

Exploring the Boundary of the Connotation of “Interdisciplinary Learning of Chinese Language”——Doubts on “Comprehensive Practical Activities”

Wei Zhang

Chengdu No.44 Middle School, Chengdu, Sichuan 610000

Abstract: The task group of "interdisciplinary learning" proposed for the first time in the Chinese Language Curriculum Standards for Compulsory Education (2022 Edition) is a new field of curriculum and teaching. However, the new curriculum standard does not provide a clear definition or exploration of its connotation, which has led to certain doubts and differences in the translation of higher-level theory into concrete practice. Only by deeply understanding it from a theoretical perspective can teachers construct and implement it. In terms of the nature of the curriculum, many scholars regard interdisciplinary Chinese language learning as the evolution and upgrading of "comprehensive learning". However, in depth, interdisciplinary Chinese language learning should not only include comprehensive practical activities, but also reading practical activities.

Keywords: Interdisciplinary learning of Chinese language; Comprehensive practical activities; Reading practice activities

In the Chinese Language Curriculum Standards for Compulsory Education (2022 Edition) (hereinafter referred to as the “New Curriculum Standards”), “interdisciplinary learning” is an important way of organizing and presenting curriculum content as an expanding task group. The new curriculum standard does not provide a clear definition of “interdisciplinary learning of Chinese language”, and its overall description revolves around Chinese language practice activities. Firstly, it expands the scope of activities - “in Chinese language practice activities, it connects inside and outside the classroom, inside and outside the school, and expands the field of Chinese language learning and application”; The second is to clarify the purpose of the activity - “to improve language and writing skills in the process of discovering, analyzing, and solving problems through the comprehensive application of interdisciplinary knowledge.”. What is worth discussing is the scope of learning content. The new curriculum standard includes five aspects of interdisciplinary learning content: disciplines such as mathematics, physics, chemistry, and biology, as well as scientific and technological activities; Psychological health and physical fitness survey; Social hot topics such as environment, safety, population, and resources; Citizen morality, scientific rationality, and artistic spirit; Literary clubs and cultural activities. Excluding reading activities from all five aspects can give teachers a vague understanding that interdisciplinary learning is essentially a comprehensive learning practice.

Based on this, this article attempts to explore the boundary issue of whether it only refers to “comprehensive practical activities”, in order to provide inspiration and assistance for the practice of interdisciplinary Chinese language learning.

1. Interdisciplinary comprehensive practical activities

Many scholars believe that interdisciplinary learning in the Chinese language curriculum is an evolution and upgrading of “comprehensive learning” in the “Chinese Language Curriculum Standards for Compulsory Education (2011 Edition)”. From a broader perspective, before the formal proposal of interdisciplinary learning, it went through three stages of development in China: “Big Chinese Language Education Thought” - “Comprehensive Chinese Language Learning Activities” - “Project based Learning Task Groups”. The most fundamental idea of “Big Chinese Language” is to “explore and extend various fields of student life from the axis of classroom teaching, and organically integrate them with their school life, family life, and social life in all aspects.”. However, the concept of “big Chinese” has not been clearly stated in the curriculum standards, but mainly stays

at the level of ideological concepts. The “comprehensive learning of Chinese language” has been fully explained in the old version of the curriculum standard. The 2001 version of the curriculum standard described its goal in the curriculum design as “to strengthen the connection between Chinese language courses and other courses, as well as with daily life, to promote the overall promotion and coordinated development of students’ Chinese literacy; the 2011 version of the curriculum standard also added” the connection between various aspects of Chinese language courses “. The textbook editors have also incorporated it as part of unit learning into the textbook, forming a preliminary structural system of comprehensive learning, providing a reference framework for interdisciplinary learning today. “Project based learning” is reflected as a “Chinese language learning task group” in the 2017 version of the Chinese Language Curriculum Standards for Ordinary High Schools. Compared to the first two stages, it mainly supplements the formal carrier of interdisciplinary learning, namely the construction of problem situations. From the concept of “big Chinese language” to “comprehensive learning of Chinese language” and then to “project-based learning”, it reflects the process of disciplinary integration in China. From the ideological level to the document level and then to the classroom practice level, it gradually implements the concept from the upper level.

From this development context, it is reasonable for interdisciplinary Chinese language learning to revolve around “comprehensive practical activities”. It emphasizes the construction of contexts, emphasizes connections, and the learning perspective is no longer limited to the Chinese language textbooks themselves. The vast majority of teaching practices that can be found are indeed designed and implemented around thematic comprehensive activities, such as the official teaching case provided in the Interpretation of the Chinese Language Curriculum Standards for Compulsory Education (2022 Edition) organized by the Curriculum and Textbook Research Institute: “Learning in Stationery”, “Learning in Daily Diet”, “Creative Campus Life”, and “Emerging Professions”, All of them are themed comprehensive practical activities.

