

# Research on the Implementation Path of Interdisciplinary Theme Teaching Based on the New Curriculum Standards

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**Abstract:** In order to explore the implementation path of interdisciplinary thematic teaching based on the new curriculum standard, this article adopts research methods such as literature review, interview, and logical analysis. Through analyzing the application prospects of interdisciplinary thematic teaching and the theory of "fusion of perspectives", the elements of interdisciplinary teaching, and the misunderstandings in interdisciplinary teaching, it is believed that the optimization path of interdisciplinary teaching implementation mainly includes grasping the core competencies of different disciplines.

**Keywords:** New Curriculum Standards; Interdisciplinary; Theme Based Teaching

## 1. Introduction

In 2019, the State Council issued several opinions on deepening the reform and innovation of ideological and political theory courses in schools in the new era, which pointed out that the ideological and political education resources contained in all courses such as Chinese and geography in primary and secondary schools should be deeply explored; The "Opinions on Strengthening and Improving Ideological and Political Work in the New Era" issued by the State Council in 2021 pointed out the need to strengthen ideological and political work in schools, improve the joint management mechanism for educating young people's ideals and beliefs, and establish a scientific and effective evaluation and assessment system. It can be seen that in the new stage of development, the country has not only put forward higher requirements for the ideological and political education of young people, but also pointed out the direction for integrating ideological and political content into various compulsory education courses.

The "Compulsory Education Curriculum Plan and Curriculum Standards (2022 Edition)" issued by the Ministry of Education in April 2022 is based on core competency requirements, selects important concepts and thematic content according to the nature and educational value of different disciplines, and makes overall planning and division of labor coordination for the same content theme, striving to strengthen inter disciplinary interconnection and interaction through the establishment of interdisciplinary themed learning activities. One of the main changes in the new curriculum plan and standards is the further optimization of the course content structure, requiring each course to design learning on major interdisciplinary topics such as socialist advanced culture, excellent traditional Chinese culture, revolutionary culture, life safety and health, and national security with no less than 10% of class hours, in order to enhance the ideological content of the course.

After a year of interdisciplinary thematic learning and teaching practice, how is the educational effect of interdisciplinary thematic teaching in each course, and whether it meets the "academic requirements" proposed by the new curriculum standards; Can frontline teachers, especially rural primary and secondary school teachers, truly understand "why they teach", "what they teach", and "to what extent they teach" through the teaching and evaluation cases in the standards; How rural primary and secondary school teachers can combine school-based resources to grasp the depth and breadth of interdisciplinary thematic teaching in accordance with the requirements of the new curriculum standards, and how to scientifically select, design, and formulate unit education plans that meet the national requirements for interdisciplinary thematic teaching of ideological and political

education in accordance with the requirements of the new curriculum standards, has been a series of problems that have puzzled basic education workers. Therefore, it is particularly important to explore and innovate the teaching practice, teaching cases, and teaching methods of interdisciplinary thematic learning in the new development stage, which is also the purpose of this research topic.

## **2. The Application Prospects of Interdisciplinary Thematic Teaching and the Theory of "Fusion of Perspectives"**

The theory of "fusion of perspectives" was proposed by the famous contemporary German philosopher Gadamer. This theory holds that perspective is the framework and perspective within which a person comprehends or comprehends, and is the scope of their thinking. "Visual fusion" is not the merging of two perspectives into one, but the simultaneous optimization, expansion, and extension of two or more perspectives, which is a harmonious and coordinated state of teaching and learning. The essence of perspective fusion case teaching is the continuous integration process of student perspective, teacher perspective, theoretical perspective, and case perspective. The "student perspective" mainly refers to the thoughts and ideas of students, including the needs for the development of ideological and political theory, the needs for growth and talent, and so on. To carry out targeted case teaching, it is necessary to first understand the students' domain and focus on the "demand side". The "teacher's perspective" includes not only the teacher's own grasp of Marxist theory and its basic attributes, the teacher's understanding and grasp of the needs of students in the development and growth of ideological and political theory, but also the teacher's understanding and grasp of case plots and facts. The "case perspective" encompasses two dimensions: the first refers to the perspective of the case writer, which is integrated into case teaching through the writer's creation and design; The other refers to the perspective of the protagonist in the case, which is what the protagonist thinks and thinks. The "theoretical perspective" refers to the thoughts and ideas of Marxist classic writers and their successors, covering not only the basic stance, viewpoints, and methods of

Marxism, but also the theoretical content suitable for conducting case teaching.

