

The Application Strategy of Interdisciplinary Integration of Chinese Knowledge into Middle School History Teaching

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Abstract: With the continuous development of the global knowledge economy, the reform of education in various countries is also deepening. In this current situation, education reform puts forward higher requirements for both teachers and students. How to improve students' comprehensive competencies has become the key point of education reform for governments all over the world. The term of "Competencies" was first introduced by the OECD in 1997. In order to adapt to the continuous development and change of social economy, the Ministry of Education (China) issued the History Curriculum Standards for Compulsory Education (2022 edition) in April 2022. The interdisciplinary thematic learning proposed in the book is a sign of the leap-forward development of the history curriculum reform of compulsory education, and an opportunity and challenge for the development of history teaching in junior schools. The development of interdisciplinary study of history will help students to combine the knowledge, skills and methods of history with those of other curriculum, and promote students' ability to solve a problem comprehensively. This paper takes the Chinese Literature as the research object to design interdisciplinary thematic activities, and understands the specific situation of Chinese literature in the development of human history and the application of Chinese knowledge in history teaching. Through the activities design of interdisciplinary thematic learning on the Chinese literature in history teaching, students can have a knowledge and understanding of Chinese literature, and realize the important role of Chinese literature in the development of human society, experience the wisdom of Chinese people. As the saying goes, "Literature and history are a family", Chinese knowledge plays a key role in stimulating interest in learning, promoting the breadth and depth of historical understanding and promoting quality-oriented education.

1. Introduction

In 1997, OECD launched the "Definition and Selection of Competencies: Theoretical and

Conceptual Foundations", which firstly use the word "Competence".^[1] At the turn of the new century in 1997, many countries in the world were thinking about a key question -- Facing the new century, where will our teaching reform go?" In this context, in 2003, the OECD launched the final research report, Key Competencies for a Successful Life and a Well-Functioning Society, clarifies the term "Key Competencies". The OECD series of studies has provided guidance to education reformers in many countries and has had a great impact. Therefore, in 2005, OECD published "The Definition and Selection of Key Competencies: Executive Summary", which to enhance the operability of key Competencies applied in educational practice.^[2] In 2006, the European Union adopted the concept of "Key Competences for Lifelong Learning".^[3]

In 2014, the Ministry of Education of China issued the Opinions of the Ministry of Education on Comprehensively Deepening the Curriculum Reform and Implementing the Fundamental Task of Building Moral Education and Cultivating human Beings, which stated that "the Ministry of Education will organize research and put forward the key competencies system for students at all levels of study, and make it clear that students should have the necessary character and key ability to meet the needs of lifelong development and social development."^[4]

In 2016, Lin Chongde published the book "The Development of Key competencies of Chinese Students". It divided the key competencies of students into 6 aspects and 18 points, and defined the key competencies of students as "the necessary character and key ability that students should possess to adapt to the needs of lifelong development and social development".^[5] On the basis of the Experimental Plan for Compulsory Education Curriculum Design promulgated in 2001 and the Curriculum Standards for Compulsory Education promulgated in 2011, the Ministry of Education issued the latest version of the Compulsory Education Curriculum Plan (2022 Edition) in April 2022. Under the situation of universal compulsory education, it further clarified "who to train, how to train and for whom to train".^[6]

The latest edition of the History Curriculum Standards for Compulsory Education in 2022 clearly proposed that history should start from the core literacy and give full play to its educational function. The key competencies cultivated in junior school history "mainly includes five aspects: historical materialism, spatiotemporal concept, historical evidence, historical interpretation, and feelings of family and country".^[7] The main task of the history discipline is to constantly implement the task of cultivating morality and cultivating people, reflect the educational function of the curriculum, help students establish correct emotions, attitudes and values, thereby promoting students' all-round development and cultivating students' key competencies.

The History Curriculum Standards for Compulsory Education (2022 Edition) proposes to break the artificial barriers among disciplines and strengthen the synthesis of knowledge.in order to integrate the knowledge of all disciplines together to form a comprehensive knowledge system. At the same time, teachers are required to guide students to participate in social practice in order to strengthen the connection between personal and social experience, cultivate students' ability to solve practical problems with knowledge, promote students' transformation to comprehensive learning mode, so as to improve their core quality.^[8] It clearly requires teachers to plan 10% of the total teaching hours to design interdisciplinary thematic learning. "For the further development of students' core literacy, promoting the students to change the way of history study and strengthening the students to use the multidisciplinary knowledge, skills and the comprehensive exploration ability, interdisciplinary subject learning activities are designed in history curriculum. It aims to guide students to combine the history course and other knowledge, skills, methods and research around the theme. Based on this, comprehensive practical activities are carried out to explore and solve problems in depth ".^[9] Thus, interdisciplinary thematic learning is to cultivate students' ability to comprehensively explore and solve problems by integrating knowledge, skills and methods of multiple disciplines, which is an important course content and innovation of the new history

curriculum standard.

