Overall Promotion Strategy of Online History Teaching in Senior High School

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Abstract: *With the rapid development of information technology, online teaching has become the mainstream of current education. Especially under the background of the break of COVID-19 in 2020, schools across the country have overcome this tough time through online teaching with very significant teaching results achieved. As the achievements of online teaching in the past consecutive years showed, online teaching has become an important part of current education, and it is also an important way to improve the reform of traditional education. As for history teaching in senior high school, teachers are required to continually promote the implementation of online teaching activities to facilitate the transformation of traditional education mode, so as to enhance the effectiveness of teaching. On the basis of the actual teaching situation, this paper is going to analyze the potential drawbacks in the promotion of online history teaching in senior high school, and will put forward the promotion strategy of online history teaching in senior high school, hoping to provide reference suggestions for relevant personnel.*

Keywords: *High School History; Online Teaching; Promotion strategy*

1. Introduction

After the COVID-19 epidemic, the reflection and research on online teaching gradually increased. According to the current teaching situation, the improvement and optimization of teaching technology, teaching method and teaching content are proposed. In view of the potential drawbacks of the past online history teaching in senior high schools, and based on the performance and effectiveness of students' online learning, with the aim of building an efficient history classroom, so as to gradually carry out and research the online teaching, thus improving the quality of history teaching in senior high schools, realizing the optimization of the structure of online teaching classroom, as well as promoting the transformation of students' thinking. This can cultivate students' autonomous learning ability and exploration awareness, laying a foundation for forming lifelong learning habits.

2. Potential Drawbacks Existed in the Promotion Process of Online History Teaching in Senior High School

2.1. Not Conducive to Interaction and Exchange between Teachers and Students

Online teaching is mainly "online class", which will be affected by various factors. For example, the different speed of students' home network shows the characteristics of network delay. The interaction and exchange between students and teachers cannot be carried out timely, resulting in problems that cannot be fed back and solved in a timely manner. A situation can be found in the classroom that teachers are the only one who talking in the classroom while students are not participate in. As a result, teachers and students are totally isolated by something inexplicable. What more serious is that, teachers can not care about students and students cannot understand teacher's feelings.

2.2. Lack of Favorable Learning Atmosphere

Since "online class" is generally carried out at each student's home, it is inevitable that necessary supervision and guidance are short of. Therefore, it is easy for some students with poor self-discipline to eat and sleep at class. What's more, some students will try their best to find an opportunity to play games. There are certain differences between online class and offline class. In terms of online class, it is difficult for teachers to observe students' learning status at any time, and some parents can't supervise children's classes at any time because of their work. Over time, some students with poor self-discipline will have a

significant decline in their grades.

2.3. Time of Online Class Is Too Long

During the epidemic period, just like the offline class, there are 8-10 classes per day for the online class. Since the time of online class is too long and students are required to face the computer screen for a long time, although students can keep energetic in a short time, it is easy for students to become fatigue and their eyes can be tired, which will directly jeopardize the effect of listening to the class. As a result, it is difficult for students to remember what the teacher has said in the class.

2.4. It is Unfavorable for Teachers to Master Students' Learning Situation

In the online class, it is not easy for teachers to master student's learning situation timely. After-class homework can only be marked online. Some students think that there is no need to hand their homework since they don't need to face teachers directly. Therefore, a situation that a lot of students do not finish their homework will appear, resulting that teachers cannot understand students' learning level from the student's homework, which will have direct impact on the development of the following teaching activities.

3. Promotion Strategy of Online History Teaching in Senior High School

3.1. Clarify Teaching Guidance on the Basis of Online Teaching Difficulties

Firstly, teachers are required to clearly recognize the differences between online teaching and offline teaching, determine the implementation features and establish the awareness of lesson preparation of online teaching. In offline classroom teaching, teachers and students are in the same time and space. Both of them can complete all teaching links through face-to-face communication. However, the biggest feature of online teaching is that teachers and students are completely separated, and all teaching activities need to be carried out with the help of the Internet. Therefore, teachers should start from the preview link, emphasize the promotion of classroom teaching activities, strengthen the feedback and evaluation of homework after class, and realize effective activities and cohesion between teachers and students with the help of online platform.

