

Problems and Optimization of Collaborative Reading Involving Classical and Modern Texts Under the Competency-Based Orientation

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Abstract: This study undertakes a systematic exploration of integrated multi-text reading—specifically the co-reading of classical Chinese poetry/prose and modern texts—within a competency-oriented pedagogical framework. By critically examining textbook design, instructional methodologies, and the current state of students’ reading competencies, the paper delineates the core objectives of such co-reading practices, particularly in fostering linguistic proficiency, cognitive development, and cultural identity formation. Drawing upon classroom-based practices, the study advances a set of optimization strategies, including principled text selection, thematic integration across genres and historical periods, the adoption of diversified instructional approaches, and the refinement of assessment systems. These strategies are further substantiated through illustrative cases that demonstrate feasible pathways for implementation. Ultimately, the research seeks to provide actionable pedagogical models for primary and secondary Chinese language education, thereby facilitating the effective enactment of multi-text reading in competency cultivation.

Keywords: Competency-Oriented Approach; Multi-Text Reading; Classical Chinese Poetry and Prose; Modern Texts

DOI: 10.69979/3041-0843.26.01.062

Introduction

The integrated co-reading of classical and modern texts constitutes a pivotal pathway for advancing Chinese language literacy education, exerting a profound influence on the enhancement of students’ linguistic competence, cognitive sophistication, and cultural identification. Despite its recognized pedagogical value, current classroom practices remain constrained by a range of persistent issues, including the fragmentation of textual engagement, the predominance of monolithic instructional methods, and the inadequacy of evaluative mechanisms. These limitations, taken together, substantially impede the realization of the full potential inherent in multi-text reading. Against this backdrop, the present study adopts a dual lens—grounded both in instructional practice and in the developmental needs of learners—to conduct a systematic analysis of the current status and core objectives of co-reading classical and modern texts. Building upon this analysis, it proposes a series of pedagogical strategies encompassing scientific text selection, thematic integration, diversified teaching approaches, and optimized evaluation mechanisms, all of which are intended to provide a coherent and practicable framework for competency-oriented multi-text reading. Notably, the discussion also, albeit somewhat unexpectedly, incorporates the theme of unmanned production conditions as an organizing thread, through which methods and implementation pathways for precise energy consumption management are systematically articulated—an inclusion that introduces an additional layer of interdisciplinary complexity.

1 Current Status of Multi-Text Co-Reading of Classical and Modern Texts

1.1 Issues in Textbook Design and Material Selection

At present, the design of teaching materials for multi-text co-reading in primary and secondary education exhibits considerable limitations. Text selection tends to rely predominantly on either canonical classical works or popular contemporary texts, often at the expense of systematic coherence and intertextual connectivity. Classical texts are frequently presented in isolation, while modern texts are more likely to be chosen as exploratory or supplementary reading materials. As a result, the thematic, stylistic, and cognitive linkages between these two textual domains remain insufficiently articulated, making it difficult to construct a cohesive literary and cultural framework.

Moreover, existing textbooks demonstrate a limited engagement with textual diversity and cultural extensibility. Annotations of canonical works are largely confined to lexical or philological explanations, with relatively little emphasis placed on fostering dialogue with contemporary contexts or encouraging critical inquiry [1]. This tendency significantly constrains students’ ability to develop cross-textual understanding during multi-text reading, thereby undermining the cultivation of integrative, competency-oriented thinking. Although some locally developed curricula in recent years have attempted to introduce cross-temporal thematic units, such efforts remain sporadic and marginal in scale, falling short of establishing a systematic curricular framework for multi-text co-reading.

1.2 Monotony of Instructional Methods and Insufficient Practice

In actual classroom settings, instructional approaches to multi-text reading are still largely dominated by traditional lecture-based methods or sequential, text-by-text analysis. Such approaches seldom incorporate strategies that encourage students to independently discover patterns, engage in comparative analysis, or undertake reflective thinking. Consequently, classroom activities tend to prioritize knowledge transmission and examination-oriented training, resulting in limited interactivity and relatively low levels of student engagement [2].

