Exploring the Impacts of Museum Permanent Exhibitions on Junior High History Education

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ABSTRACT
With the continuous improvement of the educational function of the museum, the role of the museum as the "second classroom" site for junior high school campus is becoming more and more obvious. Nowadays, the basic display of the museum is not only a place to display cultural relics and collections, but also a place for education and learning, with rich historical relics and story resources. The article mainly sorts out two main lines. One is the structural analysis of ancient Chinese history in the history textbook of junior high school. The other is sorting out the basic display of the central and representative regional museums. This paper chooses six first-level museums and junior high school history textbooks in China to carry out the organic unity of "real" and "virtual". In the data sorted out, it analyzes the typical utensils appearing in the textbooks, how the utensils appearing in the form of pictures in the textbooks match the cultural relics displayed in the basic display of the museum, the role of cultural relics observation in history education, and the function and value of museum education. Research and other issues, and put forward some suggestions on the deficiencies in its role.

Keywords: *Museum, Basic display, Junior high school history education, Cultural relics observation.*

1. INTRODUCTION

The setting of history curriculum in junior middle school is comprehensive and systematic. The purpose is to help students build the basic context of history discipline and cultivate historical consciousness and subject literacy. Museums play an important role in education and cultural heritage. The themes and characteristics of museums in China are different. Some focus on the display of characteristic historical culture, some on the popularization of natural science and modern technology, and some on the innovation of art and design. There are roughly three purposes to study the role of museum basic display in junior high school history education. Firstly, it can deepen the understanding of the educational function of the museum. Through the in-depth analysis of the basic display of the museum, it can reveal its unique role and value in history education, so as to strengthen its own understanding of the educational function of the museum. Secondly, it can improve the quality of junior high school history education. Studying how the basic display of museums is combined with junior high school history education can clarify how to improve and perfect the history teaching methods and enhance students ' interest and effect in learning history. Thirdly, it can promote the development of museum-school cooperation between museums and schools. Through this research, it can promote the in-depth cooperation between museums and campuses, let museums enter campuses, and make museums an important resource and platform in junior high school history education.

2. ANALYSIS OF THE STRUCTURE OF CHINESE ANCIENT HISTORY IN JUNIOR MIDDLE SCHOOL HISTORY EDUCATION

In junior high school history education, the content of the Chinese history part is quite comprehensive, covering events from the prehistoric period to the historical period until the important historical stage of modern times. It adopts the writing method of general history with time as the main line and clear content and clear

logic, which helps students to systematically understand and master the comprehensive knowledge of national history. Next, we will try to make a simple analysis of the prehistoric and historical periods in the part of Chinese history in junior high school, so as to better understand its structure and characteristics.

2.1 Prehistoric Civilization and Human Origin

The beginning of the textbook mainly introduces how humans originated in the prehistoric period. The origin of ancient humans in Huaxia can be traced back to millions of years ago. In this fertile land, they began their own survival journey in a unique way. The material basis of these ancient human beings is the rich resources endowed by nature. They learn how to use stone tools, hunt wild animals, collect fruit, and gradually adapt to and change the environment, as well as the time and place of the origin of ancient human beings in China, what is their own material basis.

It introduces the stories of Yan Emperor, Huang Emperor and later Yao, Shun, Yu, Tang, Wen, Wu and other tribal leaders, tells the story of how these legends reflect the history of the time, and combines the latest archaeological excavations in recent years to reveal the stories hidden behind the legends. Teachers can let the students think that the inventions of Yandi and Huangdi in these legends reflect the changes in people's lifestyles at that time. These innovations may reflect the improvement of agricultural and medical standards at that time, as well as people's demand and exploration for production and medical care, and whether there is a scientific basis for understanding these legends. It popularized some physical materials such as bone flutes, silk fabrics and canoes excavated by archaeologists in Shaanxi, Shanxi, Henan and other places, and also introduced the relevant knowledge of the capital site of Taosi in detail.

2.2 Historical Period from Xia, Shang, Zhou to Han Dynasties

The era of the Xia, Shang and Zhou dynasties began with the title of "early state and social change". It explained to students that the Xia Dynasty was the first dynasty in Chinese history, established the hereditary system of the throne, and laid the foundation for the political system of later dynasties. Shang is famous for its bronze culture and the use of oracle bone inscriptions. It is necessary for students to understand that these civilization achievements have an important position in Chinese history and affect the development of culture and society in later generations. In the Western Zhou Dynasty, the rulers implemented the system of enfeoffment and maintained the rule of the country through the aristocrats at all levels.[1] About the late Western Zhou period, the textbook analyzes the disputes and conflicts between the vassal states, and discusses the reasons for the gradual decline of the authority of the ruling class and the resulting social unrest. It is divided into five parts.

