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THE THEORY, PRINCIPLES, AND STRATEGIES OF THE APPLICATION OF SITUATIONAL TEACHING METHOD IN CHINA HISTORY TEACHING

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Abstract. Situational Teaching Method is a teaching method in which teachers actively create a good learning environment and atmosphere, stimulate students' interest, help students build cognition, and promote students' all-around development. This paper uses the literature research method and the case analysis method to discuss the application of the situational teaching method in the classroom. The research shows that following the principles of scientificity, pertinence and subjectivity can improve the efficiency of the classroom. Using vivid language, life examples, asking questions and creating basic historical materials are important strategies to ensure the effectiveness of the classroom. Therefore, following the basic principles of situational teaching method is the key to improving classroom teaching.

Key words: Situational Teaching Method; History Teaching; Teachers and Students.

Introduction

In the 21st century, the level of national quality has become an important indicator of a country's comprehensive national strength, and the improvement of national quality depends on the continuous development of basic education. Therefore, in the new century, under this era's background, countries have launched a wave of basic education reform. As a member of the world's major powers, China initiated a new round of basic education curriculum reform at the beginning of this century. This reform involves multiple aspects of curriculum and teaching and has lasted for more than 20 years. It is the largest reform since 1949. In this round of curriculum reform, new adjustments have been made to history teaching and new requirements have been put forward - emphasizing the educational function of history education, emphasizing the cultivation of students' historical awareness, and enhancing cultural and humanistic literacy.

History is a fact that has happened in the past and cannot be repeated or experimented with, possessing irreversible characteristics. In teaching, students are unable to touch and observe directly, and the acquisition of historical knowledge is mostly done indirectly. Moreover, history is a comprehensive and complex discipline that involves various aspects of

human life. The teaching of history, which involves many concepts, often becomes a major obstacle for students to learn history.

In the classroom, teachers can create historical contexts and resolve abstract concepts, which can bring students closer to knowledge and promote their development in the three dimensions of "knowledge and ability," "process and method," and "emotional attitude and values." Furthermore, it helps students cultivate their historical thinking and problem-solving abilities in the process of mastering knowledge, explore problem-solving methods in the process of perceiving history, and strengthen their perception and understanding of history.

Literature review

The ancient Greek educator Socrates formed the "Socratic method", also known as the "midwifery" or "question and answer method", in his long-term educational practice. Teachers use continuous questioning to make students question their existing cognition, and further inspire and guide them to gain new insights into something through their own thinking. The Socratic method can be regarded as the earliest problem situational teaching method and a classic example of situational teaching method.

Jean Jacques Rousseau, a famous French educator in the 18th century, also recorded scenes of situational teaching in *Emile*. In order to teach *Emile* to distinguish direction, he took her to the forest and guided her in a real environment. Rousseau moved the classroom into nature and skillfully utilized the natural context for teaching, guiding students to actively learn and think.

John Dewey, a famous American educator in the 19th century, first explicitly proposed the term "situation". Dewey believed that experience is the result of the interaction between humans and the environment, and these two, combined or interacting with each other, constitute what we call a situation. The knowledge and abilities acquired in a specific context will become effective tools for understanding and processing the next situation. Therefore, in teaching, educators should pay attention to the creation of situations, so that learners can gain valuable experiences in the learning process, which can affect the development of the entire life. Dewey believed that there must be a practical experiential context. As the beginning of the thinking stage, creating an appropriate context is the art of education, which helps students develop their thinking abilities and obtain effective experiences. Dewey has taken situational teaching a big step forward in theory.

In the field of modern education, Soviet educator Sukhomlinsky attached great importance to the educational role of natural situations. He believed that using memory instead of thinking and memorization instead of vivid perception and observation of the essence of phenomena was a major drawback that made children stupid and ultimately lost their desire to learn... Children were able to perceive vivid, colorful, tonal, and vocal images very sensitively, and keep them deep in memory. He advocates allowing children to travel to nature, and the cognition formed through children's own perception and experience is long-lasting and effective. Sukhomlinsky integrated his ideas into teaching practice, often leading students to observe nature, allowing them to learn in a joyful atmosphere, stimulating their interest, and promoting the development of situational teaching in practice.

