

The Study on the Method of Introduction, Transition, and Summary Techniques in University Classroom Teaching

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Abstract. To address prominent issues in classroom teaching such as rote content and dull and tasteless results, this article analyzes the basic methods of introducing, transitioning, and summarizing classroom teaching based on the characteristics of history courses. Firstly, the necessity of teaching introduction, transition, and summary was analyzed. Secondly, four basic introduction methods were proposed, including scaled down introduction, scaled up introduction, parallel introduction, and conditional introduction. Then, four basic transition methods were proposed, including point to point transition, point to surface transition, surface to point transition, and surface to surface transition. Finally, three basic summary methods were analyzed, including inductive summary, continuation, and refinement. This article provides examples of various methods, aiming to cover the overall content of the course and the universality of the methods, and to achieve the effect of drawing analogies.

1. Introduction

The quality of speeches, lesson plans, and courseware are the core and key to improving the teaching level and quality of teachers^[1]. In the university classroom teaching, there are many teachers get the course materials, directly read the text, write lesson plans and slides. In the course of classroom teaching, although the knowledge points and important and difficult points of the course can be clearly taught, the teaching effect is often dull, and the students' enthusiasm and interest in listening to the lesson are always not high, and their attention cannot be effectively concentrated. Many teachers clearly made careful preparation for the lesson before class, but the teaching effect is not satisfactory, which is deeply troubled.

History classroom teaching is cleverly connected by stages, and the teaching skills of introduction, transition, and summary have undoubtedly become an indispensable and important component of classroom teaching^[2]. This paper starts from the basic teaching concept, from the perspective of how to effectively use the textbook content in classroom teaching, and analyzes the three key links of course teaching, namely, introduction, transition and summary, so as to provide certain references for improving the teacher's lesson preparation ability and improving the classroom teaching effect.

2. Necessity of implementing transition summary in college classroom teaching

2.1. The course materials must be arranged reasonably if they are to be used in classroom teaching

Cognitive learning theory regards textbooks as teaching materials, advocating for the reprocessing of textbooks and using them to help students form new cognitive structures^[3]. Each course has designated textbooks. Whether it is a unified textbook or a self-compiled textbook, the teaching content is scientifically and reasonably arranged in chapters, which becomes the main basis for students to learn. But there is a misconception here that textbook content is simply equivalent to lesson plan content. Some teachers directly use textbooks for classroom teaching, write textbooks, create slides, and carefully prepare lessons to implement teaching, falling into the misconception that textbooks are equivalent to teaching. Both curriculum textbooks and classroom teaching aim to serve teaching, but their starting points are different. The course materials are written based on the subject knowledge system and logical relationships, while classroom teaching arranges and designs teaching content according to the rules of student understanding. Classroom teaching originates from textbooks but is higher than textbooks. Originating from textbooks, it refers to the basic basis of classroom teaching content being textbooks. The writing of lesson plans and the production of slides all follow the content specified in the

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textbooks, strictly following the requirements of the curriculum outline and teaching plan, clarifying teaching knowledge points, and controlling key and difficult points. Higher than the textbook, it refers to the classroom teaching process that reflects student-centered teaching design, as well as classroom teaching methods, requiring reasonable arrangement and effective combination of textbook content.

2.2. Classroom teaching must reflect teaching art and be effectively handled

The deep transformation of university classrooms should be based on the teaching philosophy of "student-centered", and it is urgent for students to move from the edge of teaching to the center of teaching [4]. Classroom teaching should focus on the application of teaching art, design the teaching process reasonably based on students' cognitive thinking, and fully mobilize their learning enthusiasm and initiative. This requires transforming pre compiled, predetermined, and fixed knowledge in textbooks into well-organized, diverse, and cognitive knowledge in the classroom, and presenting it vividly in classroom teaching. There are two effective ways to handle it. The first is to add or delete teaching knowledge itself, fully highlighting the teaching focus and difficulties. The second is the application of methods and means to understand and master teaching knowledge, mainly through the introduction, transition, and summary of classroom teaching, and the artistic treatment of teaching content.

3. Introduction methods of university classroom teaching

3.1. Shrink introduction method

The shrink introduction method refers to a way of inducing students' attention from distraction to concentration by creating a scenario. It can be represented visually with the symbol ">". Generally applicable for pre class introduction of the first or second class. Before the start of the new course, the students were in a state of confusion in their understanding and thinking of the course; During the break before the second class, the students were in a state of relaxation and adjustment. Teachers can adopt a scaled down approach to quickly focus the students' thoughts and attention on the learning track of this lesson. Specific methods include direct inquiry introduction, intuitive teaching aids introduction, questioning and inspiration introduction, etc. During the history course overview class, the instructor can directly ask questions before the class: the current international situation is accelerating, competition among major powers is becoming increasingly fierce, and some urgent issues are facing the family. How to have a profound understanding of history issues? How to systematically obtain insights? Where to draw spiritual motivation when facing extreme challenges? There are many ways to solve these problems, but the most basic one is the ancient saying "never forget the past, the teacher of the future".

