



Interdisciplinary Thematic Learning in Physical Education and Health under the New Curriculum Standards

Hu Nvyang¹

Abstract

This study investigates the feasibility and necessity of incorporating interdisciplinary thematic learning into physical education and health courses under the new curriculum standards. Addressing the current challenges in teaching methods, which often fail to effectively enhance students' comprehensive quality and knowledge integration, the research employs a literature review and case analysis. The findings highlight the crucial role of interdisciplinary learning in stimulating students' interest and improving their innovation and practical abilities. By promoting a more holistic educational approach, this method positively impacts students' lifelong sports awareness and healthy lifestyle habits. The study presents specific teaching strategies and recommendations to overcome existing problems in physical education and health instruction. These strategies include integrating various disciplines to create a more engaging and relevant learning experience, fostering an environment that encourages critical thinking and problem-solving skills, and implementing assessment methods that reflect students' overall development. Moreover, the research outlines a practical implementation path for interdisciplinary thematic learning, aligned with the new curriculum standards, to provide both theoretical and practical guidance for educators. This approach aims to bridge the gap between different subject areas, creating a more cohesive and comprehensive educational experience that prepares students for future challenges. By focusing on the benefits and practicalities of this method, the study seeks to offer valuable insights and tools for educators to enhance their teaching practices and ultimately contribute to the development of well-rounded, knowledgeable, and health-conscious students. This research underscores the potential of interdisciplinary thematic learning to transform physical education and health courses, making them more effective and relevant in today's educational landscape.

Keywords: *New Curriculum, Physical Education and Health, Interdisciplinary Learning, Teaching Strategies, Lifelong Physical Education Awareness*

A. Introduction

With the development of society and the updating of educational concepts, the traditional teacher-centered teaching mode has gradually failed to meet the needs of modern education. Especially in physical education and health courses, how to effectively combine interdisciplinary knowledge to improve students' comprehensive quality has become the focus of educators' attention (Cheng, 2012). The new curriculum standard emphasizes the comprehensive development of students' abilities and advocates the cultivation of innovative spirit and practical ability, which provides a direction for the teaching reform of physical education and health courses. Therefore, the purpose of this paper is to explore how to optimize the teaching of physical education and health courses by means of interdisciplinary theme-based learning in the

¹Southwest University, China, 1604273477@qq.com

context of the new curriculum standards, with a view to providing students with a more open, interactive and productive learning environment. The Ministry of Education (MOE) first proposed the use of “interdisciplinary thematic learning” in physical education and health curriculum in the “Physical Education and Health Curriculum Standards for Compulsory Education (2022 Edition)” released in 2022 and emphasized that it should be used throughout the whole compulsory education stage (Mo, 2023). The new program points out that one of the main changes in the new standards is to optimize the content structure of the curriculum, and proposes that each course should in principle use at least 10% of the class time to design interdisciplinary thematic learning, which also reflects the distinctive orientation of the new standards - interdisciplinary learning (Dong, Xia & Wang, 2023).

In an era of globalization and rapid technological advancement, education faces the challenge of producing individuals who possess not only academic knowledge but also skills relevant to everyday life. Social facts indicate that many students are less interested in subjects perceived as separate and irrelevant to one another, particularly in physical education and health. This has resulted in a low awareness of the importance of a healthy lifestyle and sustained physical activity. From the literature, various studies show that interdisciplinary thematic learning approaches can enhance student interest and facilitate the integration of knowledge from different disciplines. For example, research by Beane (1997) reveals that interdisciplinary learning not only enriches students' learning experiences but also helps them connect the concepts they learn to real-life situations. Additionally, a study by Drake and Reid (2018) indicates that this method can improve students' critical thinking and problem-solving skills.

The purpose of this study is to explore the feasibility and necessity of implementing interdisciplinary thematic learning in physical education and health courses in line with the new curriculum standards. By reviewing existing literature and analyzing practical cases, this study aims to highlight the important role of interdisciplinary learning in enhancing students' comprehensive quality and promoting knowledge integration. The study argues that the implementation of interdisciplinary thematic learning in physical education and health can have a significant positive impact on students' learning interest, innovation abilities, and practical skills. Furthermore, this approach is expected to foster an awareness of the importance of lifelong sports and healthy lifestyles among students. Thus, this research aims to provide valuable theoretical and practical contributions to educators in designing and implementing more effective and relevant teaching strategies that meet the needs of students in this modern era.