Since the mid-1980s, constructivist theory has been increasingly accepted by more and more people, and the situational factors involved in the four major elements of "situation", "conversation", "collaboration", and "meaning construction" have also received attention. Since then, situational cognitive theory has entered the initial stage of formation. Leigh Chiarello's "Curriculum in Context - Curriculum and Instructional Design" (2007)

analyzes curriculum and teaching within the same framework, using context as a link, and explores the integration of curriculum and teaching from a new perspective. This book agrees with the definition proposed by a national research project funded by the Office of Vocational and Adult Education of the United States Department of Education and the Office of National School Work: Contextualized teaching and learning is a concept about teaching and learning, which can help teachers integrate subject content with real-world contexts, and promote students in the application of knowledge, knowledge, and their role as family members. Establish a connection between the lives of citizens and workers.

The research on situational teaching method in the Chinese academic community mainly focuses on the connotation of situational teaching method, the significance and strategies of its application in history teaching, and so on.

The connotation of situational teaching method. Li Jilin believes that situational teaching follows the principle of reflection theory, fully utilizing the visual characteristics of things, and combining cognitive and emotional activities through the creation of typical scenes. Wang Tao analyzed the relationship between historical context, learner experience, and historical knowledge objectives, and provided a concise and vivid definition of historical context: historical context is a bridge used to connect learner experience and historical knowledge objectives. Feng Weidong proposed that situational teaching method refers to a teaching method in which teachers purposefully create concrete and vivid scenes with certain emotional colors in the process of education and teaching, in order to promote students' experience and perception of knowledge, help students better understand the teaching content, and promote their mental development.

The significance of applying situational teaching method in history teaching mainly focuses on the development of student abilities and emotional education. He Chenggang introduced the creation of historical classroom situations from three aspects: the characteristics of the history discipline, the purpose of history teaching, and educational theory. He believes that situational teaching method helps to concretize abstract history, develop students' historical thinking ability, and help students actively construct historical understanding. Liang Li discussed the significance of creating problem situations: the purpose of creating historical problem situations is to stimulate students' strong problem awareness. Through the creation of problem situations and exploration in the process of

problem solving, students can change their learning methods, elevate their level from “learning” to “learning”, and truly implement the goals of the new curriculum reform. From the perspective of emotional education, Huang Xiangping believes that creating situations in history classrooms can help achieve the goal of emotional attitudes and values. In these situations, students can resonate and achieve the effect of entering their environment, feeling their emotions, and understanding their path.

Strategies for the application of situational teaching method in middle school history teaching. Li Haijun proposed strategies such as storytelling of character experiences, customs of historical backgrounds, plot based literature production, artistic representation of typical themes, and comprehensive contemporary history. Xia Huihui discussed the prominent role of creating effective historical contexts in concept teaching, and believed that using situational teaching methods to break through dry and difficult historical concepts may be the most effective. Chen Zhenhua discussed three methods for creating story situations in historical concept teaching: the “understanding and reasoning method”, the “perspective transformation method”, and the “serial story method”.

The above research results are a good foundation for studying the application of situational teaching method in history teaching. But the author believes that the application principles and strategies of situational teaching can also be explored by combining important factors such as teachers’ understanding and application of situational teaching method, mastery of historical knowledge, and student reactions in actual teaching. Because the problems reflected through classroom observation will be more convincing.

Methodology

This study refers to various works on situational teaching methods and history teaching, as well as a large number of journal articles. On this basis, combined with the author’s observations and research on history teaching in daily education and teaching. These observations include the use of situational teaching methods by teachers in classroom teaching and the reactions of students to situations. Identify problems through observation and propose issues that should be noted during the application process. In addition, this article also deepens the understanding and comprehension of the connotation and characteristics of situational teaching method by

analyzing and summarizing various collected cases, and further explores the specific implementation principles and strategies of situational teaching method in history teaching.

Results and Discussion

1. Theoretical basis for the application of situational teaching method in history teaching

Principle of suggestion

Education and teaching are purposeful and planned activities. During the teaching process, teachers often directly impart knowledge to students and transmit information directly to them. In this situation, students are in a passive position, making it difficult to truly obtain satisfaction from learning, developing potential abilities, and expressing their emotions truthfully. The acquisition of knowledge and the development of abilities by students will be hindered to a certain extent. To some extent, the situational teaching method can effectively overcome the drawbacks of “indoctrination” teaching. By creating a context, optimizing the learning environment, students can be unconsciously influenced, thereby promoting the development of their thinking and emotions.