After reviewing and analyzing journal literature in the past 20 years, it can be seen that the achievements of interdisciplinary thematic teaching and the application research of "perspective fusion" theory provide detailed theoretical basis and reference for the in-depth development of this study. However, practical research, teaching cases, and teaching methods related to interdisciplinary thematic teaching are relatively weak. The research results of the "fusion of perspectives" theory in teaching applications are relatively few, and there is a lack of exploration and innovative research on interdisciplinary thematic teaching cases and methods. Based on this, this study will use the "fusion of perspectives" theory to explore the "teacher's perspective", "student's perspective", "case perspective", and "theoretical perspective" Explore interdisciplinary thematic teaching "fusion of perspectives" case teaching methods that meet the requirements of the new curriculum standards, and seek paths and methods suitable for interdisciplinary thematic teaching content in rural primary and secondary schools in the new development stage.

## **3. Analysis of the Elements of Interdisciplinary Teaching**

Interdisciplinary teaching is a complex and orderly teaching practice that requires a focus on interdisciplinary themes, teachers integrating different disciplinary perspectives, and guiding students to carry out a series of exploratory activities. The existing interdisciplinary teaching research focuses more on exploring the existing problems and practical cases, but lacks analysis of the constituent elements of interdisciplinary teaching. American scholar Alan Ripke pointed out that interdisciplinary teaching requires a comprehensive analysis of basic elements such as epistemology, phenomena, hypotheses, concepts, theories, and methods, which provides an analytical framework for accurate understanding and comprehension of interdisciplinary teaching.

## **4. Misunderstandings in Interdisciplinary Teaching**

#### **4.1 There is a Generalization Error in the Selection of Subject Themes**

Interdisciplinary themes are the connecting points of interdisciplinary teaching processes, and the rationality of topic selection is related to the effectiveness of teaching practice. Currently, when selecting interdisciplinary themes, teachers lack attention to student life situations and make errors in knowledge teaching, resulting in the inability to extract essence and a tendency towards generalization in the selection of interdisciplinary themes. Firstly, the selection of interdisciplinary themes deviates from core competencies. When determining interdisciplinary themes, teachers often take the combination of knowledge from different disciplines as an important basis, thus ignoring the goal orientation of core competencies and the authenticity and inspiration of the themes themselves. Therefore, it is easy to cause the selected theme to be generalized. Secondly, the setting of interdisciplinary themes lacks problem contexts. The interdisciplinary theme is open and should leave blank space for students' thinking. However, in teaching practice, the theme chosen by teachers does not pay enough attention to the problem situation, resulting in an inappropriate cognitive scope with students, showing hollowing out and making it difficult to further promote teaching. For example, a rural mathematics teacher conducted an interdisciplinary thematic teaching practice of "exploring the knowledge mysteries of Suzhou gardens", which integrates Chinese language, mathematics, and art courses. The teacher has set up sub themes such as mathematical knowledge in Suzhou gardens, analysis of Suzhou garden texts, and architectural art in Suzhou gardens. The interdisciplinary theme chosen by the teacher deviates from the rural life context of the students, imprisoning mathematical knowledge and text analysis at the knowledge level, without considering that many students are not familiar with Suzhou gardens. Such interdisciplinary themes do not reflect the essential significance of core competencies. Therefore, such generalized interdisciplinary thematic activities cannot enable students to achieve deep exploration in the teaching field.

#### **4.2 The Content of Interdisciplinary Teaching Is "Cross But Not Compatible"**

Interdisciplinary teaching should revolve around thematic activities and integrate content from different disciplines. However, in teaching practice, there has been a problem of interdisciplinary content being inconsistent. Firstly, individual teachers have limited subject knowledge. In interdisciplinary teaching, teachers are often familiar with their own subject content, but have biases in understanding relevant subject knowledge and methods, making it difficult to integrate them across disciplines. Secondly, the integration of knowledge presents a problem of patchwork and fragmentation. Each discipline is an independent entity, and in teaching that focuses on an interdisciplinary topic, the content of different disciplines is surface aggregated but actually dispersed.

