

## Talent Cultivation and Curriculum Reform of History Major in Normal University

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**Abstract:** In the context of the current general focus on the cultivation of applied talents in universities, talent cultivation is still one of the very important values of traditional liberal arts such as history, so it must be paid sufficient attention. High-quality talents must focus on the problems and deficiencies in the current teaching model, reform the traditional teaching model and curriculum settings in a targeted manner, properly handle the relationship between basic and practical courses, strengthen the teachers of practical courses, and reform student learning Evaluation methods, the establishment of student ability assessment mechanism, strengthening the hardware construction of practical teaching, and training students' life planning, theoretical education and basic scientific research capabilities.

### 1. Introduction (Heading 1)

Compared with other disciplines, the disciplinary value of history is more reflected in the "physical influence" of "Yin Jian" and moral cultivation. The direct economic benefits are not obvious. Therefore, more attention should be paid to training research talent in this way, it can provide more and more objective reference objects for future generations, so as to exert its value and role. The history disciplines of normal colleges and universities are responsible for cultivating qualified history teachers for basic education, disseminating the excellent traditional culture of the Chinese nation to the whole society, and improving the quality of national culture. In recent years, the history major of normal colleges and universities has been severely challenged. Many colleges have made major adjustments to their training goals and curriculum systems. However, they are still far from the requirements of society for talents. A benign interaction mechanism has not yet been formed, which seriously affects the survival and development of history disciplines in normal universities.

### 2. The Causes and Objects of the Reform of the Teaching System of History in Teachers Colleges

In the history major of colleges and universities, the basic qualities that affect students' lack of academic talents are mainly concentrated in two aspects: First, the level of historical theory is relatively low, especially the recognition of historical materialism is low. Correct theoretical guidance is the first condition for the smooth development of historical research. The level of theoretical level often determines the degree of broadening of the researcher's vision and the flexibility of thinking. At present, the basic knowledge reserve of students in history majors is relatively complete, but the theory is relatively lacking. Economic fundamentals, "political upper layers", "direct causes", "other factors" and other typical historical materialist perspectives, lack of attention to other factors; at the same time because of lack of sufficient theoretical knowledge, it is

impossible to understand the advantages and disadvantages of different theories and methods through comparison. At the same time, it cannot be used flexibly to solve problems of different natures. The lack of theory ultimately leads to the research results being uniform, boring, and unable to arouse enough interest of readers. Secondly, a considerable number of undergraduates are relatively weak in scientific research ability and lack sufficient professional literacy support. In the Tang Dynasty, Liu Zhiji summarized the basic qualities that historians should have as talents, learning, and knowledge, but they were lacking in these three aspects to varying degrees. Taking the most basic historical data collection and utilization as an example, many students have difficulties in translation, sentence reading, and allusions when reading and using ancient classics, which leads to the inability to understand the meaning of the original text or even misunderstanding; With regard to the use of modern historical materials, there are also problems such as unclear understanding of the sources of historical materials and how to find useful historical materials. In addition, there are more or less shortcomings in writing papers. Inadequate theoretical level and poor ability to collect and use historical materials have caused a considerable number of history students to be unable to further their studies, which has become a great obstacle to their development into academic talents. Therefore, the history major of normal colleges and universities must carry out targeted teaching reforms around these issues in order to improve their related qualities and abilities.

At the beginning of enrollment, the student's development direction is tentatively determined, the direction of students' study and hard work during the semester is determined, and adjustments are made according to changes in the situation in a timely manner. It has positive significance for the cultivation of applied and academic talents. It is an urgent need for the current history teaching reform of colleges one of the problems.

While helping students to plan their lives and careers, for those who are interested in becoming academic talents, the educators need to help them develop relevant abilities in historical research. Academic talents should have the basic qualities of "independent thinking", "criticism, reflection and innovation", "academic community identity and belonging", so the teaching reform of academic talent training should also be carried out around related content.

The relaxed learning environment is of great significance to cultivate academic interest and exercise academic ability. Mao Zedong's "a hundred flowers blooming and a hundred schools of thought" in the 1950s have all created an active academic atmosphere since then, and cultivated a large number of people who have been effective in the political and academic fields. It shows its significance for academic research. So is the history major.

To cultivate students' free thinking and broaden their horizons, they must be given sufficient time and opportunities to come into contact with different theories and methods. This poses a challenge to current history teaching: how to expose students to more non-Marxist theories and methods while highlighting historical materialism. This requires teachers to change the traditional "one-word" and "full-filled" teaching methods to allow students to take the initiative to learn, or add relevant theories, genres, and representative articles to guide reading in classroom teaching, or encourage them to read consciously outside the classroom. Recognize the advantages and disadvantages of different theories and methods, so as to be able to flexibly use various historical research methods and ideas, flexibly analyze historical figures and phenomena from different angles, and write high-quality works, thereby avoiding research findings Fossilization, not interesting and other disadvantages.

