

A Comparative study of Intelligence training based on Contemporary History of China and Japan

Li Fang

College of Foreign Languages, Dalian Jiaotong University, Dalian 116028, China

lifangdl@126.com

Keywords: Sino-Japanese history. History education. Intelligence cultivation.

Abstract: The comparative study of historical education is an important part of the system of historical pedagogy. The comparative study of history education is of great benefit to the construction of the new system of history education and to the improvement of the quality of history teaching. This paper tries to compare the aims, structure and characteristics of intelligence training in history education in middle schools between China and Japan, and the methods and ways of intelligence training. It also aims at the problems of intelligence training in history teaching in middle schools in China. Some reform ideas are put forward in order to accelerate the development of history teaching research in middle schools in China.

1. Introduction

With the rapid development of the contemporary world economy and the rapid changes in the field of science and technology, we should pay attention to the cultivation of talents who can meet the needs of the high-tech, socialization and internationalization of the future society and have a variety of abilities and modern consciousness. It has become the central subject of international education reform. In recent years, all countries in the world take developing students' intelligence and cultivating students' ability as an important part of the reform of history education.

At present, Japan has taken developing students' intelligence and cultivating students' ability as an important goal in history education, which is clear stipulated in the syllabus. For example, the syllabus of junior middle school states: "through the study of specific historical facts, the students' interest in and concern for history can be enhanced, and the ability and attitude of others to examine and judge historical facts from many angles and impartially through the use of various materials". The senior high school syllabus stipulate: "develop students' ability to analyze history, cultivate a national's consciousness and responsibility as a Japanese living in the international community." In the "content handling" project, it is point out "in order to improve students' understanding of the calendar." History's interest and concern develop their historical analysis ability, to design and adapt to the theme of learning. "

Since the founding of the People's Republic of China, the middle school history education in China has experienced a tortuous process in its understanding of the goal of intelligence training. From the cultivation of basic skills in the past clear put, forward that, the focus on intelligence training is a leap in understanding. At the academic discussion meeting of the History Teaching Research Society of the Chinese Society of Education, the question of how to cultivate students' intelligence in history teaching in middle schools discussed. Intelligence training is an important part of history teaching in middle school. It is a necessary condition for knowledge education and ideological education. In the "History syllabus of full-time junior middle school for compulsory education of nine-year system", the ability training has been put forward more strictly and comprehensively. It is point out that "teaching students to master the memory, analysis, synthesis, comparison, generalization and other methods to develop students' ability to express history". To cultivate students' ability to observe and analyze problems from the basic point of view of historical materialism and so on. The new outline not only fully complements the cultivation of the emphasis ability based on the old outline, but also clearly puts forward in the ancient, modern and modern

history, and in each part of the world history, the ability that needs to be cultivated in each stage.

It can be seen from the above that both Chinese and Japanese history education circles attach great importance to the cultivation of students' intelligence and clearly stipulate that they should attach great importance to it in the history syllabus, which is a gratifying phenomenon.