This will attract the students' thoughts and energy to their interest in learning history course.

3.2. Enlarged introduction method

The Enlarged introduction method refers to a method of inducing students to fully amplify their interests and motivations using typical examples. It can be represented visually with the symbol "<". Interest is the best teacher. Generally applicable for this classroom teaching content, which includes stories, idioms, famous sayings, inventions, truths, suspense, etc. The teacher adopts an enlarged introduction method, which can easily arouse students' deep interest in learning, generate a strong desire for knowledge, and stimulate an internal source of motivation. Specific methods include setting up suspense, story introduction, idiom introduction, festival introduction, poetry introduction, maxim introduction, and folk song introduction. When explaining the course of ancient and modern Chinese history, the teacher can propose several well-known idioms before the class, such as "One Shot At a Time ", " Back to Water Battle ", "Grass and Trees Are All Soldiers", etc. Do you know which classic battle examples these idioms come from? What military ideas and technological changes does it contain? By introducing classic idioms, students can quickly expand their thinking to the development of ancient Chinese history, strongly stimulating their motivation to learn this lesson.

3.3. Parallel introduction method

The Parallel introduction method refers to a method of inducing students' cognitive interests from old knowledge to new knowledge through similar scenarios. It can be represented visually with the symbol "↔". Generally applicable to classroom teaching content that is in the same chapter as the previous content and has the same logical structure for teaching introduction. The specific methods include the introduction of new methods, theoretical methods, and local materials. When explaining the history of modern Chinese wars, the instructor can provide guidance before class by combining familiar historical figures and events from the local community. For example, Mingchuan Liu, whom we are very familiar with, was a patriotic general in modern Chinese history. He studied historical books extensively, adhered to the principles of righteousness and bravery, emphasized national interests, and harbored a sincere patriotic heart. Students are most likely to develop a sense of closeness and emotional resonance towards things they are closest to or familiar with, and naturally enter the classroom role.

3.4. Conditional introduction method

The Conditional introduction method refers to a way of inducing students' learning interests and motivations through specific scenarios. It can be represented visually with the symbol "⇒". Generally used for occasions that are closely related to classroom teaching in events, activities, and reports that have already occurred and have a significant impact. Specific methods include the

introduction of current affairs materials, the introduction of historical reading materials, and the introduction of news videos. Currently, flipped classroom teaching is regarded as an emerging innovative teaching model in university classrooms. This mode allows teachers to use media technologies such as videos, images, and audio to encourage students to actively participate in the learning process, thereby promoting student learning outcomes^[5]. The course of history course involves numerous elements such as battles, outstanding figures, science and technology, all of which are widely displayed in the real society. The anniversary of the victory of the World Anti-Fascist War, the commemoration day of the victory of the Chinese People's War of Resistance Against Japan, the day of the outbreak of a certain battle, the birthday of outstanding figures, the invention of a new technology are all highly related to the content of history course classroom teaching. Based on the news and current events that have occurred, the instructor links the content to be learned in the history course classroom with concrete and vivid reality, bringing the long forgotten history course closer to the actual learning and life of the students, arousing their desire to learn, improving their interest in learning, and smoothly introducing them into the history course classroom teaching.

4. Transition methods of university classroom teaching

Relatedness—a sense of meaningful connectedness and belonging—is one of the basic psychological needs proposed by self-determination theory. For example, adopting evidence-based correlation support strategies to help promote greater student participation and success in the classroom^[6]. Appropriate teaching transition is the use of this relational approach, which helps to maintain smooth connections in teaching and coherent thinking among students, attracting their attention during class and stimulating learning and thinking. Based on the relationship between the teaching content and the concepts of points and surfaces in mathematics, the transition methods of university classroom teaching are usually divided into four basic types: point to point transition, point to surface transition, surface to point transition, and surface to surface transition. The point refers to the relevant knowledge points and issues in the teaching content. For history courses, it mainly manifests as typical war cases, military thinking, important historical figures, and specific manifestations of key science and technology. It belongs to the micro level of teaching and focuses on storytelling. The surface refers to the framework, boundaries, and content system of teaching content, mainly manifested in the causes and lessons of typical wars, the innovation of thinking, the key role of important historical figures, and the impact of science and technology changes. It belongs to the macro content of teaching, with a focus on clarity. The inherent logical relationship between these two determines different transitional approaches, reflecting the combination of macro research and micro research.