Secondly, teachers should sort out the change of teaching relationship in online teaching. In the online class, teachers can utilize task-driven approach to gradually improve student's learning initiative. Teachers should let students learn with questions, so as to obtain relevant knowledge content and complete corresponding learning objectives. With the help of task-driven approach, online teaching activities can be successfully carried out.

Finally, teachers should clarify the functions and characteristics of online teaching platform and implement online teaching through different medias. To achieve the unified implementation of online teaching, teachers should fully understand the functions of different platforms and make most use of their value to improve the effectiveness of online teaching.

3.2. Enrich Teaching Approaches by Appropriately Making Use of Teaching Resources

In high school history teaching, in order to highlight the concept of diversified development, during the online teaching activities, teachers are required to fully develop and utilize online teaching resources, and build a more complete and sound history classroom teaching system according to the actual situation of the school. Under teacher's guidance, students can properly utilize online teaching resources, turning the boring historical knowledge into more vivid and attractive, which can encourage students to actively participate in history classroom learning and strengthen their mastery of history knowledge.

For example, teachers are required to utilize the real teaching resources while teaching the content of From Local War to Full-scale War, carrying out specific teaching activities through the introduction of historical materials and case analysis. First of all, teachers should ask students to collect relevant knowledge through online channels according to historical records, and guide students to further analyze historical problems, and then carry out online teaching activities. Secondly, teachers should upload the knowledge content to the teaching platform, let students learn independently about the background of historical events, and compare and analyze with the data collected by themselves so as to understand what changes the national government made in policy under the social background at that time, and what

significance it has for China's development. By learning independently with the help of online platform and making full use of online teaching resources to help students solve their inner doubts, student's ability to explore problems can be gradually improved.

3.3. Stimulate Learning Interest with the Help of Online Media

Taking the network as the background and with the endless network resources, diverse teaching contents can be provided for online teaching, which can urge students to explore historical knowledge more actively. Sitting in the classroom every day and facing the history textbooks that have been turned over countless times and relevant cultural knowledge, high school student's enthusiasm for learning is no longer existed. Therefore, in order to mobilize student's learning enthusiasm, teachers will attract students' attention with the help of network pictures and videos and gradually stimulate students' learning initiative and consciousness. In addition, teachers can also use multimedia to carry out online teaching and let students enjoy an audio-visual feast.

For example, in the teaching of *From Planned Economy to Market Economy*, this lesson mainly covers relevant content of socialist economy construction. It is relatively difficult for students to understand it because that era is far away from us and its knowledge points are relatively complex. Therefore, teachers can play video clips to deepen students' understanding of that period. Through watching the video clips, students will have a deep understanding of the life of the people at that time[1], experience the wise decision put forward by Deng Xiaoping, and marvel at the hard-won happiness of life now, so as to learn to cherish the current life and the students' enthusiasm for learning can be fully mobilized.

3.4. Synchronously Promote Teaching and Research Activities with the launch of Guidance Online Sharing

Schools need to carry out thematic teaching and research activities to help teachers and students solve problems in teaching. How to carry out online teaching and research activities will be the key to promote online teaching. In order to help senior high school history teachers understand the direction of teaching and solve the difficult problems of senior students in high school, the school will adopt the method of live broadcast plus recorded broadcast, invite all teachers to participate in teaching and research activities, and summarize the experience of promoting online teaching activities.

Technology shall be firstly one taken into consideration. Internet stability is the foundation of the implementation of online thematic teaching and research activities. After many exercises, with the experience sharing and recording successfully completed, teachers can share it on the day of live broadcast.

Second one comes the teaching content. The core part of online thematic teaching and research activities is to solve teacher's difficulties, letting teachers put forward their doubts in teaching according to the content arrangement of the history subject, and in the process of answering questions and solving doubts, trigger teachers to think deeply, adjust the online teaching method, and then ensure the effectiveness of the online teaching of the history subject.

Online teaching skill is the final one. Online thematic teaching and research activities are undoubtedly to let teachers to delivery an online class. The tone and voice of teachers in the live broadcast are the key to the success of online teaching. In the process of experience sharing and speech, body language and facial expressions should be skillfully used to strengthen the interaction with listeners and effectively improve the online sharing effect[2].