2. About the problem of intelligent structure in school education.

At present, at home and abroad is still a topic of discussion. As far as history education is concerned, both Chinese and Japanese scholars have carried out useful research on the intelligent structure and systematization of history education, and have achieved some achievements. According to the present research situation in the field of history education in Japan, Japanese scholars use the theories and methods of pedagogy, psychology and other subjects to divide the cultivation of students' historical intelligence structure into four levels: the first level is the internal ability. It includes psychological factors such as interest, enthusiasm, concern and attitude in learning history. Japanese scholars believe that the non-cognitive factors that stimulate students (what our academic circles call non-intellectual factors) are the development of students. The inner motive force of intelligence and cultivation of students' ability "cannot be regarded as the ability of cognition and problem-solving only, but must be added to the psychological factor of" want to learn "in the mind of students". "The formation of students' historical ability "cannot be achieved overnight, but must be developed through repeated use of every opportunity. This requires students to be persistent, not to understand the will and enthusiasm of rest, and to know the inquiring heart of unknown things." Therefore, Japan attaches great importance to this kind of non-cognitive factors, that is, non-intellectual factors for students to master historical knowledge and ability to form. Force and other aspects of the role and in the outline are clearly stated. The second level is learning ability. "The so-called ability to learn is to engage actively and enthusiastically with learning objects, to discover practical problems, and to mobilize all knowledge, experience, and skills to solve problems. It includes the basic ability and the ability to solve problems. Basic ability refers to the ability to successful master historical knowledge, skills, and so on. It should point out that Chinese academic circles believe that skill is an action mode and intellectual activity that can accomplish a certain task smoothly in practical activities. Skill is the middle link from knowledge to ability formation and development, which promotes the formation and development of ability. However, Japanese academic circles believe that "the so-called skills are people for a certain purpose." And the mental and physical abilities of using all kinds of means and methods ", that is, reading, writing, and using charts and so on are the basic abilities of learning social science and building social life, and discussion is also a kind of skills. Obviously, Japanese scholars think that skill is the basic ability, which is different from that of our country. Basic skills include: reading History The ability to write books, to take notes, to read maps, to create charts, to use historical reference books, dictionaries, maps, statistics, indexes, yearbooks, newspapers and other materials, to write various outlines and outlines, to express opinions, The ability to participate in discussions and organize seminars, etc. There are still differences in the ability of solving problems in Japanese academic circles. Some scholars think that there should be six basic factors, such as the power of discovery, the motive force of action, the force of investigation, the force of observation, the power of imagination and the attitude of actively probing into social phenomena.

As can be seen from the above, according to the educational characteristics and student characteristics of their respective countries, the history education academic circles of China and Japan have compiled a structural system of intelligence training for students reflecting their own historical education features, each with its own characteristics and its own system, and is developing students' intelligence. The cultivation of students' ability, the successful completion of historical education tasks, the cultivation of all-round development of teenagers and other aspects play a huge role in promoting.

3. In the way and method of intelligence cultivation, there are some similarities in the history education between China and Japan.

Both countries attach great importance to stimulating and maintaining interest in learning the history of the calendar. Interest is one of the key to developing ability, maintaining steady interest is beneficial to the rapid growth of ability. As mentioned earlier, Japan will incorporate non-cognitive factors that focus on interest and concern into the intelligence training structure and specify them in the syllabus. China's current history teaching also attaches great importance to stimulate students' interest in learning history. However, how to draw up specific methods to induce students' interest in learning history and make it operational is a common research topic faced by Chinese and Japanese scholars. First of all, in order to enhance the interest in learning history, help students form the correct historical representation, strengthen the understanding of teaching materials, the teaching materials strive to reflect the historical face with vivid written expressions and rich illustrations, so that the pictures and texts can be combined with each other. For example, the Japanese junior high school history textbook "the Division of Social History in Middle Schools" was preceded by 37 beautifully printed colorful illustrations, including "the main Historical Records of Japan", followed by "Japan's Ancient Administrative Map" and "Japan and the World". Each page of the book has a large number of illustrations, photographs, paintings, maps, etc., in addition to written narratives. There are even film scenes and history-related stamps. According to statistics, the textbooks published by the people's Education Press of our country for compulsory education in junior middle schools have 132 color pictures, 1176 black and white pictures, and 142 historical maps, totaling 1450, an increase of nearly six times as compared with the old edition of textbooks. On average, there are 1.96 pictures per page. Secondly, in order to strengthen the induction, generalization and synthesis of students' knowledge of calendar history, it is necessary to cultivate them. Learning ability, China and Japan Current history textbooks before the preface, introduction, and chapter before the summary, tips, and books and equipped with a large number of charts, Tables and so on. The main contents of the book described in large and small fonts, the main contents and the basic clues described in large characters, to form the backbone of the book. Small characters are the enrichment and complement of large characters, with descriptions, close-up shots, vivid stories, anecdotes, dialogue between characters and other forms, vivid, beautiful and rich in content. It is helpful to cultivate students' reading ability. Thirdly, in order to improve the students' ability to read and analyze the original materials, both China and Japan have attached important original materials in their history textbooks.