4.1. Point to point transition method

Point to point transition refers to the transition method in which the instructor guides students to use the old knowledge points they have already mastered to achieve the transition of new knowledge points. It can be represented by the symbol " $\bullet \rightarrow \bullet$ ". There is a close internal connection between new and old knowledge points in history teaching. Through the transition of new and old knowledge points, students can quickly find the relationship between knowledge and cultivate their thinking ability to understand history problems through the method of connection. There are many factors used for connection, such as typical combat examples, historical figures, science and technology, combat ideas, etc., which contain specific examples, data, methods, etc. There are similarities or differences between them, and they can be used for classroom knowledge transition. During the class on anti-encirclement and suppression in the Central Soviet Area during the Land Revolution War, during the first anti-encirclement and suppression process, the Red Army General Front Committee led by Mao Zedong creatively adopted the correct policy of "luring the enemy deep" based on the characteristics of the base area and the enemy's and our forces, and achieved initial victory in the anti-encirclement and suppression campaign. When the enemy carried out the second, third, and fourth "encirclement and suppression" campaigns, although the enemy adopted different combat strategies of "infantry as a battalion", "long-distance advance", and "separate advance and joint attack", due to the unchanged characteristics of the base area and enemy forces, our army still implemented various flexible strategic tactics under the guidance of the "lure the enemy deep" strategy, concentrated superior forces to annihilate the enemy, and continuously achieved major victories in the anti-encirclement and suppression campaign^[7]. What guiding principles should our army adopt when facing the enemy's more aggressive "fortress policy" in the fifth encirclement and suppression campaign? Through the point-to-point transition of whether the enemy's struggle policy is in line with reality, students can smoothly connect new and old knowledge, which has a profound and intuitive effect on understanding the combat process and lessons learned.

4.2. point to surface transition method

Point to surface transition refers to a transitional approach in which instructors guide students to utilize influential knowledge points such as historical event, cultural Thought, and science and technology to achieve the conditions or influences of historical issues being taught, and to carry out a transition from beginning to end. It can be represented by the symbol " $\bullet \rightarrow \square$ ". The knowledge points such as events in history course teaching are not independent and often have a causal effect on the subsequent development of history course. Learning arises from contemplation and suspicion. By setting questions, the instructor temporarily puts students in a state of confusion about specific knowledge points, triggering reflection on the new knowledge system of history course. When explaining the history of local wars after World War

II, the course revolves around the confrontation and competition between the two superpowers of the United States and the Soviet Union, which is the "outline" of history of local wars after World War II. In studying local wars in the late Cold War period, students learned that the Vietnam War was a wrong war fought by the United States at the wrong time and place after the war. The defeat of the United States in the Vietnam War weakened its strength and will. Although this has not changed the overall structure of international strategic forces, what overall changes have occurred in the Cold War between the United States and the Soviet Union? Through the knowledge point of the failure of the United States in the Vietnam War, it is natural to transition to the situation where the Soviet Union took advantage of the difficulties faced by the United States and adopted an offensive strategy, resulting in a situation of "Soviet aggression against the United States defense".

4.3. surface to point transition method

The surface to point transition is the opposite of the point-to-point transition. It is a system framework constructed by instructors through the influence of old history knowledge, and other factors, to achieve a transitional approach of thinking about new knowledge points taught. It can be represented by the symbol " $\square \rightarrow \bullet$ ". The development of history exhibits astonishing similarities, and under the guidance of similar historical conditions or similar historical roles, similar historical events often arise. To achieve a natural transition between new and old knowledge in accordance with the cognitive laws of the learners. When explaining the outbreak of World War II, we can start with the reasons for its outbreak: firstly, due to the imbalance of international economic power between emerging capitalism and old colonial empires in the late 19th and early 20th centuries; secondly, the rapid formation and uncontrolled vicious arms race of two major military groups in Europe; thirdly, the extreme nationalism in Europe fueled the enthusiasm for popular warfare. So in the 1930s, under similar historical conditions such as a deteriorating crisis in the capitalist dominated world economy, uncontrolled expansion and aggression by military groups, and fascism stirring up the enthusiasm of the people for war, what military activities would this lead to? Through a face-to-face to point transition, it will quickly stimulate thinking continuity and naturally transition to the explanation of knowledge points related to World War II.

4.4. surface to surface transition method

The surface to surface transition refers to the transition method in which instructors achieve the transition of the new knowledge framework of history course through the influence of the old knowledge of history course constructed by the trainees. It can be represented by the symbol " $\square \rightarrow \square$ ". Historical events have contemporaneity and continuity. The development of historical events follows specific laws of development, and the laws of historical development are another relatively definite

logical generalization. Therefore, the learning method of history course places great emphasis on the comprehensive application of the materialist historical view and logical methods. For example, when explaining the history of the Chinese People's Liberation Army, we can learn from the Communist Party of China and the Chinese People's Liberation Army to correctly grasp the law of war and the law of war guidance, and adhere to the essence of the people's war, which is closely dependent on the people, Fully utilize human subjective initiative to improve the combat effectiveness of combining humans with weapons, and naturally present the valuable experience and knowledge system of defeating enemies and the logical connection of previous revolutionary war activities to the students. In the teaching of history course knowledge modules, we always achieve the effects of learning history, understanding reason, enhancing credibility, advocating morality, and practicing hard.