B. Methods

This study employs a descriptive qualitative research design with a case study approach. This design is chosen to gain an in-depth understanding of the implementation of interdisciplinary thematic learning in physical education and health courses based on the new curriculum standards. A case study allows researchers to examine phenomena in detail within real-life contexts, providing rich and comprehensive insights.

The research is conducted in several stages. First, the researcher conducts a literature review to identify theories and previous findings related to interdisciplinary thematic learning and its application in physical education and health. Second, the researcher selects several schools that have implemented the new curriculum standards as case study subjects. Third, data are collected through classroom observations, interviews with teachers and students, and analysis of relevant

documents such as curriculum guides and lesson plans. Fourth, the researcher analyzes the collected data to identify patterns and key themes.

The research unfolds over several distinct phases. Initially, a comprehensive literature review is conducted to unearth relevant theories and prior findings concerning interdisciplinary thematic learning and its specific application in physical education and health settings. Subsequently, the researcher selects a number of schools that have adopted the new curriculum standards to serve as subjects for the case study. In the third phase, data collection is systematically carried out through a combination of classroom observations, interviews with teachers and students, and the scrutiny of pertinent documents, including curriculum guides and lesson plans. Finally, the researcher meticulously analyzes all gathered data to discern patterns and elucidate key themes. This methodical approach ensures a thorough exploration of the implementation and effects of interdisciplinary thematic learning within the selected educational contexts.

The data analysis for this study is carried out using thematic analysis techniques, which involve a structured multi-step process. Initially, all data collected from classroom observations, interviews, and document analysis are meticulously transcribed and organized into preliminary categories. Following this, the transcribed data undergo a coding process to pinpoint emerging themes. Subsequent to coding, the major themes that are most relevant to the research objectives are identified and clearly defined. The final step involves a detailed interpretation of these themes, aiming to provide a profound insight into the implementation and implications of interdisciplinary thematic learning within physical education and health courses. This methodological approach ensures a rigorous analysis that supports the overarching goals of the research.

Findings and Discussion

1. Interdisciplinary Thematic Learning in Physical Education

Interdisciplinary thematic learning (Yan, et al., 2023) refers to the creation of authentic, meaningful and complex problem situations, so that learners can gain the ability to understand and solve complex interdisciplinary problems by integrating multidisciplinary perspectives and constructing divergent thinking patterns during the learning process, and this process will promote learners' disciplinary and interdisciplinary understanding. And interdisciplinary thematic learning in the new standard of physical education refers to the organic combination of the knowledge and skills of different disciplines in physical education teaching, through the thematic teaching design, so that students can acquire the knowledge and skills of other disciplines while learning physical education. Interdisciplinary theme-based learning can effectively improve the quality of physical education programs, promote the high-quality development of physical education programs as well as improve the comprehensive quality of students and promote the overall development of students.

2. Characteristics of interdisciplinary thematic learning in sports

The new curriculum for physical education aims to cultivate socialist builders and successors with comprehensive development of morality, intelligence, physical fitness and aesthetics (Bai, 2023), and to lay a solid foundation for the development of China's physical education and talent cultivation. In the new curriculum standard, the content of interdisciplinary

thematic learning has been increased, highlighting the integration of physical education and health courses with other courses, which is mainly characterized in the following aspects:

Comprehensive

Interdisciplinary theme learning can combine the knowledge of physical education and other disciplines, so that students can acquire the knowledge and skills of other disciplines while learning physical education, thus improving the comprehensive quality of students (Wang, Zhang, & An, 2023). The comprehensive nature of interdisciplinary thematic learning is reflected in its integration of knowledge and methods from multiple disciplines in order to explore and solve problems comprehensively and from multiple perspectives. This learning mode not only focuses on the horizontal integration of disciplinary knowledge, but also emphasizes vertical deepening, forming an interrelated and mutually supportive learning network by constructing links between knowledge (Huang, 2024). In such a learning process, students are able to gain a more comprehensive and deeper understanding and develop the ability to apply knowledge in a comprehensive way. The most significant feature of interdisciplinary thematic learning is its comprehensiveness, which is reflected at multiple levels. It deeply integrates the knowledge and skills of multiple disciplines to form an interwoven disciplinary network under a unified learning theme. In this mode of learning, students are encouraged to explore the connections between disciplines, so that the learning content is no longer isolated knowledge points, but a system of interrelated and complementary information. By crossing traditional disciplinary boundaries, students develop a more holistic mode of thinking and learn to look at problems from a multidimensional and broader perspective. In addition, comprehensiveness is also manifested in the learning styles it advocates. Interdisciplinary thematic learning emphasizes practicality and experience, encouraging students to use what they have learned in real or near-real situations for inquiry and hands-on practice. This way of learning not only deepens students' understanding of subject knowledge, but also develops their ability to solve practical problems. In this process, students can give full play to their subjective initiative and promote personalization and autonomy through cooperative learning, independent research and other means (Wang & Tao, 2024).

