

Comparison of Parents' Image in Primary School Chinese Reading Textbooks

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Abstract: Textbook culture nurtured in social culture is an important carrier of social culture inheritance and innovation. As a typical representative of the socially recognized figure of parents, parental figures in primary school Chinese reading materials has a leading role in forming a correct parental concept and identifying self-gender roles for children. Statistical comparison of the frequency of parental figures appearing in the reading section of the 2005 version of the primary school Chinese textbook, the number of primary and secondary roles, the occupational characteristics, and the number of parents in the illustration, their shape of the posture, their dressing, and their social characteristics, shows that the number of parents in this edition of the textbook is generally equal, gender bias is still widespread, and it faces the historical challenge of shaping students with a world vision.

1. Introduction

Family studies have shown that parents play an important role in shaping children's personality and social roles. Children's opinions of parents directly affect their acceptance or rejection of the effects of their parents. The parental view of children is the result of the combined effects of family education, school education, and social education. Its formation and development is a process of projecting social and cultural concepts of parental image onto itself through family activities, social interactions, and school learning. The culture of teaching materials nurtured by social culture represents a system of knowledge, values, and concepts of social authority. It clearly shows the specific teaching content selected by the social leadership for children's socialization. It is a tool for transmitting knowledge and transmitting values and ideology. The requirements for the compilation of primary school Chinese textbooks are based on the characteristics of the elementary school's foundational education in students' schools, the leading role of textbook culture in the socialization of children, the vivid characteristics of characters in Chinese textbooks, and the developmental characteristics of elementary school students with image-based thinking. The result is that it gives the parental image in the primary school Chinese textbooks a special significance in the formation and development of children's parental perspective. From 2001 to 2015, the primary school Chinese textbooks published by the People's Education Publishing House were the most widely used and influential set of similar textbooks in the same period. Through the analysis and comparison of the parental image in the reading textbook section, it was shown that this set of textbooks has shaped the image of parents. At the same time, it examines its shortcomings as a whole, and provides a reference for the compilation of new teaching materials that meet the needs of children's healthy parental, family, and gender perspectives.

2. The Figures of Parents in Primary School Chinese Reading Materials and Its Comparison

This set of primary school Chinese textbooks has 12 volumes and 518 texts altogether. Texts are divided into six categories according to their functions: literacy texts, intensive reading texts, skimming texts, optional reading texts, comprehensive learning texts, and comprehensive review texts. Among them, literacy texts are concentrated in Book 1-3, a total of 80, accounting for 15.44%; the number of intensive reading texts is the most widely distributed, with a total of 208, accounting

for 40.15%, except for Book 2-3, there are no intensive reading texts. In addition, the other 10 volumes of textbooks have intensive reading texts. The number of intensive reading texts in a single volume ranges from 11 to 35, and the overall trend is decreasing year by year. Among them, there are 35 intensive reading texts in the fourth volume, the largest number, and Book 12 has only 11 texts, the smallest number. A total of 99 texts were skimmed, and its proportion in the total number of texts was 19.11%. The number of such texts between books was parabolic. Elective texts are available every school year, a total of 73, accounting for 14.09%. The number is relatively stable, but the overall trend is increasing. Comprehensive learning texts appeared in Book 9 for the first time, with 39 readings, accounting for 7.53% of the total text, and there was no obvious change in the quantity. Comprehensive review texts were concentrated in Book 12, with a total of 19 articles.