In the context, students develop an unconscious psychological tendency to actively engage in learning and reveal their true emotions, quickly responding to the learning content. The indirect way of creating and optimizing situations without revealing the purpose has an impact on children’s psychology and behavior, thereby gradually achieving established educational goals, which is the role of suggestion. Every student has the ability to accept suggestions, and the most important thing in teaching is to stimulate their own desire to learn, so that they have a strong desire for knowledge and a genuine love for learning. Therefore, in the teaching process, we should fully leverage the role of context, resonate with students’ psychology through the creation of context, tap into their potential abilities, help them unconscious processing, quickly promote teaching activities, and enable students to achieve maximum development in the learning process.

Marxist theory of comprehensive human development

The theory of comprehensive human development in Marxism is a rich theoretical system and the soul of Marxist thought. Marx believed that humans possess their comprehensive essence in a comprehensive way, that is to say, as a complete person, they possess

their own comprehensive essence. Therefore, the comprehensive development of human beings has a rich connotation, which includes the full development of human abilities, social relationships, personality, and many aspects of human beings as a whole, rather than one-sided and distorted development.

The comprehensive development of students in teaching is closely related to the teaching methods of teachers. Students need to learn in a relatively harmonious environment and fully exert their autonomy in learning. The creation of situations can have an impact on students' knowledge, abilities, emotions, and other aspects, fully unleashing their autonomy and promoting their overall development. Therefore, in history teaching, teachers should create appropriate historical situations to promote students' comprehensive development.

Constructivist theory

Human cognitive activities occur in specific contexts, and context is the core concept of constructivism. Humanities places particular emphasis on context, as it relates to the meaning of facts, and the same fact has different meanings in different contexts. The constructivist teaching philosophy indicates that teaching should create ideal learning situations for students, stimulate advanced thinking activities such as reasoning, analysis, and identification, and provide students with rich information resources, tools for processing information, and appropriate help and support, promoting their own meaningful construction and problem-solving activities. The constructivist learning perspective emphasizes the situational nature of knowledge learning. Knowledge exists dependent on context and cannot exist independently. Only in specific contexts can knowledge be truly understood and applied. Constructivism believes that learning is the active exploration of the learning object by the subject, thereby constructing a process of understanding the meaning of the object. Students are the active builders of meaningful learning, so attention should be paid to their meaningful construction.

Starting from constructivist theory, teachers need to artificially create meaningful historical contexts, enabling students to construct meaningfully in specific historical contexts, using contexts to help establish connections between new and old knowledge, assimilating new knowledge with existing cognitive experiences in the mind, and endowing new knowledge with a certain meaning. Once existing experience cannot assimilate new

knowledge, existing cognition will be transformed and reorganized, which is the process of adaptation. By creating scenarios, students can be motivated to be autonomous and proactive, enabling them to actively discover, analyze, and solve problems. Through assimilation and adaptation in the context, students can transform from passive receivers to autonomous builders. Situational teaching method is a teaching method that is based on numerous theories and has been tested in practice. The author believes that constructivist theory is the most core theoretical basis of situational teaching method.

Transfer theory

The transfer of learning refers to the impact of one learning on another, or the impact of acquired experiences on the learning activities to be completed. Greeno et al. proposed the situational theory of transfer, which suggests that transfer problems mainly explain how learning to participate in one activity in one context will affect participating in another activity in different contexts. Learning is an activity of interaction between individuals and situations, which is an adaptation to the characteristics contained in the situation. Therefore, in the history classroom, teachers create corresponding historical contexts based on historical knowledge and three-dimensional goals. Through specific contexts, students can not only learn historical knowledge, but also learn corresponding problem-solving methods and skills, which can promote the development of thinking in the process of thinking and exploring problems. These methods, skills, and thinking may be transferred and applied to the process of solving similar problems. Students who study in meaningful historical contexts for a long time, constantly interpreting the situation and solving problems, will have richer experiences and strategies, and higher ability to solve problems in new learning contexts. Students will have more confidence in learning and life, which is also of extraordinary significance for the development of their personality.

