

# Interdisciplinary Teaching Strategies of Ancient Poetry in Middle School from the Perspective of Cultural Confidence

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**Abstract:** *With the development of globalization and the collision of multiple cultures, cultural confidence becomes an important spiritual impetus to promote social progress and national prosperity. In middle school, teaching ancient poetry is not only an important content of Chinese, but also an essential way to cultivate students' cultural confidence. By analyzing the current situation, this paper discusses the interdisciplinary teaching strategies of ancient poetry teaching in middle school under the perspective of cultural confidence, aiming to enhance students' interest in poetry learning and improve students' comprehensive quality.*

**Keywords:** *Cultural confidence; Ancient poetry; Interdisciplinary teaching; Teaching strategies*

## 1. Introduction

Under the current educational background, interdisciplinary teaching is becoming more and more important. As a pivotal part of Chinese culture, ancient poetry plays an essential role in middle school. However, the current teaching of ancient poetry is often limited to a single subject and lacks effective integration with other disciplines. This teaching situation limits the cultivation of students' cultural confidence. Therefore, this paper will discuss how to improve the teaching quality of ancient poetry in an interdisciplinary way from the perspective of cultural confidence.[1]

## 2. The present situation of ancient poetry teaching in middle school

Culture is a country and a nation's soul. Cultural confidence represents a fundamental and profound force that sustains the development of a country and a nation. Ancient poetry is a very critical part of Chinese traditional culture. However, the current situation of ancient poetry teaching in middle school is not optimistic, and there are mainly the following problems :

### 2.1. Old teaching mode

At present, the teaching of ancient poetry remains at the level of word interpretation and sentence translation, without a deep understanding of the content, emotions, and artistic conception of the poetry. This old teaching mode makes it difficult for students to appreciate poetry from a broader historical and cultural background and humanistic perspective. This behavior limits students' exploration of the deep meaning of ancient poetry.[2]

### 2.2. Lack of interest in poetry learning

The language and artistic conception of ancient poetry is abstract and complex, and the writing time of poetry is far away from now, so students find it difficult to deeply understand poetry. This situation has led to a decrease in students' interest in learning poetry, so they are only passively learning to cope with exams. Meanwhile, students often stay at school and lack opportunities to experience traditional culture. So, it is difficult to cultivate students' love for ancient poetry and enhance their cultural confidence.[3]

### **3. Necessity of interdisciplinary teaching**

The "Compulsory Education Chinese Language Curriculum Standards (2022 Edition)" explicitly incorporates "interdisciplinary teaching" as an integral part of the curriculum reform. And it underscores the importance of teachers focusing on multi-disciplinary instruction. Students can improve their language proficiency and comprehensive literacy by applying knowledge from various disciplines to discover, analyze, and solve problems. Interdisciplinary teaching offers students a comprehensive and diversified learning environment, facilitating their deeper understanding and identification with Chinese culture through the interaction of various disciplines, thereby fostering and enhancing their cultural confidence.[4]

Interdisciplinary teaching can assist students in establishing a comprehensive knowledge system, fostering critical thinking, and enhancing their problem-solving skills by integrating knowledge from various disciplines. This teaching method helps to break down disciplinary barriers, achieve integration between disciplines, and cultivate students' comprehensive quality and innovation ability. Therefore, it is imperative to realize the interdisciplinary teaching of ancient poetry. The interdisciplinary teaching mode enables students to actively participate in learning according to their strengths and preferences. At the same time, students can understand and explore ancient poetry from different disciplines. Therefore, this approach can enhance students' understanding of poetry and improve their language literacy.

### **4. Interdisciplinary Teaching Strategies for Ancient Poetry in Middle School under the Perspective of Cultural Confidence**

#### ***4.1. Strengthening interdisciplinary awareness***

Interdisciplinary teaching demands that teachers possess profound subject literacy and an interdisciplinary mindset. Firstly, a teacher's profound foundation in ancient poetry enables students to accurately comprehend the language, emotions, and cultural connotations of ancient poetry. Secondly, teachers should cultivate an awareness of interdisciplinary teaching, recognize the inherent connections between different disciplines, and continuously broaden their knowledge base, thereby enabling them to flexibly apply interdisciplinary approaches in teaching. For instance, in the interdisciplinary teaching of ancient poetry, if teachers aim to integrate artistic elements into poetry and guide students to appreciate the charm of ancient poetry from multiple dimensions, they must acquire knowledge in music, art, and other fields to enrich their artistic literacy and enhance their teaching proficiency.[5]

#### ***4.2. Finding Integration of Ancient Poetry with Other Subjects***

Ancient poetry and literature embody rich historical, cultural, philosophical, and other elements. Interdisciplinary teaching involves more than just piling up content from different disciplines. Instead, it centers around ancient poetry and literature, deeply integrating curriculum content from related disciplines such as history, geography, art, music, and more. This approach breaks down disciplinary barriers, fosters intrinsic connections between disciplines, and ultimately constructs an interdisciplinary knowledge system.