Table 1 Functional Classification Of Chinese Texts in Primary Schools

Book	1	2	3	4	5	6	7	8	9	10	11	12	Total	Percentage
literacy	8	36	36	-	-	-	-	-	-	-	-	-	80	.1544
Intensive reading	20	-	-	35	26	27	20	21	16	18	14	11	208	.4015
Skimming reading	-	-	-	-	8	8	14	16	14	14	14	11	99	.1911
selective reading	-	5	6	6	8	8	8	8	8	8	8	-	73	.1409
Comprehensive learning	-	-	-	-	-	-	-	-	11	7	11	10	39	.0753
Comprehensive review	-	-	-	-	-	-	-	-	-	-	-	19	19	.0367
Total	28	41	42	41	42	43	42	45	49	47	47	51	518	1.0000

Texts with parental images are scattered among the functional classifications of the texts. Texts with fathers' images and texts with mothers' images have little difference in overall number and gender characteristics, but there are obvious differences in some functional classifications. Texts were screened based on whether "dad", "mother", "father", "mother" and other words appeared in the textbook or whether there was a relationship between parents and children, and 84 texts involving parents were obtained, accounting for the total number of texts of 16.21%. Judging from the distribution of textbooks (Figure 1), there are large differences in the number of distributions between books, with extreme values of 2 and 11 and a phase skew. According to the situation of parents, texts can be divided into three categories: texts only for fathers, texts for mothers only, texts for parents. (Table 2) Among them, 33 texts are only fathers, 35 texts are only mothers, 16 texts are available to parents, and they account for 39.29%, 41.66%, and 19.05% of the 84 texts. Texts with the image of parents are scattered among literacy texts, intensive reading texts, skimming texts, selective reading texts, comprehensive learning texts, and comprehensive review texts. Texts with the image of parents are scattered among literacy texts, intensive reading texts, skimming texts, selective reading texts, comprehensive learning texts, and comprehensive review texts. Among them, there are 41 intensive reading texts with the image of parents, accounting for 19.71% of the intensive reading texts, ranking first in quantity and proportion. 19 skimmed texts, ranked second in number and similar proportions; 11 literacy texts ranked third in number, and ranked fourth in similar proportions. Comprehensive learning texts ranked third, and ranked fourth in number; selective texts and comprehensive review texts ranked second. The number of literacy texts and comprehensive review texts with a mother's image are significantly larger than those with a father's image. In the selective texts and skimmed texts, the former is obviously smaller than the latter in the number and proportion. The number and proportion of the two in intensive reading texts and comprehensive learning texts are basically the same.

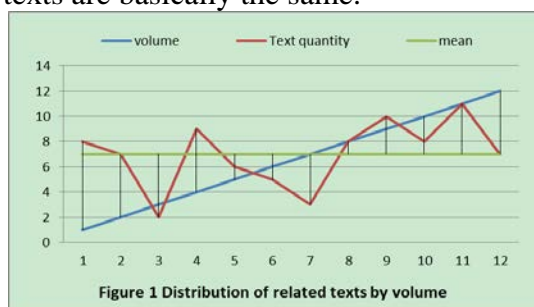


Fig.1 The Distribution of Textbooks

Table 2 Theme Distribution Of Text Function Types

	Literacy		Intensive		Skimming		Selective		Comprehensive learning		Comprehensive review		Total
Only father	3	.0375	15	.0721	9	.0909	2	.0274	4	.1026	-	-	33
Only mother	5	.0625	17	.0817	8	.0808	-	-	3	.0769	2	.1052	35
Parents	3	.0375	9	.0433	2	.0202	2	.0274	-	-	-	-	16
Total	11	.1375	41	.1971	19	.1919	4	.0548	7	.1795	2	.1052	84

The role and status of parents in these texts are not significantly different as a whole. The statistical differences between parents in terms of sex are small, but local differences are prominent. Of the 84 texts, 33 have no mother image, 35 have no father image, and 16 have parental images. Of the 84 texts, 33 did not mention the mother, 35 did not mention the father, and 16 parents did. The father or mother, or the parent protagonist appeared 25 times, accounting for 21.55% of 116 total times; the parent appeared as supporting role 91 times, accounting for 78.45%. The gender difference in roles is mainly reflected in the distribution of parents' protagonists in intensive reading texts, that is, the father appears as the protagonist three times as often as the mother in the intensive reading text. In addition, the father played the supporting role 4 times less than the mother, accounting for 4.40% of the total 91 supporting roles. The difference in the distribution of the protagonist and supporting role of the parents shows that there is a hidden gender difference in the elementary balance of parental role distribution in the reading materials of elementary school Chinese reading materials.