In summary, the comprehensive features of interdisciplinary thematic learning make it a highly integrated and dynamic interactive learning approach, which can effectively enhance students' ability to solve complex problems and cultivate the key literacy they need to face challenges in the future.

Practicality

Interdisciplinary thematic learning focuses on students' practical operation, which can enable students to better understand and master the knowledge and skills they have learned, and teachers can also flexibly choose the teaching content and methods according to students' interests and specialties, and stimulate students' learning interests and motivation (Yin & Pan, 2024). Practicality is also an important feature of interdisciplinary thematic learning. It encourages students to apply subject knowledge to practical problem solving through hands-on and practical activities, so as to cultivate students' practical ability and innovative spirit. In this process, students can not only consolidate and deepen their understanding of knowledge, but also discover and solve problems, and experience the joy of learning and a sense of accomplishment. The practical nature of interdisciplinary thematic learning is reflected in its emphasis on students' deepening their understanding and application of knowledge through

practical operation. In this mode of learning, students are encouraged to closely integrate theoretical knowledge with practical problems, and to experience and participate in the process of knowledge generation and application through practical activities such as experiments, project production, and field trips (Qiao, 2024). This way of learning not only enhances students' sense of reality and meaning of subject knowledge, but also stimulates their interest in exploration and innovation. In addition, practicability also implies that interdisciplinary thematic learning focuses on the social application value of knowledge. By applying subject knowledge to solve specific problems in real life, students can better understand the social meaning and value of knowledge. This kind of learning helps to cultivate students' sense of social responsibility and civic awareness, laying a solid foundation for their future social life and career development.

In summary, the practical character of interdisciplinary theme-based learning makes it a highly participatory and applied learning mode. It can effectively stimulate students' interest and enthusiasm in learning, cultivate their practical ability and innovative spirit, and provide strong support for students' all-round development.

Exploratory

Interdisciplinary thematic learning encourages students to take the initiative to explore and discover, and develops students' innovative thinking and problem-solving ability through independent and cooperative learning (Sun, et al., 2023). The inquisitiveness of interdisciplinary thematic learning is reflected in its encouragement of students to actively explore and investigate interdisciplinary knowledge and problems. In this mode of learning, students are motivated to discover connections between different disciplines and explore a topic in depth through questioning, hypothesizing, experimenting, and reflecting. This style of learning emphasizes students' active participation and critical thinking, prompting them to continually pursue the principles and meaning behind their knowledge. Inquisitiveness is also demonstrated by the fact that interdisciplinary theme-based learning emphasizes the process of problem solving. Students need to use knowledge and skills from multiple disciplines to analyze and solve problems, which not only requires them to have a solid foundation in the disciplines, but also requires them to be able to flexibly apply this knowledge (Mao, 2024). In this process, students work together to build a knowledge system and develop innovative strategies for problem solving through cooperative learning, information gathering and resource integration.

The exploratory character of interdisciplinary thematic learning makes it a challenging and innovative learning mode. It can effectively stimulate students' interest and enthusiasm in learning, promote their in-depth learning and all-round development, and lay a solid foundation for students' lifelong learning.

Personalization

Interdisciplinary theme-based learning focuses on students' individual differences, flexibly selects teaching content and methods according to students' interests and strengths, stimulates students' learning interests and motivation, and meets the learning needs of different students (Zeng, Zhang, & Lin, 2023). The personalization of interdisciplinary thematic learning is reflected in the fact that it respects and responds to the unique learning needs and interests of each student. In this mode of learning, students are encouraged to choose a topic of study based on their interests and to learn at their own pace and ability. This personalized approach to learning helps motivate students and enables them to participate more actively in the learning process. Individualization is also manifested in the fact that interdisciplinary theme-based

learning emphasizes students' independent learning (Sun, et al., 2024). Students need to make their own learning plans, set learning goals, and choose learning resources and methods, all of which require students to make decisions based on their own realities. Through such independent learning, students can not only improve their self-management ability, but also develop their independent thinking and problem-solving ability.

