

Exploration of Practical Strategies for Interdisciplinary Teaching of Compiled High School Chinese under the New Curriculum Standards

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Abstract: Different from traditional single-subject teaching, interdisciplinary teaching emphasizes that teachers should break the teaching boundaries of different disciplines and promote the organic integration of multi-disciplinary knowledge to achieve the goal of promoting students' comprehensive development. Nowadays, with the continuous advancement of the new curriculum standards, the teaching reform of high school Chinese has gradually entered the "deep-water zone." In this situation, the advantages of interdisciplinary teaching are becoming more and more obvious. Based on this, this paper mainly conducts relevant analysis and research on the significance, principles, and strategies of interdisciplinary teaching of compiled high school Chinese under the new curriculum standards, aiming to further promote the teaching reform of high school Chinese and hoping to provide some references for colleagues.

Keywords: New curriculum standards; High school Chinese; Interdisciplinarity; Teaching strategies

Online publication: July 7, 2025

1. Introduction

With the continuous reform and development of education in China, various novel teaching methods have gradually emerged, and interdisciplinary teaching is one of them. In interdisciplinary teaching of high school Chinese, teachers need to take Chinese curriculum knowledge as the basis and core, and appropriately integrate knowledge from other disciplines into the teaching content according to the teaching situation, to help students broaden their knowledge horizons, promote them to construct a relatively complete Chinese knowledge system, enable them to deeply understand the connotation of Chinese knowledge, and ultimately achieve the goal of improving students' core Chinese literacy. Then, how can high school Chinese teachers effectively carry out interdisciplinary teaching? This paper mainly conducts relevant research around this issue for reference only.

2. Significance of interdisciplinary teaching of compiled high school Chinese under the new curriculum standards

2.1. Promoting students' all-round development

In the context of the new era, traditional single-subject teaching can no longer meet the needs of students to deal with various complex problems. By carrying out interdisciplinary teaching, high school Chinese teachers can introduce knowledge points from other disciplines into the Chinese classroom, helping students discover the commonalities and internal connections of these knowledge points, which is conducive to cultivating students' interdisciplinary thinking, innovative ability, and comprehensive knowledge application ability^[1]. Moreover, through interdisciplinary teaching, teachers can guide students to analyze and solve problems from different perspectives, which is of great help to improve students' problem-solving ability. Therefore, carrying out interdisciplinary teaching by high school Chinese teachers is an effective way to promote students' comprehensive development.

2.2. Promoting the teaching reform of high school Chinese

When high school Chinese teachers carry out interdisciplinary teaching, they need to integrate knowledge points from other disciplines based on Chinese subject knowledge. This can not only make Chinese teaching no longer limited to text interpretation and the explanation of single Chinese knowledge but also better guide students to flexibly apply the knowledge they have learned in multiple disciplinary fields to solve practical problems, which is helpful to further improve the teaching effect of Chinese courses^[2]. In addition, in traditional high school Chinese teaching, influenced by the idea of exam-oriented education, teachers often pay more attention to the explanation of basic knowledge and basic skills, and most of the teaching is dominated by teachers' lectures, failing to reflect the students' main body status in learning. However, interdisciplinary teaching emphasizes students' active participation and independent exploration, which is of great significance for cultivating students' autonomous learning ability and is conducive to promoting the teaching reform and innovative development of high school Chinese.

2.3. Improving teachers' professional competence

The implementation of interdisciplinary teaching activities helps to improve teachers' professional competence. In the past, most high school Chinese teachers only focused on the education and research of the Chinese subject itself and rarely delved into the learning of knowledge from other disciplines. This not only affects the expansion of teachers' knowledge but also restricts the improvement of their teaching ability. In the context of interdisciplinary teaching, high school Chinese teachers not only need to learn and research Chinese knowledge but also actively learn the knowledge and skills of other disciplines, to ensure the smooth progress of interdisciplinary teaching activities and better guide students to think and solve problems from different perspectives^[3]. This will promote the innovation of teachers' educational concepts, thinking modes, teaching methods, etc., and is conducive to achieving the goal of improving teachers' professional competence.