##### ***4.2.1. The integration of ancient poetry and history***

The creation of ancient poetry is often closely related to specific historical backgrounds. In the teaching of ancient poetry, teachers can integrate the knowledge of history to introduce the background of poetry creation to students, which can help students understand the author's social environment and life experiences, thus better comprehending the connotations and emotions conveyed in ancient poetry. For instance, when teaching Du Fu's "Spring View", teachers can integrate the historical background of the Anshi Rebellion to let students understand the poet's suffering and concerns about the fate of the country during the war, enabling students to deeply appreciate the author's expression of concern for the country and the people in the poem.

##### ***4.2.2. The integration of ancient poetry and morality***

Ancient poetry embodies rich life philosophies and moral standards, such as benevolence, integrity, filial piety, honesty, patriotism, etc. By integrating with morality, students can deeply comprehend the connotations of these virtues and the profoundness of Chinese culture while savoring ancient poems. Teachers can delve into the moral concepts in ancient poetry, allowing students to experience the wisdom of the ancients through beautiful lines and strengthen their sense of identity and pride in national culture.

For example, Du Fu's life attitude of enduring hardships but not giving up hope in "Spring View" can inspire students to bravely face challenges. The patriotism and sense of social responsibility expressed by Du Fu in his poem "My Cottage Unroofed by Autumn Gales", which says "Could I get mansions covering ten thousand miles, I'd house all scholars poor and make them beam with smiles. In wind and rain these mansions would stand like mountains high", can guide students to reflect on their roles and responsibilities in society, encourage them to establish lofty ideals and aspirations, and cultivate their sense of social responsibility.

#### **4.2.3. The integration of ancient poetry and geography**

The depiction of geographical landscapes and regional culture in ancient poetry serves as a medium for authors to craft artistic concepts and articulate emotions. In teaching ancient poetry, teachers can leverage geographical resources to offer students a unique perspective, assist them in building spatial concepts, and enhance the enjoyment and vividness of learning. "Diplomatic Mission to Borderland" is a renowned frontier poem penned by Wang Wei. This poem showcases the magnificent scenery of the borderlands, conveying the poet's loneliness and concern for the fate of the country amidst the vast natural landscape. In teaching, merely translating the meaning of the poem can be tedious for students. However, if the teacher can utilize maps and pictures to introduce the geographical locations mentioned in the poem, such as "Juyan", "Desert", "Xiao Pass", and "Yanran", students can intuitively experience the magnificent and desolate scenery of the borderlands, appreciate the majestic beauty expressed in lines like "A single-column smoke goes straight up the desert. The round sun drops below the lengthy river", and understand the ancient people's reverence and admiration for nature.

#### **4.2.4. The integration of ancient poetry and art**

The integration of ancient poetry and art can help students unleash their imagination and creativity. By recreating poetry content through painting, students can appreciate the beauty of ancient poetry in a delightful atmosphere. For instance, the scenery of Mount Tai depicted in Du Fu's "Gazing At Mount Tai" possesses a painting-like beauty. "A marvel done by nature's hands, over light and shade it dominates. Clouds rise therefrom and lave my breast; I strain my eyes and see birds fleet" showcases the magical and beautiful natural scenery of Mount Tai. Teachers can make full use of art knowledge in teaching, guide students to feel the colors, composition, and artistic conception in poetry, and enhance their aesthetic ability. During teaching, students can choose their favorite painting methods, such as sketching, watercolor painting, oil painting, etc., to depict the magnificent and mist-shrouded scene of Mount Tai. Through painting, students can gain a deeper understanding of the connotations of Du Fu's poetry, while also cultivating their creativity and imagination.

#### **4.2.5. The integration of ancient poetry and music**

Ancient poetry often possesses a certain rhythm. Integrating ancient poetry with music in teaching can enhance students' aesthetic experience. For instance, when learning "Gazing at Mountain Tai", students can read loudly with a piece of background music related to Mount Tai, so they can experience the majesty of Mount Tai through the rhythm of the music. Teachers can also encourage students to create music based on the emotions and connotations of "Gazing at Mountain Tai". Students can choose their favorite musical instruments to play. The passionate melody expresses the poet's respect and praise for Mount Tai, while the melodious music reflects the poet's open-mindedness when climbing high. Expressing the emotions of poetry through music not only allows students to have a deeper understanding of the connotations of poetry, but also cultivates their musical literacy and creativity.

