

A Study on the Integration of High School and University History Teaching Based on Demand-Driven Approach

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Abstract: *With the deepening of educational reforms, the effective integration of high school and university history teaching has become an important research topic. There are significant differences in goals, content, and methods between high school and university history teaching, which pose challenges to students during the transition. Through the analysis of the demand differences between high school and university history teaching based on the demand-driven approach, this paper proposes integration strategies in terms of content, teaching methods, and evaluation systems. Optimizing the integration of teaching can help enhance students' historical thinking abilities and facilitate a smooth transition from high school to university history learning, thus improving the overall quality of history education.*

Keywords: *History teaching integration, demand-driven approach, university history teaching, high school history teaching, teaching evaluation*

Introduction

There are significant differences between high school and university history teaching in terms of knowledge goals, teaching methods, and skills development. High school history teaching focuses on imparting basic knowledge and cultivating students' interest, while university history teaching places more emphasis on critical thinking, historical research methods, and theoretical exploration. Due to these differing objectives, students often face challenges such as knowledge gaps and difficulty adapting to new learning methods during the transition from high school to university. The demand-driven teaching integration theory provides new insights into solving these issues. By analyzing the learning needs of students at different stages, corresponding integration strategies can be formulated to not only address current challenges in teaching integration but also help students better adapt to the university learning environment, thereby enhancing the overall effectiveness of history learning. This paper aims to examine the differences in learning needs between high school and university history teaching and propose targeted teaching integration strategies to optimize the content, methods, and evaluation systems of history education, thereby promoting the comprehensive development of students' historical literacy.

1. Theoretical Foundation of History Teaching Integration

1.1 Differences and Commonalities in the Goals of History Teaching

The goals of high school and university history teaching show significant differences in terms of the breadth and depth of knowledge and the development of skills. The primary objective of high school history teaching is to lay a solid foundation for students, focusing on the transmission of historical events, dates, figures, and basic historical development timelines. It emphasizes broad coverage of historical knowledge and aims to cultivate students' basic interest in and cognitive understanding of history. High school history teaching also takes on the responsibility of helping students form initial historical thinking and fostering a sense of patriotism, with emotional and value-based education playing an important role in the teaching process. ^[1]

In contrast, university history teaching places greater emphasis on the development of critical thinking, the mastery of historical research methods, and in-depth analysis of historical events and phenomena. University history teaching goes beyond knowledge transmission, using theoretical

frameworks to help students build a more systematic and academic understanding of history. At the university level, students are expected to master more complex historical analysis tools, such as source criticism, historical comparison, and the ability to construct theories.

Although the goals of high school and university history teaching differ significantly, they share commonalities in cultivating students' historical thinking, stimulating interest in history, and transmitting knowledge of historical events and cultural understanding. The integration of teaching between high school and university should be based on these commonalities, gradually guiding students from memorizing historical facts to reflecting on and analyzing history.

1.2 Demand-Driven Theory of Teaching Integration

The demand-driven theory of teaching integration emphasizes the development of targeted teaching strategies based on students' needs at different stages of learning, helping them better adapt to the transition from high school to university. In the integration of history teaching, the demand-driven approach requires an analysis of students' learning needs, including their knowledge base, learning abilities, cognitive styles, and psychological development stages.

At the high school level, students' needs primarily focus on understanding historical events, cultivating interest, and developing logical thinking. Therefore, the demand-driven theory of integration suggests that high school history teaching should focus more on the systematic and coherent presentation of historical events while gradually introducing basic historical analysis methods to prepare students for university-level historical research.

Upon entering university, students' learning needs shift significantly, requiring the development of critical thinking, academic research skills, and the ability to independently analyze complex historical issues. University history teaching should address these needs by strengthening instruction in historical theories, increasing opportunities for inquiry-based learning, and encouraging source analysis and debates on historical controversies, helping students transition from passive learning to independent inquiry.