By carrying out the online thematic teaching and research activities, teachers will be able to recognize the problems of their own in terms of online teaching and gradually improve their online teaching ability and level. Through active participation in online teaching and training activities, teachers can form autonomous learning groups to carry out in-depth understanding and reflection on the content of the topic. Teachers are required to write online teaching cases according to the specific learning tasks and the characteristics of online teaching. And under the task-driven, teachers should guide students to develop deep thinking and mobilize students' subjectivity. At the same time, teachers should design teaching evaluation scientifically and reasonably, and use online teaching as a carrier to let students learn without time and space constraints. By doing this, teachers' teaching ability will be gradually improved.

3.5. Form Online Complementary Classroom to Realize In-depth Learning

In light of the comprehensive implementation of the new college entrance examination concept, national conditions will be taken into account during the research & development and compilation of senior high school history textbooks. According to the actual teaching situation, senior high school history teachers will be provided with guidance to carry out teaching research. The guidance of the new college entrance examination evaluation system, new curriculum standards and core literacy will be strictly adhered so as to integrate and optimize the teaching content[3], realizing the implementation of online and offline mixed teaching mode. Through the effective combination of online and offline teaching, the advantages of traditional teaching and online teaching will be highlighted together so as to guide students to gradually enter the status of deep learning. For example, during the winter holiday in the year of 2021, our school implemented the online teaching mode and realized the complementarity with offline teaching. Online teaching for grade one of senior high school students is mainly based on review. With the help of the online learning platform, the teacher can upload the teaching content to the platform and then guide the students to review, what's more, teachers can monitor the students' learning situation at any time. Students can review the previous content based on the new course content. Then characteristics of national politics will be highlighted historically so as to achieve the integration of the teaching content of this unit. Students can upload their homework through the online platform to check their learning results and continuously improve their learning efficiency. In addition, students can ask questions at any time on the platform, and communicate and discuss with other students to gradually enhance their learning initiative and self-consciousness, and finally promote students to realize in-depth learning as soon as possible.

3.6. Constantly Optimize the Content of History Textbooks and Expand the Learning Platform

The essence of teaching is not how much knowledge the teacher imparts to students, but how many kinds of knowledge the students master, and the cultivation of student's ability of finding problems, discussing problems, researching problems and finally solving problems. In the process of comprehensive application of online teaching mode, teachers are required to carefully select the teaching content according to the actual situation of students, deeply analyze and excavate the knowledge points of teaching materials, gradually transform them from static text state to dynamic elements, and deeply excavate the historical significance and ideas contained therein. Therefore, the quality of teaching courseware made by teachers is of great importance and it is also the key to the efficient promotion of teaching. In recent years, with the widespread rise and application of online class education, the good things and bad things will be mixed together while the online teaching platforms being vigorously promoted. As a result, it is difficult for students to accurately judge and discriminate because of uneven quality of online teaching. Therefore, as a high school history teacher, it is very important to change teaching methods. In the process of online teaching promotion, attention shall be paid to the production and design of teaching courseware. Efficient and high-quality online learning methods shall be selected through repeated experiments and research so as to comprehensively improve students' learning level. For example, teachers can share high-quality courseware cases such as *Age of Exploration* and *The Change of Economic Structure in Modern China* on the online learning platform in the way of demonstration classes, encouraging students to learn independently and continuously so as to improve their innovation and learning ability. In addition, in online and offline teaching practice, teachers should give full play to their guiding role and value by paying attention to students' learning status and situation, and guiding students to correct their learning direction in time when they encounter problems, so as to solve problems encountered by students in learning process.

4. Conclusions

To sum up, according to the characteristics of online history teaching in senior high school, relying on the development and utilization of teaching resources, the overall promotion of online teaching can be achieved and the quality and efficiency of history teaching can also be gradually improved. Teachers are required to clearly understand the differences between online teaching and offline teaching, and grasp their implementation characteristics. In addition, teachers should also actively participate in online teaching and research activities, and accept more opinions and suggestions during online communication and learning to form both online and offline complementary classroom so as to guide students to learn more deeply. By constantly optimizing the content of history textbooks, carefully selecting and making teaching courseware and gradually expanding the learning platform, the online teaching ability can be

relatively improved and the online teaching can also be carried out successfully.

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