In addition, interdisciplinary thematic learning is not a simple superposition of two subjects or even more, or the fragmented presentation of several subjects, but the knowledge, abilities, methods as well as the cooperation between members, which teachers and students need to comprehensively apply to a certain problem. Teachers should help students mobilize their personal social life experience, which can stimulate their thinking and willingness to solve realistic problems.

It is known that subject-based teaching originated in the European Renaissance. *Comenius*, Czechoslovak educator, firstly proposed subject-based teaching. He divided children into classes according to their age and carried out the classroom teaching. Subject-based teaching has promoted the growth of people's knowledge in a certain period. However, with the increase of social demand for talents and human's understanding of their own development, the subject-based teaching has great disadvantages. The knowledge is artificially divided into different disciplines or different categories, which ignores the connection among these disciplines and the comprehensiveness of knowledge. Therefore, interdisciplinary thematic learning tries to break down this artificial boundary. Teachers need to change the teaching mode. Schools and educational administration also need to change the management mode. And educators are required to establish their own interdisciplinary curriculum development mode. It can be seen that interdisciplinary learning activities are new tasks and challenges to teachers, students, schools and educational management departments. At the same time, it also provides new opportunities for the integration of interdisciplinary or cross-disciplinary development.

2. The Connotation of Interdisciplinary Thematic Learning

In the Oxford Advanced English-Chinese Dictionary (9th Edition) by *A S Hornby*, the English word for interdisciplinary, "adj. that involving different areas of knowledge or study", such as interdisciplinary research. In 1926, R.S. Woodworth, an American psychologist, first used the term "interdisciplinary" in the Social Science Research Council of the United States, aiming to break the disciplinary barriers and develop a comprehensive knowledge system.

The most commonly used definition and concept of "interdisciplinary" was developed by the Center for Educational Research and Innovation in Paris, France. In September 1970, the Organization for Economic Cooperation and Development held a seminar on interdisciplinary teaching at the University of Nice in France. Many experts made a systematic discussion on the connotation and theory of interdisciplinarity and published "Interdisciplinarity - Teaching and Research issues in Universities" after the conference, which laid the foundation of "Interdisciplinarity". "Interdisciplinary" is an adjective used to describe the interaction among two or more different disciplines. In a considerable field, this interaction can range from the simple exchange of ideas to the mutual integration of organizational concepts, methodological procedures, epistemology, terminological data, and organizational research and education. Interdisciplinary teams consist of people trained in different areas of knowledge (disciplines). Although they hold different concepts, methods, data, and terminology, they constantly communicating and working together to solve a common problem. ^[10] Zhang Hua, a Chinese scholar, believed that interdisciplinary is not only the pursuit of values and the spirit of the times that integrate different knowledge or disciplines such as knowledge and life, science and humanities, but also a research method of cooperative inquiry and interactive knowledge construction. ^[11]

Since the 21st century, the major problems in society, economy, politics, and environment have become highly comprehensive and interdisciplinary. No single discipline, major or technology can provide a complete set of systematic solutions, which requires the interdisciplinary knowledge, theories and methods to solve problems. ^[12] Although many scholars have done a lot of research and

practical exploration in the interdisciplinary field, they mostly regard interdisciplinary as the simple superposition of two or more different disciplinary knowledge, which lacks organic integration and does not form a comprehensive knowledge system. To this end, the History Curriculum Standards for Compulsory Education (2022 edition) specifically proposes that 10% of the class hours in history curriculum should be devoted to interdisciplinary learning activities.^[13]

3. The Strategy of Chinese Knowledge in History Teaching

In the face of the rapid social change in the 21st century, the demand for talents in various countries has also undergone a revolutionary change, from "professional talents" to "comprehensive talents". Under the traditional subject-based teaching model, different subjects are separated from each other, which makes it difficult to improve students' comprehensive knowledge ability. The integration of curriculum content and curriculum structure has become a new trend of education reform. It is necessary to strengthen the penetration between history teaching and other subjects, take history as the foundation, logically integrate the knowledge of other subjects, and explore the internal connection between history and other subjects.^[14]