3. Principles of interdisciplinary teaching of compiled high school Chinese under the new curriculum standards

Interdisciplinary teaching of high school Chinese under the new curriculum standards needs to follow the following principles: First, the principle of teachability. When carrying out specific teaching, high school

Chinese teachers need to understand students' actual learning needs, screen and integrate more content from numerous teaching resources that is more in line with the curriculum teaching objectives and students' learning needs, so as to ensure the practicality of what students learn. Therefore, for teachers, the primary task before carrying out interdisciplinary teaching is to seriously study and analyze the Chinese curriculum standards and textbooks, discover the internal connections between Chinese knowledge and knowledge from other disciplines, and strengthen the study of interdisciplinary teaching theory, so as to better ensure the effectiveness of interdisciplinary teaching activities^[4]. Second, the principle of moderation. When high school Chinese teachers carry out interdisciplinary teaching, they need to base on students' cognitive experience and development laws, and moderately integrate knowledge from other disciplines related to the teaching content, instead of necessarily integrating and explaining every disciplinary knowledge point in detail^[5]. Third, the principle of reality. Interdisciplinary teaching requires students to have a high level of autonomous learning ability and comprehensive quality. Therefore, when high school Chinese teachers carry out interdisciplinary teaching, they need to combine more with the content familiar to students or base on real life, so as to achieve better teaching results.

4. Strategies for the interdisciplinary teaching of compiled high school Chinese under the new curriculum standards

4.1. Combine Chinese with ideological and political education to carry out interdisciplinary teaching of ideological exchange

The Chinese subject itself has both humanistic and instrumental characteristics. Based on this, high school Chinese teachers might as well introduce content related to ideological and political education into teaching, to lead students to deeply analyze the philosophical thoughts and values contained in the text, deepen their understanding and comprehension of the text's connotation, and thus achieve interdisciplinary teaching of ideological exchange. For example, when teaching "Twelve Chapters from The Analects" in the compiled high school Chinese textbook, teachers can guide students to analyze and interpret the rich philosophical thoughts contained in the text from the perspective of ideological and political education^[6]. In teaching practice, the interdisciplinary teaching theme can be set as "The Political Wisdom in The Analects-Interpreting Confucian Classics and Modern Governance", aiming to better guide students to explore the role of relevant philosophical thoughts in the process of modern governance in China. In addition, to help students more deeply understand and experience Confucius' ideas, such as "the way of learning" and "the way of teaching", teachers can also organize reading guidance activities, guiding students to deeply analyze the notional words, function words, and text annotations in The Analects. After that, teachers organize students to carry out ideological exchange activities, encourage them to analyze the concepts of "benevolent governance" and "rule by virtue" reflected in The Analects in combination with the actual phenomena in modern society, and require students to debate around the question "What inspirations does Confucius' concept of 'gentleman' bring to the construction and improvement of the modern civil service system?" Thus, students' understanding and comprehension of the text content and its connotation can be further deepened^[7].

4.2. Combine Chinese with music to carry out interdisciplinary teaching of artistic conception perception

Integrating music subject knowledge into high school Chinese teaching can create a relaxed and harmonious

classroom learning atmosphere for students, which is helpful to improve students' perception of the artistic conception of the text. In teaching practice, teachers can use music works to lead students to analyze the text content, bring students a good learning experience, and at the same time, encourage students to give full play to their imagination and write Chinese compositions based on their cognitive experience and knowledge accumulation, thus achieving interdisciplinary teaching of artistic conception perception. For example, when teaching the scenic-lyric text "Moonlight over the Lotus Pond," to better help students understand the author's mood, emotions, and pursuit of a better future life, teachers can play "Clair de Lune" through multimedia equipment in teaching, helping students more deeply understand the text content and artistic conception, so that they can resonate with the author's emotions while listening to the music^[8]. In addition, teachers can also encourage students to be bold in creation, allowing them to write down their perceptions of the artistic conception beauty and humanistic beauty of this text inspired by the music, enabling them to discover new ideas for writing from an interdisciplinary perspective, and thus further strengthening the internal connection between Chinese and music.

4.3. Combine Chinese with fine arts to carry out interdisciplinary teaching of painting creation

There is a natural connection between the Chinese and fine arts disciplines. Combining the Chinese and fine arts disciplines allows students to feel the charm of art while learning basic Chinese knowledge, which is conducive to effectively cultivating students' aesthetic ability and creativity. In teaching, in addition to leading students to appreciate classic literary works, teachers can also use multimedia equipment and other means to directly present some relevant fine-arts works to students, enabling students to gradually perceive the artistic conception beauty conveyed in literary works during the process of art appreciation, thereby helping them more deeply understand the content of the article. For example, when teaching the content related to *A Dream of Red Mansions*, teachers can lead students to carry out an interdisciplinary learning activity of "Character Interpretation and Creation", allowing students to create paintings based on the descriptions of each character's appearance and personality traits in the book, so that they can experience the language art and visual art in this way and further deepen their understanding of the character images^[9]. In this way, students' aesthetic ability, painting ability, and text comprehension ability will all be improved. During this process, teachers can appropriately infiltrate some knowledge of fine-arts painting, such as the methods and techniques of portrait painting; how to show a character's personality through painting; how to use different painting elements and tools such as lines, composition, and colors for creation, etc., to ensure the smooth progress of the interdisciplinary teaching activity of painting creation^[10].