5. Summary methods of university classroom teaching

There is a common misconception about summaries, which is that if the teacher completes the prescribed knowledge points, everything will be fine. However, summaries do not greatly enhance the effectiveness of teaching. This is due to a lack of deep understanding of the important role of summaries in learning. In the process of classroom teaching, after teaching through the coherent link of "introduction new knowledge transition new knowledge...", the teacher also needs to sort out the relatively "new" knowledge as a whole, further emphasize the key and difficult content, and facilitate consolidation and application; It is also necessary to extend and expand relatively mature knowledge, in order to set up suspense to lead to the next class, in order to stimulate the motivation and desire for continuous learning. It is also necessary to systematically construct relatively "independent" historical knowledge to form a structured network knowledge system, revealing the internal logical connections of the learned knowledge, which is easy to refine and sublimate.

5.1. Inductive and summative summary method

Inductive and summative summary method refers to the teaching method in which the teacher, before the end of the class, focuses on the key content and the overall knowledge, systematically and concisely organizes the learned knowledge content around the teaching objectives, and helps students build a complete history course knowledge network system through induction and summarization. It can be represented by the symbol " $\} : :$ ". In the process of modern blended learning, students have become familiar with multiple contents of this lesson through pre class preview, classroom listening, communication and discussion, and other learning processes. Classroom summary helps students to construct a knowledge network system of history course from complexity to simplicity, from separation to combination, and from dispersion to system, outlining the overall

cognitive structure, gradually cultivating the ability of "from teaching to not teaching", shaping global thinking and overall awareness. As for the conclusion of China's ancient and modern history, a concise and concise summary of the development background of China's ancient and modern society, military, economy, technology, and other historical periods is presented. The main characteristics of major wars and their related armed forces, military ideas, science and technology, etc. are summarized, and the development laws of history are summarized to form a systematic and complete knowledge network of China's ancient and modern history, thereby achieving complex knowledge simplification and scattered knowledge systematization.

5.2. Preceding and following summary method

This method refers to the teaching method in which the teacher, before the end of the class, focuses on the coherence of chapters and teaching needs, revolves around the teaching objectives, and connects the learned knowledge content by looking forward and backward, creating suspense and other means to help students achieve an organic and close connection between new and old knowledge, and prepare for the next class teaching. It can be represented by the symbol " $\} \longleftrightarrow$ ". History has a strong objectivity and continuity. In the long history, the appearance and disappearance of objectively existing wars, armies, and figures will present a trend of changing times and continuous development. After completing the course on world ancient and modern history, students will understand the transition from feudal separatism in Europe to the rise of capitalism, as well as the impact of the technological transformation from cold weapons to hot weapons. The reasons for the outbreak of war, war styles, military thinking, and military construction will all undergo adaptive adjustments. In the face of the transition from modern capitalism to monopolistic capitalism, the pursuit of hegemony by capitalist powers, and the intensification of the industrial revolution, what new changes will occur in the causes, styles, military thinking, and military construction of their wars? The modern history will provide us with answers. Through the introduction and continuation, we not only reviewed the development characteristics of ancient history, but also stimulated the students' curiosity about the development of modern history, logically laying the groundwork.

5.3. Refinement and sublimation summary method

This method refers to the teaching method in which the teacher focuses on implicit knowledge and development application before the end of the classroom, excavates and reveals the connotation of the learned knowledge content around the teaching purpose, and helps students to maximize the elevation of specific explicit knowledge into implicit knowledge of emotional attitudes and values through methods such as concentration and value enhancement. It can be represented by the symbol " $\} \infty$ ". History has a distinct purpose and expansiveness, and

military and politics are inseparable. The implicit education about inspiration, thinking, concepts, and spirit is not only contained in chapter knowledge, but also concentrated in the refinement and sublimation of chapter knowledge. At the end of the course on the history the Land Revolution period, the students witnessed the spectacle of our army defeating the Nationalist Party's 400000 strong army in pursuit and interception with over 30000 troops in the Battle of Four Crossing of Chishui. They truly understood Mao Zedong's superb driving ability, the wise and correct command and decision-making of the Central Committee of the Communist Party of China, and the brave and skilled soldiers at all levels who were not afraid of sacrifice. In this way, we can strengthen our beliefs, establish confidence in mastering the initiative in combat, and inspire a brave and tenacious spirit of victory.

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