

Research on Strategies for Activating High School Politics Classroom Teaching with Information Technology

Xin Yang*

Urumqi Senior High School, Urumqi 830000, Xinjiang, China

**Author to whom correspondence should be addressed.*

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Abstract: Against the backdrop of the digital age, information technology is developing at an unprecedented speed, transforming people's lifestyles and learning methods. In the context of education and teaching, information technology can change traditional teaching concepts and models, injecting new vitality into high school politics classroom teaching. Based on this, this paper conducts research on activating high school politics classroom teaching by using information technology. It expounds on the important value of this practice, analyzes the current dilemmas existing in high school politics classroom teaching, and explores specific teaching strategies. The purpose is to provide practical references for high school politics teachers, so as to improve the effectiveness of classroom teaching and promote the cultivation of students' core literacy in the political discipline.

Keywords: Information technology; High school politics; Classroom; Teaching strategies

Online publication: October 16, 2025

1. Introduction

With the widespread application of information technology in the field of education, profound changes are taking place in educational and teaching models. As a discipline that cultivates students' correct values, outlook on life, and worldview, the teaching quality of high school politics is directly related to the all-around development of students. Information technology is characterized by rich and diverse resources and strong interactivity. Introducing it into high school politics classrooms can inject new vitality into classroom teaching^[1]. By applying information technology, teachers can transform abstract political theoretical knowledge into vivid images, audios, videos, etc., making the teaching content closer to students' real-life situations and stimulating their interest in learning. At the same time, information technology can also provide students with platforms for independent learning and cooperative learning, cultivating their independent learning ability and innovative thinking. Therefore, researching strategies for activating high school politics classroom teaching with

information technology holds important practical significance.

2. The important value of activating senior high school political classroom teaching with information technology

2.1. It is conducive to broadening students' learning horizons

Information technology breaks the limitations of time and space, providing students with a vast amount of learning resources. Teachers can collect materials related to teaching content—such as news reports, academic papers, expert lectures, and documentaries—through the Internet, and present them to students with the help of multimedia equipment ^[2]. In addition, information technology enables students to access political phenomena and perspectives from different regions and cultural backgrounds, helping them view issues from a broader perspective. Students can learn about the political systems, cultural traditions, and social customs of other countries through online learning platforms, virtual museums, and other channels. This enhances their understanding and cognition of the world and cultivates their global vision and cross-cultural communication skills.

2.2. It is conducive to promoting students' preview

Preview is a crucial link in classroom learning. Adequate preview helps students identify the key points and difficulties of classroom learning, and improves the efficiency of classroom learning. The application of information technology provides strong support for students' preview. During the preview process, students can consult teachers via online platforms when encountering problems they do not understand, and also conduct online discussions and exchanges with classmates. Teachers can gain real-time insights into students' preview progress through online platforms, grasp the common problems existing in students' preview, and thus conduct targeted explanations and guidance in classroom teaching ^[3]. This preview method based on information technology can improve the enthusiasm and effectiveness of students' preview, laying a solid foundation for the smooth development of classroom teaching.

2.3. It is conducive to improving teaching quality

From the perspective of teachers, information technology provides them with rich teaching resources and advanced teaching tools, which help teachers optimize their teaching design. Information technology also enables teachers to realize the digital management of the teaching process, facilitating them to track and analyze students' learning status and adjust teaching strategies in a timely manner. From the perspective of students, information technology can create a more relaxed and free learning environment for them, stimulating their learning interest and initiative ^[4]. In classrooms supported by information technology, students can independently choose learning content and methods according to their own learning progress and needs. They can participate in classroom teaching through interactive games, online discussions, and other forms, enhancing their sense of learning experience and accomplishment.

3. Existing difficulties in senior high school political classroom teaching

3.1. Singleton teaching methods

In the current senior high school political classroom teaching, many teachers still adopt the traditional “teacher-

centered” and “cramming” teaching methods, resulting in a relatively singleton approach to instruction. Teachers mainly focus on explaining textbook knowledge in class, with a lack of interactive communication with students. As a result, students are in a passive position of receiving knowledge. This singleton teaching method neglects students’ dominant role in learning, making it difficult to meet their learning needs and the requirements of their personalized development. In class, students merely take notes mechanically and memorize key points, without opportunities for independent thinking and exploration. Consequently, their learning abilities fail to be developed effectively.