After that, the period from Qin to Han was called “the establishment and consolidation of a unified multi-ethnic country” in the textbook, because in the late Warring States period, Ying Zheng created the first unified multi-ethnic empire in the history of China, and set up many measures to maintain stability. It is necessary to understand how these measures have affected the future development, leading to the death of the second generation. During the Han Dynasty, science and technology and culture have outstanding achievements, and opened the “Silk Road”, promoted the economic and cultural exchanges between China and foreign countries [2]. It also expands the knowledge of the lunar calendar and solar terms.

2.3 The Historical Period from the Three Kingdoms, Jin, Northern and Southern Dynasties to the Ming Dynasty

To explore the history of the Three Kingdoms to the Northern and Southern Dynasties, with the theme of “ethnic integration”. It introduces that with the establishment of Shu, Wei and Wu, the society in the melee is slowly moving towards peace. It is necessary for students to understand the temporary unity of the Jin Dynasty, but why it fell into turmoil immediately, and the subsequent Northern and Southern Dynasties also showed chaos and corruption. However, the development of the region, especially the economy, science and technology culture in the southern region, has made significant progress, which has laid the foundation for the emergence of a new unified situation [3]. The specific knowledge is divided into five parts to tell [4].

The Sui and Tang Dynasties are called “open and prosperous era”, and introduced the significance of opening the world-famous Beijing-Hangzhou Grand Canal and creating the precedent

of the imperial examination system after the establishment of the Sui Dynasty. Students need to think about why it died quickly. After the Tang Dynasty, the early political enlightenment, then how to make the economy fully developed through cultural development, ethnic exchanges and other means, showing a grand scene. By the end of the Tang Dynasty and the Five Dynasties, China was once again trapped in the situation of expansion of power and social unrest. It also expands the relevant knowledge of Dunhuang Mogao Grottoes. Specifically, it is narrated in five parts.

In the third part, the era of Liao, Song, Xia, Jin and Yuan is called "the era of the development of ethnic relations". Since the end of the chaos before the Song Dynasty, the students were introduced to the rulers to take what kind of strategy to continuously strengthen centralization. After the demise of the Northern Song Dynasty, the Southern Song Dynasty occupied the south of the Yangtze River and formed a confrontation with the Jin Dynasty. After the Yuan Dynasty, the integration of various ethnic groups was further developed. It has a profound impact on the development of a unified multi-ethnic country [7]. It also expanded the knowledge of “timing calendar”. It is narrated in seven parts [8].

Finally, since the establishment of the Ming Dynasty began to tell, introduced the state power through what kind of way has been considerable development. It also explains what systematic and profound reforms the rulers carried out in the early days, and deeply strengthened the imperial power and centralization. The Ming Dynasty at that time showed a particularly strong feeling, which expanded the knowledge that Zheng He's seven voyages to the West had also become the greatest achievement in the history of world navigation. In the late Ming Dynasty, the internal crisis of the ruling class continued to deepen, while it collapsed under the double blow of the peasant uprising and Northeast Manchuria.[9] It is narrated into four parts.

In general, the structure of junior high school history textbooks is relatively clear, which is conducive to students to sort out the overall context of ancient Chinese history. The curriculum of general history can cultivate students' overall view of history, and at the end of different chapters, the knowledge of archaeology related to it is expanded, which can stimulate students' interest in learning. At the same time, the arrangement in chronological order can also help students have a better understanding of the arrangement of the exhibition when they visit the basic display of the museum.

3. THE STRUCTURAL ANALYSIS OF THE BASIC CULTURAL DISPLAY OF THE MUSEUM

Based on the number of movable cultural relics according to administrative divisions published in the “First National Mobile Cultural Relics Census Data Bulletin” issued by the State Administration of Cultural Heritage, Beijing ranks first, accounting for 18.13%, Shaanxi Province ranks second, accounting for 12.09%, Shandong Province ranks third, accounting for 8.71%, Henan Province ranks fourth, accounting for 7.47%, Jiangsu Province ranks sixth, accounting for 4.39%, and Sichuan Province ranks ninth, accounting for 3.17%. Combined with the number of museums and museum levels in various provinces and cities in the “National Graded Museum List from the first to the fourth batch” issued by Chinese museums. The National Museum of China, which is located in the capital, and the Henan Museum, Shaanxi History Museum, Shandong Museum, Sichuan Museum and Nanjing Museum, which are established in five famous historical and cultural cities, are selected as the main objects to analyze the basic display culture of the museum, and the structure of the basic display is analyzed. It paves the way for the follow-up study of its role in junior high school history education.