### **5. Optimization Path for Interdisciplinary Teaching Implementation**

#### **5.1 Grasp the Core Competencies of Different Disciplines and Achieve the Goal Orientation of Interdisciplinary Teaching**

Firstly, establish an interdisciplinary epistemological stance. Kant believed that if knowledge should be communicable, then the cognitive ability that is suitable for generating knowledge from a surface can also be universally conveyed. The epistemological stance of teachers is an important subjective condition for interdisciplinary teaching, which can widely affect students' interdisciplinary learning. The epistemological orientation of teachers in different disciplines reflects a single disciplinary perspective, while teachers can only form a disciplinary education perspective with an overall practical perspective if they have an interdisciplinary epistemological stance. In interdisciplinary teaching, teachers should strengthen the correlation and integration between disciplines, understand the curriculum reform and new teaching trends based on the cultivation of core competencies in different disciplines. Each discipline has a specific core literacy connotation, for example, disciplines such as Chinese language and history make value conventions around patriotism and humanistic spirit; Mathematics,

physics and other disciplines contain qualities such as scientific spirit and innovative consciousness. Therefore, it requires teachers to grasp the core competencies of different disciplines, correct their inherent biases towards a certain discipline, and approach problem-solving; While adhering to the unique value of disciplinary education, form a value orientation of interdisciplinary comprehensive education.

Secondly, enhance the practical ability of integrating interdisciplinary courses. The practicality and integration orientation of interdisciplinary teaching require teachers to adopt integrated teaching and learning methods for curriculum development and implementation. This requires the formation of a dynamic and sustainable teaching research team to continuously strengthen the professional development ability and collaborative teaching ability of teachers, as well as teaching literacy that combines scientific spirit and humanistic sentiment. At the same time, establish an interdisciplinary curriculum integration support system. The school provides technical, intellectual, and institutional support to teachers, and constructs a management and assessment system for interdisciplinary curriculum integration and teaching practice. On this basis, teachers can not only master their own subject teaching knowledge, skills, and educational goals, but also have sufficient time and space for interdisciplinary teaching research. Teachers continue to explore interdisciplinary curriculum integration aimed at core competencies, adjusting relevant teaching content, teaching methods, curriculum resources, evaluation plans, etc. In this process, the teacher's ability to integrate interdisciplinary courses is improved, which in turn promotes the achievement of the comprehensive education goal of interdisciplinary teaching.

### **5.2 Pay Attention to the Situational Nature of Disciplinary Phenomena and Select Appropriate Interdisciplinary Teaching Themes**

Situational revelation reveals that existence exists within a certain ontological "atmosphere" and ontological context. The phenomenon of different disciplines not only exists in the subject itself, but also in social

situations. Therefore, when designing interdisciplinary thematic contexts, teachers should closely pay attention to the situational nature of disciplinary phenomena.

Firstly, starting from the phenomena that the subject is concerned about, determine the theme of interdisciplinary teaching. The textbooks within the scope of the national curriculum place great emphasis on the contextualized design of knowledge, conveying the phenomena of subject knowledge to students. These phenomena originate from real-life situations in society and can serve as important references for teachers to determine interdisciplinary themes. On the one hand, based on the phenomena in the social field, identify interdisciplinary themes. Teachers should fully consider the correlation between phenomena that occur in society and the knowledge context in textbooks. At the same time, teachers also need to assess the feasibility of transforming phenomena in the social field into the classroom field. By analyzing and studying the influencing factors of transformation, select a theme with social value. On the other hand, analyzing related disciplinary phenomena can explain interdisciplinary themes. In order to avoid narrow or generalized topic selection, teachers should jointly analyze whether the phenomena that relevant disciplines are concerned about are compatible with interdisciplinary theme activities. During this process, identify interdisciplinary resources that are relevant and lay the groundwork for the creation of thematic contexts.