The personalized nature of interdisciplinary theme-based learning makes it a truly student-centered learning model. It pays attention to the uniqueness of each student, meets the learning needs of each student as much as possible, and provides each student with learning opportunities and support that suit them. This mode of learning not only helps to enhance students' learning effectiveness, but also develops their individual strengths and self-confidence, laying a solid foundation for their future development.

Evaluation and feedback

Interdisciplinary thematic learning emphasizes process evaluation and comprehensive evaluation, pays attention to students' individual differences, provides students with timely, effective feedback, and promotes students' growth. The addition of the academic quality section in the new curriculum standard makes it possible to have a basis and standards for evaluating students' academic achievement performance (Xue, Ma & Gao, 2024).

First of all, the evaluation method is diversified (Zhang, Dong, & Zeng, 2024). Since multiple disciplines are involved, evaluation should not only consider students' performance in each discipline, but also focus on how they integrate knowledge from different disciplines to form a comprehensive understanding of the subject matter. Therefore, the evaluation methods may include various forms such as program assessment, group discussion, individual report, etc. in order to reflect students' learning outcomes comprehensively. Second, feedback is timely and specific. Teachers need to provide timely feedback on students' work to help them understand their strengths and weaknesses so that they can make timely adjustments to their learning strategies. Feedback should be specific and provide concrete suggestions and guidance for students' specific work, rather than generalized evaluation. Again, evaluation and feedback are intertwined. In interdisciplinary theme-based learning, evaluation and feedback go hand in hand. Through feedback, students can learn about their own learning so that they can better self-evaluate; at the same time, through self-evaluation, students can better receive and utilize feedback from teachers. Finally, assessment and feedback aim to promote students' learning progress. Evaluation is not only a measure of students' learning outcomes, but also a guide to their learning process. Through effective evaluation and feedback, students can learn about their own learning progress and clarify their own learning goals, thus improving their learning efficiency and effectiveness.

Teacher role change

Interdisciplinary theme-based learning requires teachers to have the ability and literacy to teach across disciplines (Liang & He, 2024), and to change from traditional knowledge transmitters to guides and counselors of students' learning, which is conducive to teachers' professional development and quality improvement. Interdisciplinary thematic learning is an educational model that encourages students to explore and solve complex problems by integrating knowledge and methods from different disciplines. This type of learning emphasizes the connections between knowledge and requires students to use critical thinking, creative thinking, and collaborative skills. In this instructional model, the role of the teacher undergoes a

significant shift from traditional knowledge transmitter to facilitator and guide of learning. In an interdisciplinary thematic learning environment, teachers are no longer the only source of knowledge in the classroom. Instead, they become partners in the students' learning journey. The teacher's role shifts to designing challenging projects and problems that require students to apply knowledge and skills from multiple disciplines to solve. This means that teachers need to have interdisciplinary knowledge and understanding in order to be able to design and lead such integrated learning experiences.

Teachers' roles in interdisciplinary learning have also become more flexible and adaptable. They must be able to adapt instructional strategies to the needs and interests of their students while providing the necessary support and resources. This includes understanding each student's strengths and challenges in order to be able to individualize and support their learning process. Teachers also need to develop students' independent learning skills and encourage them to seek out sources of information and solutions independently. In addition, teachers play the role of coordinators and communicators in interdisciplinary learning. They need to work with teachers from different disciplines to ensure that learning activities integrate the perspectives and content of each discipline. This requires teachers to have good teamwork and interdisciplinary communication skills so that they can effectively coordinate the efforts of all parties to create a coherent learning environment.

In conclusion, interdisciplinary thematic learning requires teachers to shift from their traditional teaching roles to more dynamic and diverse roles. They are not only transmitters of knowledge, but also designers, collaborators, supporters and coordinators of learning. This shift in roles is essential to promote the holistic development of students and to prepare them for the challenges of a complex world.

