

Research on the Evaluation of Characters in History Teaching

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Abstract: The teaching of history is inseparable from the professors of important historical figures and historical events, and historical events are generally initiated and promoted by historical figures, so the core of history teaching is the explanation of historical figures. In Chinese history classes, teachers generally pay attention to the explanation of the process and influence of historical events, and usually ignore the role of historical figures. The proportion of character evaluation in history teaching is small. After doing sufficient research, this paper puts forward some suggestions on integrating character evaluation in the teaching process of history teachers.

1. Introduction

The evaluation teaching of historical figures is an indispensable part of middle school history teaching, and it is an important way to cultivate students' excellent quality and improve their humanistic quality. The vast history is full of all kinds of figures. Every historical period or stage will have a group of people who stand out from the ordinary people. They often have an important influence on the development of social history, promoting or delaying the development of human history. At the same time, they are recorded in one or more forms. It is the basic requirement of history class to know these historical figures and their main activities, explore their relationship with the times, and scientifically evaluate their role in history. Through leading students to know and understand the important historical activities of historical figures, analyzing the historical background, psychological quality and moral emotion of historical figures, helping students grasp the evaluation theory, evaluation standards, evaluation contents and specific evaluation methods of historical figures, and judging the historical roles and positions of various historical figures, the evaluation teaching of historical figures is an important way to help students establish historical materialism, cultivate their historical discipline quality, and also an important way to carry out ideological education and personality education for students.

2. The perspective of historical figures evaluation

2.1 Static perspective and dynamic perspective

If the understanding of historical figures is based on time, then we can divide the understanding of historical figures into two types: static perspective and dynamic perspective. The so-called static

perspective refers to the cognitive understanding of historical figures and the analysis of their behavior from a certain point in time [1]. Static perspective pays attention to the state of historical figures at that time, pursues historical details and clues at that time, and examines the relationship between historical figures and the environment at that time. Concentrate on historical figures at a certain historical moment, and analyze their thoughts, personalities and the surrounding historical environment at that moment. Of course, the point in time mentioned by the author is not a fixed moment, but a short period of time that can be used as events related to historical figures. During this period, the historical state of a historical figure, that is, the time when his personality and thoughts do not change much. From a static perspective, we can focus on analyzing the social status and interpersonal relationship of historical figures in this period, and the relationship between personal changes and social changes. This kind of analysis from a static perspective can make historical comprehenders realize the relationship between individuals and society at that time, and realize the state of historical figures at a certain moment.

The dynamic perspective is to start from a time period and understand the changes of historical figures in that time period. Different from the static perspective, the dynamic perspective emphasizes the variability of historical figures, that is, the relationship between cause and effect. Taking time period as the unit of cognition and understanding, we can understand the changing course of historical figures' personal character and thoughts, and understand the historical reasons of historical figures' behavior at a certain moment.

2.2 Overall perspective and local perspective

From the scope of historical cognition objects, we can divide the perspective of historical cognition into two types: overall perspective and local perspective. The so-called holistic perspective refers to the cognitive perspective of knowing historical figures from their whole historical process and historical relationship in order to understand their overall characteristics and overall characteristics. The holistic perspective emphasizes that in the process of cognition, starting from the whole historical figure, including the growth track, struggle course, personality quality and other factors, a preliminary impression of the whole historical figure is formed in the minds of the knowers. The overall perspective attaches great importance to the understanding of the overall information of historical figures, such as their life experiences and social relations, etc., and does not require much detailed information of historical figures. Its main cognitive goal is to let people know what kind of person the historical figures are "in general?". In history teaching, the advantage of understanding historical figures from this perspective is that students can grasp the overall characteristics of historical figures, distinguish the primary and secondary contents of historical figures, form initial historical impressions and concepts, and lay a foundation for detailed study. The disadvantage of this perspective is that, although it emphasizes starting from the whole, due to insufficient grasp of the historical details, the understanding of historical figures is too rough and not fine, and it is easy to form simple historical impressions such as "good people and bad people" and so on, thus affecting the follow-up study [2].