Furthermore, attempts to integrate classical and modern texts within a single lesson often remain superficial, failing to achieve substantive outcomes such as cross-textual analysis or thematic inquiry. Compounding this issue is the lack of a robust support system for school-based practices and extracurricular reading extensions. Teachers frequently lack access to systematic operational guidelines and

well-developed case studies, which in turn diminishes the effectiveness of multi-text reading initiatives. Although some schools have experimented with discussion-based learning, reading-sharing sessions, or project-based approaches, such efforts are often constrained by limited instructional time and variations in teachers' professional expertise. As a result, these practices remain fragmented and have yet to coalesce into a sustainable, normalized teaching model.

1.3 Divergence in Students' Reading Interest and Comprehension Ability

Students engaged in multi-text reading display pronounced disparities in both reading interest and comprehension ability. On the one hand, some students exhibit low motivation due to the perceived abstraction of textbook content or the linguistic opacity of classical texts, which hinders their appreciation of the aesthetic qualities of classical poetry and the conceptual depth of modern prose. On the other hand, students with higher levels of language proficiency are more capable of establishing intertextual connections, engaging in autonomous reflection, and deriving meaningful aesthetic experiences.

These disparities in reading ability further lead to uneven participation in classroom discussions, thereby limiting the extent to which the value of multi-text reading can be fully realized. In the context of the digital age, students' attention is increasingly oriented toward fragmented information streams, while their capacity for sustained, in-depth reading and dialogic engagement with texts remains underdeveloped. To a certain extent, this trend constrains the achievement of competency-oriented multi-text reading objectives [3].

In response, teachers must adopt a more differentiated instructional design, accommodating learners at varying levels through tiered guidance and diversified reading tasks. By doing so, they can stimulate broader participation, cultivate habits of deep reading, and foster critical thinking, ultimately advancing the development of core competencies in Chinese language education.

2 Core Objectives of Competency-Oriented Multi-Text Co-Reading

2.1 Enhancement of Linguistic Competence and Literary Literacy

Within a competency-oriented framework, multi-text co-reading is fundamentally structured around two interrelated objectives: the facilitation of students' language use through exposure to multiple texts, and the cultivation of literary appreciation as an essential dimension of literacy. Through systematic comparison of classical and modern texts—particularly in terms of modes of expression, rhetorical strategies, and narrative configurations—students are not only guided toward a deeper comprehension of individual texts, but are simultaneously enabled to apprehend the richness, flexibility, and subtlety inherent in language itself.

Such comparative engagement fosters both vocabulary accumulation and the refinement of linguistic intuition. While reading, students learn to discern tonal nuances, stylistic variations, and affective orientations embedded within texts; concurrently, they appropriate and reconfigure these expressive resources in their own writing practices. In this sense, multi-text co-reading exerts a direct and sustained influence on both written production and oral expression.

More profoundly, this pedagogical approach foregrounds the internalization of cultural meanings and value orientations. By situating literary works within their historical and intellectual contexts, students gradually construct a coherent framework of literary literacy—one that extends beyond textual analysis into everyday communicative practices, logical articulation, and aesthetic judgment. Such competencies, far from being confined to the classroom, constitute foundational capacities for lifelong learning.

At the same time, multi-text co-reading sensitizes students to generic distinctions across literary forms. It encourages an awareness of the condensed, allusive language characteristic of classical poetry in contrast with the often more expansive narrative structures of modern prose. This heightened stylistic consciousness, in turn, equips students with the ability to deploy rhetorical techniques with greater precision and artistic intentionality in their own expressive endeavors, thereby laying a robust foundation for both academic inquiry and practical application.

2.2 Cultivation of Cognitive Capacities and Aesthetic Dispositions

Multi-text co-reading, by virtue of its inherent requirement for horizontal comparison and vertical extension across texts, functions as a powerful mechanism for fostering critical thinking and integrative analytical ability. When engaging simultaneously with classical and modern works, students must adopt multiple interpretive perspectives in order to apprehend thematic structures, emotional registers, and value articulations. This process of cognitive negotiation not only strengthens logical reasoning but also nurtures a multidimensional mode of observation.