It should be noted that interdisciplinary teaching involves more than just piling multiple subjects together. Instead, it requires selecting appropriate teaching methods based on the teaching content and student characteristics as a means of preserving the unique characteristics and independence of Chinese. Otherwise, it can lead to confusion in teaching content and difficulty in grasping the key points of teaching.

### **4.3. Innovative teaching scenarios**

Psychological research has shown that for students, only when they realize that the knowledge they learn has a positive impact on their current and future lives, can their internal drive be stimulated and active learning be achieved. Therefore, interdisciplinary teaching should create learning contexts that are relevant to reality for students, build a bridge between traditional culture and modern knowledge, and make students aware of the importance of learning ancient poetry for their future lives. In the interdisciplinary teaching of ancient poetry under the perspective of cultural confidence, teachers can

adopt various forms of situational teaching according to teaching objectives, which can stimulate students' learning interest and motivation, and promote the integration of students' knowledge.

#### **4.3.1. Experiential Situations**

Experiential situations primarily involve creating contexts that are relevant to the teaching content, allowing students to learn and experience within those contexts. For instance, when teaching Su Shi's "Riverside Town—Hunting at Mizhou", we can create a scenario for shooting microfilm.

The scenario goes like this: Our school's annual film festival is approaching, and our class plans to adapt "Riverside Town—Hunting at Mizhou" into a microfilm. Now, it requires the collective effort of the entire class to complete the creation of the microfilm. To complete the shooting, we need to accomplish the following three tasks:

Task 1: Help the film dubbing. Through reading aloud, let students gain a preliminary understanding of Su Shi's poetic style.

Task 2: Determine the central elements of the film. Analyze the phrase "Rejuvenated, my fiery zeal display", explore the meaning of "fiery zeal", and comprehend the emotions conveyed in this poem.

Task 3: Add some information about Su Shi's life experience so that students can learn from Su Shi's broad-mindedness.

By creating this learning scenario, students can traverse through time and space, follow Su Shi into Mizhou, experience the spectacular hunting scene, and grasp Su Shi's optimistic and open-minded attitude.

#### **4.3.2. Life related situations**

In addition to the teaching scenarios created in the classroom, teachers can also create teaching scenarios closely related to real life, allowing students to experience the charm of ancient poetry and prose in familiar settings. For instance, the school can organize students to visit museums, historic sites, and other cultural venues, enabling them to understand the historical background and creative environment of ancient poetry. The school can also organize activities such as ancient poetry recitations and calligraphy competitions, fostering students' aesthetic interests and artistic expression. Simultaneously, students can be guided to engage in creative writing, painting, and other artistic endeavors based on the content of ancient poetry. These practical activities not only enable students to personally experience the charm of Chinese culture but also enhance their comprehensive abilities and cross-cultural communication skills.[6]

#### **4.3.3. Musical context**

The musical context refers to a method where teachers utilize musical elements to foster a specific ambiance in the interdisciplinary teaching of ancient poetry. Teachers select music that resonates with the emotions and artistic conception of the ancient poetry, using it as background music for reading. This approach enables students to appreciate the rhythmic beauty of ancient poetry, thereby enhancing their reading skills and emotional expression abilities. For instance, when studying Tao Yuanming's "Returning to the Farm to Dwell", the melodious guzheng piece "Fisherman's Song at Dusk" can serve as background music, allowing students to recite along with the melody and experience the beauty of the poem. Additionally, adapting ancient poetry into songs for students to sing can ignite their interest and enthusiasm for learning. For example, there are numerous beautiful song versions of Su Shi's "Prelude to Water Melody", with Deng Lijun's "I Wish a long life to us all" being one of them. Singing these songs enables students to memorize the content of ancient poetry and comprehend its emotions.

Situational teaching holds great significance and value in the interdisciplinary teaching of ancient poetry. Creating vivid and specific scenarios can make the learning of ancient poetry no longer dull, greatly stimulating students' curiosity and thirst for knowledge, and fostering their cultural self-confidence. However, when creating teaching scenarios, teachers should ensure that they are closely linked to the content of ancient poetry, and are both reasonable and effective. At the same time, teachers should pay attention to the participation of each student and use diversified evaluation methods to comprehensively assess students' learning outcomes.[7]

## **5. Conclusions**

The interdisciplinary teaching strategy of ancient poetry in middle school under the perspective of

cultural confidence, represents an innovative teaching approach. It can stimulate students' interest in learning, deepen their understanding of cultural connotations, and enhance their comprehensive literacy. Through interdisciplinary teaching, students can gain a more comprehensive understanding of the historical, cultural, and artistic values of ancient poetry, thereby fostering cultural confidence. In the future, we should continue to explore and refine the interdisciplinary teaching strategy of ancient poetry, making greater contributions to cultivating talents with cultural literacy and innovation ability.

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