

The application of “Problem chain” in high school history teaching

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Abstract

The problem chain approach is an educational strategy widely used in high school history teaching, aiming to encourage students to actively participate in history learning by asking questions, in-depth research and cooperative discussion. The problem-chain approach provides a powerful framework for history teaching to help students better understand the complexity, diversity, and relevance of historical events. The core idea of this method is to make the learning process more deep and coherent by building a problem chain, while cultivating students' critical thinking, cooperation ability and independent learning ability. This paper mainly discusses and analyzes the advantages of "problem chain" in high school history teaching, as well as the application of "problem chain" in high school history teaching, so that students can more actively participate in history education and better understand and appreciate the importance of history.

Keywords

“Problem chain”
High school history
Teaching
Application

Introduction

One of the goals of high school history teaching is to give students a deep understanding of historical events and processes, as well as critical thinking, independent learning, and collaboration. In this context, the “problem chain” approach has become a popular educational strategy, injecting new vitality and depth into the history classroom. The question chain approach provides a structured framework for history learning by guiding students to ask questions, study deeply and gradually answer them gradually, which not only increases

students' engagement and interest, but also develops their critical thinking, independent learning, and collaborative skills. Therefore, in this paper, we will explore the application of the problem chain approach to high school history teaching and how it provides students with a deeper and richer history learning experience.

1. The Advantages of the "problem chain" in high school history and teaching

1.1 Improve students' critical thinking ability

The core of the problem chain is to ask a series of

related questions, encourage students to actively explore and think in this learning method can stimulate students' curiosity, encourage them to actively find the answer, rather than being awarded knowledge, which helps to cultivate students' initiative and enthusiasm, and make them become active learners. The question chain requires students not only to answer the core questions, but also to solve the related secondary questions, consider the multiple dimensions of the question, and analyze historical events from different perspectives. Comprehensive thinking helps students to develop complex thinking and understand the multiple factors and influences of historical events.

1.2 Enhance students' memory and understanding ability

The question chain requires students to delve into historical events to answer core questions. Deep learning makes them not only remember the facts and dates, but also to understand the background, causes and effects of the events. Through in-depth learning, students can better understand the complexity of historical events. The problem chain approach helps students to place historical events in a larger historical context, helps them understand the causal relationship between events, and this textual learning helps students to connect historical information with other knowledge, making it more meaningful and thus easier to remember. At the same time, the problem chain method can involve a variety of learning methods, including reading, discussion, research, and making reports, etc. This diversity of learning methods can meet different types of learners, and help students to better understand and remember historical information^[1].

1.3 Cultivate cooperation and communication skills

The question chain is usually conducted in small groups, and each group member needs to collaborate to research and answer questions. This encourages

students to cooperate effectively, find answers together, share information and perspectives, and develop teamwork skills that enable students to solve complex problems together. The problem chain approach often includes discussion and debate sessions between students, who need to share their opinions, evidence and conclusions and interact with peers, helping to develop their oral communication skills, be able to express their views clearly and listen to others' opinions. In a problem chain environment, students encounter peers from different backgrounds and perspectives that help foster values that respect diversity and inclusiveness and enable them to better understand and communicate the complex issues related to history.

2. Application of "problem chain" in high school history teaching

2.1 Design and construction of the problem chain

2.2.1 Choose a historical topic

Taking Unit 5, Lesson 11, The Birth and Communication of Marxism, as an example, Marxism is an important political ideological system, which has had a profound impact on global history and politics. Choosing this topic will help students understand the origin, development, and spread of Marxism and its impact on different countries and societies.

2.1.2 Raise a core issue

"Why was Marxism born in the 19th century, and how did it spread to the world?" This core question will guide students to study the birth of Marxism and how it is spread around the world. This question is challenging and can stimulate students' curiosity and encourage them to understand the scenes behind history and thought.

2.2 Teaching steps of the problem chain

2.2.1 Stimulate the interest in knowledge learning

When teachers can start the course, they can stimulate students' pre-knowledge and interest in Marxism by

asking some questions or showing relevant pictures and video clips. For example, by asking fascinating questions, a teacher can start a course with enlightening questions, "Have you ever heard of Marxism?" Or: "What some of the great effects do you think Marxism has had on the world?" These questions can quickly arouse students' interest and encourage them to think and express their opinions. It can also show relevant pictures and charts. By showing pictures, charts or cartoons related to Marxism, teachers can arouse students' visual interest and help students intuitively understand the symbols, historical events or important figures of Marxism^[2].