4.4. Combine Chinese with history to carry out interdisciplinary teaching of background interpretation

The high school Chinese textbooks contain very rich historical knowledge, which provides a good opportunity for teachers to carry out interdisciplinary teaching of background interpretation. In teaching, by introducing the explanation of historical background knowledge, teachers can help students more deeply understand the ideological connotation and central theme of literary works. For example, when teaching the content of "The Chinese People Have Stood Up," to help students more deeply understand the historical significance of the founding of the People's Republic of China and cultivate their patriotic feelings and national pride, teachers can lead students to analyze and interpret historical events such as the War of Resistance against Japanese Aggression

and the Liberation War from a historical perspective, allowing them to feel the significance of the victory of the Chinese revolution and the emotions expressed by the author according to the content of the article^[11]. In addition, teachers can also encourage students to present a series of historical background knowledge such as the political, economic, and social situations in the early days of the founding of the People's Republic of China in the form of mind maps in groups, so as to increase students' understanding of the article content and achieve the goals of interdisciplinary teaching^[12].

4.5. Combine Chinese with geography to carry out interdisciplinary teaching of interactive debate

Both Chinese knowledge and geography knowledge are closely related to people's real lives and pay great attention to people's living environment and development status. Based on this, high school Chinese teachers might as well introduce geography subject knowledge into the classroom. By carrying out interdisciplinary teaching activities of interactive debate, students can be inspired to think deeply and actively, so that they can better understand the internal connections and logical laws of natural things. For example, when teaching the text "Autumn in the Old Capital," to help students better understand the natural beauty of the autumn scenery in Beijing and resonate with the author's emotions, teachers can divide students into two large groups and let them carry out an interactive debate activity around the question "Does the geographical environment of Beijing in autumn play a key or auxiliary role in the formation of the artistic conception of 'Autumn in the Old Capital'?" They should conduct an in-depth analysis combined with the descriptions of geographical knowledge in the article, to further strengthen their understanding and perception of the geographical environment in different regions^[14]. If necessary, students can also draw mind maps during the debate to discover the fictional and exaggerated writing techniques used in the article, so that they can master literary writing techniques while grasping the disciplinary connection between Chinese and geography, and finally construct a relatively complete knowledge structure framework. After that, teachers can require students to write an argumentative essay, stating their views and opinions based on their life experience and knowledge accumulation. However, in interdisciplinary teaching, teachers need to pay attention to guiding students that although Chinese and geography are closely related, when reading an article, they should not over-emphasize the exploration and analysis of geographical knowledge and ignore the author's thoughts, emotions, and writing techniques. Instead, they should learn to analyze and interpret the article content and its connotation from different perspectives, to effectively cultivate and exercise students' appreciation of literary works.

4.6. Combine Chinese with psychology to carry out interdisciplinary teaching of role-playing

High school students need to face various pressures from life, interpersonal relationships, further education, etc. Therefore, some high school students may have some psychological problems. Based on this, high school Chinese teachers can organically combine Chinese teaching with psychological education, organize students to carry out role-playing activities, and let them try to analyze and interpret the character traits and ideological cognition of the characters depicted in the article from a psychological perspective, deepen their understanding of the character images and text connotations, and thus lay a solid foundation for improving their writing ability. For example, when teaching the content of "Thunderstorm," teachers can organize students to carry out an interdisciplinary theme-learning activity of "Character Psychological Analysis and Role-playing", allowing students to personally experience and show the character traits, behaviors, and psychological states of the

characters through role-playing. Encourage them to create and perform skit scripts based on their analysis^[15]. After the students' performances, teachers can objectively evaluate the performance effects, the advantages, and disadvantages of the students' character psychological analysis, etc., further deepening the students' understanding of the character images, enabling them to better understand and feel the complexity and diversity of character psychological portrayal in literary works, and thus achieving the goals of interdisciplinary teaching.

5. Conclusion

In general, from the perspective of the new curriculum standards, high school Chinese teachers' implementation of interdisciplinary teaching activities can greatly enhance the relevance of knowledge points among different disciplines, which is helpful to broaden students' knowledge horizons and further deepen students' understanding and perception of the Chinese knowledge they have learned. In teaching practice, under the guidance of teaching principles such as teachability, moderation, and reality, teachers can combine Chinese teaching with knowledge from disciplines such as ideological and political education, music, fine arts, history, geography, and psychology to achieve the goal of interdisciplinary teaching and better assist students' learning and development.

Disclosure statement

The author declares no conflict of interest.

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