

Research on Methods for Constructing an Efficient High School History Classroom

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Abstract: With the updating of educational concepts, the construction of an efficient high school history classroom is becoming increasingly important. This paper examines its construction methods in depth, emphasizing student-centeredness, and comprehensively improving the quality of classroom teaching through optimizing teaching design, adopting diversified teaching methods, promoting student participation and interaction, cultivating critical thinking, and establishing scientific evaluation and feedback mechanisms. These methods aim to stimulate students' interest in learning, deepen historical understanding, and cultivate comprehensive literacy, providing new ideas and strategies for high school history teaching.

Keywords: High school history; efficient classroom; construction methods

Introduction

The exploration of constructing efficient history classrooms in high schools aims to stimulate students' interest, promote deep learning, and cultivate students' core competencies through innovative teaching concepts and methods. Given the vastness and depth of the history subject, we must continuously explore efficient teaching strategies that allow students to not only master basic knowledge but also think independently and critically analyze historical phenomena. This paper will analyze the paths to constructing efficient history classrooms from multiple dimensions, including basic principles and specific methods, with the hope of contributing to the reform of history teaching.

1. Basic Principles of Constructing Efficient High School History Classrooms

1.1 Student-Centered Approach

The primary principle in constructing an efficient classroom is to adhere to a student-centered approach. This means that teaching activities must always revolve around students' needs and development, fully respecting their position as the main agents of learning.

(1) Respecting students' main position in learning: In traditional educational models, teachers often take the dominant role, while students are in a passive state of receiving knowledge. However, in building an efficient classroom, we should break this established pattern and give students more autonomy and choice. Teachers should encourage students to participate in classroom discussions, express their personal opinions, and



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empower them to become active learners and explorers. At the same time, teachers should pay attention to each student's learning status, understand their learning difficulties and needs, and offer personalized guidance and support.

(2) Addressing students' actual needs and interests: Interest is the best teacher. In constructing an efficient classroom, teachers should fully understand students' interests and learning characteristics, integrating teaching content with students' real-life experiences to spark their interest and motivation. For instance, when explaining historical events, teachers could introduce related films, literary works, or biographies, allowing students to absorb knowledge in a relaxed and enjoyable atmosphere. Additionally, teachers can organize activities such as field trips or museum visits, helping students deepen their understanding and appreciation of history through hands-on experiences.

1.2 Transformation of the Teacher's Role

In the construction of an efficient classroom, the role of the teacher also needs to undergo a corresponding transformation.

(1) From a leader to a guide and facilitator: In traditional teaching models, teachers are often the primary conveyors of knowledge and the central figures in the classroom. However, in the construction of an efficient classroom, teachers should transform into guides and facilitators for students. This requires teachers to possess excellent teaching skills and flexible strategies, enabling them to guide students in self-directed exploration and cooperative learning while assisting them in resolving learning problems and confusions. At the same time, teachers must pay attention to students' emotional changes and psychological health, offering necessary psychological support and emotional care.

(2) Enhancing teachers' professional competence and innovation ability: In constructing an efficient classroom, the professional competence and innovation ability of the teacher are crucial. Teachers should not only have a solid foundation in subject knowledge and teaching skills but also continually update their educational concepts and teaching philosophies, staying informed about the latest trends in education and research. Moreover, teachers should possess a sense of innovation and the ability to explore new teaching

methods and techniques to inspire students' interest and motivation for learning, thereby improving teaching effectiveness and quality^[1].

1.3 Clarity of Teaching Objectives

Teaching objectives guide and direct the teaching process. In the construction of an efficient classroom, it is crucial to set clear, specific, and measurable teaching goals.

(1) Setting specific and measurable teaching objectives: Teaching objectives should be specific and clear, providing a guide for the smooth progression of teaching activities. Additionally, teaching objectives should be measurable, meaning that they can be assessed using certain methods and tools to evaluate students' learning outcomes. This helps teachers understand students' learning progress in a timely manner and adjust teaching strategies and methods to ensure that the objectives are successfully achieved.