Table 3 Type Distribution Of Parents' Role and Status

	Literacy	Intensive	Skimming	Selective	Comprehensive learning	Comprehensive review	Total	percentage
Father as the protagonists	1	9	4	-	-	-	14	.1201
Father as the costars	6	23	6	1	1	-	37	.3190
Mother as the protagonist	1	3	4	-	-	-	8	.0690
Mother as the costar	4	23	8	4	2	-	41	.3535
Parents as the protagonists	-	3	-	-	-	-	3	.0259
Parents as the costars	2	8	1	2	-	-	13	.1121

There are many conditions for the parental image in the text to affect the students. Among them, the matching between the characteristics of the parental image and the ideal parental image of the child is an important condition. Studies have shown that children's ideal parental image should have five characteristics: "Respect for communication, friendship with children, strong ability, good communication, justice and enthusiasm for public welfare, face reality, good morality, and principles". The analysis of the characteristics of parental images in relevant texts is helpful for examining the relationship between parental images in primary school Chinese textbooks.

In order to ensure the reliability and validity of the judgment on the parental images in these texts, a triangular cross-viewing method is adopted. We select three scholars with different academic backgrounds from the professional field. They are primary school Chinese teacher A with 18 years of experience in primary school Chinese teaching, master's degree B in Chinese curriculum and instruction, and engaged in "Chinese curriculum and instruction" Teaching University Teacher C. They are required to read the 84 texts individually and carefully based on the hierarchy analysis of human social image proposed by XU Guoding (Figure 2), and use the words as accurate as possible to comprehensively summarize the father or mother images in the text. After collecting the answers provided by A, B, and C, according to the research procedures and steps proposed by Eisenhardt.k, we first perform category extraction and topic induction on the original data encoding, and Three groups, A and B, B and C, A and C, checked their results, and unified sub-categories and topic names with similar meanings. Then the three experts discussed, analyzed and merged similar

or overlapping items, and redefined the topics to obtain vocabulary describing the characteristics of parents' image in the primary school Chinese reading textbook. Finally, according to these vocabularies, the original information is sorted out, and the overall characteristics of the parental image in the primary school reading textbook are sketched by means of word frequency statistics (Figures 3 and 4)

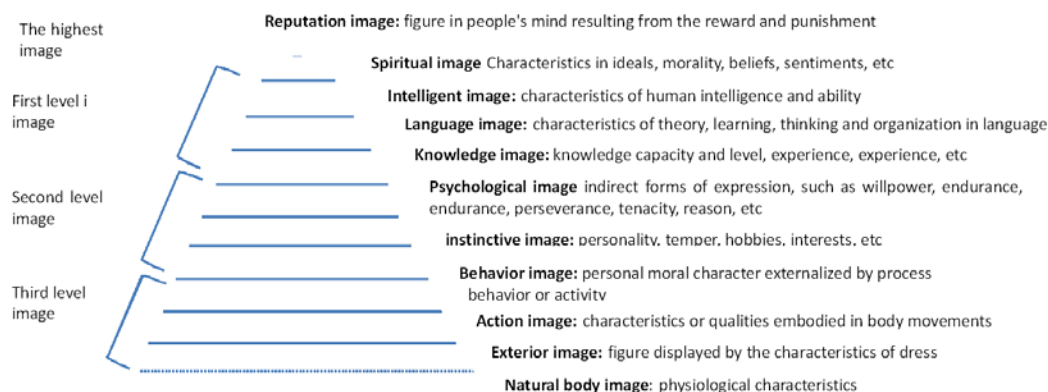
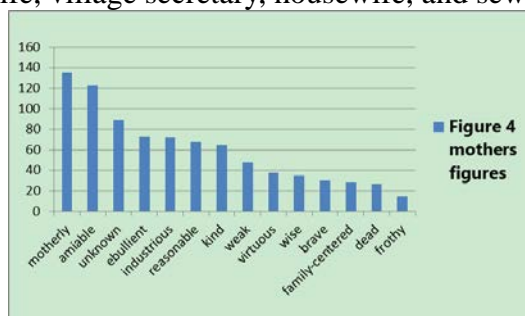
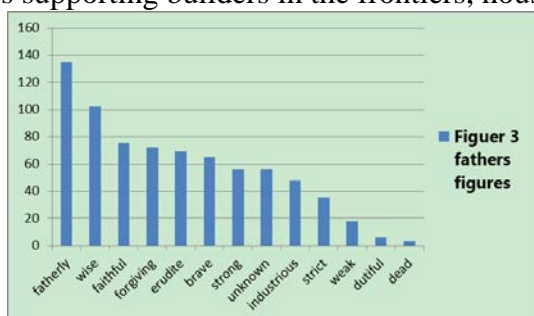