3. Practical Strategies for Interdisciplinary Thematic Learning in Physical Education Courses

Integration of resources

The integration of resources for interdisciplinary thematic learning in physical education and health courses mainly includes (Wu, & Zhang, 2023), (a) Teaching material resources: teachers can choose suitable teaching materials according to the requirements of the new curriculum and integrate the knowledge of physical education and other subjects. For example, when teaching basketball skills, it can be combined with mathematical knowledge so that students can calculate the angle and strength of shooting; when teaching running skills, it can be combined with biological knowledge so that students can understand the structure of human muscles and bones. (ii) Network resources: Teachers can make use of network resources, such as educational websites and online education platforms, to provide students with rich learning resources. For example, students can watch videos about sports science to understand the training methods and skills of athletes; they can also participate in online sports competitions to improve their practical skills. (iii) Social resources: Teachers can contact local sports organizations, enterprises and institutions, etc., and invite professionals to come to school to give lectures or conduct practical activities. For example, doctors can be invited to talk about the prevention and rehabilitation of sports injuries; athletes can also be invited to share their competition experience and training tips. (d) School resources: Teachers can make use of the school's sports facilities, equipment and other resources to provide students with opportunities for practical exercises. For example, they can organize experiential activities of various sports for students to learn and master sports skills in practice; they can also make use of laboratory

equipment for students to conduct experimental research on exercise physiology and exercise psychology. (e) Student resources: Teachers can give full play to the main role of students and encourage students to learn independently and cooperatively. For example, students can be grouped into groups to conduct research on topics to explore the problems of exercise and health, exercise and psychology, etc. Students can also be allowed to participate in various sports competitions and activities to improve their practical ability and teamwork.

Enhancement of teachers' capacity

Interdisciplinary thematic learning in sports has certain requirements on teachers' ability (Tian, Lin, & Chen, 2023), and its improvement methods mainly include, firstly, improving teachers' interdisciplinary knowledge reserve: teachers need to have a certain amount of interdisciplinary knowledge in order to effectively combine the knowledge of sports with that of other disciplines. Therefore, teachers should improve their interdisciplinary knowledge reserve through reading and attending trainings. Secondly, cultivate teachers' interdisciplinary teaching design ability: teachers need to be able to design interdisciplinary thematic learning activities that are both interesting and educational according to the actual situation of students and the characteristics of the subject. This requires teachers to have certain instructional design skills. Thirdly, improve teachers' interdisciplinary teaching implementation ability: teachers need to be able to effectively integrate physical education with knowledge of other subjects for interdisciplinary teaching implementation. This requires teachers to have certain teaching implementation ability. Fourth, cultivate teachers' interdisciplinary evaluation ability: Teachers need to be able to evaluate students' interdisciplinary learning in a comprehensive and fair way. This requires teachers to have certain evaluation ability. Fifth, improve teachers' professionalism: Teachers need to have good professionalism in order to effectively teach interdisciplinary thematic learning. This includes teachers' educational concepts, educational skills, educational emotions and other aspects. Finally, to strengthen teachers' reflection and self-improvement: teachers need to reflect on their teaching practice frequently, identify problems and continuously improve themselves. This requires teachers to have certain reflective and self-improvement abilities (Zhu, Tang & Huang, 2024).

Designing Sound Learning Themes

In the context of the new curriculum, the design of interdisciplinary thematic learning in physical education courses should focus on the following aspects (Chen, 2023), first, students' interests and needs: when designing learning themes, students' interests and needs should be fully considered, and themes that are closely related to students' lives and can arouse students' interests should be selected. Second, discipline integration: Combine physical education with knowledge of other disciplines, such as health, science, art, etc., so that students can broaden their knowledge and improve their comprehensive quality while learning physical education. Third, Practicality: the designed learning theme should be practical, so that students can stimulate their interest in learning and desire for challenge through practical degrees, and cultivate their independent learning ability and problem solving ability. Fifth, evaluation and feedback: design a reasonable evaluation method, pay attention to the learning process and results of students, and give feedback in time to promote the continuous development of students.

Innovative Approaches to Evaluation

In the context of the new curriculum, the innovative evaluation methods of interdisciplinary theme-based learning in physical education courses should focus on the following aspects: (i) Process evaluation: focusing on the learning process of students, such as participation, cooperation, and inquiry ability, rather than just the learning outcomes (Liu & Wang, 2023). (ii) Diversified evaluation: Adopting a variety of evaluation methods, such as self-evaluation, peer evaluation, teacher evaluation, etc., to get a comprehensive understanding of students' learning (Li, 2023). (iii) Practical evaluation: evaluate the degree of students' mastery of knowledge and skills through practical operation, experience and inquiry. (iv) Comprehensive evaluation: Combine students' physical education performance with knowledge and skills of other subjects for comprehensive evaluation. (v) Feedback and improvement: give students timely feedback on the evaluation results, guide students to adjust their learning methods, and promote their continuous development (Huang & Jia, 2021).

