. Moreover, in the process of inspection, students need to interact with all kinds of people, gain insight into the society and the world, experience the core values of socialism in the new era, and form family and country feelings.

In summary, field teaching is very closely related to the five core qualities of middle school history. Field teaching fully reflects that students discover, explore and solve problems independently in real historical scenes, and acquire knowledge. This kind of teaching focuses on the individual experience emphasized in David Cooper's KOLB learning circle theory^[5], and this kind of experience is the basis of field teaching. Therefore, field teaching conforms to the “autonomous, cooperative, and inquiring” learning method advocated by the new curriculum, and is closely related to the requirements of cultivating students' historical core literacy.

3. The Construction Path of Field Teaching in the History Subject of Middle School

In view of the close relationship between field teaching and the core literacy of middle school history, middle school history teachers should gradually update their teaching concepts, actively carry out middle school history field teaching, and formulate specific and feasible implementation strategies based on the characteristics of middle school history subjects. According to the connotation and characteristics of field teaching and the law of middle school teaching, the construction path of middle school history field teaching can be roughly as follows:

3.1 Build a Mature Field Teaching Base

To implement history field teaching in middle schools, we should first build a field teaching base for history teaching. The construction of a field teaching base is mainly to make full use of the advantages of local historical and cultural resources to create a base platform suitable for middle school history teaching. In fact, each place has rich historical and cultural resources and ecological environment, which creates conditions for the development of teaching bases. Therefore, it is feasible to construct a field teaching base. At the same time, on the basis of constructing a field teaching base, establish a corresponding field teaching resource database. How to choose a field teaching base? The main criterion is that we should choose sites that are more concentrated and richer in historical and cultural relics. These sites retain rich historical objects and historical documents, such as residential buildings, social altars, temples, nunnery towers, ancestral halls and other ancient buildings, facilities and documents such as inscriptions, genealogy, and contracts. At the same time, a living history with strong regional characteristics of etiquette and customs is the most ideal. Secondly, these historical and cultural resources should have a certain relevance to the content of middle school history textbooks, and the environment of the venue should be relatively quiet to ensure smooth teaching. Third, it is necessary to establish contacts with relevant departments that manage these historical and cultural resources and win their support. The construction of the teaching base can not only promote the overall development of the core literacy of middle school students, but also integrate local resources, give play to local advantages and resource advantages, and promote the improvement of middle school students' three-dimensional goals.

3.2 Adjust the Traditional Teaching Plan

Traditional classroom teaching is a full-class teaching model that mainly teaches by teachers and discusses between teachers and students. It is easy to cause students to accept learning, rote memorization, and the current situation of teachers' mechanical training. In recent years, the curriculum reform requirements of basic education: "Set up comprehensive practical activities from elementary school to high school as a compulsory course, emphasizing that students should enhance their sense of inquiry and innovation through practice, learn scientific research methods, develop the ability to comprehensively apply knowledge, and enhance school's close connection with society cultivates students' sense of social responsibility."^[6] Therefore, the reform of middle school history teaching is imminent. The most urgent task is to adjust the traditional classroom full teaching plan, reorganize teaching time, and set field teaching hours in each semester of history teaching. The specific method is to set field teaching hours based on the content of middle school history textbooks and combining the historical and cultural resources of the local field teaching base. For example, taking a middle school in Zhaoqing City as an example, the author once instructed students to conduct a history professional education practice in a middle school in Zhaoqing, when he taught the high school "Chinese and Foreign History Outline (Part 1)" lesson 13 "From the establishment of the Ming Dynasty to the unification of the Qing Dynasty" At that time, the author asked the students to select the Qixingyan cliff carving group near the school as a field teaching case. The reasons are as follows: First, the Qixingyan Rock Carvings is near the school and the geographical location is convenient for travel. The students have basically been to the Qixingyan Scenic Area, and have heard and witnessed the Qixingyan Rock Carvings, but there has a hidden history behind these cliffs, students do not know much. Second, there is a stone inscription "Li Sidi's Inscription" on the inner wall of the Qixing Rock Cavern, which records that the prime minister Wang Chaozong was banished from Guangdong in the early Ming Dynasty and went to Zhaoqing in western Guangdong to buy horses. Wang Chaozong, namely Wang Guangyang, he was the prime minister twice before being gifted to death by Zhu Yuanzhang. This person has a lot to do with the abolition of the Ming Dynasty Prime Minister system and the changes in the Ming Dynasty's political system in Lesson 13. The teacher led the students to collect and sort out various documents related to this inscription before class, and then led the students to interpret it on the spot. Taking this as the topic of field teaching is conducive to the integration of teaching materials knowledge and local cultural resources. This field practice teaching not only enables students to understand the abolition of the Ming Dynasty prime minister system, but also grasp the value, nature and interpretation methods of ancient documents such as inscriptions., thereby activating students' thinking and enhancing students' historical practice ability and literacy. The use of teaching materials to integrate local historical and cultural resources and carry out high school history field teaching is an important way to adjust traditional teaching programs.

3.3 Develop a Complete Field Teaching Process

Field teaching is based on an open "field" as the classroom and real teaching situations to guide students to research and explore problems. Students will gain relevant knowledge and experience through personal experience and contact. How to implement field teaching concretely? We can roughly learn from the field teaching methods of anthropology, such as field surveys, interviews and other specific operation methods. But the field teaching of history in middle school cannot be equated with the field teaching of anthropology. Especially for middle school students with incomplete knowledge structure and lack of practical experience, relying on the field teaching base to formulate a complete field teaching process and plan each link of field teaching in detail should become the top priority of middle school history field teaching. In this way, it is possible to ensure

the high-quality teaching of high school history field teaching and promote the overall development of the core literacy of middle school students. The specific steps can be as follows:

First of all, relying on the field teaching base, students can be divided into groups, group as a unit, separate collection of documents related to the teaching theme, each group has its own focus.

Secondly, train students to sort and compile the collected documents. The teacher guides the groups to discuss while collating the documents, express their own opinions, and design problems that require fieldwork.

Third, the teacher leads the students into the field teaching base for inspection, guides the students to combine the literature with the field, and explains the local historical development process. The specific method is to instruct students to compare the texts collected in the field base and interpret the local documents produced in different historical periods. Students understand the architecture, social altars, temples, pagodas, ancestral halls, inscriptions, genealogy, and contracts in the documents. After waiting for historical relics, students have an image perception and understand some terms and concepts that cannot be explained in traditional classrooms. On this basis, combined with historical resources such as the spatial structure, ecological environment, transportation and various cultural landscapes of the field teaching base. With the explanation, students can intuitively recognize the characters and stories that occurred in this venue during the historical period, so as to cultivate students' time and space concepts and empirical awareness of historical materials, thereby enhancing students' local feelings.

Fourth, organize students to discuss after the fieldwork, and summarize the experience of the fieldwork and related issues. The specific method is to report to each group under the auspices of the teacher, and then discuss collectively and raise questions and opinions among each other. At the same time, the teacher summarizes and instructs the report content of each group, teaches field skills and problem-solving angles, methods, and historical cognition. After the discussion, students are required to summarize the content or questions of the fieldwork and form their own historical explanation.

4. Discussion

Through the training of the above-mentioned field teaching process, students can master the basic methods of finding and sorting out historical documents; they will have a deeper understanding of the nature and value of the literature; combined with various historical materials in the documents, they will also have a shape of local history own perception. Compared with classroom teaching, this kind of field teaching has significant results in cultivating students' historical core literacy, practical ability, and independent thinking ability.

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