Embodied in the teaching methods, China and Japan have their own characteristics. The most characteristic of the Japanese history teaching methods is the theme teaching method. The purpose is to broaden students' vision, strengthen their understanding of the mutual comparison, influence and function of history and culture in different regions of the world, and further improve students' ability of historical analysis. The development of this "subject-based teaching method" is conducive to students' further understanding and deepening of historical knowledge horizontally after systematic learning of a part of longitudinal historical knowledge, to enable students to have a holistic understanding of the historical facts of a certain stage. In addition, on this basis, cultivate their ability to compare and integrate. Compared with Japan, there is a lack of this content in the history teaching method of middle school in our country. Imagine if, after compiling the basic historical facts of "four Great inventions" in the textbooks of ancient history of junior middle school, we should design the theme "four Great inventions and World Science and Technology" to carry out teaching and apply the method of comparison horizontally. To make students more aware of the Big four. The invention was in the leading position in the field of science and technology in the world at that time. At that time, the world science and technology had not reached the level of science and technology in China. The four great inventions introduced into Europe through Central Asia and opened the door of the world's modern history. In this way, students not only have a macro understanding of the four inventions and world science and technology, enhance their national confidence and pride, thus achieving the purpose of ideological education, but also conducive to the

cultivation of students' historical comparative ability. The reform of teaching and learning methods, history is an important part of the reform of history teaching. In recent years, educational developed countries, including Japan, have been reforming the traditional teaching methods centered on teachers and paying attention to the exploitation of profits. We have made gratifying progress in the teaching method of students' intelligence training. Compared with foreign countries, there is still a gap in the methods of historical education in our country. Therefore, it is an urgent task for us to reform our traditional educational thoughts and teaching methods.

4. Conclusion

In conclusion, through the comparative analysis of the intelligence training in the history education between China and Japan, we can see that both China and Japan attach great importance to the cultivation of students' ability in the history of the calendar, and clearly stipulate it in the syllabus. The academic circles of both countries have worked out their own intelligent training structure system and put it into practice in history teaching. The integration of non-intellectual factors and historical consciousness into the intelligent structure in Japan is one of the remarkable characteristics of Japanese middle school history education, which is worthy of learning and learning in our country. But the history education circle of our country brings the historical thinking into the history intelligence training system, has the Chinese characteristic, is worth the Japanese side to learn. In the way of intelligence cultivation In this regard, China and Japan share common ground, which reflects the trend of the reform of history education in the world today. However, there are also differences between the two countries. What needs to be pointed out is that there is a common problem that needs to be solved in the history education circles of China and Japan in cultivating students' historical intelligence, that is, how to divide middle school history subjects into grades and connect with each other, from simplicity to complexity, from easy to difficult. The progressive development of intelligent training target sequence, and make it quantized, systematized, and realize intelligence. It can maximize the utility of the training subject and optimize the effect of the object, so that the ultimate goal of cultivating the intelligence of history education in middle school can completed accurately and thoroughly.

References

- [1] Chaokura Longtaro, Law on Education in Social Sciences, 3, Communication Education Department, Central University, 1953, p. 104.
- [2] Hashimoto, et al. Evaluation of guidance in Education, Social Studies in Secondary Schools, 1978, 19 pp.
- [3] Takano. Theory of History Education from the Perspective of Learning guidance. History of History Education, 1982 edition of Hongwentang Co., Ltd.
- [4] Matsuda. Guidance on Social Studies in Middle Schools. China Education Society 1978. 152 pp.
- [5] Wood Quenching: the Development of Historical consciousness and History Education. Hangmen Tang Co., Ltd., 1982.
- [6] Translated by Zhao Yafu. Japan's latest high school history syllabus [J]. Reference to History Teaching in Middle School, 2001, (1).
- [7] Ministry of Education of the People's Republic of China. General High School History Curriculum Standard [S]. People's Education Press, 2003.