3.1 Analysis of the Basic Display of the National Museum of China

The basic display of the National Museum of China is “Ancient China Display”. It takes the change of dynasties as the main context, and divides the past history into eight parts: ancient times, Xia, Shang and Western Zhou Dynasties, Spring and Autumn and Warring States Period, Qin and Han Dynasties, Three Kingdoms, Jin, Southern and Northern Dynasties, Sui, Tang and Five Dynasties, Liao, Song, Xia, Jin and Yuan Dynasties, Ming and Qing Dynasties. There are a total of 2521 exhibits, of which 2026 are cultural relics [10]. It takes the continuous change of dynasties as the main line, and systematically shows the development process of economy, politics, literature and even social production and lifestyle in various periods of ancient China for the audience. It shows the continuous development characteristics of Chinese civilization and the development process of jointly establishing a multi-ethnic

country [11]. Each part has its own unique theme and exhibits, together to build a rich and colorful historical picture of ancient China.

3.2 Analysis of the Basic Display of Museums in Different Representative Regions

The basic display of representative regional museums often carries the profound historical and cultural heritage and unique artistic charm of the region. The following will be a brief analysis of the basic display of representative museums in five major regions of China.

The architectural structure of the Henan Museum is very magnificent. The shape is both simple and elegant. It has the style characteristics that are different from other museums. At the same time, it also reflects the characteristics of the Central Plains culture led by the Henan region. It shows the difference between the relevant culture in the Central Plains and the culture of the Northeast and Jiangnan regions. The existing collection of cultural relics is as high as 170,000 pieces. The exhibition of Shaanxi History Museum is mainly composed of two categories: thematic exhibition and basic exhibition. In addition to the main exhibition hall, there are “Hejiacun Relic Treasure”, “Mural Museum” and other theme exhibitions, which play an important role in understanding the history and culture of Shaanxi and the excellent traditional culture. The basic display title of Shandong Museum is "Haidai Rixin (constantly renewing mountains and sea)". The exhibition takes the changes of the times and the feudal monarchy as clues, collects most of the physical materials unearthed in the province, and narrates the historical development of Shandong area one by one. The display area is as high as more than 5,000 square meters, and the cultural relics are more than 2,000 pieces. Taking the times as the main line, the physical materials obtained through archaeological excavations and the exhibition hall design with historical atmosphere present the rich and long history of Shandong area one by one, presenting to the public the changes of Shandong land in the past six hundred thousand years, vividly describing the vicissitudes of Qilu land. There are about 350,000 cultural relics in the collection of Sichuan Museum, and more than 70,000 precious cultural relics. The museum not only has a basic display of the general history of "ancient Sichuan”, but also carefully planned exhibitions of ethnic cultural relics, arts and crafts and other art history topics, presenting a rich and colorful picture of Sichuan history for the audience. As one of the three major museums in China, Nanjing Museum dates back to before the founding of the People's Republic of China. At present, it has more than 430,000 immovable cultural relics, of which more than 370,000 are precious cultural relics. It presents a display mode of "one courtyard and six halls”, in which the historical hall takes “Jiangsu ancient civilization” as its basic display topic. It comprehensively shows the development process of Jiangnan region and its important role in southern China.

In general, including but not limited to the above analysis of several museums, the basic display is mostly general history exhibition, mainly to “historical stage”, “feudal monarchy”, “agricultural civilization”, “ancient business”, “ancient science and technology”, “ancient capital history” and other themes as a clue, and junior high school history textbooks in politics, economy, culture as the characteristics of the curriculum is very consistent, for as a “second classroom” venues laid a good foundation, also can let the students better understand. The National Museum of China shows the development of the whole Chinese civilization from ancient times to the present, and the major museums have their own unique regional characteristics. For example, Shandong Museum focuses more on the development of Dawenkou and Longshan culture, Shaanxi History Museum focuses on Banpo and Laoguantai culture, Henan Museum focuses on Peiligang culture and other regional cultural display. Students can be more familiar with the characteristic culture of their own region when visiting. In addition, because the space is set to select only six representative museums, but the number of Chinese museums is large. There are more than ten national-first, second and third level museums in Xi'an, and each has its own characteristics. For example, when the textbook introduces ancient Chinese characters, calligraphy, poetry and other related content, Xi'an Beilin Museum is undoubtedly the best museum to understand the knowledge.