Interdisciplinary teaching is conducive to forming comprehensive knowledge content and helping students understand historical facts, historical phenomena and historical figures from a broader perspective by strengthening the internal connection of various subjects and breaking through the barrier of too detailed division of traditional subject courses. The so-called "Chinese 5000 years, literature and history do not separate families". Literature and historiography have been closely intertwined since ancient times. Many ancient literary classics not only have the delicate lyric of literature, but also have the true narration of history, carrying a lot of historical traces. In the Spring and Autumn period and the Warring States period, such as "Zuo Zhuan", "Shiji", "Zhizhi Tongjian", "Zhan Guo Policy" and other works are not only of high literary value, but also extremely precious historical materials for the study of ancient Chinese history. Among them, Taishi Gong's "Records of the Historian" was praised by Lu Xun as "the last song of historiography, the Lisao without rhyme", which is a model of the combination of ancient Chinese literature and history. The independent development of literature and history can be traced back to the Republic of China, when Western social science methodology was introduced and literature and history began to be studied independently. Since the reform and opening up, literature and history began to be separated, and the internal division of subjects became more and more accurate, and the situation of "separated lines like separated mountains" appeared. Both historiography and literature are difficult to develop independently and need to learn from each other. It can be said that history teaching and research has unique advantages by drawing on literature.

3.1. Application of Teaching Introduction

Teaching introduction is a necessary prerequisite for teachers to teach new learning content or carry out teaching activities. Although the introduction link does not account for a large proportion of the time in the whole class, it is an important link in the development of a class. Without a good classroom introduction, students often can not lift the interest of learning, resulting in students' classroom participation and learning efficiency. Teachers should carefully design, through the creation of teaching scenarios, setting up problems and combining with life practice and other ways to import, so as to effectively focus students' attention in class, stimulate learning interest, so that students with high learning motivation into the classroom learning.^[15]

The traditional history teaching classroom takes the teacher as the main body, emphasizes the history knowledge as the foundation, pays attention to the systematic and rigid imparting, fails to pay attention to the students' interest, does not pay attention to the students' individual

comprehensive development. History curriculum overemphasizes the independence of subjects and neglects the communication and connection with other subjects.

Traditional history textbooks take classical knowledge as the main content, ignoring the relevance with students' life. In order to restore the truth of history to the maximum extent, history textbooks are highly theoretical, and the language is often dull and boring, which makes students feel boring and distracts the attention of the class.

The introduction of literature works in history class can effectively catch students' attention and improve the efficiency of classroom learning. For example, in teaching the fifth lesson of the outline of Chinese and foreign history, "Regime Change and national integration of The Three Kingdoms, Two Jin and Southern and Northern Dynasties", the introduction of literature works "Romance of The Three Kingdoms" in the introduction of the new course, the teaching design is as follows.

Teacher: Have you read The Romance of The Three Kingdoms? (Student: Yes.)

What is Luo Guanzhong's first sentence in the book, and the most gist of the book, which students can remember?

It is said that the general trend of the world, long unity will be divided, long separation will be united.

The purpose of this import design is to guide students to understand the characteristics of The Times in this period through the literature works they are familiar with, which is the process from "unity" to "division", and finally from "division" to "unity", to grasp the characteristics of The Times in this period from a macro perspective. Through the literature works that students are familiar with, the historical scene can be constructed effectively and quickly, the existing knowledge background of students can be mobilized, students can be guided to think positively, and teachers can be helped to carry out further teaching activities.

Many literature reading books selected in the Chinese textbooks of middle schools often contain rich historical knowledge, such as poetry, novels, etc. In the study of ancient history, students usually have a strange feeling about the distant ancient history. In addition, textbooks tend to focus on the outline but ignore the description of details, which has become one of the obstacles for students to understand history. In history teaching, certain literary works can be quoted to help students construct historical scenes, promote students to accurately interpret historical texts, and grasp the rich emotions contained in them. Especially in the analysis of classical Chinese and historical materials, the use of historical place names, battles and literary allusions, which are common in literary works, will effectively promote students to interpret historical texts and construct their own understanding of history.

The introduction of literary works in the classroom can arouse students' interest in learning, communicate with teachers and students' feelings, construct life scenes, promote students' understanding of the historical process, keep students' attention and interest, and improve students' participation in class. However, when selecting literary works as import materials, it should be able to focus on the study of this course and avoid deviating from the teaching objectives. To have enlightening, can cause students to think about the interest of the problem; To novel close to the reality of life, not plain stiff; Introduce the topic briefly, don't drag on.

