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УНИВЕРСИТЕТТЕ ТАРЫХТЫ ОКУТУУДА КӨЙГӨЙГӨ НЕГИЗДЕЛГЕН ОКУТУУ ЫКМАСЫН КОЛДОНУУ
ПРИМЕНЕНИЕ МЕТОДА ПРОБЛЕМНО-ЦЕПОЧЕЧНОГО ОБУЧЕНИЯ В ПРЕПОДАВАНИИ ИСТОРИИ В УНИВЕРСИТЕТЕ
THE APPLICATION OF THE PROBLEM-CHAIN TEACHING METHOD IN UNIVERSITY HISTORY EDUCATION

Кыскача мүнөздөмө: Санариптик интеллектуалдык технологиялардын тез өнүгүшүнүн жана жогорку билим берүүнү тереңдетүү реформасынын фонунда университеттерде тарыхты окутуу терең трансформацияга дуушар болууда: билимди өткөрүп берүүдөн компетенттүүлүктү өнүктүрүүгө, мазмунду көрсөтүүдөн тарыхый ой жүгүртүүнү калыптандырууга чейин. Студентке багытталган мамиле катары көйгөйгө негизделген окутуу университеттин тарых билимин реформалоону алдыга жылдыруунун маанилүү жолуна айланды. Бул ыкманын учурдагы колдонулушуна жана практикада кездешкен негизги кыйынчылыктарга таянып, бул макалада аны тарыхты окутууда ишке ашыруу үч өз ара байланышкан көз караштан каралат: методологиялык түзүлүш, суроо берүү принциптери жана педагогикалык стратегиялар. Проблемага негизделген окутуу ыкмасын университеттин тарых класстарында натыйжалуу ишке ашырууга боло турган практикалык стратегияларга өзгөчө көңүл бурулат. Макалада тарыхый фактылардын, тарыхый чечмелөөнүн жана баалуулуктарды жетектөөнүн айланасында түзүлгөн жана санариптик интеллектуалдык технологиялар тарабынан колдоого алынган үч баскычтуу көйгөйгө негизделген окутуу модели конкреттүү тарыхый билимдерди, аналитикалык чечмелөөнү жана жогорку деңгээлдеги баалуулуктарды калыптандыруу менен кемчиликсиз байланыштыра алары айтылат. Бул модель класстагы окууну кайра түзүү, студенттердин катышуусун жогорулатуу жана тарыхый түшүнүүнүн жана баалуулуктарды баалоонун интеграцияланган өнүгүүсүн илгерилетүү үчүн жаңы методологиялык мамилени сунуштайт.

Аннотация: На фоне стремительного развития цифровых интеллектуальных технологий и углубления реформы высшего образования преподавание истории в университетах претерпевает глубокую трансформацию: от передачи знаний к развитию компетенций, от изложения содержания к формированию исторического мышления. Метод проблемно-ориентированного обучения, как подход, ориентированный на студента, стал важным путем для продвижения реформы в университетском историческом образовании. На основе текущего применения этого метода и основных проблем, возникающих на практике, в данной статье рассматривается его внедрение в преподавание истории с трех взаимосвязанных точек зрения: методическая структура, принципы построения вопросов и педагогические стратегии. Особое внимание уделяется практическим стратегиям, с помощью которых метод проблемно-ориентированного обучения может быть эффективно внедрен в университетские аудитории по истории. В статье утверждается, что трехступенчатая модель проблемно-ориентированного обучения, структурированная вокруг исторических фактов, исторической интерпретации и ценностного руководства и поддерживаемая цифровыми интеллектуальными технологиями, может органично связывать конкретные исторические знания, аналитическую интерпретацию и формирование ценностей более высокого порядка. Такая модель предлагает новый методологический подход к реструктуризации аудиторного обучения, повышению вовлеченности студентов и содействию комплексному развитию исторического понимания и ценностного осмысления.