2.The basic principles of applying situational teaching method in history teaching

Scientific Principle

When creating a historical context, it should be noted that the created historical context must conform to historical facts and current mainstream ideology. The authenticity of teaching situations can be divided into two levels: first, the examples cited in teaching situations should be real or potentially existing and occurring in history; Secondly, the analysis of

historical figures on examples in teaching contexts should conform to the personalities and concepts of historical figures themselves, and should not impose the ideas of later generations on the ancients. When applying situational teaching methods, teachers should convey real historical information to students. Whether using textual materials, images, or film and television resources, careful verification is necessary. In the selection and use of teaching resources, authenticity and scientificity should be ensured; Teachers should also make students understand that these rich historical materials are real and exist. In truly revealing the original appearance of history, history is real and cannot be joked about. History learning should be approached with a rigorous attitude.

People should have the right to imagine in the face of history, but this right must not be abused. For some teaching methods that reproduce history through imagination, special caution is needed. In the vast river of history, with rich and colorful historical materials, is there really no real material to assist teaching? It has been proven that this is not the case. When Zhong Hongjun, a famous middle school history teacher, talked about the story of “World Industrial Revolution”, he created a historical circumstances with the report of British steel consultant Keens. While visiting the St. Louis World’s Fair, Keens recorded the size of the American factory, the enterprise and modernity of the American people. In Mr. Zhong’s teaching, a group of very simple digital materials in the Keens report were selected to guide students to gain insight into the essence behind the numbers, find out the relationship between the problems, and then guide students to draw the law and enlightenment of historical development. When many teachers see this teaching clip, they will be surprised at the vividness of Keens report and the practicality of history teaching, and will also ask the question: Is Keens a virtual character? However, Keens is not virtual, it is real. All the materials used in teacher Zhong’s teaching clip are real, including detailed data. All this is recorded in Business empire and American economic history. Mr. Zhong’s case fully proves that in history teaching, we should believe in the charm of history itself, the historical facts are far more wonderful than the virtual situation, and the real historical situation has more teaching value than the virtual historical situation.

Classroom teaching is based on textbooks, which are written according to curriculum standards and are the most basic materials used by teachers and students in the teaching process. No matter what

teaching method is used in teaching, textbooks are indispensable basic materials. The creation of situations can be diverse and can refer to various materials. However, textbooks are the foundation of creating situations. Teachers must find other materials to assist or expand the content of textbooks after understanding them thoroughly, so that the teaching content is more systematic and complete.

The principle of subjectivity

Students are the subject of learning, and all knowledge can only be internalized into their own through their own brains and hands. Bruner, a representative figure of cognitive psychology, emphasizes that knowledge is acquired through active reception by learners, and learners should be active participants in the process of acquiring knowledge, rather than passive recipients of knowledge. The principle of subjectivity emphasizes the student-centered approach in teaching, fully reflecting the student-centered status, and creating situations based on their understanding. Students have a high level of self-awareness development and often require independent problem-solving to meet their self-esteem needs. Therefore, in teaching, teachers should focus on creating historical contexts that are conducive to students’ independent learning and cooperative exploration, fully tapping into the independent thinking ability and preliminary abstract logical thinking ability that students already possess, and giving them space to freely express themselves; Enable students to think independently and actively engage in collaborative exploration in historical contexts, striving to provide them with emotional satisfaction through experience, and thereby promoting the next step of history learning. When creating situations, teachers should keep up with the pace of the times, create historical situations with distinctive characteristics of the times, and attract students’ attention to learning. When preparing lessons, teachers should fully consider the important factor of students. During the teaching process, students should always be placed in the main position, and one of the important tasks of teachers is to establish student subjectivity and teach students how to learn.

Targeted Principle

The application of situational teaching method in history teaching should be determined based on the specific teaching content. When creating scenarios, teachers should not only meet the teaching objectives, but also be targeted, especially paying

attention to the handling of teaching priorities and difficulties. Creating historical contexts is to better serve history teaching, and it is necessary to have substantial teaching content that is in line with the actual teaching situation, fully grasp the quantity of contexts and the required time. If teachers set up scenarios at each teaching stage to showcase an active classroom atmosphere, and the created scenarios are not targeted, then for students, it is only a “vivid” history class, and the creation of scenarios becomes meaningless, and our history course loses its educational significance.