Compared with the overall perspective, the local perspective pays more attention to the local content of historical figures. The so-called local perspective refers to the understanding of historical figures' actions on certain things from the local point of view of historical figures. Understand the behavior and personality characteristics of a certain aspect of historical figures. Different from the overall perspective, the local perspective emphasizes understanding the overall situation of historical figures, but pays more attention to the behavior characteristics of historical figures in the local area they know. The purpose of cognition is to let the knower know "what kind of person is this historical figure in some way?" This kind of cognitive angle sentence contains two cognitive dimensions: one

is to know the various behaviors and ideological characteristics of historical figures in different time periods by stages; The second is to know the political, economic, ideological and moral characteristics of historical figures in sections according to their individual characteristics. The advantage of local perspective lies in being able to fully understand the characteristics of historical figures and various historical details of historical figures in a local scope, so as to realize "seeing the big from the small" in history study, and to provide a certain supplement for the deficiency of the overall perspective. At the same time, local perspective can cultivate students' awareness of pursuing and attaching importance to historical details and their interest in learning history, and cultivate the spirit of historical thinking and inquiry. The disadvantage of local perspective lies in that starting from the local perspective alone, it is easy to cause blind spots in historical understanding, lack of overall understanding of historical figures, and the phenomenon of "blind people touching images" in learning.

The overall perspective and local perspective should be a cognitive relationship that complements and echoes each other in the teaching and learning of historical figures. Using the characteristics of the overall perspective, we can grasp the general situation of historical figures and form a preliminary understanding. At the same time, we can use the characteristics of the local perspective to go deep into the details of historical figures, deepen our understanding of historical figures, and make students' understanding of historical figures reach a comprehensive and specific teaching goal.

3. Methods of evaluating historical figures

It is necessary to determine the historical background of historical figures. When evaluating any historical figure, we should put him in a certain historical scope for investigation, that is, to find the relationship between the personal activities of the historical figure and the social and historical conditions at that time. Because any historical figure's activities need a certain time and space stage, and his thoughts and activities are restricted by many conditions. Only by examining the social and historical conditions behind the historical figures and discovering the historical laws can we understand the essence of historical figures' activities. When analyzing the historical background of historical figures, the main factors to be considered are: the age, country, characteristics of the times and the historical environment in which historical figures live.

To determine the class attributes of historical figures. When evaluating historical figures, we should not stay on personal motives, but should thoroughly reveal the class interests they represent and the specific environment of ethnic relations. The essence of this is to find the relationship between personal activities and the class. Engels said, "The main figures are the representatives of certain classes and tendencies, and therefore certain thoughts of their time. Their motivation is not derived from trivial personal desires, but from the historical trend in which they live".

To determine the role of characters in history. The premise of evaluating historical figures is to correctly understand the relationship between individuals and the times. Any great historical figure, in the final analysis, is the product of the times, and must be related to the time, place and conditions at that time. The great man is great because he can correctly analyze the social contradictions at that time, conform to the trend of social development, and lead or grasp the theme of the times. To evaluate historical figures is to analyze the role of their words and deeds in solving the main social contradictions and influencing the historical development trend. It mainly depends on whether he conforms to the historical development trend, whether he promotes or hinders the development of productive forces and the progress of human society. Different categories of historical figures should be given different emphasis when determining their historical roles, which is the most fundamental standard for determining their historical roles [3].

Students' methods of evaluating historical figures include "stage theory" and "aspect theory". The

method of "stage theory" is to divide the activities of historical figures into different stages, and evaluate their merits and demerits one by one, taking time sequence as the key link and combining the historical times in which historical figures live. This method is characterized by scientific conclusion and reality. It is especially suitable for the evaluation of historical figures with great changes and obvious differences before and after; It can effectively prevent the generalization and simplification of the evaluation figures, and the historical figures are neither covered by their merits, nor denied by their merits. "Aspect theory" is based on the internal logical relationship of characters' activities, and it is divided into several different aspects to evaluate. The characteristics of this method are that the evaluation characters are clear in context, coherent and hierarchical; It is especially suitable for historical figures with a wide range of activities and complex activities. To master these two methods well, it is necessary to classify and sort out historical figures in ordinary study. The so-called classification is to divide historical figures into important figures, more important figures and general figures according to their influence on historical development and the details of teaching materials. Focus on the first two. The so-called classification is to group similar figures together according to the characteristics of historical figures. It can not only form a series of knowledge, but also avoid confusion among similar characters, and discover and master the common characteristics and laws of similar characters.