Abstract: Against the backdrop of the rapid advancement of digital-intelligent technologies and the deepening reform of higher education, university history teaching is undergoing a profound transformation from knowledge transmission to competency cultivation, and from content delivery to the generation of historical thinking. As a student-centered instructional approach, the problem-chain teaching method has become an important pathway for promoting reform in university history education. Based on the current application of this method and the major problems emerging in practice, this paper examines its implementation in history teaching from three interrelated dimensions: instructional framework, principles of question design, and pedagogical strategies. Particular attention is given to the practical strategies through which problem-chain teaching can be effectively embedded in university history classrooms. The paper argues that a three-tier problem-chain model structured around historical facts, historical interpretation, and value guidance, and supported by digital-intelligent technologies can organically connect concrete historical knowledge, analytical interpretation, and higher-order value formation. Such a model offers a new methodological approach for restructuring classroom teaching, enhancing student engagement, and fostering the integrated development of historical understanding and value awareness.

Негизги сөздөр: көйгөйгө негизделген окутуу ыкмасы; университеттик билим берүү; тарыхты окутуу; баалуулуктар боюнча билим берүү; санариптик интеллектуалдык технологиялар.

Ключевые слова: метод проблемно-цепочечного обучения; университетское образование; преподавание истории; ценностное воспитание; цифровые интеллектуальные технологии.

Keywords: problem-chain teaching method; university education; history teaching; value guidance; digital-intelligent technologies

1. Introduction

The National Standard for Undergraduate Teaching Quality in General Higher Education (History Category) clearly defines the talent training objectives of history-related majors as follows: to cultivate individuals with a firm and correct political orientation, solid theoretical foundation, extensive historical knowledge, profound humanistic literacy, keen problem awareness and critical thinking abilities, who master the basic methods of historical information collection, textual research and analysis…so as to meet the needs of national socioeconomic and cultural development.[1] Yet in many university history classrooms, traditional lecture-dominated instruction still relies heavily on one-way knowledge transmission, often reducing learning to rote memorization and making it difficult to foster genuine historical thinking.

The problem-chain teaching method offers an important response to this challenge. It is particularly valuable for cultivating students' historical reasoning, problem awareness, and critical reflection. Under clearly defined instructional themes and objectives, this method organizes knowledge elements, interpretive frameworks, and value concerns into a sequence of interconnected and progressively deepening questions. Rather than treating classroom questioning as a series of isolated prompts, the problem-chain approach constructs a coherent structure in which each question builds on the previous one and opens onto the next. Its essential function is to use questions as cognitive drivers, guiding students to construct meaning through source analysis, interpretive comparison, and reflection on the relationship between history and contemporary reality. From a theoretical perspective, the problem-chain teaching method aligns closely with constructivist learning theory. Piaget's constructivism emphasizes that knowledge is not passively received but actively constructed by learners through interaction with situations, ideas, and experiences. The problem-chain model embodies this logic by creating a pathway of "context–interaction–reflection," in which students gradually deepen their understanding through guided inquiry. In this sense, the problem chain functions as cognitive scaffolding: it helps students move beyond prior knowledge and generate new understanding through layered questioning. This approach also responds to the integrated requirements of core historical literacy, including humanistic understanding, problem consciousness, and critical reasoning. In the era of artificial intelligence and big data, moreover, the generation, adaptation, and refinement of problem chains can become more flexible, precise, and responsive to students' learning needs. Against this background, constructing a three-tier model of "historical facts–interpretation–value" supported by digital-intelligent technologies is of particular significance for both theoretical exploration and pedagogical innovation in university history teaching.[3]

2. Research Methods

This study adopts a combined methodology of literature review and case study in order to explore the effective application of the problem-chain teaching method in university history education. First, the literature review provides the theoretical foundation of the study. Drawing on academic databases such as CNKI and Web of Science, the paper surveys relevant Chinese and international literature published between 2015 and 2025 under key themes including problem-chain teaching, history education, and core competencies. Particular attention is given to the theoretical origins of the problem-chain approach, its pedagogical characteristics, and its current patterns of application. Through this review, the study identifies major achievements in the field as well as existing limitations, especially in terms of disciplinary expansion and empirical classroom validation. Second, the case study method is employed as the core analytical approach. In order to reveal the specific pedagogical logic through which problem-chain teaching can be applied to different areas of historical content, four representative teaching cases are selected: the establishment of the commandery-county system in the Qin dynasty, the southward shift of China's economic center in ancient history, Wang Anshi's Reform, and the British Industrial Revolution. These cases were chosen for three reasons. First, they cover both Chinese and world history, thereby ensuring breadth of perspective. Second, they span multiple subfields, including political history and social history, and thus reflect the complexity of historical inquiry. Third, they lend themselves to the incorporation of digital-intelligent teaching tools, making them especially suitable for examining the contemporary relevance of problem-chain pedagogy.