4. THE APPLICATION OF BASIC DISPLAY AND EXHIBITION OF CULTURAL RELICS IN JUNIOR HIGH SCHOOL HISTORY EDUCATION

4.1 The Application of Prehistoric Civilization Cultural Relics

The application of prehistoric cultural relics in junior high school history education is of great significance. These precious cultural relics not only provide students with intuitive historical materials, but also help them understand the appearance of prehistoric society and the origin of human civilization more deeply. First of all, the prehistoric cultural relics displayed in the museum, as the first-hand information unearthed by archaeology, can vividly show people's production and life style, social organization and technical level in the prehistoric civilization. At the same time, it is matched with the first unit of prehistoric civilization in the textbook. The cultural relics on display can make students better understand the era without words, and can also make students understand the long history of Chinese civilization and deepen students' patriotic feelings.

For example, according to the first lesson of the textbook, the basic display of the "Banpo site unearthed fish-patterned painted pottery basin" in the basic display of the National Museum of China and the explanation below the booth can let students understand that Banpo people mainly rely on pottery as a necessary tool for production and life, among which painted pottery is the most representative. Painted pottery takes red bottom and black ornamentation as the basic, among which common geometric patterns and animal and plant ornamentation, especially deer patterns and fish patterns, are the most important. These vivid patterns fully demonstrate the rich connotation of Banpo culture. As well as the content of the second lesson of the corresponding textbook, the "black pottery high-handle cup" displayed in the Shandong Museum can enable students to realize that the Longshan culture period is in the third stage of the ancient era. In this glorious period, the eggshell black pottery high-handle cup has become an indisputable symbol of this period with its unique artistic charm and exquisite craftsmanship. It can make students feel that its emergence not only highlights the prosperity and prosperity of the Longshan culture period, but also plays an important role in understanding the origin and early development of Chinese civilization.

The cultural relics of prehistoric civilization can also let students understand the evolution of human civilization. By observing these cultural relics and combining the descriptions in the textbooks, students can understand the process of ancient human beings gradually developing from a simple Stone Age to a more complex agricultural society. For example, the Nanjing Museum's basic display "Prehistoric charm" exhibition hall shows a large number of prehistoric stone tools of civilization and sets up a touch screen of "human development evolution", which helps students realize the continuity and stage of prehistoric development and form a basic understanding of the law of human historical development from scratch. In addition, the use of prehistoric cultural relics for junior high school history education also helps to cultivate students' historical literacy and thinking ability. Through the observation of cultural relics and the analysis and discussion with the teacher, we can also learn how to use physical materials to analyze historical facts and cultivate the ability of critical thinking and independent thinking. At the same time, understanding the origin of Chinese civilization can also deepen students' patriotic feelings. That is to say, the cultural relics of prehistoric civilization are valuable physical materials in junior high school history education. Through the rational use of these cultural relics, teachers can help students better understand the context of Chinese history.

4.2 The Application of Cultural Relics in the Historical Period

The cultural relics of the historical period are also of great significance in the application of junior high school history education. These cultural relics are not only the witnesses of the history at that time, but also the bridge connecting the present and the ancient times. They can be said to be the "living fossil" to understand the history at that time, and they are more helpful for students to understand and feel the true face of history. First of all, the cultural relics of the historical period can vividly show the actual situation of social life at that time. For example, the exhibition of "Southern Celadon Lotus Respect" in Nanjing Museum can make students clearly realize that because of the war in the north, with the advanced ceramic technology in the north brought about by the southward migration of the population in the

Central Plains, the ceramic technology in the south has been significantly improved, and the “eight-edged water purification secret color porcelain bottle” unearthed from Famen Temple in Fufeng County, Shaanxi Province, which is displayed in the basic display of Shaanxi History Museum, can also make students realize that the porcelain industry in the Tang Dynasty reached a considerable height. The south is represented by the celadon of Yue kiln, and the north is famous for white porcelain, forming the phenomenon of “southern green north white” known in the textbook. Students can have a fresh understanding of the boring knowledge in the book.