4. Principles for evaluating historical figures

Historical figures, it refers to people who have played an important role in the development of history, left footprints in the long river of history, recorded in history, and played a role in promoting human history. Evaluating historical figures is an important part of studying history, and this is also an important part of social science research, supported by archaeology. A brief summary of history: it is not difficult for historical figures to understand the events that have played an important role in social development in the past. Of course, they are the people who played a leading role in these events. Historical figures are important elements of history, and there are many elements of history, such as time, place, figures and events. If we talk about things alone, people are a very important element in things. The evaluation of historical figures has the following principles. First, the principle of being divided into two parts. Everything has two sides, that is, progress and backwardness, positive and negative, success and failure, advantages and disadvantages. Outstanding historical figures are no exception. No one is perfect without money. Therefore, when evaluating outstanding figures, we should stick to the viewpoint of being divided into two parts and make dialectical analysis. Second, the principle of the times, this principle is to look at and evaluate historical figures and put them in their specific historical times. This specific background is a big stage for historical figures' activities, and what historical figures do can't go beyond his time. Third, the principle of class nature. Most historical figures live in class society. Therefore, when evaluating historical figures, the basic requirement of Marxism is not to stay on personal motives, but to reveal in depth the class interests represented by them and the environment of specific ethnic relations. Fourth, the combination of historical facts and conclusions, after students have defined the evaluation criteria and principles, to express their views, they must evaluate historical figures based on historical facts or specific historical materials, and draw corresponding views. They can neither make subjective assumptions nor pile up materials and historical facts [4].

5. Suggestions for history teaching

5.1 Selection of historical figures

Teachers should pay attention to diversity when choosing historical figures. On the gender of

historical figures, increasing the evaluation of female historical figures, evaluating female historical figures, and analyzing the significant influence and positive role of women in the process of historical development will help to infiltrate the concept of equality between men and women into students and set a brilliant example for female educators. In the field of character activities, we should not only pay attention to the advanced historical figures in the political field, but also make full use of the important historical figures in the fields of natural science and ideology and culture. Their outstanding achievements have changed the face of the world and greatly promoted the development process of human history. Their enduring scientific spirit and humanistic spirit are important resources for students' ideological and moral education and humanistic quality education. At the same time, increasing the evaluation of economic historical figures and appropriately increasing the evaluation of literature, art and sports historical figures can take care of students' age characteristics and different interest orientations, which is conducive to the study of other disciplines. When evaluating these historical figures, we should not only tell them about their achievements and contributions in various fields, but also emphasize to students their hard work in the process of realizing their dreams, as well as the strong will and resolute character embodied in historical figures, so as to encourage students to overcome difficulties and bravely pursue and realize their ideals [5].

The evaluation teaching of historical figures should not only pay attention to historical activities and influences of historical figures, but also pay attention to their psychological qualities. Personal psychological quality includes emotion, will, personality, temperament, personality, etc. It affects people's ability and practical activities. The ability and activities of historical figures are affected by their psychological quality to a certain extent.

5.2 Selection of teaching methods

There are various teaching methods, but no teaching method is perfect. Teachers should recognize the advantages and disadvantages of each teaching method, and adopt different teaching methods based on the specific situation of different historical figures and their own teaching advantages on the basis of in-depth understanding of the academic situation. Our teaching is mainly based on lecture method, but every class adopts the same teaching method, which will make students weak. Teachers should change teaching methods and adjust teaching mode from time to time, so that students can learn in a different mood. In the teaching process, we should pay attention to creating a democratic, equal and harmonious teaching environment, mobilizing students' initiative as much as possible, giving full play to students' dominant position, increasing students' emotional life and emotional experience, encouraging them to fully express their views and exercise their thinking ability. For some controversial historical figures, students have their own views and opinions. At this time, through communication, discussion, debate and other teaching activities, through mutual communication and discussion between students, students can have an understanding of other people's views, and then compare their own views with those of others to find their own shortcomings and merits. In the process of communication and discussion, students' thinking collision between teachers and students, students' language expression ability, cooperative inquiry ability, analysis and induction ability, etc. are cultivated, students' participation in class is improved, and at the same time, it adds vitality and vitality to the class.

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