3. Pedagogical Effects and Existing Problems

Classroom practice shows that the problem-chain teaching method has generated notable positive effects in university history teaching. At the same time, however, it still faces a number of limitations that require further refinement.

3.1 Pedagogical Effects

3.1.1 Enhancing Students' Core Historical Competencies

A problem chain is an organic structure integrated by content relevance, logical rigor, and well-designed inquiry, rather than a simple accumulation of questions. Properly applied, it can effectively cultivate students' problem awareness and independent ability to analyze and solve historical issues. Aligning with the cognitive characteristics of history learning—where students often face confusion—it yields multiple pedagogical benefits: temporal questions foster students' historical consciousness of sequence and change; causal questions strengthen their logical reasoning and analytical capabilities; interpretive questions enhance their historical judgment and evaluation skills.[2] Compared with students in traditional lecture-based classes, those taught via the problem-chain method perform better in core dimensions of historical literacy, especially in source-based evidence application and historical interpretation. More importantly, they transform from passive information recipients to active inquirers, demonstrating stronger evidentiary awareness and more open thinking.[4]

3.1.2 Improving Classroom Atmosphere and the Quality of Interaction

With the growing emphasis on problem consciousness in teaching competitions, demonstration lessons, and classroom reform, instruction has gradually shifted from one-way lecturing to interactive exploration. Teaching is no longer limited to simple factual confirmation or binary judgment but is organized around the logical sequence of "what happened,""why it happened,"and"how it should be evaluated.'' In this framework, students participate more actively in discussions, questions, and arguments, while teachers act as facilitators and organizers, creating a classroom atmosphere featuring dialogue, intellectual exchange, and collaborative inquiry.[5] This shift addresses the limitations of traditional lecture-based teaching, where teachers dominate knowledge transmission and students remain passive listeners. Research also indicates that problem-chain teaching strengthens students' perception of learning value by guiding them to analyze issues from a humanities and social science inquiry perspective.[11]

3.1.3 Promoting Teachers' Professional Development

The design and implementation of problem chains impose high requirements on teachers: they must deeply interpret teaching materials and historical sources, accurately identify core disciplinary concepts, and sensitively respond to students' cognitive development. This process drives teachers to move beyond the traditional role of knowledge transmitters to become learning experience designers, enhancing their historical literacy, pedagogical sensitivity, classroom management skills, and question design capabilities through practice. Meanwhile, the increasing integration of digital teaching tools—such as smart classroom platforms, online resource repositories, and data analysis tools—in history teaching further expands the pedagogical potential of the problem-chain method and supports teachers' professional development in the digital era.

3.2 Existing Problems

3.2.1 Insufficient Scientific Rigor and Gradation in Question Design

Despite its pedagogical advantages, the problem-chain method in university history teaching has flaws in question design. A key issue is prioritizing quantity over quality: many questions focus on factual recall (e.g., dates, names) rather than conceptual clarification, methodological reflection, or value interpretation. Additionally, questions often lack internal coherence, arranged fragmentarily rather than forming a cognitively progressive structure. For example, questions about the Xinhai Revolution's timing, representatives, and significance, while relevant, are disconnected and do not constitute a genuine problem chain.

3.2.2 Inadequate Integration of Technology and Pedagogy

Digital technologies (e.g., virtual reality, big data) have great potential for supporting problem-chain teaching, but they are often used for display rather than inquiry. Technologies are rarely integrated into the questioning and interpretation logic, leading to disconnection from problem chains. Moreover, interdisciplinary problem-chain design is underdeveloped; most remain confined to a single disciplinary framework, failing to address the complexity of historical understanding in higher education.

3.2.3 Limitations in Teachers' Professional Competence

Uneven teacher professional competence is another challenge. Some lack a deep grasp of history's core concepts and academic frontiers, resulting in shallow, poorly hierarchical problem chains. Additionally, many struggle with classroom facilitation—failing to effectively guide student discussions or address complex viewpoints. Disparities in digital literacy further hinder the integration of technology into problem-chain teaching.