3.2. The Application of Classroom Teaching

Classroom teaching is the core part of classroom teaching, which takes up the largest proportion of time in a class and the largest amount of knowledge. How to efficiently teach and make students easy to absorb is the important focus of teachers' teaching. Both Chinese and history belong to the humanities. Chinese focuses on improving language expression ability, promoting thinking

development, and improving aesthetic appreciation and creation through learning language rules. "The discipline of history focuses on cultivating students' necessary character and key ability with the characteristics of the discipline of history in exploring the process and law of human history". History is the foundation of all humanities research, and the knowledge of language is the basis of historical research. The combination of literature and history is the characteristic of ancient Chinese scholarship. Many historical works often have both historical authenticity and literary artistry. Sima Qian, Wang Guowei, Chen Yinke, Liang Qichao, etc., were all great masters of historiography and literature. No matter for history research or history teaching, we must not ignore the utility of basic knowledge of Chinese, and give full play to the instrumental role of Chinese to promote the standardized teaching of history.

Chinese literature knowledge covers language knowledge and expression, literature knowledge, reading teaching and other knowledge content. The knowledge of modern Chinese includes phonetics, Chinese characters, words, punctuation marks and figures of speech. In classroom teaching, history teachers need to speak Putonghua and read proper characters and words, especially rare characters or words with specific pronunciation and meanings, to solve the obstacles for students to read history textbooks, such as Epang Palace, Shanyu, Khan, Tubo, Dayue Family, Lintao and other proper names. History teachers should master certain punctuation marks and rhetorical devices, and standardize students' written language expression when correcting students' homework.

The subject of history is broad, involving politics, economy, culture, religion and so on. In the teaching of Contention of a Hundred Schools of Thought, the learning objective is "to understand the theories of Laozi and Confucius, and to understand the situation and significance of contention of a hundred schools of thought through Mencius, Xunzi and Zhuangzi". Due to the space limitation, the new textbook can only introduce the knowledge point roughly and has strong theory. The content of the textbook involves history, politics, philosophy, literature and many other disciplinary knowledge, which is out of the students' existing cognitive level and makes it difficult for students to understand. Therefore, teachers need to supplement relevant materials and set up learning scenarios to help students understand and learn with the help of students' existing knowledge and experience. ^[16] For example, when narrating Confucius' ideas and propositions, the Analects of Confucius are introduced to understand Confucius' ideas of "benevolence", educational propositions, ethics and morality. When we study the thoughts of Lao and Zhuang, we can introduce works such as "Carefree Tour" to understand the Taoist thought of nature doing nothing and the unity of nature and man.

Many ancient classical literary works usually take history as content and literature as form, based on a certain historical background and reflect a certain social reality; A classic history is written down by means of literary expression. The ability of reading, understanding, appreciation and expression has become the cross zone of Chinese and history teaching methods and ability training. Therefore, it is necessary to improve students' historical language expression ability. In the analysis of material questions, teachers can properly use Chinese reading methods, combined with the requirements of the topic, find out the central sentence and key words of the material, around the key points to analyze the material, to help students accurately examine the questions and answer questions. Reasonable use of reading skills can effectively improve students' ability of analysis and generalization.

With the help of textual materials, Chinese teaching is completed in the process of listening, speaking, reading and writing. Whether it is a history textbook, a history book or an exam question, it requires the ability to read and discriminate text materials. Especially in the history of ancient and modern history teaching and exam, there will be a lot of writings in classical style material, this needs through reading writings in classical style teaching method in Chinese subject, guide students

around historical writings in classical style of historical materials, use of grammar knowledge to punctuate, find out the central argument, division level paragraph, summarized the effect of historical materials, so as to effectively improve the students' ability of historical evidence, Develop students' critical ability to analyze and expound history. For example, when teaching Fan Zhongyan's reform, the introduction of the famous Yueyang Tower in the Chinese textbook plays a unique role in explaining The Times of the Northern Song Dynasty, and showing Fan Zhongyan's patriotism and love for the people. Show the material "in the temple of the high worry about its people, in the river's lake far worry about its king". Teachers need to know that "high" and "far" can be attributed to "temple" and "jianghu" respectively. In order to emphasize the postposition of "high" and "far", teachers can accurately translate the meaning of this sentence to students.

In the traditional teaching concept, reading aloud seems to be only a unique teaching method of Chinese subject. But applying this method to the history classroom can have unexpected effects. It is an effective strategy to read the materials aloud for the theoretical and difficult materials or important knowledge points. "Reading aloud is a spiritual activity in which readers try to express the consciousness of life in written language." Reading aloud is a multi-sensory synergistic action of eyes, mouth, ears and brain, which can capture students' attention in class and help students understand and memorize knowledge content. For historical perspectives rich in emotional attitudes, teachers can guide students to read the material through changes in tone, intonation, stress and rhythm, so as to build students' healthy emotional attitudes and values.