During my education internship, I once listened a teacher’s lesson about the May 4th Movement. At that time, the teacher used the scene from My 1919 to create the situation. One scene was the confrontation between Gu Weijun and Japanese diplomats at the Paris Peace Conference, and the other scene was the last minute of the meeting, when Gu Weijun fought resolutely, and did not sign the treaty. The two fragments total for 15 min. I think it is inappropriate to spend 15 minutes in a 45-minute class to show the struggle of a Chinese representative at the Paris Peace Conference. Before organizing teaching, teachers should carefully select teaching materials, closely follow the teaching objectives and main teaching lines, and especially create the situation around the key and difficult points in teaching.

3. Basic strategies for the application of situational teaching method in high school history teaching

Describe the situation with vivid language

Language is the most common, direct, and commonly used teaching method. In the process of history classroom teaching, teachers use appropriate language to describe situations, use language to describe touching historical stories and the fate of generous and tragic characters, and use language to reproduce the war scenes of swords and artillery fire at that time. This can enable students to have a clearer and deeper understanding of history.

Zhao Ran, a teacher from the High School affiliated to Shandong University, once showed us a lesson entitled The Establishment of the Socialist Economic System in the Soviet Union. At the end of the course, the content of the course is sublimated, When the wind of history blows across the vast Russian land, when the familiar melody brings us to the red years, when we along the winding path back to the economic development of a red country. With such a beautiful text, with beautiful music, the students’

thoughts and emotions suddenly led up, I believe that students can not only study attentively in the classroom, in the classroom is all in relish this vivid history class. Therefore, the importance of using vivid and vivid language to depict situations in history teaching is self-evident. The language of teachers should be emotional and infectious, fully showcasing the charm of history to students, stimulating their interest, resonating with them, and guiding their observation and thinking.

Using real-life examples to construct a situation

History is the process of human social development. It tells the events of the past, which happened hundreds or even thousands of years ago. There is a certain time span from the actual life of students, which leads to difficulties for some students in learning history. Some students believe that history is of little use to their current lives and adopt a perfunctory attitude towards learning history. Historian Croce once said that all history is contemporary history. In history teaching, connect history with students’ real lives, organically combine “emotion” and “environment”, use environment to convey emotions, melt students’ past aversion to learning, and guide students to use historical knowledge to analyze society correctly.

For example, in the historical trend of the reunification of the motherland class, Shandong affiliated high school of normal university Tian Xuelian teacher in classroom teaching “Taiwan ABC children’s clothing”, “small mouth fort”, “island coffee”, “yonghe” soya-bean milk, “bear” and other local Taiwan shop, further questions, let the students think about the cause of the new performance, solved the efforts to realize the reunification of the motherland and this problem. Teacher Tian properly uses the familiar things to create the situation, so that the students can feel the Taiwan things around them. On the one hand, it can stimulate students’ interest, on the other hand, it can realize that their Taiwan culture has a subtle influence on our lives, and more deeply realize that the reunification of the motherland is the inevitable trend of historical development. Tian teacher create teaching situation pay attention to strengthen the contact with students’ life experience, can stimulate and arouse the enthusiasm of students and the fun of learning, let the student in a pleasant environment actively to explore problems, problem solving, deepen the understanding of the problem of this problem design is more able to arouse students’ intellectual desire and independent inquiry spirit.

The new curriculum reform advocates that classroom teaching should be linked to reality, creating situations based on students' life experiences, actual events and existing things around them, which can better stimulate their desire to learn and explore, and make them feel the joy of learning.

Creating situation based on problems

Tao Xingzhi once said: Creation begins with problems, only with problems can one think, only with thinking can there be methods to solve problems, and only with thinking can there be the possibility of finding independent thinking. In high school history teaching, teachers can raise an exploratory question and create corresponding problem situations to arouse students' inner conflicts, awaken their thinking impulses, and stimulate their conscious exploration. In problem situations, teachers guide students to explore the problem, guide them to discover, analyze, and solve the problem. When the problem is solved, students' thirst for knowledge will be unprecedentedly strengthened, and their confidence will also be strengthened, thereby promoting continuous thinking and exploration.