(2) Aligning teaching objectives with curriculum standards and exam guidelines: When setting teaching objectives, teachers should fully consider the requirements of the curriculum standards and exam guidelines, ensuring that the teaching objectives align with them. This helps maintain the systematic and coherent nature of the teaching content, enhancing students' academic performance and exam preparation skills. It also allows teachers to better focus on key and difficult aspects of the curriculum, improving the relevance and effectiveness of teaching.

2. Specific Methods for Constructing Efficient High School History Classrooms

2.1 Optimization of Teaching Design

Teaching design is the blueprint for classroom instruction, and optimizing it is the foundation of constructing an efficient classroom.

(1) Interpreting the curriculum standards and clarifying teaching objectives: The history curriculum standards serve as the guiding principles for teaching design. Teachers should thoroughly study the curriculum standards and clarify the teaching objectives for each chapter and unit, ensuring that the content aligns with the standards. Additionally, teachers need to develop specific, actionable teaching objectives based on the actual situation of their class, making the teaching more targeted and effective.

(2) Analyzing student characteristics and implementing

personalized teaching: The individual differences among students are objective, so teaching design should take into account factors such as age, personality, cognitive level, and interests. Teachers can gain a comprehensive understanding of student characteristics through surveys, interviews, and observations, allowing them to design teaching plans that meet students' needs and achieve personalized instruction. For example, for students with weak foundations, teachers can design more basic exercises and provide additional support, while for more advanced students, they can offer higher-level learning tasks and inquiry-based questions.

(3) Designing a rational teaching process and focusing on the integration of knowledge and practice: The teaching process should be clear, coherent, and orderly, guiding students to gradually deepen their knowledge of history. At the same time, teachers should emphasize the integration of knowledge and practice. Through methods such as case analysis, simulations, and field trips, students can understand and grasp knowledge through practical experiences. This not only enhances students' interest and motivation for learning but also improves their practical application and problem-solving abilities^[2].

2.2 Diversification of Teaching Methods

The diversification of teaching methods is key to maintaining classroom vitality and improving teaching effectiveness.

(1) Combining lecture and discussion: Lecture-based teaching is traditional, but in an efficient classroom, pure lecturing may no longer meet students' needs. Therefore, teachers should combine lecturing with discussion, asking thought-provoking questions, guiding students' thinking, and organizing discussions to stimulate students' interest in learning and mental engagement. Discussions facilitate the exchange and collision of ideas among students, helping them develop a deeper understanding of historical knowledge.

(2) Introducing case analysis, classroom debates, and role-playing: Teaching methods such as case analysis, classroom debates, and role-playing offer students a richer learning experience. Case analysis allows students to understand the specific context and background of historical events; classroom debates develop students' logical and dialectical thinking skills; role-playing enables students to experience the emotions and decision-making processes of historical

figures. These methods not only spark students' interest and enthusiasm for learning but also improve their overall competencies and abilities.

(3) Utilizing multimedia technology and online resources to enrich teaching methods: The integration of multimedia technology and online resources provides new opportunities for history teaching. Teachers can use multimedia materials such as PPT, videos, and audio to present historical scenes and events, allowing students to experience the allure of history in a more intuitive way. Additionally, teachers can use online resources to find and access relevant historical materials, broadening students' perspectives and knowledge. These teaching methods make lessons more engaging and also improve students' information literacy and independent learning abilities.

2.3 Student Participation and Interaction

Active student participation and interaction are the soul of an efficient classroom.

(1) Stimulating student thinking through questions and group discussions: Questioning is an effective way to stimulate student thinking. Teachers should design thought-provoking and challenging questions to guide students in exploring the underlying causes and impacts of historical events. Group discussions provide students with a platform for communication and collaboration, allowing them to inspire each other and make collective progress through dialogue.

(2) Promoting interaction and communication among students to build a good learning platform: A good learning platform is the foundation for student interaction. Teachers can promote student interaction by organizing group cooperative learning and establishing learning communities. In group learning, students can divide tasks and complete assignments together, while in learning communities, they can share learning resources, exchange ideas, and solve each other's problems. These methods not only enhance students' teamwork and communication skills but also strengthen their sense of belonging and responsibility^[3].

