Research on In-Depth Teaching of Geography in Junior High School under the Guidance of Comprehensive Thinking

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Abstract: With the deepening of the teaching reform work, the core literacy education concept is deeply rooted in the hearts of the people. While bringing innovative development opportunities and indicating the development direction for the junior high school geography curriculum reform, it also puts forward higher requirements for junior high school geography curriculum teaching activities. Under this situation, junior high school geography teachers should effectively cultivate students' comprehensive thinking ability in the teaching of geography courses, help junior high school students develop their thinking ability, and become qualified socialist builders and socialist successors as soon as possible. Based on this, this paper deeply analyzes the practical strategies for cultivating students' comprehensive thinking ability in the teaching of junior high school geography courses, for the reference of colleagues in the education field.

Keywords: Junior High School Geography Curriculum; Thinking Ability Training; Practical Strategy Analysis

Introduction

In recent years, with the deepening of the core literacy education concept, teaching reform has been carried out in full swing. Geography teachers in junior middle school have innovated the teaching concept of curriculum, focused on highlighting students' main position in the learning process, stimulated students' exploration desire and learning enthusiasm in geography class, and ensured that students take an active attitude to participate in the geography course learning process. Cultivate students' comprehensive thinking ability. In this situation, geography teachers in junior middle school should actively play the advantage and role of geography curriculum in the cultivation of students' spatial imagination ability and logical thinking ability, and scientifically carry out the design of teaching questions, so as to ensure that students participate in geography curriculum learning with a more active and active attitude and help students develop their comprehensive thinking ability.

1. Concept and characteristics of comprehensive thinking ability

1.1 Concept analysis

Comprehensive thinking ability is an extremely high-quality and highly efficient way of thinking, which can accurately peel off elements related to things and connect them to other elements. It is the process of students to complete creative thinking and innovative thinking. Synthesis and analysis in comprehensive thinking ability do not belong to the opposite relationship, let alone the second stage of synthesis on the basis of analysis, but should be carried out on the basis of mastering the overall structure of the overall information level. Compared with the traditional way of thinking, it has a deeper cognitive basis, and it is an advanced thinking ability to analyze and discuss things in depth by combining comprehensive information. Comprehensive thinking focuses on the overall cognition of things as the starting point and premise of analysis, and in-depth analysis of the whole thing can improve the degree of control over things. Comprehensive cognition is taken as the starting point of cultivation of comprehensive dimension ability, and comprehensive thinking can be regarded as the thinking logic that generates new things after comprehensive analysis of things [1].

1.2 Feature analysis

First of all, the analysis object of comprehensive logical thinking is the objective existence of the real thing, the objective thing is regarded as the existence of various interrelated elements, various elements interwoven objective things. Secondly, comprehensive thinking is to obtain accurate analysis results by splitting and combining various approaches and angles. Thirdly, comprehensive thinking is the combination of far-super-large scope imagination, large-span imagination and imagination beyond time and space, which can be understood as the extension of thinking mode. Finally, comprehensive thinking has certain illogicality. Thinking can be a super conventional logical framework or even composed of non-logical elements. To sum up, logical thinking is the integration of various logical activities and multiple logical thinking modes, and it is the thinking mode and thinking process presented by the rational use of multiple thinking modes by human brain. The thinking subject opens holistic thinking and comprehensive consideration to the thinking object, explores the correlation between the system and the environment, and clarifies the objective object. The adjustment made on the basis of cognitive methods can be understood as comprehensive cognition in. After the mode of thinking formally enters a new realm, it can be called comprehensive thinking ability [2].

2. The practice strategy of cultivating students' comprehensive thinking ability in junior middle school geography teaching

2.1 Cultivate students' thinking ability effectively with geographical image thinking as the carrier

In junior middle school geography teaching, geography teachers can introduce typical geographical phenomena at the right time to ensure that students can accurately grasp the essential phenomena hidden behind geographical things, and take it as the entrance to cultivate students' comprehensive thinking ability. At the same time, geographical image thinking can be presented in various forms, with diversified characteristics, and can be applied to a variety of junior middle school geography courses. It can be said that in junior middle school geography teaching, geographical image thinking is everywhere, which is an important resource to cultivate students' comprehensive thinking ability. Therefore, junior middle school geography teachers should pay attention to the recessive educational function of geographical image thinking in daily teaching, cultivate students' thinking ability imperceptibly, and ensure that students can improve their understanding of geographical knowledge and complete the training task of thinking ability under the scientific guidance of geographical image thinking [3].