Zhong Hongjun, a teacher from Shandong Experimental Middle School, taught New Democratic Revolution and the Communist Party of China, two pictures appeared: the maker of the hundred people beheaded" competition, and carefully interpreted the two pictures, let the students feel the boundary between man and the devil. Through the comparison of these two shocking pictures, Teacher Zhong raised a thought-provoking question: "What power makes people become the devil?" This question is of great educational value, which makes the students' understanding of the war rise to the height of human nature, with a novel Angle, and has the value of inquiry.

In history teaching, allowing students to think about problems in a certain context will make their thinking more active and stimulate their desire to explore. However, when setting questions, teachers should pay attention to grasping the current level of understanding of students, making the questions close to their nearest development zone, and also pay attention to the hierarchical nature of the questions, gradually progressing from shallow to deep. In high school history teaching, cleverly creating problem scenarios is of great significance in stimulating students' learning motivation and helping them open the door to thinking.

Establishing situations based on historical materials

History is not dogma, but inquiry; It is not about artificially breaking down history into several elements, and then requiring students to remember these elements clearly. Instead, it requires students to form basic methods of learning and exploring history, in order to restore real history; History is not memory, but thinking; History is not a conclusion, but a process. The essence of history education lies in restoring the original appearance of history to the greatest extent possible in the process of history teaching, guiding students to think about historical issues, and forming their own views and insights. Historical materials are the carrier and presentation form of history. In history teaching, it is necessary to fully utilize the role of historical materials to restore real history, cultivate students' exploration ability, and improve their thinking level. Based on historical materials, create historical contexts to bring the historical conclusions in textbooks to life, allowing students to approach and appreciate history in the context of vivid historical materials. Guide students to engage in a transcendent dialogue between themselves and history in the context of historical materials, guide them to appreciate history with heart, stimulate their historical thinking, and cultivate their sense of history.

In the process of history teaching, with the help of rich historical materials, complex problems can be simplified and abstract concepts made concrete to facilitate students to understand and apply knowledge. For example, in the birth of marxism lesson, with the help of image material creation situation, guide students into the European life in the 19th century, through the interaction of reality and theory, experience the real history, thus the historical background of marxist birth formed a deep understanding, to better understand the process of the birth of marxism. In the Communist Manifesto, with the help of the original data Communist Manifesto to create the situation, through the analysis and interpretation of the declaration, to help students to form the overall understanding of Marxism. When telling the part of the content of the Paris Commune, we can choose the relevant content of Selected Poems of the Paris Commune and Marx and Engels' views on the Paris Commune to interpret, to summarize the lessons and enlightenment of the failure of the Paris Commune, and to help students understand the progress and course of the socialist movement.

In the teaching of this lesson, teachers should help students to fill the gap through historical materials, help students to go deep into the historical situation, understand knowledge and construct knowledge in the specific situation.

Conclusion

In the vast historical river, in the history class of condensed essence, the experienced history teachers convey the true meaning of history to the vibrant students, leading them to feel history, understand history, appreciate history, and reflect on history. We draw nourishment from the vivid history, constantly move forward under the urging of history, be inspired and inspired by history, constantly reflect on ourselves in history, and constantly contemplate. It is the unremitting pursuit of every history teacher to teach every history class well, convey the “sentiment” of history to students, and bring the past history to life in front of students.

The author believes that in the application of situational teaching method in history teaching, “beauty” should be introduced, “emotion” should be connected, “spirit” should run through, and “environment” should be expanded. Through the rendering of language and the influence of music in the classroom, students can unconsciously understand history. Situational teaching method stimulates the classroom atmosphere in the classroom, enlightens the students’ wisdom, and improves the students’ observation ability, language expression ability, analysis ability, and thinking ability while passing on history. It also plays a unique role in the cultivation of students’ aesthetic interest and will quality, which can improve the effect of classroom teaching and promote the overall development of students.

There are still many shortcomings in the discussion of this article. I believe that in the near future, with the joint efforts of all educators, situational teaching method will be of greater help in improving the quality of high school history teaching.

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