3.2.4 A Disconnect Between Value Orientation and the Teaching Process

A critical issue is the detachment of value guidance from classroom inquiry. Value education

is often treated as a separate final stage (e.g., lesson summaries), lacking integration with factual inquiry and interpretation. This disconnect prevents students from understanding how values emerge from evidence and reflection, reducing the intellectual conviction and emotional resonance of value education. [6]

4. Strategies for Applying the Problem-Chain Teaching Method in University History Education

To realize the pedagogical potential of problem-chain teaching in university history classrooms, practice must proceed from three interrelated dimensions: instructional framework, principles of question design, and concrete application strategies. Only by integrating these dimensions can the method achieve both conceptual rigor and practical operability.

4.1 Instructional Framework

The construction of a problem-chain instructional framework for history teaching requires an organic integration of value orientation, cognitive laws, disciplinary rigor, and pedagogical innovation. First, value foundations must be firmly established. In setting teaching objectives, selecting content, and choosing instructional materials, teachers should maintain a clear educational orientation and ensure that classroom inquiry is guided by sound values. This does not mean reducing history teaching to abstract political discourse; rather, it means ensuring that historical understanding is connected to responsible judgment and intellectual integrity. Second, the framework should adhere to cognitive laws. [9] Question design must align with the learning progression from concrete to abstract, superficial to in-depth, and observation to interpretation. Isolated questions thus need to be reorganized into coherent chains, where each stage lays the foundation for the next and facilitates the cumulative development of students' historical understanding.Third, a genuine problem orientation should be established. Instead of simply repeating textbook knowledge, teachers should begin from students' cognitive difficulties, the central issues embedded in teaching content, and the deeper historical questions implied by the material. In this way, classroom teaching can move from the mere explanation of facts toward inquiry-based dialogue centered on interpretation and understanding. Finally, innovation in teaching methods should be promoted in response to the transformation of learning in the information age. Problem-chain teaching should be integrated with diversified teaching resources, digital tools, and extended learning environments, so that the formal classroom and broader educational contexts can work together to support students' learning and development.

4.2 Principles of Question Design

Question design is the core of problem-chain teaching. To function effectively, it must follow three basic principles: logical coherence, student-centeredness, and educational orientation.

4.2.1 Logical Coherence as the Point of Departure

Logic is the defining feature of a genuine problem chain. The design of questions should begin with the internal relationship among disciplinary knowledge, key issues, and the connections between them.[11] Each individual question must be accurate, concise, meaningful, and capable of stimulating inquiry. More importantly, questions must be linked together through a clear logical thread. Whether the sequence proceeds through gradual deepening or interlocking progression, the relationship among questions must remain intelligible and pedagogically purposeful. Only in this way can the problem chain support the sustained advancement of students' thinking.

4.2.2 Student-Centeredness as the Core Principle

A second principle is student-centeredness. This means that the design of the problem chain must begin from students' actual cognitive conditions, prior knowledge, and developmental level. On this basis, teachers can construct layered and progressive sequences of questions that correspond both to instructional objectives and to students' learning needs.[12] A high-quality problem chain should function as cognitive scaffolding: it should be accessible enough to connect with students' current understanding, yet challenging enough to push them toward more advanced inquiry. Through such design, students are gradually encouraged to move from passive answering to active questioning, and from the reception of information to the construction of meaning.

4.2.3 Human Development as the Educational Goal

The third principle is that question design should ultimately serve the broader goal of education. Questions should not stop at factual reconstruction or technical reasoning; they should also contain value implications that guide students toward an understanding of the significance of history. This requires building meaningful bridges between historical experience and contemporary life, so that students can reflect on the present while learning about the past. [10] In this sense, the problem chain should contribute not only to the cultivation of historical interpretation and critical

thinking, but also to the formation of rational judgment, social responsibility, and a mature value orientation. Such an approach represents a shift in history teaching from the mere transmission of knowledge toward the integrated cultivation of intellect and character.

