

Research on Multi-Field Integration Method of Chinese Social History Education in the New Period

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Abstract. Issues related to history education have received much attention, but there are still deficiencies in the discussion of how to achieve lifelong learning in history education. This paper analyzes the important role of social history education in improving personal historical literacy and building a learning society. It is concluded in this paper that social history education, as an important part of history education, has not been paid enough attention, and the methods tend to be old and monotonous, but social history education plays an important role in the process of building a learning society. The methodology of multi-field integration can effectively solve the problems existing in social and history education at the present stage, which has a high feasibility. This paper puts forward the following suggestions. With the Social History Education Museum as the carrier, the cultural and historical scenic spots are innovated in form and content. Based on career diversity, natural science, social science, art, and other disciplines are integrated to build a more macro and complete knowledge system, make up for the monotony in history education, and finally build a social form of lifelong learning for the whole people.

1 Introduction

In recent years, many Chinese scholars have begun to pay attention to the issue of history education. The main research focus focuses on the discussion of teaching methods in middle and senior high schools and uses new technologies and new concepts such as AI and metaverse combined with digital education to teach history [1]. Other scholars mainly focus on the combination of history education, ideological and political education, and moral education in schools [2]. The history teaching outside the school focuses on the history of the Communist Party of China, and the research object mainly focuses on the personnel in government departments or state-owned enterprises [3]. From the current research, scholars pay little attention to the history education for the masses of all social strata [4]. However, personal development is not limited to the stage of school education.

The improvement of the status of lifelong education emphasizes the important role of lifelong learning in promoting personal quality cultivation and life development, as well as the positive significance of national development and social progress. In the existing studies

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of social education, they are mainly divided into two categories [5]. One category mainly takes museums as the main carrier of social education and discusses how to optimize their exhibition, explanation, publicity, and social activities [6]. The other group pays attention to the perspective of cooperative education between home, school, and society, and takes social education as an auxiliary means of school education to help school education improve its efficiency [7]. It can be seen that at the level of social education research, a career in social education is relatively simple; and cannot be separated from the school-centered education concept, social education as an additional product of school education rather than an independent individual, underestimates the role of social education.

Based on the analysis of the research status, this study hopes to amplify the role of social education in the process of learning history. This means not only to carry out history education in schools but also to integrate history education into social education. This is undoubtedly a lifelong education mode conducive to the cultivation of national quality.

2 The role and necessity of social and history education

History education can be divided into two levels, namely narrow and broad history education. In the narrow sense, history education generally refers to school history education, including middle school history education with school students and university general education. In the broad sense, history education refers to the sum of history-based education activities from all sectors of society, including school history education and social history education. The biggest difference between social education school education and family education is that social education has no clear object of education; no specific teaching content and goal, and no fixed teaching place. Therefore, social education is a kind of universal sex education activity without distinguishing social class and social group.

The biggest difference between social education and school education lies in that the former has no specific teaching objectives, does not need to set fixed teaching methods according to the curriculum outline, and can even not teach in the classroom at all. Compared with the latter, it is more free, and flexible, and the forms are more diverse. Diversity and flexibility are the important signs that distinguish social education from school education. However, social education also has some disadvantages, mainly reflected in the accuracy of information acquisition; without the syllabus also makes the teaching knowledge appears fragmented characteristics of, lack of systematization, and it is difficult to form a complete subject knowledge system. In addition, social history education is also difficult to form a visual evaluation standard, which cannot accurately measure the learning effect.

Therefore, by combining the above two definitions and analysis, social history education can be understood as a series of social group, enterprise, and individual-oriented teaching activities based on history, besides school education and family. According to the goal of history education and the characteristics of social education, social history education should pay more attention to the immediacy, richness, interest, and convenience of acquiring knowledge. The main purpose of education is not for exam-oriented education and professional research, but to use the popularity of the educated groups to cultivate the interest of the whole society in history learning. The role of this education can be divided into two levels, namely, individual level and social level.

The role of social history education on individuals is mainly reflected in the cultivation of personal interest and the absorption of historical knowledge. In addition to the improvement of the mastery of basic historical facts and personal moral level, it can also provide certain guidance for life development planning by combining history and reality. Social history education aims to make educators interested in history through various channels. It can also break the time and space constraints in previous classroom teaching and enhance the freedom and flexibility of individual learning.