2.2.2 Guide students to ask questions

In the problem chain teaching, guiding students to ask questions is a crucial step, as it helps students to deeply study and explore the course topics. Teachers form students into groups, with each group responsible for exploring a secondary issue related to the core issue, and groups can be grouped according to interests and classroom dynamics, ensuring that each group has a variety of perspectives and perspectives^[3]. Teachers once again offer the core question, "Why was Marxism born in the 19th century and how did it spread to the world?" This question will serve as the center of the problem chain to ensure that students' secondary issues are closely related to the core issue. At the same time, teachers encourage students to think carefully and provide guidance to ensure the breadth and depth of the problem. For example, teachers can remind students to consider the following aspects: problems related to Marx and Engels, such as their background, ideological evolution and cooperation process; problems in the 19th century, such as the industrial revolution, class struggle, social inequality; the channels of communication and influence of Marxism, including which countries or societies are affected, and how they spread them. Encouraging students to ask innovative and in-depth questions allows them to think about multiple aspects of Marxism, stimulate their curiosity, and enable them to study this topic more comprehensively.

2.2.3 Cooperative research in student groups

The student group began to study the questions they asked. They can use library resources, the Internet, classroom lectures, and other materials to gather information. Students can work together, share different perspectives and opinions, and record their research results. First, resource collection. Students can utilize a variety of resources, including library books and journals, trusted websites and databases on the Internet, and classroom lectures and documentation provided by teachers that will help students with a more comprehensive understanding of their problems. Second, the division of labor and cooperation. Team members can work together, with each person responsible for studying and collecting specific aspects related to the problem. For example, one panel could focus on studying the lives and thoughts of Marx and Engels, while another could focus on the 19th-century social context, improve efficiency and ensure that each issue is adequately studied. Third, share ideas and findings. Student groups should often hold meetings to share their views, findings and research progress, sharing helps in mutual learning and interaction among group members, and also helps to ensure the coherence and comprehensiveness of the problem chain. Fourth, record the study results. Students should record their research results, including important information about the birth and dissemination of Marxism, cited sources, opinions and arguments, and the records will be used in subsequent steps to present and share their research results. Through the method of group collaborative research, students will be able to deeply explore their questions and accumulate detailed information and insights about Marxism, which will help to cultivate students' teamwork and research skills, and also enrich their understanding of Marxism.

2.3 Evaluation and feedback of the problem chain

2.3.1 Develop the evaluation criteria

Teachers first need to clearly define the assessment

criteria to ensure that students work within the expected learning objectives. These criteria can include expectations of students in their research questions, answering questions, collaborative skills, critical thinking and expression skills, and evaluation criteria should be clear, quantifiable and measurable.

2.3.2 Students' self-evaluation and peer evaluation

Students can first evaluate their work, according to the pre-developed evaluation criteria. They should reflect on their performance in the problem chain process and identify their strengths and aspects that need to be improved. Peer evaluation is also an important part of this process. Each group member can evaluate the work of the other groups, evaluate the research and performance of the other groups according to the same evaluation criteria, and the peer evaluation helps the students to learn how to provide constructive feedback and get other perspectives from the peer evaluation.

2.3.3 Feedback and guidance from teachers

Teachers play an important role in the evaluation process. Teachers should carefully review the students' work and provide feedback according to the evaluation

criteria, which should be specific and targeted, and include the affirmation of the student's work and suggestions for improvement. Teachers can also provide guidance after assessment to help students understand how to improve their research methods, question asking, collaborative skills or otherwise, and use assessment and feedback to adjust teaching strategies to better meet student needs and improve the effectiveness of problem chain teaching.

3. Conclusion

In general, the problem chain method not only broadens the horizon of history teaching, but also provides students with more opportunities for them to participate actively and think deeply. Through this method, high school history education is no longer limited to imparting knowledge, but encourages students to actively discover, question and explore the mysteries of history. The problem chain approach trains students to become more intellectual and creative history learners, laying a solid foundation for their future academic and professional careers. Therefore, the problem chain method is not only a revolution in history education, but also a key step in cultivating the next generation of historians and all-round development.

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