The demand-driven theory of teaching integration not only focuses on the continuity of knowledge but also emphasizes teaching methods, evaluation standards, and the cultivation of students' independent learning abilities. Within this theoretical framework, teaching integration is a dynamic process of adjustment aimed at ensuring that students can smoothly transition through different stages and fully meet both their academic and developmental needs.

1.3 Application of Educational Psychology in Teaching Integration

Educational psychology provides critical theoretical support for the study of teaching integration, particularly in areas such as learning motivation, cognitive development, and social construction. Constructivist learning theory is especially relevant in guiding the integration of high school and university history teaching. This theory emphasizes that learning is an active process of construction, where students integrate new knowledge into their existing knowledge frameworks through interaction with the environment. Therefore, in the teaching integration process, teachers must consider students' current cognitive levels and guide them appropriately to help build a more complex understanding of history.^[2]

Educational psychology also emphasizes the impact of learning motivation on students' learning outcomes. In high school, students' motivation to learn history is often influenced by external rewards and teacher guidance, whereas at the university level, students are expected to have stronger intrinsic motivation. Therefore, in the teaching integration process, teachers should gradually foster students' autonomous learning abilities and intrinsic motivation by providing challenging questions and tasks that stimulate their interest in learning and enthusiasm for research.

Additionally, developmental psychology theory highlights that students' cognitive abilities and thinking patterns differ at various stages. High school students tend to rely on concrete thinking, while university students gradually develop abstract logical thinking. This necessitates that teachers, during the integration of teaching, adjust content and methods based on students' cognitive development characteristics, helping them progress from concrete to abstract thinking and from memorization to analysis, ultimately achieving significant cognitive development.

2. Differences in the Demand for History Teaching between High School and University

2.1 Analysis of the Demand for High School History Teaching

The core demand for high school history teaching lies primarily in the transmission of basic knowledge and the cultivation of students' interest in history. At the high school level, students are at a relatively foundational stage in terms of cognitive ability and knowledge accumulation. Therefore, the focus of high school history teaching is to help students understand and master fundamental historical events, timelines, and historical figures. Through systematic teaching, teachers must ensure that students build a solid foundation of historical knowledge, laying the necessary groundwork for further study and enabling them to connect historical events, figures, and cultural backgrounds into a coherent understanding of history. At the same time, teachers should guide students to think about the causal relationships between historical events, thereby laying the foundation for more complex historical analysis.

Moreover, another key demand of high school history teaching is to stimulate students' interest in history. At this stage, students primarily rely on concrete thinking, so teachers need to use vivid historical stories, visual materials, and multimedia teaching methods to make lessons more engaging and maintain students' curiosity and motivation for learning history. By utilizing diverse teaching tools and techniques, teachers can make abstract historical knowledge more accessible and easier for students to comprehend. Additionally, high school history teaching emphasizes the cultivation of students' patriotism, social responsibility, and collective identity, which are important components of moral education, helping students establish the correct values and a sense of social responsibility while learning history.

Thus, the demand for high school history teaching centers on comprehensive historical knowledge and diverse teaching methods, emphasizing student-centered approaches. Through visual and interactive teaching techniques, teachers help students understand history while cultivating their basic historical thinking and patriotic sentiments. With continuous innovation in teaching methods, teachers can further enrich students' historical learning experiences through practical activities and interdisciplinary courses.

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2.2 Analysis of the Demand for University History Teaching

Unlike high school, the demand for university history teaching focuses more on the development of academic and critical thinking skills. Upon entering university, students are not only expected to learn knowledge but also to receive training in research methods and academic thinking. The emphasis in university history teaching is on guiding students to move from a surface-level understanding of historical events and facts to deeper analysis and interpretation. This process requires students to develop critical thinking skills, enabling them to analyze the underlying causal relationships, social contexts, and cultural conflicts of historical events in depth. At the same time, students are expected to offer their own insights by synthesizing multiple theories and historical sources, engaging in independent thinking and evaluation of historical phenomena.