For example, in the teaching process of Geography course "Superior Geographical Location" in junior middle school, teachers should try to enrich the content of geographical images and present them in various ways, which can be divided into the following three types. First of all, through physical presentation, model presentation, image data presentation and picture data presentation, students can directly observe the geographical image as the first type through the eyes. Secondly, through teachers' scientific explanation, reasonable choice of rich geography teaching language, geography knowledge outline the real situation, this is the second type. Finally, teachers present abstract geographical concepts in a more intuitive, more vivid and more specific way through concise and clear teaching language, geographical maps and geographical lines. This is the third type. All of the above three types play an important role in the teaching of junior middle school geography courses, providing extremely high quality and rich materials for the construction of geographical image thinking, which is an effective help to cultivate students' comprehensive thinking ability.

2.2 Create teaching situations scientifically and stimulate students' desire to explore

Students in junior high school have already possessed certain autonomous learning ability and consciousness. Therefore, geography in junior high school should pay attention to stimulating students' exploration desire and learning interest, so as to ensure that the main body advantage of students can be maximized in the teaching process of geography in junior high school. This is not only the important guarantee of junior high school geography teaching efficiency, but also the key to the cultivation of students' comprehensive thinking ability. Under the scientific guidance and inspiration of teachers, students develop a strong interest in learning geography [4]. In this way, students can benefit a lot in the learning link of geography course and the cultivation of comprehensive

thinking ability. To achieve this goal, geography teachers in junior middle school can reasonably introduce situational teaching method, carry out in-depth teaching for students, construct teaching scenarios related to geography courses, enable students to complete knowledge internalization and knowledge transfer in real situations, effectively stimulate students' inherent knowledge, and ensure that students can apply geographical skills and knowledge learned in specific situations. Complete the problem solving. In order to achieve a good educational effect and stimulate students' desire to explore and interest in learning, teachers should properly integrate interesting elements into the teaching scene to effectively stimulate students' enthusiasm for exploration and desire to learn.

For example, in the teaching process of "Characteristics of Ethnic Distribution", teachers can introduce high-quality teaching resources to effectively mobilize students' current knowledge reserve and help them sort out the structure of geographical knowledge, so as to ensure that students' self-learning awareness and comprehensive thinking ability can be effectively cultivated and exercised. The construction of scientific, reasonable and effective teaching situations can successfully ignite students' desire for knowledge and curiosity, and make junior middle school students with good learning consciousness and ability more active and autonomous. Under the scientific guidance of the teaching situation, students' way of thinking is more active, they can successfully complete the learning task of junior middle school geography, ensure the learning effect of geography knowledge, and significantly improve the comprehensive thinking level of students [5].

2.3 Cultivate students' logical thinking ability according to the characteristics of geography courses in junior high school

Geography in junior middle school is a subject with strong theory and abstractness, which covers a large amount of abstract knowledge and integrates text data and graphic data. Therefore, in the daily teaching of junior middle school geography, teachers should pay attention to cultivating students' exploration desire and learning interest, and give play to students' main advantages, which coincides with the concept of core literacy education. Therefore, during the formal teaching period, junior high school geography teachers can conduct scientific guidance to students from various perspectives. Based on students' interests and characteristics, scientific selection of teaching materials can meet students' individualized development needs and diversified learning needs. For example, playing video materials related to the animal world and tourism for students can effectively stimulate junior middle school students' desire for knowledge and curiosity, and maximize their thinking ability. Students actively participate in the learning process of geography knowledge, improve students' participation in class, give play to students' main advantages, and provide guarantee for the teaching efficiency and teaching quality of junior middle school geography course. In order to achieve this goal, geography teachers in junior middle school should combine the characteristics of geography curriculum, stimulate students' desire to explore, make students learn to think independently, develop correct learning concepts and good learning habits, and effectively cultivate students' awareness of independent learning and good thinking ability imperceptibly, so as to ensure that students can learn through geography curriculum. Mastering various geographical phenomena and geographical things, and clearly presenting the internal relationship between various geographical phenomena and geographical things through refined language, not only helps to cultivate students' knowledge transformation ability and language organization ability, but also helps students develop their comprehensive thinking ability [6].