Adhering to academic ethics and conduct is one of the most important professional ethics of academic talents. Compared with other majors, history disciplines are highly cross-cutting. In many cases, the topic selection will overlap with others, and it is more likely to be similar to other people's writings or cited but not indicated. The existence of "extreme individualism and no collectivist consciousness" also promoted the emergence of academic theft.

### **3. Existing Problems in History Curriculum System and Students' Ability Training in Normal Universities**

After the reform and opening up, especially since the beginning of the 21st century, the traditional operating system of normal colleges and universities has been broken, and the history major as a traditional subject has been severely impacted. A scientific, open and adaptable curriculum system for basic education reform has become a normal university. Consensus of history major in colleges. In order to adapt to higher education reform and society's requirements for talent training, the history majors of normal colleges and universities have implemented the principle of serving economic, cultural, and basic education, and combined with their own actualities, revised the talent training program, adjusted the curriculum structure and credit ratio, and added comprehensive Quality curriculum, practical teaching and local characteristic courses, reforming teaching content and teaching methods, and constructing a curriculum system composed of modules such as general history courses, elective courses, teacher skills training courses, orientation courses and general courses. In theory, this course structure embodies the principle of cultivating students' abilities, but there are still many problems in practice.

The goal of talent training is the baton for the construction of the curriculum system. It is related to the question of what talents to train, how to train talents, and to determine what kind of training goals, a corresponding curriculum system must be formulated. There is no doubt that most of the students trained in normal colleges should be teachers of basic education. In recent years, the training of general talents has been promoted. The history majors of most teachers' colleges have adjusted their training goals and formulated the training goals of general talents. However, in actual operation, some normal colleges and universities appear to be overkill, blindly approaching the talent training goals of comprehensive universities, ignoring the characteristics of normality, and overemphasizing the cultivation of compound and research-oriented talents. With the reduction of the total class hours, the number of additional elective courses almost does not involve normal education courses. This situation will inevitably affect the realization of talent training goals.

The cultivation of students' ability in history majors in normal colleges should include the ability to master and apply knowledge, the ability to participate in society, the skills of teachers, the ability to inherit excellent traditional culture, and the ability to innovate. That is to say, a qualified graduate of history major in normal colleges and universities must not only have relatively solid basic knowledge and basic theories, but also be able to flexibly use dialectical materialism and historical materialism to analyze and understand historical issues, and provide historical nutrition for building a harmonious society. Moreover, it is necessary to understand the status of basic education and possess the skills of teachers engaged in basic education. At the same time, it should become a social history worker, that is, to convey historical and cultural information to the whole society through different channels, and to disseminate excellent traditional culture. However, there is a serious disconnect between the curriculum structure of teachers' colleges and the cultivation of teacher functions. According to a survey of the history majors of domestic normal colleges, the four types of normal education courses include pedagogy, psychology, history teaching theory, and educational internships, which account for about 9.5% of the total credit. The teaching content of Chinese and historical teaching theory focuses on general theories. The courses that truly reflect the teaching ability of basic education are only educational internships, and the time is only 6-8 weeks. On the other hand, although the content of social practice is generally added to the curriculum system, specific social practice activities are rarely linked to professional knowledge, failing to play the social function of transmitting historical and cultural information, thereby disassociating the curriculum structure from student abilities. As a result, the employment channels of graduates are narrow, the quality of employment is not high, and the ability after employment is poor, which cannot be universally recognized by the society. If this problem is not resolved quickly, it will inevitably seriously affect the survival and development of the history major in normal universities.

#### **4. Approaches to Cultivation of History Students in Normal Universities**

Constructing a curriculum system with the characteristics of a normal university, which is suitable for the reform and development of basic education and social needs, and is conducive to the cultivation of students' ability, is the foundation and platform for achieving the training goals. The traditional curriculum paradigm has obvious shortcomings. It "separates theory and practice, value and fact, subject and object artificially to construct a scientific curriculum structure. It must adhere to three principles: first, on the basis of highlighting professional characteristics, Establish a "historical history" view, appropriately dilute the professional boundaries, literature, history, philosophy appropriate penetration, appropriate penetration of arts and sciences; the second is to focus on the training objectives, highlight the characteristics of normality, in-depth investigation and research, and widely listen to the opinions of basic education And suggestions, establish a benign interaction mechanism with basic education; the third is to attach importance to the social function of history, to build a practical curriculum module that not only highlights the characteristics of the teacher, but also is conducive to the socio-economic and cultural construction of students after graduation. To do the above, we should start from the following aspects:

First, update the concept, understand and grasp the reform and development trend of normal universities in the new situation, correctly understand the status and role of history majors in basic education and economic and cultural construction in normal universities, and use innovative educational concepts to guide the training of talent Preparation and design of course structure. Compilers of talent training programs and curriculum systems must have both the theoretical foundation of modern higher education and the direction and content of the new curriculum reform in basic education. There are mainly three typical course management systems in the world today. One is a centralized management system, the other is a decentralized management system, and the third is a centralized and decentralized management system. At present, China's colleges and universities are implementing a third system. Courses for ideological and political education are uniformly prescribed by relevant departments, and professional courses are set up by the school independently. This centralized and decentralized system is a relatively advanced curriculum management model. In the process of developing professional courses, schools should take innovative education as a guide, fully grasp the initiative, and constantly adjust and integrate professional courses according to the development trend of education, so that the curriculum setting is both relatively stable and flexible.