There are also two national-level cultural relics on display at the National Museum of China, “Simuwu cauldron” and “Four-goat Square Zun”. They can also let students understand that the earliest bronzes in China began to appear from the summer, so the number of bronzes is used to distinguish the status. The Zhou Dynasty also formulated a special system for the use of ritual vessels. For example, the number of ding(a tripod wine cup) and gui(a round-mouthed food vessel with two or four loop handles) is odd, while the number of gui is even. For example, only the emperor is nine ding eight gui, the princes become seven ding six gui, and the scholar-officials can only be five ding four gui, and so on.

Secondly, the use of historical relics to supplement the history education of junior high school can also help students better grasp the context of the development of Chinese history. Through the comparison of cultural relics in different historical periods, such as the comparison of copper coins, from “Qin Banliang”, “Kaiyuan Tongbao”, “Taiping Tongbao”, “Hongwu Tongbao” and so on, with the development of ancient coins as a clue, students can effectively observe the changes of social system, the evolution of economic structure and the exchange and integration of culture. Through this intuitive comparison and analysis, students' historical literacy can be strengthened. In addition, the rational use of historical relics can also stimulate students' emotional resonance and patriotic enthusiasm.

5. THE ROLE OF MUSEUM BASIC DISPLAY IN JUNIOR HIGH SCHOOL HISTORY EDUCATION

Cultural relics observation plays a very important role in the history education of junior high school. First of all, the observation of cultural relics can provide students with the role of facing history, which is an important way to understand the ancient Chinese civilized society. Compared with the rigid text narration and pictures in the textbooks, the real and three-dimensional physical materials on display can make students feel the profoundness of the 5,000-year civilization of Chinese history more effectively. By observing a series of details such as the shape, texture and production process of cultural relics, students can more intuitively understand people's production and life style, technical level and social culture at that time. This paper combines the “virtuality” of cultural relics pictures in textbooks with the “reality” of cultural relics in the basic display of museums, so as to achieve a “combination of virtuality and reality” and draw its own conclusions.

Secondly, the observation of cultural relics can also better inspire students' interest and curiosity in learning history subjects. For students in junior high school, learning history only through textbooks may be a rather boring and abstract process. However, when students visit museums or archaeological sites in person and see those cultural relics that have been preserved for thousands of years, their curiosity and curiosity may be greatly stimulated. This kind of personal experience and perception can help students to remember and understand history more deeply.

6. CONCLUSION

The museum provides an intuitive and vivid learning platform for students. The museum's basic display places more emphasis on the educational needs of “patriotism education” and “traditional cultural inheritance” when decorating cultural relics. This not only highlights the importance of the museum's educational function in junior high school history education, but also helps students to understand Chinese historical development and cultural prosperity, and can stimulate their patriotic enthusiasm and national pride. Museum education first undertakes the task of inheriting and developing excellent historical and cultural heritage. Through the basic display, special and temporary display of its own planning, historical relics and cultural heritage are presented to students face to face, so that students can cherish these precious historical and cultural wealth and continue to inherit it.

As a cultural exchange platform at home and abroad, by visiting the museum, students can

understand the similarities and differences of Chinese civilization from different periods and different regional backgrounds, feel the profound history of Chinese civilization for 5,000 years, and broaden their horizons. Enhance the understanding and respect of different regional cultures across the country. Museum social education not only focuses on students' personal growth, but also emphasizes the role and responsibility of students in society in the future. By understanding the long history and strong culture of their own nation, students can more deeply understand the cultural roots of their ancestors, so as to more actively participate in social development, and also reflect the function and value of museum education in many aspects.

The basic display of the museum is the "second classroom" site on campus. When students visit the basic display of the museum, they intuitively observe the cultural relics appearing in the history textbooks, and achieve a combination of "virtual" and "real", which can more intuitively and deeply understand the historical events and their cultural connotations, so as to deepen the cognition and understanding of history.

Cultural relics carry rich historical and cultural connotations and contain the wisdom and noble morality of ancestors. By learning and understanding the stories behind cultural relics, junior high school students can be influenced by traditional virtues and understand the excellent quality of the Chinese nation, which is the role of moral education. Cultural relics are the witness of history, and the investigation of cultural relics can expand students' knowledge vision. By observing and analyzing the characteristics of cultural relics in different periods and different regions, students can deepen their understanding of the historical development context and master relevant historical knowledge, which is the role of intellectual education. Cultural relics themselves are works of art, such as ancient buildings, sculptures, bronzes, etc. Appreciation of these cultural relics can cultivate aesthetic taste, enhance artistic appreciation and aesthetic literacy, and play a role in aesthetic education. It can be explained that the recognition of the value of cultural relics has a far-reaching impact on the current vigorous policy of "five education in parallel".

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