Equally significant is the role of aesthetic experience in shaping students' sensibilities. Through sustained engagement with imagery, rhythm, tonal variation, and symbolic construction, learners gradually develop a refined capacity for aesthetic judgment—one that is both affectively grounded and intellectually mediated. Multi-text co-reading further stimulates associative thinking and creative imagination: students, while anchored in textual understanding, are encouraged to extend, reconstruct, and reimagine textual worlds, thereby transforming aesthetic reception into active cognitive practice.

This dual trajectory—wherein cognition and aesthetic sensibility evolve in tandem—not only enriches students' inner intellectual and emotional landscapes, but also provides essential cognitive tools for interdisciplinary integration and cross-domain learning. Over time, repeated exposure to multi-text reading enables students to construct causal linkages and evaluative frameworks across texts, ultimately fostering the capacity for critical judgment^[4].

Moreover, the iterative cultivation of aesthetic perception—particularly through the analysis of imagery and symbolic forms—facilitates the transfer of literary sensibilities into other domains, including visual arts, music, and everyday aesthetic experience. In this way, multi-text co-reading promotes both cognitive expansion and aesthetic migration across disciplinary boundaries.

2.3 Construction of Interdisciplinary Understanding and Cultural Identity

Competency-oriented multi-text co-reading extends beyond the confines of textual interpretation to encompass the integration of interdisciplinary knowledge and the formation of cultural identity. By juxtaposing the historical, philosophical, and artistic dimensions embedded in classical texts with the social phenomena, technological developments, and ethical concerns reflected in modern writings, students are enabled to construct a multidimensional knowledge network. Such integration enhances their capacity to comprehend complex issues within broader intellectual and societal contexts.

Furthermore, engaging in comparative reading across diverse cultural contexts facilitates a deeper understanding of the continuity and transformation of Chinese culture, as well as its contemporary relevance. This process not only strengthens students' sense of cultural belonging but also contributes to the consolidation of national identity.

Importantly, multi-text co-reading draws students' attention to the social realities and humanistic values underlying literary texts, thereby transforming reading from a purely linguistic exercise into a formative process through which values are shaped, responsibility is cultivated, and civic consciousness is awakened. It is precisely through this dynamic interplay of interdisciplinary inquiry and cultural dialogue that the comprehensive aims of competency-based education are most fully realized.

In addition, such pedagogical practices encourage students to synthesize knowledge from history, sociology, and science in order to explore the reciprocal relationship between literature and lived experience. Through sustained interdisciplinary reflection, students not only deepen their understanding of textual meanings but also develop cultural self-awareness, value judgment, and a heightened sense of social responsibility. At the same time, collaborative discussion within group reading contexts further promotes communicative competence and cooperative learning, reinforcing the social dimension of literacy development^[5].

3 Major Challenges in the Implementation of Multi-Text Co-Reading

3.1 Insufficient Textual Integration and Weak Knowledge Articulation

In practice, multi-text co-reading frequently suffers from a lack of substantive integration, resulting in a fragmented relationship between classical and modern texts and, more broadly, a disjointed knowledge structure. Instructional materials are typically organized in a manner that presents texts in relative isolation, with limited thematic scaffolding or connective threads. Consequently, students often struggle to construct a coherent cognitive framework through which disparate texts might be meaningfully related.

Within classroom settings, this issue is further exacerbated by pedagogical tendencies that privilege close reading of individual texts while neglecting the latent intertextual relationships that could otherwise facilitate comparative inquiry and thematic synthesis. As a result, students' engagement remains largely confined to the level of single-text comprehension, inhibiting their ability to conduct cross-textual analysis or to participate in sustained thematic discussions.

Moreover, the insufficient integration of interdisciplinary knowledge and sociocultural contexts constrains students' understanding of the historical trajectories, cultural values, and contemporary relevance embedded within literary works. Under such conditions, the overarching cognitive objective of multi-text co-reading—namely, the construction of an integrated, holistic understanding—remains difficult to achieve.

This lack of integration not only diminishes the efficiency and depth of reading but also significantly undermines the cultivation of competency-oriented capabilities. In particular, the absence of systematic textual integration impedes the development of knowledge transfer, complicates cross-textual comparison, and renders thematic analysis more tenuous. Faced with a multiplicity of texts, students are prone to partial or fragmented interpretations, lacking the systemic thinking frameworks necessary for synthesizing meaning. Such limitations, in turn, constitute a substantial barrier to the realization of competency-based learning objectives.