Second, correctly handle the relationship between major courses, elective courses and practical teaching courses and students' ability development. The main courses, elective courses, and practical courses are all important parts of students' ability development. Students learn master courses and optional courses to master professional basic knowledge and basic theories, and turn knowledge into abilities through practical courses. As early as around 2000, the School of History and Culture of Central China Normal University has established a curriculum system of four modules: comprehensive quality courses, professional foundation and elective courses, teacher quality courses, and practical links. Institutions are suspected of "Handan Toddler." The curriculum settings of the four major sections can be borrowed from a macro perspective, but specific to the design of each section, each school must combine its own reality, in addition to general history, chronological history, national history, specialized history, special studies, normal courses, practice In addition to the curriculum, school-based courses and traditional culture courses with local characteristics should be established in accordance with the school's traditions and advantages and the purpose of serving local economic and cultural construction. Based on the principle of cultivating students' ability, adjust the proportion of course structure, reduce the credits and hours of general history courses, and increase the hours and credits of elective courses and practical courses. The theoretical curriculum should deepen the reform of teaching content and teaching methods, and highlight the cutting-edge and innovative. In addition to the courses in pedagogy, psychology, history education, and Putonghua, teachers' courses should be supplemented with research courses on history textbooks in middle schools. Experienced elementary educators should be hired for demonstration teaching, and lectures on basic teaching should be provided. The educational practice

base establishes a good cooperative relationship, allowing students to often visit the educational practice base for investigation, lectures, and trial lectures, breaking the traditional one-time educational practice mode. In the setting of practical courses, teachers' skills training and general social practice should be taken into account.

Third, strengthen the teaching force of historical teaching theory courses and teacher skills training, and improve the professional skills of teachers of teacher training; reform the teaching methods and methods of teacher skills courses, so that students master advanced basic education theory and education skills. To a certain extent, teachers who teach history teaching theory and teaching skills have a greater responsibility than students of basic knowledge and theory in cultivating students' abilities. They must teach students what they have learned through curriculum teaching and training. The basic theories and basic knowledge are translated into abilities. Therefore, the course should choose teachers who have a solid foundation in modern educational theory, excellent teaching skills, and are familiar with basic education. It is necessary to ensure the quality and quantity of teachers of teaching theory and skills training, form a professional echelon of teachers, conduct regular research and study in middle schools, or engage in some basic education and teaching in order to grasp the status of basic education.

Fourth, reform the evaluation model for student learning and establish a mechanism for assessing student abilities. At present, students' evaluation models for teachers' colleges and universities have problems of focusing on theories and abilities in varying degrees. Only one examination paper is used to evaluate the pros and cons of students. This evaluation mode is obviously not in line with modern education concepts and is not conducive to students' ability. To cultivate. It is necessary to thoroughly reform the examination methods and content, establish flexible and diverse examination methods and forms, and guide students to value the consciousness and initiative of ability training. Encourage students to explore learning, respect their personal development, and publish articles. Get various rewards that reflect their practical ability. Such as teacher skills competitions, challenge cup competitions, etc. are included in the student learning evaluation system, as an important basis for scholarship evaluation, first evaluation. According to the specific situation of each grade, a relatively scientific indicator system for student ability assessment should be constructed, combining quantitative and qualitative, combining consciousness and spurs, and regularly assessing student ability. At the same time, according to the characteristics of the discipline, pay close attention to the academic year thesis, graduation thesis, education internship test lectures, internship process and internship lectures and other social practices, etc., to carry out a colorful, solid and effective second classroom activities, to attract students to participate in teacher research Through various channels, students can improve their comprehensive analysis ability, use historical data ability, scientific research ability, language expression and written expression ability.

Fifth, strengthen the hardware construction of practical teaching and provide reliable material conditions for students' ability development. Schools should increase investment in practical teaching, establish stable internal and external campuses, professional practice and social practice bases, build micro-teaching and cultural relics training centers, and establish good cooperative relations with cultural departments in society. Provide a wider space for students' social practice. It is necessary to integrate the resources of practical teaching in schools, properly break the professional boundaries, and realize the sharing of practical teaching resources.

## **5. Conclusion**

As a traditional liberal arts major, the application value of history is more reflected in the civilization inheritance and moral cultivation of the entire society, so it has irreplaceable significance for the development of the country and the nation, and it is necessary to go further. To play these roles of history, it is necessary to change the traditional "one-talk" approach and teach students according to their aptitude, so as to cultivate more research scholars. The construction of the curriculum system is a complex systematic project, which depends on the integration of various elements of the curriculum system. Students' ability must be cultivated through specific channels and methods; advanced education concepts are fundamental, training programs are the foundation,

curriculum structure is the prerequisite, practical teaching is the key, and hardware construction is the guarantee.

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