3.2. Tedious teaching content

Most content in senior high school political textbooks consists of abstract theoretical knowledge, involving a large number of concepts, principles, and laws, which pose certain difficulties for students to understand. During the teaching process, some teachers merely explain the textbook content verbatim without connecting theoretical knowledge to real life. This makes the teaching content tedious and unappealing. The disconnection between teaching content and real life prevents students from perceiving the practical value of political knowledge. Students tend to regard political learning as merely a means to cope with exams, thereby reducing their enthusiasm and initiative for learning. Additionally, the update speed of textbook content is relatively slow, making it difficult to keep pace with the development of society.

4. Teaching strategies for activating senior high school political classrooms with information technology

4.1. Create information-based teaching scenarios to stimulate students’ learning enthusiasm

Teaching scenarios can create a favorable emotional atmosphere for students, enabling them to acquire knowledge and skills unconsciously. Creating information-based teaching scenarios refers to integrating abstract theoretical knowledge into specific scenarios using information technology. This allows students to perceive the value and significance of knowledge in the scenarios, thereby effectively stimulating their learning enthusiasm. For example, in the teaching of the senior high school political course “The Disintegration of Primitive Society and the Evolution of Class Society”, considering that the knowledge points of this course are relatively complex—covering the characteristics and evolutionary processes of different social formations such as primitive society, slave society, and feudal society—students face certain difficulties in learning ^[5]. In response to this, teachers can create an information-based teaching scenario by introducing the case of the interaction between Charles Darwin and the indigenous people of Tierra del Fuego. First, teachers can use information technology to display video clips of the indigenous people of Tierra del Fuego. From the videos, students can observe the indigenous people using simple living tools and living in a state without class differentiation. At the same time, teachers can tell the story of Darwin’s interaction with them in an interesting way. This helps students gain a more intuitive understanding of the living conditions of primitive society and recognize its characteristics ^[6]. When introducing production in a slave society, teachers can use multimedia to display film and television clips about the living conditions of people in the Shang and Zhou dynasties, such as scenes of slave labor and slave owners’ exploitation. Then, teachers can guide students to think about each scene and analyze questions like “What changes occurred from primitive society to slave society?” and “Why did private ownership of property emerge?” This allows students to understand the causes of the emergence of private

ownership of property and the basic characteristics of a slave society while watching videos and thinking about questions. By creating information-based teaching scenarios and problem-based teaching scenarios, students' thinking vitality can be stimulated. Students can deepen their understanding of knowledge through thinking about and exploring problems, thereby effectively improving teaching effectiveness^[7].

4.2. Introducing micro-lecture teaching methods to promote students' independent preview

Previewing before class can enable students to understand the course knowledge in advance and develop good learning habits of students. In the pre-class session, teachers can create corresponding micro-lecture videos based on the course content and students' actual situations. These videos can present the key and difficult knowledge of the course as well as the analysis of typical examples to guide students to conduct an independent preview and improve the effectiveness of course learning^[8]. For instance, in the teaching of "the dialectical relationship between the universality and particularity of contradictions", teachers can make micro-lecture videos focusing on this knowledge point. They can use common objects in life as examples, such as the relationship between fruits and apples. Through this vivid metaphor, students can understand that the universality of contradictions exists in particularity, and particularity contains universality. By watching the micro-lecture videos, students can gain a preliminary understanding of the course knowledge points. At the same time, they can also identify their own doubts and participate in the subsequent in-class learning with these questions, which effectively improves the learning effect^[9]. Teachers upload the produced micro-lecture videos to the online learning platform. Students can choose the time and frequency of watching according to their own schedules. When they encounter parts they do not understand, they can watch them repeatedly or discuss online with other students to solve their learning doubts^[10]. Teachers can check students' browsing data and discussion status through the online platform to understand the degree of students' mastery of pre-class knowledge. This helps to clarify the key and difficult points of the subsequent in-class learning, so that teachers can conduct targeted explanations and teaching. The introduction of micro-lecture teaching methods breaks through the limitations of traditional teaching, makes students' pre-class preview more targeted, and fully prepares them for the subsequent in-class teaching, which can improve teaching efficiency.