3.2 Inadequacies in Teacher Guidance and Evaluation Systems

Significant deficiencies persist in both the professional guidance provided by teachers and the evaluative frameworks underpinning multi-text co-reading. A number of educators, constrained by limited methodological training and insufficient practical experience, encounter considerable difficulty in effectively facilitating activities such as comparative textual analysis, thematic exploration, and critical discussion within the classroom.

Compounding this issue is an evaluation system that remains heavily reliant on summative assessments—primarily examinations and single-text assignments—while offering only limited insight into students' higher-order cognitive abilities, aesthetic engagement, or capacity for cross-textual understanding. The absence of formative assessment mechanisms and process-oriented feedback further restricts teachers' ability to accurately gauge students' developmental trajectories and learning needs. As a consequence, instructional strategies are seldom adjusted in a timely or responsive manner.

The combined inadequacy of instructional guidance and evaluative structures not only compromises immediate classroom effectiveness but also attenuates the broader pedagogical value of multi-text co-reading as a central vehicle for competency development. Furthermore, without a robust and nuanced evaluation system, teachers find it difficult to provide differentiated guidance tailored to individual learners, leading to a lag in pedagogical adaptation.

Students, in turn, are deprived of multidimensional feedback and are thus more likely to adopt an examination-oriented mindset, prioritizing surface-level comprehension over deep textual engagement and cross-textual reflection. Under such conditions, the latent educational potential of multi-text co-reading remains insufficiently realized.

3.3 Constraints Imposed by Learning Resources and Instructional Environments

The effectiveness of multi-text co-reading is also significantly conditioned by disparities in learning resources and instructional

environments. First, in some schools, limited library collections restrict access to both classical and modern supplementary reading materials, thereby constraining students' opportunities to engage with a diverse range of texts.

Second, uneven development of digital infrastructure results in relatively rudimentary teaching modalities, with insufficient integration of digital resources that might otherwise support cross-textual comparison, thematic inquiry, and extended learning. The absence of such technological affordances limits the scope and depth of multi-text engagement.

Third, the pressures of tightly scheduled curricula leave little room for extracurricular reading or practice-based activities, making it difficult for students to cultivate habits of autonomous reading and sustained critical reflection. These temporal constraints, in conjunction with resource limitations, hinder the normalization of multi-text co-reading as a routine pedagogical practice and, by extension, impede the comprehensive development of students' linguistic, cognitive, and cultural competencies.

In addition, the scarcity of instructional resources places further constraints on teachers' capacity to design and implement activities involving cross-textual comparison and thematic research, thereby limiting students' opportunities to develop independent inquiry skills. Without the support of diversified reading materials and digital tools, multi-text co-reading risks being confined to the narrow boundaries of classroom instruction, failing to generate enduring motivation or sustained reading habits. Ultimately, these structural limitations exert a cumulative negative impact on overall teaching effectiveness and learning outcomes.

4 Optimization Strategies and Implementation Pathways

4.1 Scientific Text Selection and Thematic Integration

The effective implementation of multi-text co-reading necessitates adherence to the principles of systematic text selection and thematic integration, both of which serve as foundational conditions for achieving coherence and depth in learning. First, the selection of texts should be aligned with students' developmental stages, cognitive capacities, and targeted literary competencies. Classical and modern texts ought to be curated in a manner that fosters meaningful resonance across temporal and stylistic boundaries. For instance, within a senior secondary Chinese unit centered on the theme of "patriotism and civic consciousness," Fan's Yueyang Tower Memorial may be juxtaposed with contemporary documentary literature, thereby enabling students to discern the interplay between historical sensibility and modern social concern.

Second, the construction of thematic units should transcend temporal, geographical, and generic divisions, integrating texts from diverse traditions according to shared emotional, ideological, or cultural motifs. A thematic cluster such as "Nature and Human Life," for example, may invite a comparative reading of Tao's poetry alongside modern prose, thereby facilitating a nuanced understanding of differing modes of expression and aesthetic orientation. Through such integrative design, students are encouraged not merely to read across texts, but to synthesize meaning through contrast, convergence, and reinterpretation.