3.3. The Application of the Test Question Evaluation

Summary evaluation, also known as "summary evaluation", is mainly aimed at the evaluation of teachers after they complete the teaching task. It is an important way to effectively measure teachers' teaching and students' learning. Classical Chinese historical materials are not only important sources for historical research, but also important materials for history classroom teaching and summary evaluation. Teachers with certain basic knowledge of Chinese can guide students to read classical Chinese and historical materials, so as to understand the materials, clear the obstacles to reading, understand the meaning of the text, and according to the requirements of the dry question accurately, which has important teaching value.

In 2010, the history of college entrance examination, appeared in the form of essay answers, essay questions gradually independent of material analysis questions, become one of the history of college entrance examination in the past ten years. In recent years, question 42 of the National College Entrance Examination (NCEE) is usually designed to examine students' argumentation ability based on the materials. For example, in the National College Entrance Examination in 2020, question 42 of the first volume of the National College Entrance Examination is required to draw up a book title reflecting the characteristics of The Times based on the knowledge learned in a certain historical period in ancient China, and demonstrate it with specific historical facts. The examination questions are novel in perspective, highlighting the concepts of time and space, historical interpretation and historical values.

This question focuses on the independent thinking ability of students, the breadth, depth and logic of historical thinking, downplays rote memorization, flexible and diverse forms, focusing on the examination of students' core literacy of history discipline. The examination reflects that students generally have poor writing skills and lack of expression ability; The central argument is not clear; The argumentation structure is confused and the context is not clear; Non-standard writing; Disorganized, impassable sentences, disjointed history, poor logic and many other problems. Based on this, we can use the basic method of argumentative writing training in Chinese discipline to improve students' verbal expression ability. Teachers should guide students to learn a

variety of argumentation methods, through the use of specific historical facts to enhance the persuasiveness of the article, the use of reasonable argumentation methods to make the argument clear and powerful, so that the historical essay has clear views, sufficient arguments, tight structure, rigorous expression and strong logic. No matter for the explanation of examination questions or daily history writing, the use of Chinese methods can promote the improvement of historical expression ability.

There are many benefits to the use of Chinese literature in history classroom teaching, but not all literature works can become typical history teaching materials. Therefore, when to apply knowledge of literature in history teaching, must revolve around the teaching goal, respect the historical facts to history teaching, historical law is the main line, through the historical analysis, to literary creation of teaching situation, play a auxiliary role of literature material, must not presumptuous guest usurps the host's role, history into literature appreciation course. Select literature works that can effectively assist history teaching, pay attention to meet the cognitive understanding level of middle school students, select appropriate strategies to effectively complete the teaching objectives and tasks stipulated in the curriculum standards, and promote the realization of teaching effectiveness. In history teaching, teachers should guide students to pay more attention to the social reality reflected by literary works, explore the background of their life through "people", discriminate the authenticity of materials, and cultivate students' ability of historical theory and demonstration with literary works.

4. Conclusion

Interdisciplinary thematic learning is a kind of curriculum activity design that reflects the integration and practice of compulsory education curriculum under the premise of emphasizing the foundation and logic of the curriculum. Interdisciplinary thematic learning is not a new thing. Research learning, project learning, discipline practice and problem-solving are all necessarily comprehensive and interdisciplinary.

To sum up, teachers play an extremely important role in promoting the in-depth development of interdisciplinary history teaching, and improving the literature literacy of history teachers is the key to effectively promote the integration of history and literature teaching. Interdisciplinary teaching has become a new trend in the development of today's education and teaching. The cross-penetration of history with other humanities or natural sciences can enhance the interest of history teaching, help to create teaching situation and expand thinking space. The comprehensive and extensive characteristics of history require that history teachers must have extensive knowledge to be competent. Teachers should strengthen their learning, make up for their deficiencies, change from teachers to researchers in education and teaching, and become comprehensive teachers who are eclectic and knowledgeable. The application of basic Chinese knowledge and ability to middle school history teaching can help students to dredge the general idea of the article, understand the connotation of the material, and improve students' ability to acquire and interpret the text of the material. To cultivate students' ability to read texts, discriminate materials, summarize historical events, and improve their written language expression ability. Giving full play to the instrumental role of Chinese knowledge in history teaching is conducive to improving students' core accomplishment ability of history discipline.

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