Furthermore, university history teaching emphasizes mastering historical research methods, including source criticism, comparative analysis, and theoretical construction. Students must possess high-level reading and comprehension abilities, as well as the capacity for independent thought and originality in their perspectives. At this stage, students need to learn how to conduct systematic research on complex historical issues, integrate different types of historical materials, and develop coherent historical interpretations. The cultivation of these abilities requires mastery of key research tools in history, such as literature retrieval, source analysis, and academic writing skills.

The demand for university history teaching also extends to academic standards. University students are required to complete various academic papers and research reports, which necessitates mastering academic writing conventions, articulating their historical views clearly, and engaging with other scholarly works. Students must not only adhere to academic ethics and citation standards but also support their arguments with rigorous reasoning and analysis. Therefore, the demand for university history teaching goes beyond knowledge transmission and emphasizes the comprehensive development of students' research skills, critical thinking, and academic literacy, preparing them for future academic research or career development.

2.3 The Impact of Demand Differences on Teaching Integration

The differences in the demand for high school and university history teaching pose significant challenges to teaching integration. First, high school history teaching focuses primarily on foundational knowledge, and students at this stage tend to have a linear understanding of history, lacking the ability for critical and in-depth analysis. As a result, when students enter university and face more complex historical analysis tasks, they may find it difficult to adapt, especially when required to conduct independent research and propose original ideas, often displaying limitations in their thinking. ^[4]

Second, the differences in teaching methods also create difficulties in integration. In high school, the teaching style is predominantly teacher-led, with students learning passively, and interaction is limited. In contrast, university students need to acquire knowledge in a more autonomous learning environment, through independent reading, research, and discussion. The shift from passive to active learning is a major challenge for many students, especially in the field of history, where research-based learning is particularly emphasized.

Lastly, the difference in evaluation standards also affects teaching integration. High school history assessments focus on memorization and reproduction of historical knowledge, while university history education emphasizes critical analysis and theoretical depth in addressing historical issues. This shift in evaluation standards makes it difficult for students to adapt to the new expectations when transitioning to university history studies.

3. Strategies for Integrating High School and University History Teaching Based on a Demand-Driven Approach

3.1 Optimization and Adjustment of Content Integration

Under the demand-driven approach, the content integration of high school and university history teaching should focus on gradually enhancing students' abilities from mastering basic knowledge to conducting in-depth historical analysis. High school history teaching emphasizes timelines of historical events, major figures, and their impacts, providing a solid knowledge framework. In contrast, university history teaching requires students to deeply understand historical contexts, social structures, and the complexity of events. Therefore, the key to content integration lies in balancing these differences, gradually deepening students' understanding of historical knowledge, and assisting them in transitioning from understanding specific historical events to conducting more theoretically complex historical analyses.

Firstly, at the high school level, advanced historical thinking training can be introduced, such as analyzing causal relationships between events and conducting cross-period historical comparisons, helping students gradually adapt to the historical analysis requirements of universities. Through such training, students can grasp the complexity of historical events and lay the foundation for future research-based learning. Simultaneously, universities should design their curricula to consider potential gaps in students' foundational knowledge, offering review modules for new students to ensure they can smoothly transition into university-level courses. Additionally, universities can design preparatory or bridging courses to help students better adapt to the rigorous academic environment.

Moreover, the integration process should emphasize the systematization and coherence of historical knowledge. High school history teaching typically follows a chapter or thematic structure, with weak connections between different knowledge points. To optimize content integration, teachers can design interdisciplinary history courses, helping students grasp the broader lines of historical development from a macro perspective and laying the foundation for in-depth university research. For example, analyzing specific historical periods from perspectives such as politics, economics, and society strengthens the integration of knowledge. Through such content optimization, students will be better equipped to handle complex historical analysis tasks and enhance their comprehensive understanding of historical events when they enter university. ^[5]

3.2 Improvement of Teaching Method Integration

The integration of teaching methods is key to achieving an effective transition in history learning. At the high school level, teaching methods mainly involve lectures and textbooks, with students passively learning knowledge under the guidance of teachers. However, as educational goals shift, university

students are required to have more independent learning abilities, and history teaching places greater emphasis on discussions, critical analysis, and inquiry-based learning. Therefore, under the demand-driven approach, the integration of teaching methods needs to gradually guide students from passive learning to active inquiry, enhancing their ability to think independently and solve problems.