4.3. Presenting information resources in a diversified way to enrich students' learning experience

To promote the effective empowerment of information technology in high school politics classroom teaching, teachers should pay attention to integrating course teaching resources, use modern information technology to conduct structural analysis of teaching materials, reform course content in a high-quality manner, and improve teaching effects. The knowledge points in high school politics textbooks cover multiple fields such as the economy, politics, and culture. Simply explaining the content of textbooks is not conducive to students' understanding and mastery. However, diversified information resources can enable students to understand the course knowledge from different angles and levels and gain a rich learning experience^[11]. In this regard, teachers should grasp the internal connections of the theoretical system and effectively integrate course resources relying on information technology to enrich the course knowledge. For example, in the teaching of traditional culture in the cultural life module, teachers should integrate information resources related to traditional culture and present them in a diversified way. First, teachers can display pictures of buildings containing traditional cultural

elements, such as the Forbidden City and the Great Wall. This allows students to intuitively feel the unique artistic style and connotation of traditional architecture and stimulates their enthusiasm for exploring traditional culture ^[12]. During the display, teachers can provide corresponding explanations to introduce the structural characteristics of the buildings and the implied meanings. For example, the architecture of the Forbidden City reflects the idea of the supremacy of imperial power, helping students connect the buildings with cultural thoughts. Then, teachers can play traditional opera videos for students. Through watching and listening, students can feel the artistic charm of traditional operas and understand their cultural value. After the playback, teachers can ask students questions like: “How do you feel after listening to these traditional operas? What difficulties do they face in inheritance and promotion? What should we do?” These questions promote teacher-student interaction, allowing students to explore traditional culture from the perspective of inheritance and deepen their understanding.

After the discussion, teachers can introduce legends and stories about traditional culture to students, such as the origin of the Dragon Boat Festival customs and the legends of the Mid-Autumn Festival. These interesting stories attract students and enhance their sense of belonging to traditional culture. The introduction of information technology fills some gaps in teaching materials, enables students to learn knowledge beyond textbooks, and brings students a good learning experience ^[13].

4.4. Optimizing the classroom teaching process to enhance course teaching effectiveness

Optimizing the classroom teaching process is crucial for improving teaching effectiveness. Teachers should leverage information technology to optimize all links of classroom teaching, thereby making the teaching process more compact and enhancing teaching outcomes. First, optimize the introduction section. A good introduction can quickly capture students’ attention and help them focus more on their studies. Taking the teaching of “Economic Life” as an example, when covering the knowledge point of “the impact of price changes”, students can first be shown short clips of recent news about pork price fluctuations. Real events are used to attract students’ attention and help them perceive the connection between price changes and daily life. After the video is played, the teacher asks students: “How do you think the rise in pork prices will affect your daily life? And what impact will it have on your consumption behavior?” Guided by these questions, students start from the topic of “pork” to develop their thinking and discuss with each other the impact of price changes on daily consumption. This interactive process lays a solid foundation for the introduction of subsequent course knowledge ^[14]. Second, reform the knowledge point explanation section. With the support of information technology, teachers should transform abstract knowledge points into concrete content and simplify complex problems, thereby helping students understand better. For instance, when explaining the knowledge point of “the role of public finance”, teachers can introduce dynamic images to show the state’s public finance expenditure in areas such as education and infrastructure construction. This allows students to understand the relationship between public finance and residents’ lives, and recognize the positive role of public finance in promoting social equity and improving people’s well-being. At the same time, teachers can incorporate specific cases into their explanations—such as introducing the state’s public financial support for poverty-stricken areas, covering aspects like educational resources and medical conditions—to help students gain a deeper understanding of the significance of public finance. Third, adjust the classroom summary section. Teachers should use information technology to sort out and summarize the knowledge points of the current course. For example, they can use mind mapping tools to present the key and difficult points of the course, helping students clarify the connections

between different knowledge points and make their learning thinking more organized; they can also play short videos summarizing the knowledge points, leading students to review the classroom content again to deepen their memory^[15].

5. Conclusion

To sum up, activating high school politics classroom teaching with information technology holds significant practical significance and value. In practical application, teachers should create information-based teaching scenarios, introduce micro-lecture teaching methods, present information resources in diverse forms, and optimize the classroom teaching process. This enables students to understand knowledge from multiple perspectives, enhances the effectiveness of course teaching, and improves classroom teaching efficiency. With the continuous development of information technology and the deepening of education reform, high school politics classroom teaching will embrace more opportunities for innovation and development. Teachers should actively explore new models and methods for the in-depth integration of information technology and politics classroom teaching, making high school politics classes more vivid, lively, and attractive.

Disclosure statement

The author declares no conflict of interest.

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