Social history education is equally important to the country and society. The national learning of history is conducive to the construction of a comprehensive learning society and is conducive to the promotion of social cohesion and the maintenance of social order. History education can also play a role in building national confidence and national identity, promoting patriotism safeguarding national security, and avoiding the breeding of historical nihilism. Some scholars believe that the content of the global history view in history education is conducive to international exchanges and cooperation and the maintenance of peace and stability of the international order. Social and history education can have a subtle influence on society through more media.

3 The feasibility of multi-field integration in social and history education

3.1 Difficulties in developing a single discipline

In the last chapter, the definition and role of social history education are discussed, but how to carry out social history education and what education methods are adopted to improve the efficiency of social history education need further research. However, one of the biggest problems facing the current social history education is the simplicity of the history discipline. Unity is mainly reflected in two aspects, the first is the simplicity of the subject teaching itself. The second is the simplicity of the cognition of the history subject in the social concept.

Single teaching can be understood as boring teaching content and the single teaching method. The number of historical facts is large and relatively fragmented. Behind a historical event involves the era, the background of the event, the leading figures, the course of the event, the result of the event, and the subsequent influence. The amount of text in this content is huge, and if people want to master a historical event spontaneously, it requires a lot of reading and memory, and the time cost is very high. In addition, most of history has a clear judgment of the state, and the nature of historical events is official and difficult to change, especially in modern history, the scope of free discussion is very limited, which makes this part of knowledge much less interesting. Some scholars have proposed that history can be performed using film and television drama, but this form lacks the control of historical facts and often lacks authenticity. All along, outside schools, museums cultural tourist attractions and other cultural units have played the role of social history education, teaching history knowledge through exhibitions and explanations. This is also an extension of the teaching method in the school, and there is no innovation in methods, only changing the place of history teaching.

On the other hand, there are also some difficulties in social history education at the social-cognitive level. The public's cognition of history has always been a relatively boring subject, which is also determined by the official nature and complexity of historical knowledge. The boring history teaching mode carried out by traditional schools also makes the public stereotype that history education is very boring. History education for all social strata is also facing pressure from historians. Due to the high cultural attribute of history itself, most historians in the traditional sense maintain a high sense of cultural superiority and elite consciousness and have a certain evaluation of the knowledge level of non-professional historians, which are relatively demanding and often criticized, which has maintained their academic authority.

Therefore, although social history education has begun to be valued by the state, it still needs a suitable model to promote it. This model requires rich and highly free educational venues; flexible learning time, vivid and interesting learning content, and novel learning methods. The interests of the public show diversity. If there is an idea that can shift the focus

of the audience who are not interested in history from other fields to history, and meet more needs while conducting history education, it is the most appropriate education model. In theory, the perspective of multi-field integration can just solve the above problems, and has begun a certain industrial practice, and achieved results.

3.2 Feasibility of the multi-field integration model

Multi-field integration has two dimensions, namely, the diversity of educational carriers and the intersection of multiple disciplines. Social and history education not only exists in traditional industries, such as realistic carriers such as museums and tourist attractions, as well as cultural works such as film and television works and books [8]. It also exists in the Internet-based emerging carriers such as video games, cultural variety shows, and new we-media channels. The diversification of educational carriers has broken the limitation of only receiving history education on TV, museums, and scenic spots. No matter from the perspective of space or time, it has become more free and flexible. The public has a richer choice to receive history education, and they can also learn historical knowledge at any time. The emergence of various new technologies also provides innovative opportunities for traditional carriers, to carry out more diversified activities to attract visitors and expand the audience of history education.

Another feature of multi-field integration lies in the richness of the disciplines involved, and the core purpose is to develop an interdisciplinary education based on history. The first is the social science disciplines such as geography, sociology, anthropology, and literature that are the most closely related to history. Among them, the combination of geography and history is the most studied by scholars. Cartography has always been an important part of historical research [9]. Today, whether from the natural geography of the climate, crustal movement, natural disasters, and other aspects, or human geography, population, national territory, and the development of agriculture and industry [10,11]. Secondly, sociology, anthropology, and other disciplines that are closely integrated with human society can also be integrated with history to discuss how the unique regional culture, religious beliefs, and social structure of a region are gradually shaped in the historical evolution [12]. Another area that can be deeply bound by history is literature. Literary works are all formed in different historical periods. At that time, the political, economic, and cultural environment of the authors had a profound influence on the creative intention, creative style, and ideological connotation of the literary creators. History also connects the context of literature development to a time system. If geography continues to merge, the system will fully unfold in time and space. Therefore, combining history with other social science disciplines can achieve better learning results, no matter the perspective of which discipline.