First, high school history teaching should gradually incorporate inquiry-based teaching methods, encouraging students to engage more deeply in the learning process. Teachers can use group discussions and project-based research to guide students in independently analyzing the social, political, and economic factors behind historical events, helping them develop critical thinking and independent research abilities. This method not only stimulates students' interest in learning but also enhances their ability to analyze historical events and understand complex contexts, preparing them for university-level learning. For example, students can conduct project research to explore multi-perspective analyses of specific historical periods, laying the groundwork for future advanced historical research.

Secondly, university history teaching can continue to use some guided teaching methods in introductory courses to help students gradually adapt to the demands of independent learning. For instance, a problem-driven teaching model can be employed, where open-ended questions are posed to guide students in independent exploration and forming their own viewpoints. Teachers can also organize discussions, debates, and role-playing activities in the classroom to engage students and foster interaction, enhancing their historical analysis skills, logical reasoning, and expressive abilities. Through these activities, students can cultivate an awareness of exploring issues proactively and develop the ability to solve complex historical problems in a more interactive learning environment.

3.3 Improvement of the Teaching Evaluation System

The demand-driven approach to teaching integration is reflected not only in content and methods but also in the improvement of the teaching evaluation system. There are significant differences in the evaluation standards for history learning between high school and university. High school focuses on assessing the mastery of basic knowledge, while university emphasizes critical analysis, research abilities, and historical thinking. Therefore, the integration of evaluation systems needs to gradually transition, ensuring that students can adapt to the higher academic demands of university learning.

First, high school evaluation standards can appropriately increase the assessment of historical thinking and analytical skills. In addition to traditional knowledge-based tests, teachers can design open-ended questions that require students to analyze and evaluate historical events, gradually guiding them to apply knowledge comprehensively and think independently. This evaluation method not only assesses students' knowledge but also cultivates their historical thinking skills. ^[6]

Secondly, the evaluation standards for university history teaching should be appropriately relaxed in introductory courses. Universities can assess students' learning outcomes through diversified methods such as group projects, classroom participation, and research reports, avoiding an over-reliance on exam results. This flexible evaluation system can more comprehensively reflect students' learning processes and intellectual growth while giving them more room to adapt.

Lastly, to ensure continuity in teaching evaluation, high schools and universities can jointly design a set of evaluation standards based on skill development, spanning all stages of students' history learning. This evaluation system can include dimensions such as knowledge mastery, analytical ability, research skills, and academic expression, providing a dynamic assessment of students' progress in history learning and achieving seamless integration of teaching evaluation between high school and university.

Conclusion

Through the study of the integration of high school and university history teaching based on the demand-driven theory, this paper finds that differences in content, teaching methods, and evaluation systems are the main challenges students face during the transition in history learning. Optimizing the integration of teaching under the demand-driven approach helps to address these issues. In terms of content integration, emphasis should be placed on balancing the foundational knowledge of high school with the theoretical depth of university education; in teaching methods, inquiry-based and critical learning approaches should be gradually introduced; in the evaluation system, establishing unified evaluation standards can better assess students' historical thinking and comprehensive abilities. Future research can further explore how to deepen cooperation between high schools and universities at different stages of education, promote the sharing of teaching resources, and facilitate the continuous improvement

of teaching quality. Additionally, the combination of diversified teaching models, such as blended online and offline teaching, could more flexibly meet students' needs, promoting the modernization and innovative development of history teaching.

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