(3) Encouraging students to engage in independent learning and collaborative inquiry: Independent learning and collaborative inquiry are important modern learning concepts. Teachers should encourage students to choose learning content and methods based on their interests and needs, while providing necessary

guidance and support to help them solve problems encountered during independent learning. Collaborative inquiry allows students to learn from each other, promote mutual growth, and collectively improve their historical knowledge and overall abilities.

2.4 Cultivating Critical Thinking

Critical thinking is an essential component of historical literacy.

(1) Guiding students to objectively analyze historical materials: Historical materials are crucial resources for students learning history. However, different sources of historical materials may contain biases and discrepancies. Therefore, teachers should guide students to analyze historical materials objectively, helping them understand the source, background, and perspective of each document. This enables students to develop their own independent judgment and evaluation of the materials.

(2) Cultivating students' ability to analyze and evaluate historical events: Historical events are one of the core aspects of the history subject. Teachers should guide students to use the knowledge and theoretical frameworks they have learned to deeply analyze and evaluate historical events. This requires students not only to understand the basic facts and development of historical events but also to analyze the causes, results, impacts, and the underlying social, political, economic, and cultural factors. Through multi-perspective and multi-level analysis, students can cultivate a broader understanding and profound insight into historical events, forming a more mature and comprehensive historical viewpoint.

(3) Enhancing students' logical and dialectical thinking skills: Critical thinking is not simply about evaluating historical materials but also involves a systematic and rigorous process of logical thinking. In history teaching, teachers can organize debates, logical reasoning exercises, and critical reading practices to help students enhance their logical thinking abilities. At the same time, students should be encouraged to adopt dialectical thinking when analyzing historical events—seeing both the positive and negative aspects of situations, and understanding the complexity and diversity of historical phenomena. Through this training, students can form more objective and fair assessments of historical events and figures, and

develop independent and profound insights^[4].

2.5 Evaluation and Feedback Mechanism

The evaluation and feedback mechanism is a key safeguard for building an efficient classroom.

(1) Establishing a diversified evaluation system and focusing on process evaluation: Traditional evaluation systems often rely heavily on exam results, but this approach tends to overlook the effort and progress students make throughout the learning process. Therefore, teachers should establish a diversified evaluation system that includes not only exam scores but also classroom participation, completion of assignments, group collaboration performance, and history essays, among other forms of evaluation. Moreover, process evaluation should be emphasized, through regular classroom observations, learning journals, and learning portfolios, to track students' learning progress and status. This allows teachers to adjust teaching strategies and methods in a timely manner.

(2) Providing positive evaluation and feedback to motivate students: In the evaluation and feedback process, teachers should primarily focus on positive encouragement, promptly recognizing students' strengths and progress and offering full praise and affirmation. This positive reinforcement can inspire students' motivation and self-confidence, encouraging them to engage more actively in their history studies. Additionally, when students encounter difficulties in their learning, teachers should provide specific guidance and support to help them overcome obstacles and continue making progress.

(3) Identifying and addressing problems encountered by students in their learning: Evaluation and feedback are not only aimed at understanding students' learning status but also at identifying the challenges and difficulties they encounter in the learning process. Teachers should closely monitor students' learning and promptly detect and address any issues. This requires teachers to have not only solid subject knowledge and teaching skills but also strong communication abilities and empathy, so that they can establish a good teacher-student relationship and trust. Through effective communication and feedback mechanisms, teachers can more accurately understand students' learning needs and psychological changes, offering personalized

and targeted guidance and support.

Conclusion

In conclusion, building an efficient high school history classroom is a systematic project that requires a student-centered approach, a transformation of the teacher's role, clear teaching objectives, and supporting elements such as optimized teaching design, diversified teaching methods, active student participation, and a comprehensive evaluation and feedback mechanism. Through these efforts, we not only stimulate students' learning interest and potential but also cultivate their historical literacy and critical thinking abilities. Looking ahead, we will continue to explore and practice, striving to plant seeds of hope and harvest growth in the field of history education. Together, we aim to contribute to the cultivation of a new generation of young people with a sense of historical mission and

social responsibility.

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