In addition to the social sciences, the similar art field of literature can also integrate the educational model with history like the field of literature. The two main subjects of art are art and music, and art history and music history have always been the two fields of research. If the knowledge in the fields of art and music is combined with history through new media technology, more learners interested in the knowledge will be gained in related fields [13].

Finally, not only art and social science, but also natural science can also be combined with history and conduct related educational activities. The development process of natural sciences such as mathematics, physics, chemistry, and physics is itself a kind of history, and history also evolves due to the improvement of productivity caused by the progress of science and technology. A large number of historical events are significantly related to the development of natural science, especially in military history and economic history. Besides, the formation of global history must be supported by the development of science and technology [14]. It can be said that the internal logic of natural science and history is inseparable and interactive, and the integration of these two aspects in re-education can

undoubtedly promote the comprehensiveness and speculation of knowledge of the educated. Therefore, the concept of multi-field integration is very suitable for social history education without fixed teaching objectives, audiences, and teaching methods.

4 The development direction of the multi-field integrated social and history education carrier

4.1 New direction of the development of the traditional industry carrier

4.1.1 Material carrier of museums and tourist attractions

First of all, the carriers of traditional social history education are mainly cultural units and the film and television industry. The main types of the former are museums and cultural and historical tourist attractions. The main form of social history education of the two carriers for a long time is to provide compulsory or paid explanation services. However, the fixed content of the explanation, the lack of sufficient knowledge expansion, and the uneven quality of the lecturers have become obstacles to further expanding the group of visitors, which has a particularly serious impact on the museum.

With the development of technologies in the new era, artificial intelligence, virtual reality, augmented reality, and other technologies are becoming increasingly mature, museums and tourist attractions can increase the interest and appreciation of social history education by launching new exhibition modes or tourism forms [15]. "The digital Dunhuang" of Dunhuang Mogao Grottoes is to definitively present the murals and sculptures in the grottoes in the form of image scanning. Without further damaging the murals and sculptures, the art in the grottoes can be carefully displayed in front of the audience and can be permanently preserved forever. The exhibitions planned by the museum industry used to be more diversified, and no longer confined to exhibitions related to archaeology and history [16]. In the National Museum of China, from 2023 to 2024, the National Museum of China has successively launched food culture exhibitions and science and technology civilization exhibitions to interpret history knowledge from a new perspective. In addition, grotto art is presented through the visual effects of light and shadow, and the exhibition "Colorful Vientiane - Grottoes Art Immersive Experience" is launched, with both aesthetic expression and historical education. In the process of technological progress, cultural units expand new visiting modes, enhance the interest in the visiting process, and expand the group of visitors, providing an innovative platform and effective support for the multidisciplinary intersection.

4.1.2 Non-material carriers mainly in the film and television industry

The film and television industry not only includes lens art forms such as film, television, and streaming media but also includes performing art forms such as drama and performance. The biggest problem that the former faces when giving full play to the function of social history education is how to guarantee historical authenticity. Some scholars believe that there are fallacies in historical films in the shaping of real historical characters and the narration of historical events. On the one hand, it is due to the changes in the plot, and more, filmmakers lack the most basic understanding of historical knowledge, which will have a certain negative impact on history education. However, performing art forms such as drama are slow in rhythm, need on-site viewing, and the viewing threshold is high, which makes it difficult to be sought after by young groups.

If social history education is to be carried out in the film and television industry, it is necessary to carry out professional reviews of film and television works with historical themes and ensure that the historical facts are correct. In addition, TV variety shows can also become a good medium for social and history education. Compared with movies and TV dramas, variety shows have lower costs, shorter cycles, and lower production difficulty; however, and can be used as a good platform for integrating multiple disciplines. For example, the program "China in the Classics" combines the traditional historical and cultural classics with theatrical performances to interpret the historical events and characters occurring in the classics. The integration of literature and history, through the performance form, has achieved great success. For the art form of drama performance, immersive theater, as a new form of performance, is a good choice. It brings the audience into the specific historical situation through the environmental setting and the marching viewing mode and enhances the sense of immersion [17]. The "City of Drama" in Henan Province is a scenic spot with this mode. Through comprehensively introducing the history and culture of Henan Province from various periods and angles, it has brought great economic and cultural benefits [18]. On the premise that the rigor of the historical film and television works is guaranteed, the historical knowledge will be conveyed to the audience through new performance forms and network channels, to improve the popularity, appreciation, and interest.