Attention to Individual Differences of Students

In the context of the new curriculum, interdisciplinary theme learning in physical education courses pays attention to the individual differences of students, which is mainly reflected in the following aspects (Dong & Cheng, 2024): (a) Students' interests and needs: when designing interdisciplinary theme learning, teachers should give full consideration to the interests and needs of students, and choose the themes that are closely related to students' lives and can arouse students' interests. This can stimulate students' learning enthusiasm and improve their learning effect. (ii) Cognitive level of students: Teachers should pay attention to the cognitive level of students and set different teaching objectives and tasks for students at different levels. For students with lower cognitive levels, teachers can adopt simpler and more intuitive teaching methods to help students master basic knowledge and skills; for students with higher cognitive levels, teachers can provide more in-depth and expanded learning content to stimulate students' desire to explore. (iii) Students' physical conditions: Interdisciplinary thematic learning in physical education courses involves the learning and practicing of motor skills, so attention should be paid to students' physical conditions. Teachers should reasonably arrange sports programs and intensity according to students' age, gender, physical condition and other factors to ensure that students learn in safe and healthy conditions. (d) Students' psychological characteristics: Teachers should pay attention to students' psychological characteristics and understand students' interests, character traits, etc. so as to better meet students' learning needs. At the same time, teachers should pay attention to students' psychological health and find and solve the difficulties and problems encountered by students in the learning process in a timely manner. (v) Students' learning ability: Teachers should pay attention to students' learning ability, including learning methods and learning strategies. For different types of students, teachers can provide personalized learning guidance to help students improve their learning (Shang & Jiang, 2024).

4. Curriculum Objectives and Interdisciplinary Integration

In the context of the current new curriculum, thinking about interdisciplinary thematic learning in physical education and health courses first requires a deep understanding of the curriculum objectives and combining these objectives with the idea of interdisciplinary integration (Liang, 2020). The curricular goals not only focus on improving students' physical skills and physical fitness, but also include the development of teamwork, problem-solving skills, and lifelong learning attitudes. To achieve these goals, physical education and health

programs cannot operate in isolation but should be closely integrated with other disciplines such as biology, mental health education, and sociology (Zhang, Chen & Li, 2024). For example, through integration with biology, students can be taught about the effects of exercise on the human organ system; with mental health education, students can be taught how to relieve stress and anxiety through physical activity; and with sociology, the concepts of exercise and health can be explored in different socio-cultural contexts (Xu, 2024). In the process of interdisciplinary integration, teachers need to design creative teaching activities, such as project-based learning or case studies, to motivate students to actively explore the connections between physical education and the content of other disciplines. At the same time, teachers should advocate students to use interdisciplinary thinking to analyze problems and find comprehensive solutions (Lv, 2024).

Overall, combining curricular objectives with interdisciplinary integration means constructing a more holistic and interconnected learning experience, which not only helps students acquire knowledge, but also promotes their development into future citizens with comprehensive literacy.

C. Conclusion

Interdisciplinary theme-based learning in physical education and health courses is a teaching method that combines knowledge of physical education and health with knowledge of other disciplines, aiming to improve students' comprehensive quality and health awareness. Through interdisciplinary learning, students can better understand the importance of physical education and health, and develop good habits and healthy behaviors. Interdisciplinary theme-based learning in physical education and health courses is a teaching method that combines knowledge of physical education and health with knowledge of other disciplines, aiming to improve students' comprehensive quality and health awareness. Through interdisciplinary learning, students can better understand the importance of physical education and health and develop good living habits and healthy behaviors.

Through interdisciplinary thematic learning, students can gain a comprehensive understanding of sports and health-related knowledge, develop comprehensive abilities, and increase their interest and motivation in learning. At the same time, interdisciplinary learning can also help students apply what they have learned to real life and promote their overall development. Interdisciplinary theme learning will become a new trend in the future curriculum reform. Promote the high-quality development of physical education curriculum.

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