4.3 Application Strategies

4.3.1 Integrating Source-Based Evidence

Historical sources are the foundation of history teaching and the starting point of the problem chain. They address the question of what happened and provide the evidentiary basis for deeper inquiry. In practical teaching, authentic sources and historically grounded contexts should be used to create concrete learning situations. Through tools such as virtual scenes and online source databases, students can be guided to observe, retrieve, compare, and verify historical information. For example, in teaching the Qin dynasty's commandery-county system, rather than directly introducing its institutional features, a teacher may first use a 3D map to display the empire's territorial expansion and then ask what governance challenges emerged after the conquest of the six states. This invites students to infer the institutional logic of the system from historical conditions. At a deeper level, question design should also strengthen the connection between sources and interpretation.[2] Questions concerning source comparison, source corroboration, authorial position, and credibility can help students acquire the disciplinary method of deriving arguments from evidence and integrating evidence with interpretation.

4.3.2 Centering Historical Interpretation

If source-based evidence answers the question of what happened, historical interpretation addresses why it happened and how it should be understood. At this stage, teachers should design layered and systematic questions that lead students from factual knowledge toward analytical explanation. [8] In this process, teachers may introduce different scholarly viewpoints and ask students to compare institutional structures, interest relations, or ideological changes underlying historical events. For example, when comparing the enfeoffment system with the commandery-county system, students may be asked to examine the essential differences in power distribution, the reasons for Li Si's advocacy of centralized administration, and competing scholarly assessments of the historical significance of the commandery-county system. Through argumentation and comparison, students gradually learn to move beyond memorization and toward evidence-based historical judgment.

4.3.3 Embedding Value Guidance

Value guidance is the culminating dimension of the problem chain. It addresses what students have learned and what relevance historical understanding has for the present. However, such guidance must emerge organically from factual inquiry and historical interpretation rather than being artificially appended at the end of the lesson. The key is to connect historical experience with contemporary concerns through analogy, transfer, or reflective questioning.

For example, after exploring the commandery-county system, students may be invited to consider how local customs and central governance might conflict in frontier administration, or what historical implications centralized administrative systems may have for the structure of the modern Chinese state. Such questions enable students not only to understand the historical significance of political institutions, but also to reflect on broader issues of national governance, social integration, and historical continuity. In this way, value guidance becomes a meaningful outcome of inquiry rather than a detached summary.

4.3.4 Designing Contextualized Learning with Digital-Intelligent Technologies

The development of virtual reality, GIS, and historical big data platforms has opened up new possibilities for contextualized problem-chain teaching. At the level of historical facts, digital technologies can transform abstract textual descriptions into perceptible spatial and situational experiences. At the level of historical interpretation, GIS and data visualization tools can make long-term historical processes visible and analyzable. In teaching the southward shift of China's economic center, for example, historical GIS can display changing patterns of population density, irrigation, and grain production across time and space, allowing students to connect economic transformation with war, migration, and climate. At the level of value guidance, digital role-playing can also be used to stage ethical or policy dilemmas. In a lesson on Wang Anshi's Reform, students may assume the roles of peasants, officials, and merchants in order to examine how reform affects different groups and to reflect on enduring questions such as the balance between efficiency and fairness.

In this sense, digital-intelligent technologies do not merely embellish teaching; they provide new conditions for the effective realization of the problem chain.[7] They make historical facts visible, interpretations analyzable, and values experientially meaningful, thereby deepening students' engagement with history as both knowledge and reflection.

5. Conclusion

In the context of digital-intelligent transformation, the deepened application of the problem-chain teaching method represents not merely an adjustment of classroom technique, but a reconstruction of the structure and philosophy of history teaching in higher education. By building a three-tier model organized around historical facts, historical interpretation, and value guidance, university history classrooms can make thinking visible, reasoning traceable, and values perceptible. The incorporation of digital-intelligent technologies further strengthens this process by providing contextual immersion, data support, and interactive feedback, thereby enhancing both the precision and vitality of teaching. More importantly, this model offers a way of addressing several persistent problems in current history education, including fragmented questioning, weak interpretation, and detached value education. Through sustained inquiry, students are encouraged to develop core competencies such as evidence-based reasoning and historical interpretation, while also deepening their sense of responsibility, historical consciousness, and value understanding. In this respect, the problem-chain teaching method is not only a pedagogical tool, but also an important pathway for promoting the transformation of university history education in the digital era.

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