

The Application of Archaeological Materials in Junior High School History Teaching

- -Take the Unified Edition of “Bronze Ware and Oracle Bone Inscriptions” as An Example

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Abstract

The use of archaeological materials is of great significance to the entire education stage of junior high school history. However, many teachers are unable to give full play to the role of archaeological materials in actual classroom teaching, and there are some problems and deficiencies. The article first analyzes some common problems that teachers have when citing and using archaeological materials in the classroom; secondly, taking the unified edition of the seventh grade book "Bronze Ware and Oracle Bone Inscriptions" as an example, the practical application in the classroom; finally, the significance of using archaeological materials, To carry out patriotic education for students to achieve the purpose of national conditions education.

Keywords

Archaeological materials; Junior high school history; History education.

1. Introduction

The archaeological materials contain rich history teaching resources and history teaching content. In the junior high school history textbooks, it also reflects enough attention to archaeological materials, interspersed with a large number of cultural relics, pictures of relics and sites, and quotations of textual materials from ancient books and documents. Students in the junior high school have a short exposure to history subjects, so it is particularly important to cultivate their interest, and it is also a critical period for laying a solid foundation.

American educational psychologist Bruner said: "The best stimulation for students is interest in the materials they are learning." It can be seen that only when students have a strong interest in learning can they have the motivation to learn actively. The interest in learning must be generated in the learning situation. Teachers create historical situations through archaeological materials, and make students "touch" history in the classroom, which greatly stimulates students' curiosity, thereby improving students' understanding of history, which has far-reaching and important significance for junior high school history teaching.

2. Common Problems in The Use of Archaeological Materials in Junior High School History Teaching

2.1. Teachers Don't Pay Enough Attention

Some teachers do not pay enough attention to the excavation of archaeological materials, and only pay attention to the teaching of the content of the textbook. They think that the content of the junior high school history textbook is relatively simple and easy to understand. There are many illustrations in the textbook. Most of the illustrations involve archaeological materials,

which can already help students understand. No additional supplements by teachers are required.

But today's junior high school history is mainly based on lectures. In the original book form, students can only learn history through words and textbook illustrations, which cannot fully stimulate students' interest in learning. Teachers can use archaeological anecdotes, archaeological pictures, videos and other materials to integrate with teaching materials and restore history to the greatest extent. Let the boring history come alive, arouse students' interest in learning history, and bring students from books into the world of cultural relics.

2.2. One-way Teaching

As far as middle school students are concerned, their daily contact and interaction with teaching media is relatively limited. When teachers use multimedia materials in class, students' participation is not high, such as demonstration courseware. Students passively accept knowledge, and the degree of participation is not high, which is one of the main reasons why students fail to generate interest.

The classroom should follow the basic concept of "taking students as the main body and students' development as the foundation", realizing that students are the main body, teachers should step down from the podium, consciously cultivate students' ability to discover and summarize historical information, and let students learn to learn independently, the use of archaeological materials should reflect the main body of students, and the collection and sorting of archaeological materials should be completed as a joint completion link between teachers and students, so that students can really participate in it. Teachers change their roles and become organizers, participants, motivators and facilitators, and gradually realize the transformation from teaching-centered to student-centered new teaching mode.

2.3. The Archaeological Data Are Not Refined Enough

The positive role of selecting representative archaeological materials and extending their relevant information in history teaching is undeniable, but it does not mean that it should be overused. The selection of materials is not refined enough to cause problems such as procrastination and unnecessary explanations in the classroom. The selection should take into account the students' learning situation and the arrangement of teaching content. It cannot be selected arbitrarily, nor can it blindly pursue a large number and ignore its quality. This requires teachers to be more accurate and effective in selecting archaeological materials.

Teachers must first master the content of the teaching materials and pay attention to the teaching details, in order to ensure the proper use of archaeological materials. Secondly, when selecting materials, too much repetition should be avoided. A large number of pictures or text should not be listed. It is better to select representative or meaningful ones. For example, when explaining the content of beautiful bronze ware, most teachers will fall into the misunderstanding that the more pictures the better, in order to enrich the interest of the classroom, a large number of pictures will divert students' attention, and the ability of junior high school students to discover historical information is not high. If teachers blindly display pictures and materials, students will not be able to obtain effective historical information, and a history class will become an art appreciation class, which deviates from the original intention of citing archaeological materials, and cannot achieve the teaching goals.

3. Practical Application of Archaeological Data in Classroom Teaching

3.1. History Classrooms Should Take Students as The Main Body

The curriculum reform emphasizes the basic concept of "taking students as the main body and taking students' development as the foundation", but today's middle school history teaching

still retains a large number of traditional teaching methods, with teachers as the main body to guide students' learning, from the collection of pre-class materials to the classroom. In the application of the above materials, students only passively receive knowledge as bystanders, and the degree of participation is not high, which leads to "full house" and limits students' thinking divergence and innovation.

Teachers should take students as the masters of the classroom. The role of history teachers is to be a guide and organizer. In terms of teaching methods, they should realize that students are the main body, teachers should step down from the podium, and consciously cultivate students' ability to discover and summarize historical information, so that students can learn to learn independently.