2. Interdisciplinary Reading Practice Activities

When describing the task group of “interdisciplinary learning” in the new curriculum standard, it is clear that Chinese practical activities should be used as the carrier. Does “Chinese practical activities” only refer to “comprehensive practical activities”? This understanding is somewhat narrow. In fact, there is also interdisciplinary learning in reading teaching, which can even be named “interdisciplinary reading”, and many teachers have not yet realized this.

This is mainly reflected in the first field of interdisciplinary learning content in the new curriculum standard: disciplines such as mathematics, physics, chemistry, and biology, as well as technological activities. The connection between the Chinese language discipline and other disciplines cannot only be achieved through thematic comprehensive practical activities. All subject texts and various texts formed by language and writing are the objects of Chinese language reading; The use of language and writing to form texts is the key to expression, communication, and writing training in Chinese language courses. Interdisciplinary reading is essentially an interdisciplinary reading of Chinese language. Students reading textbooks in subjects such as mathematics, physics, chemistry, and biology have a positive correlation between their reading thinking and quality and Chinese language reading.

The Chinese language textbooks themselves contain some articles with interdisciplinary learning characteristics, such as teaching ancient poetry and classical Chinese. Without the support of history, interpretation cannot be fully and deeply understood. Chinese language teaching adheres to the principle of “understanding people and discussing things”, which is to use the concept of integrating literature and history in teaching. For example, Guan Ranrong and others integrated the Chinese language subject with the geography subject, setting up a special topic for learning Du Shi, in order to solve the two major problems that have long existed in the teaching of ancient Chinese poetry in middle schools: the problem of temporal and spatial separation caused by weak spatial awareness and the problem of scattered information caused by traditional single piece teaching of ancient Chinese poetry. With the help of geographical drawing methods, it drew a literary map, combining the footprints of Du Fu’s life with poetic lines, guiding students to deeply understand Du Fu’s poetry. This is also a model for interdisciplinary reading teaching.

At the same time, the Chinese language subject can also benefit other subjects by teaching students reading methods and strategies, especially those for practical articles. The reading strategies of practical articles drawn from popular science and social sciences are vastly different from those of prose, and their reading difficulty is sometimes no less than that of literary texts. Students often feel confused, which is related to our teaching errors. This type of text is mainly used for comprehension and operational reading. The so-called comprehension reading aims to understand the content of the article... The object of operational reading is mostly explanatory articles, which are articles about behavioral methods. The focus is on how to do it. Its reading method is also different from literary texts, using multiple methods such as understanding, screening, arranging, classifying, decomposing,

analyzing, classifying, combining, integrating, summarizing, etc. Interdisciplinary teaching can make up for this deficiency by selecting and presenting interdisciplinary resource materials, allowing students to experience reading methods and better learn other subjects.

In summary, the connotation boundary of interdisciplinary Chinese language learning should go far beyond the scope of comprehensive practical activities, and interdisciplinary reading practice is also its due meaning. In addition, whether there are other types of existence is also worth further research and exploration by educational practitioners.

References:

- [1] Ministry of Education of the People's Republic of China Chinese Language Curriculum Standards for Compulsory Education (2022 Edition) [S]. Beijing: Beijing Normal University Press, 2022: 34
- [2] Tan Qingyi, Xiao Xiaoyan Tracing and Exploration of Interdisciplinary Learning of Chinese Language [J] Chinese Language Construction, 2022 (12): 28-33
- [3] Li Xingbao, Gu Huangchu History of Modern Chinese Language Education in China Chengdu: Sichuan Education Press, 1997: 4
- [4] Ministry of Education of the People's Republic of China Chinese Language Curriculum Standards for Full time Compulsory Education (Experimental Draft) [S] Beijing: Beijing Normal University Press, 2001:4
- [5] Ministry of Education of the People's Republic of China Chinese Language Curriculum Standards for Compulsory Education (2011 Edition) [S] Beijing: Beijing Normal University Press, 2011: 5
- [6] Guan Ranrong, Yang Yi The cognition and implementation of interdisciplinary Chinese language learning [J] Middle School Chinese Language Teaching, 2022 (02): 14-17
- [7] Chu Shurong Practical Application: Interpretation of the Task Group on "Practical Reading and Communication" [J] Chinese Language Learning, 2018 (09): 26-29