Secondly, based on the theme of interdisciplinary teaching, the relevant issues are contextualized into real-life situations. Interdisciplinary themes not only reflect the comprehensiveness of disciplinary perspectives, but also have a social aspect that is in line with student life. The creation of interdisciplinary contexts should fully demonstrate the multiple meanings of student cognition, classroom environment, and social practice, and generate multiple complex problems around thematic activities, which can be solved through interdisciplinary perspectives. Then place the problem within the phenomenon and explain it in a context of daily life, thus achieving the transformation process of "phenomenon, essence, and

phenomenon" in situational design. As Dewey emphasized, valuable questions must be understood and judged within the conceptual framework of context, as context determines the external conditions of the problem. The situational creation of interdisciplinary teaching is gradual and extended, constantly shifting towards the socialization of students' lives in the process of problem-solving. Husserl believed that the objects people face in life can be traced back to their historical significance when they were originally established. Therefore, teachers shift the focus of the problem to the familiar life situations of students, guide them to use interdisciplinary perspectives to explore and solve problems, and promote the transfer of knowledge and the improvement of their abilities. As a result, students are not limited to precise concepts, definitions, and other textual symbols in a particular discipline, but rather clarify their own value and meaning space through practice focused on problem-solving.

### **5.3 Integrating the Diversity of Disciplinary Methods and Presenting a Deep Interdisciplinary Teaching Process**

Firstly, form a fusion perspective of disciplinary methods. Interdisciplinary approach is not a rejection of disciplines, it is firmly rooted in disciplines and corrects the dominant position of a single disciplinary approach. There is complementarity between different disciplinary methods, that is, borrowing a certain disciplinary method will encourage more disciplines to use its methods, study its phenomena, and feel its worldview. In interdisciplinary teaching, based on the coupling path of knowledge, disciplinary methods also need to be crossed and integrated. Firstly, apply interdisciplinary thinking to understand the problems in the context. In interdisciplinary teaching practice, the teacher community needs to conduct research on interdisciplinary methods to predict the effectiveness of students' interdisciplinary learning in response to the complex problems preset. That is to say, teachers should use interdisciplinary thinking to analyze situational problems, explore them through different disciplinary methods, and form a fusion perspective of multidisciplinary methods. Secondly, explore the problems in

the context through interdisciplinary methods. Teachers guide students to divide situational issues under the theme into several components and explore them using different disciplinary methods. For example, the interdisciplinary theme of "24 solar terms and our lives" in geography courses can be analyzed by integrating geography, labor, and biology disciplines with "production" issues, and by integrating geography, Chinese language, and history disciplines with "excellent traditional Chinese culture" issues. The switching of ideas and perspectives between disciplines can unearth richer learning resources, promote the three-dimensional thinking of students, and form a holistic understanding of interdisciplinary themes.

Secondly, carry out in-depth interdisciplinary teaching practices. Teachers guide students to form interdisciplinary thinking, apply different disciplinary methods to solve problems, and also carry out in-depth teaching practices. Firstly, achieve thematic interdisciplinary teaching transformation. To conduct interdisciplinary teaching around a theme, teachers need to diagnose the degree to which students apply different disciplinary methods and clarify the learning elements in the theme that can help students solve practical problems. At the same time, in the teaching process, diverse teaching methods are adopted to guide students to integrate theme related thinking methods, deconstruct and reconstruct problem phenomena and theoretical knowledge from a cross perspective, so that students can obtain an immersive learning experience, and thus introduce teaching into the interdisciplinary realm of deep cognition and meaning construction. Secondly, promote the transformation of interdisciplinary teaching processes. Interdisciplinary teaching is to some extent aimed at promoting deep learning among students. So, from the perspective of teachers, it is necessary to carry out in-depth teaching. Examining deep teaching from the perspective of teaching process, it is a practical process from cultural identity and experience to cultural reflection and cultural consciousness.

### **6. Conclusion**

In summary, in the process of

interdisciplinary teaching, teachers of various subjects should adjust the order of teaching and learning, adopt a student-centered approach, and provide limited teaching to students, providing a "panoramic perspective" of disciplinary methods. By analyzing and studying the conflicts and collisions between phenomena and knowledge in different disciplines, students can achieve deep understanding, expanded transfer, and ability cultivation. Based on different course dimensions, design interdisciplinary thematic teaching case studies with strong operability and adaptability to the current development status of rural basic education. Implement the principle of "integrating various courses with ideological and political theory courses in the same direction, forming a synergistic effect", and regard "cultivating morality and talent" as the fundamental task of education, striving to make due contributions to the interdisciplinary thematic teaching practice of rural basic education.

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