Third, the development of supplementary materials should be grounded in a dynamic interplay between school-based resources and students' interests. Local literary works, curated library collections, and digital reading platforms can be strategically mobilized to extend textbook content, situating multi-text co-reading within students' lived experiences. In doing so, the pedagogical process moves toward an organic integration of disciplinary knowledge, literary literacy, and cultural identification, rather than treating them as discrete or sequential objectives.

4.2 Diversified Instructional Approaches and Classroom Practices

To fully activate the pedagogical potential of multi-text co-reading, classroom instruction must adopt diversified and dynamic teaching strategies that actively engage students as participants rather than passive recipients. One such approach is interactive guided reading, wherein teachers facilitate textual analysis through problem-posing, debate, and small-group discussion. For example, when reading Li Sao alongside modern lyrical poetry, students may be organized into groups to compare modes of emotional expression, subsequently presenting and defending their interpretations.

In parallel, task-based learning provides a structured yet flexible framework for deepening engagement. By assigning cross-textual writing tasks or project-based inquiries—such as composing thematic essays or producing short multimedia works that synthesize classical poetry and modern prose—students are encouraged to internalize and rearticulate their understanding in creative and applied forms. Such tasks not only consolidate comprehension but also foster higher-order thinking.

Furthermore, the integration of digital technologies offers additional affordances for enriching classroom experience. Multimedia tools can be employed to reconstruct authors' biographies, cultural contexts, or poetic imagery, thereby rendering abstract literary elements more tangible. For instance, animated visualizations of the aesthetic landscape depicted in *Spring River, Flower, Moon, Night* (Chunjiang Huayueye) can provide students with an immersive sensory experience, enhancing both aesthetic appreciation and cognitive engagement. Through the synergistic application of these methods, multi-text co-reading can achieve a deeper level of integration, ultimately contributing to the advancement of students' core competencies.

4.3 Refinement of Evaluation Mechanisms and Construction of a Reading Ecology

A robust and multidimensional evaluation system constitutes a critical component in sustaining the effectiveness of multi-text co-reading. First, process-oriented assessment frameworks should be established, incorporating reading journals, classroom discussions, thematic assignments, and creative outputs into a comprehensive evaluative structure. For example, students may be required to submit cross-textual comparative reports or deliver presentations within thematic modules such as "Sentiments of Family and Nation," thereby enabling a more nuanced assessment of their learning processes.

Second, evaluation should adopt a multidimensional perspective that extends beyond linguistic comprehension and expression to

encompass cognitive development and aesthetic engagement. Teachers, through systematic observation of students' participation in discussions and their creative productions, can assess critical thinking, interpretive depth, and imaginative capacity. Such an approach ensures that evaluation aligns more closely with the holistic aims of competency-based education.

Third, the construction of a sustainable reading ecology is indispensable. This entails leveraging both in-school and external resources to support autonomous reading practices. Collaborative initiatives between schools and libraries—such as the establishment of dedicated “multi-text reading corners,” curated reading lists, and online reading platforms—can provide students with continuous access to diverse materials. Over time, such an ecosystem fosters enduring reading habits and cultivates a culture of sustained literary engagement, thereby ensuring that multi-text co-reading evolves from a classroom activity into a long-term educational practice.

5 Conclusions

Within a competency-oriented paradigm, the co-reading of classical and modern texts should be directed toward the integrated development of linguistic competence, cognitive capacity, and cultural identity. Through the implementation of principled text selection, thematic integration, diversified instructional strategies, and comprehensive evaluation mechanisms, students are enabled to cultivate autonomous interpretive abilities and refined aesthetic judgment within cross-textual reading contexts.

Moreover, the effective utilization of school-based resources and digital technologies contributes to the enrichment of the reading ecology, enhancing both classroom participation and practical learning outcomes. Taken together, the optimization of multi-text co-reading not only elevates the overall quality of Chinese language instruction but also provides a sustainable pathway for the long-term development of students' comprehensive competencies.

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