4.2 Innovate the new model of industrial carrier

4.2.1 Social and history education in the game industry

In addition to traditional industries, some emerging industries can also become platforms for social history education. Games as the "ninth art" in the new era have been gradually accepted by the mainstream culture. Historical game is a good entry point for social history education. The main audience of video games is teenagers and some middle-aged groups. With the development of computer processors and Internet technology, the realism and immersion of games have been greatly improved. The historical genre has always been an important part of the game industry. By bringing the historical background into the game, players can play the characters or countries to experience, integrating relevant history, culture, music, and other elements into the game, which can maximize the enthusiasm of players and cultivate their interest in history [19]. Different game themes can be combined with different fields of knowledge. Soul of Tsushima and Wolf's games related to ancient Japanese history have become an important medium for foreign groups to understand Japanese philosophy, aesthetics, religion, political system ideology, and culture [20]. Historical strategy games such as "The Crusader King" and the "Civilization" series incorporate more disciplinary elements such as economics, sociology, and natural science. Both after work and study, history education can be imperceptible through historical games, which can be regarded as an educational method that can be promoted.

4.2.2 Social history education of the emerging "We Media" model

Like video games, the short video and live streaming industry is developing rapidly, even surpassing the former in the age group and number of audiences. The biggest feature of short videos is the low cost of production less production time, flexible content, and easy-to-form user engagement [21]. Short videos and live broadcasts on historical topics allow viewers to summarize a certain historical event or figure in a short time and can cross-discuss it from various disciplines [22]. Its fundamental purpose is to expand the number of relevant entries, but it is also very likely to arouse the interest and thinking of history in other areas of interest.

However, like the historical works in the film and television industry, the question from the outside world, especially the historians, about the authenticity of the content is a problem worthy of attention. The quality of short video creators is uneven, and there is no way to explore historical issues in a short time. Therefore, in the process of promoting this form, it is necessary to focus on strengthening the audit strength.

5 Conclusion

To sum up, social history education, as a part of history education, plays an important role in the process of personal quality cultivation and social development. It has the immediacy, diversity, and freedom that school history education does not have. However, compared with the history education carried out by schools, the rigor and professionalism of social history education are slightly insufficient. The breadth of social history education is much higher than that of school history education, but there are obvious differences in the depth. The core content of the multidisciplinary fusion relies on the diversity of material and non-material carriers, through new technology to develop richer forms, natural science, social science, art, and other disciplines content to cross, greatly expand the breadth of knowledge acquisition, build the fusion system between the discipline, break the inherent division concept, promote the all-round development of the individual.

Integrating the concept of multi-field integration into social history education, the breadth of knowledge will be further expanded and transformed from a single subject to a multi-disciplinary direction. Social history education should emphasize the richness, comprehensiveness, and immediacy of knowledge acquisition, rather than the depth of school history education. Firstly, the traditional carrier, in which the social history education has a relatively mature system, but in a long time, the structure is relatively single, and the form lacks innovation. Traditional carriers need to be innovated in the solidified mode and optimized from the perspectives of technical means and content. Technical means of using digital technology, visual effect on the breakthrough, to develop new forms of visit or performance. In terms of content, it focuses on the integration of history and other disciplines, involving more people interested in related disciplines. Secondly, compared with the traditional carrier, the new carrier is more diversified in content form, with the characteristics of interdisciplinary naturally and more interesting, and it is easier to form a new audience group. However, in terms of content, it is necessary to emphasize the unity of artistry, interest, and historical rigor, and history cannot be distorted by the pursuit of specific effects. Otherwise, doing so is a kind of wrong history education, which has lost its original educational significance. To vigorously promote social history education, and truly improve the historical literacy of individuals and the whole people, it is necessary to comprehensively combine and practice the theory of multi-field integration, innovate forms based on traditional carriers, and develop new carriers. On the premise of maintaining the authenticity of historical knowledge, people can strive to achieve the diversification of content and form.

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