The process of using archaeological materials should reflect the main body of the students. The collection and sorting of archaeological materials should be completed by teachers and students together, so that students can really participate in it, and also allow students to have more direct access to the archaeological materials.

For example, in the class "Bronze Ware and Oracle Bone Inscriptions", the teacher assigned tasks in advance and divided the class into several groups. Each group member searched for the bronze ware they liked after class, and provided a text introduction, including its name and function. Such classroom activities will enhance students' experience and perception of the types, quantities and uses of bronzes, and also deepen students' understanding of the "superior craftsmanship" of bronzes.

Another example is the implementation of the spirit of the congratulatory letter sent by General Secretary Xi Jinping to the 120th anniversary of the discovery and research of oracle bone inscriptions. Many schools have introduced plans to promote oracle bone inscriptions on campus. History and language classes can jointly hold oracle bone inscription game activities, such as designing "Oracle bone inscription card", "Oracle bone inscription on the tip of the tongue" and other games, so that students can understand and master the oracle bone script font and the characteristics of oracle bone inscription, and understand that oracle bone inscription already has Chinese characters basic structure. It is of great significance to inherit and carry forward the Chinese excellent traditional culture represented by oracle bone inscriptions, and to promote the inheritance and innovation of Chinese excellent traditional culture education.

3.2. Appropriately Supplement the Cutting-Edge Archaeological Achievements

The first step in applying archaeological data to junior high school history teaching is the acquisition of archaeological data, and paying attention to cutting-edge archaeological results is not only an important way to obtain archaeological data, but also an important way to improve teachers' relevant teaching ability, which is of great significance to history education. Archaeological materials are an indispensable part of history teaching, and a large number of pictures or text materials will also appear in teaching materials. However, the teaching materials are lagging behind, so that the archaeological materials cannot be updated in time, which requires teachers to supplement and update them at any time.

For example, a picture of "Sanxingdui Bronze Mask" was added to the revision of the seventh grade booklet of the Ministry's "Chinese History". Among them, the most important are the golden rod, bronze tree and numerous bronze figures.

The Sanxingdui site was discovered and excavated by archaeologists in 1929. However, due to the immature technology and the need to protect cultural relics, the excavation was stopped. Until now, cultural relic protection technology and archaeological technology have become mature, so we decided to continue to excavate Sanxingdui, and unearthed the layered altar of human and beast (descriptive name, informal name), a statue of a man with his head turned

and kneeling, a jade cong with a divine tree pattern, and a complete golden mask. and other cultural relics.

The discovery of the Sanxingdui site and two large sacrificial pits is known as one of the most important archaeological discoveries of mankind in the 20th century. The Chinese History Curriculum Standards can help students fully understand the excellent history and culture of ancient my country, and enhance their understanding of the diversity and unity of the origin of Chinese civilization.

Historical research is constantly developing and progressing, and some existing historical conclusions will also be questioned. On the basis of new discoveries, they will even be overturned and re-created. The compilation of historical textbooks is also constantly updated, but the immediacy of research requires teachers Pay attention to and correct some new research ideas and concepts in a timely manner. This plays an important role in cultivating students' awareness of evidence and the spirit of questioning. Students should learn to think rather than passively accept, and cultivate historical thinking in a subtle way to keep history teaching fresh at all times.

For example, footnote on page 26 of the textbook mentions: "Simuwu Ding", some scholars believe that it should be called "Houmuwu Ding".

According to research, the three characters "Simuwu" are marked on the inside of the tripod. Guo Moruo thinks it means "to worship one's own mother Wu". Another scholar, Luo Zhenyu, once thought: "Shang is called Nian, and it is also called Si, and Si is the word for ancestral temple." Therefore, the name of Si Mu Wu Ding has been used all the time.

However, the controversy continued, and many scholars later raised objections: the word "si" should be interpreted as the word "hou", because in ancient writing, the word "si" and "hou" are the same word, and the meaning of "hou" is equivalent to "great, great, Respected", which is synonymous with "hou" in "Emperor Tianhoutu". From this, it is understood that the original meaning of the three characters "houmuwu" should be "dedicated to the beloved motherwu". Both statements are valid in a sense. Therefore, in general, there is still debate on whether "Simuwu Ding" or "Step Muwu Ding".

3.3. Mining Tacit Knowledge in Textbooks

Teachers can choose representative archaeological materials and extend their related information. Students can not only feel the development of civilization in this period, but also understand the protection of historical archaeological relics.

For example, in the lesson "Bronze Ware and Oracle Bone Inscriptions", in the chapter introducing bronze civilization on page 26, the "Houmuwu Ding" is mentioned, and there is a color picture. Only use: "Simuwu Ding is the heaviest bronze ware unearthed in the world so far, weighing 832.84 kg and footnote, it only introduces the Houmuwu Ding from these two aspects.