For example, in the course of the Development and Management of the Yangtze River, teachers can ask students the following questions: "Students, do you know why the longevity tower is built underground? Can you analyze the reasons in detail? What geography does it take to answer this question? If you look at this from a purely conventional perspective, what do you think? What does Marigold Pagoda have to do with geography knowledge in junior high school?" After a group discussion, the students concluded that "because of the heavy weight of the longevity tower, building it nine meters underground can effectively relieve the pressure on the tower body." At this time, teachers should give students scientific guidance: "The longevity Pagoda was originally built on the Yangtze River levee, obviously higher than the river. However, because the longevity tower was built too long ago, coupled with the excessive accumulation of silt in the Yangtze River, the riverbed was constantly raised and gradually exceeded the base. Therefore, in order to effectively protect the tower from river erosion, we chose to lay overlapping bricks around the tower, and over time, the tower sank deeper and deeper." On this basis, junior high school geography teachers can also conduct in-depth analysis of the causes of this problem, and contact the vegetation conditions and water temperature characteristics of the upper, middle and lower reaches of the

Yangtze River, so as to maximize the guiding effect. Students can complete logical thinking through independent thinking and group discussion, so as to help students develop their logical thinking ability.

2.4 Scientific design teaching problems to help students develop creative thinking

In the daily teaching of junior middle school geography teachers should pay attention to the effective training of students' creative thinking. Specifically, combining with the teaching content of geography course, the teaching problems of geography course are designed scientifically, and the students' willingness to learn independently is effectively stimulated, so that students can voluntarily enter the state of deep thinking and deep learning. On this basis, teachers can create teaching situations scientifically, enabling students to complete problem exploration in specific situations, ensuring that students can reasonably apply their geographical knowledge and skills to problem solving, and maximize the cultivation of students' creative thinking ability. However, it should be noted that the thinking ability of junior middle school students has not been fully formed, and their understanding and analysis ability is obviously weaker than that of adults. Therefore, they usually choose to analyze and interpret problems in a single analytical way, and they are always in a state of half-understanding of geographical concepts, and cannot deal with the internalization and transfer of knowledge. In this situation, junior high school geography teachers should guide students to take the exam, and lead students to analyze and answer questions from all angles and levels, instead of focusing on the surface of questions, which cannot guarantee the comprehensiveness and accuracy of answers, let alone cultivate students' comprehensive thinking ability. Therefore, it is crucial to help students change their problem-solving ideas and train students' divergent thinking, which plays an important role in geography classroom teaching in junior middle school [7].

For example, in the course of geography teaching in junior high school, some students asked the teacher the following question: "The islands in the South China Sea are generally small and surrounded by coral reefs. Is it worth investing in environmental protection for such islands with bad environment?" Simply speaking from the surface, this problem does not have the value of explaining and learning in the geography course, which is a little naive. However, this issue can be introduced into the Law of the Sea Convention, which makes it an excellent teaching material for middle school geography. From the perspective of sanitation alone, islands enjoy the same rights as the mainland. They should not be limited to the problem itself, but need to explore the problem more deeply. They should not be limited to the current cognition and way of thinking, but need to develop the overall cognition of things. To carry out deeper thinking, actively change the way of thinking, improve the degree of cognition of things, can draw more accurate conclusions. By analyzing this question, teachers can answer it to students: "No matter how small an island is, it has untold potential value. Therefore, we should also try to change the perspective of problem thinking." Teaching teaches students the right way of thinking, helps to cultivate students' divergent thinking and creative thinking, and is an effective way to cultivate students' comprehensive thinking ability.

3. Conclusion

In a word, geography course in junior high school is an effective carrier to cultivate students' comprehensive thinking ability, and there are many similarities between them. Scientific teaching of junior middle school geography is helpful to cultivate students' comprehensive thinking ability. On the contrary, students with good comprehensive thinking ability can have more outstanding and bright performance in geography classroom learning in junior high school. Therefore, geography teachers in junior high school should carry out geography teaching in junior high school by scientifically creating teaching scenarios, stimulating students' desire to explore, combining with the characteristics of geography curriculum in junior high school, cultivating students' logical thinking ability, scientifically designing teaching problems, and facilitating the development of students' creative thinking, so as to ensure that students gradually form good creative thinking and comprehensive thinking in problem solving. Actively participate in supporting learning, develop the spirit of exploration and research.

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