In teaching practice, teachers usually supplement the physical map of Houmuwu Ding through multimedia, so that students can feel the bronze ware more intuitively. It is often overlooked that the reason why the stepmother Wuding can be passed down to this day and truly displayed, the story of its excavation and preservation, the difficulties and twists and turns in it can easily resonate with students. During lectures, if the tacit knowledge of these excavated textbooks can be excavated skillfully, while attracting students' interest in learning, it will also enable students to have a deeper understanding and mastery of history and archaeology, thereby cultivating students' home and national conditions, making Patriotism education is reflected in history teaching.

In March 1939, Wu Xizeng, the uncle and brother of Wu Peiwen from Wuguan Village, Anyang, Henan, was searching for treasure in the farmland of Wu Yuyao's family in Wuguan Village,

Houjiazhuang, Anyang, Henan. When the probe reached 13 meters, he encountered something hard. With patina on it. When they were not sure whether they were cultural relics, Wu Peiwen and the others found 17 or 8 people and started excavation at night. At that time, during the War of Resistance Against Japanese Aggression, Anyang had been occupied by Japanese invaders. Soil seals the hole.

The next night, the excavation team expanded to more than 40 villagers, and they dug for three consecutive nights. On the morning of March 19, 1939, a huge copper rust-stained behemoth was lifted up, which was a bronze national treasure Houmuwu Ding that shocked later generations. Because the Simuwu Ding is very large and difficult to hide, the villagers buried the Simuwu Ding in the original tomb in order not to let the Simuwu Ding fall into the hands of the Japanese invaders. Later, because of the traitor's whistleblower, the Japanese invaders came to the Wu family compound three times to plunder. Wu Peiwen and the villagers used the national spirit and wisdom of the Chinese people to sacrifice their lives, deal with the Japanese invaders, transfer the cauldron three times, and protect the important weapon of the country. The stepmother Wu ding was buried and protected in the Wu family compound for eight years. After the victory of the Anti-Japanese War, farmers in Anyang dug up the Simuwu Ding again in April 1946. Due to disputes over sovereignty, the Ding was returned to the Anyang County Government. In October of the same year, Simu Wuding was transported to Nanjing as a birthday gift for Chiang Kai-shek. Chiang Kai-shek was very happy after seeing it, and ordered it to be handed over to the Preparatory Office of the Nanjing Central Museum for collection. When a large number of bronzes were shipped to Taiwan in 1949, because the tripod was too heavy, a crane could not be found temporarily, so it was left in the mainland.

After the founding of the People's Republic of China, it was collected by the Nanjing Museum. In 1959, the new museum of the Chinese History Museum was built. The Nanjing Museum strongly supported the work of the National Museum. out.

Yu Chenglong, vice president of the National Museum Research Institute of China, mentioned: "A statue of Simu Wu, half of modern history", which is an important theme for promoting the spirit of patriotism and establishing "four self-confidences". Through this historical story, let the students understand the ups and downs of the stepmother Wu Ding, the students listened to the story attentively, left a deep impression on the bronze ware, and fully understood the history. It not only activates the classroom atmosphere, but also expands the students' knowledge, and the students are more willing to learn knowledge, thereby improving the teaching effect.

4. The significance of using archaeological data in classroom teaching

4.1. Understand the Long History and Culture of The Motherland, And Achieve the Purpose of National Conditions Education

Chinese civilization has a long history. In the long history of nearly 5,000 years, Chinese civilization has never been interrupted. Due to the natural existence of human nature and national existence, Chinese people have a spontaneous sense of pride in Chinese civilization. History is an important way for us to understand the objective development of Chinese culture, and at the same time, it is also an important way to stimulate and cultivate students' cultural self-confidence. Teachers can choose representative archaeological materials and extend their related information. Students can not only feel the development of civilization in this period, but also have an understanding of the inheritance and protection of bronze ware and oracle bone inscriptions, such as the stepmother Wu Ding in the late Shang Dynasty, and the medicinal materials. The reason why the oracle bone inscriptions and other similar archaeological materials found in the museum can be passed down to the present and truly displayed is inseparable from the archaeological excavation and protection. Through teaching, teachers

endow these archaeological materials with emotion, students not only understand the long history and culture of the motherland, but also achieve the purpose of national conditions education.

4.2. Understand the Industrious Wisdom and Inventions of Ancestors, And Enhance Students' Awareness of Cultural Relics Protection.

Throughout the ancient history of our country, almost from primitive society to modern times, countless national treasures have been born. These national treasures are historical witnesses of the inventions and creations of the working people in the past. In history teaching, if the teaching materials are combined skillfully to introduce to students (if conditions permit, students can be organized to visit). When students know treasures and understand treasures, they will also develop patriotic enthusiasm for protecting treasures. In particular, the introduction of national first-class cultural relics such as animal-shaped jade ornaments, human-faced fish-patterned pottery pots, Houmuwu Ding, Siyang Fangzun, Zeng Houyi bells and other national-level cultural relics has a better teaching effect.

In addition to introducing national treasures, teachers should pay more attention to the guidance of students' emotions, emphasizing the great significance of archaeological excavation to cultural relics protection and historical research. It enables students to have a deeper understanding of my country's long history and culture, will love their motherland and ancestors more, and be extremely proud of the motherland's long history and civilization and the splendid inventions and creations of their ancestors.

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