Figure 2 social figure hierarchy of human

It can be found from Figures 3 and 4 that: First, these texts focus on the positive qualities of parents when shaping the image of parents, such as (parents) love children, wise, brave, industrious, erudite, amiable, faithful, strong, ebullient, kind, dutiful, etc. The second is the obvious difference between parental images, which is not only reflected in the existence or absence of certain quality characteristics, but also the vividness of quality characteristics; third, gender discrimination still exists. There are far more wise and brave fathers than mothers, while weak and dead fathers are far lower than mothers. The traditional parental image of “strict father and kind mother” is still full. Fourth, the concept of “family” is manifested, but the objects of the role of the father are mostly upward, while the mother is mostly downward. Finally, some of the texts mention parents, but they do not directly present or display their image itself. When they are not deeply understood, they appear to have uncharacteristic, which is more fully manifested in the image of the mother.

There are also significant differences in the occupational characteristics of parents in primary school Chinese texts. Fathers have broader occupation types and higher quality than mothers. In the 49 texts with the image of father, 23 fathers showed clear career information. They have 20 occupations, such as revolutionaries (Li Dazhao), justices, alcoholics, doctors, fishermen, masters, farmers, well-known scholars (Zhou Jianren), Railway staff, big family members, builders supporting the frontier, poets, film editors, national leaders (Mao Zedong), anti-Japanese fighters, United Nations military observers, famous writers (Dumas), science writers (Buffon), prime minister Cao Cao) and so on. Of the 51 texts with mothers, only 16 mothers have clear career information. There are 7 types of occupations, such as the famous drama critic (Xin Fengxia), doctors supporting builders in the frontiers, housewife, village secretary, housewife, and sewing.



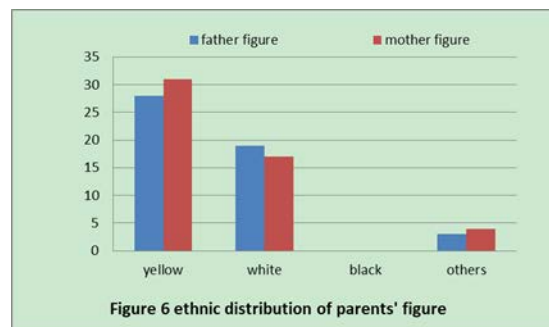
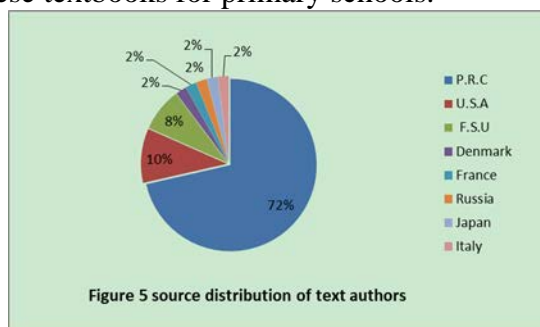
The illustrations of the parents' image in these texts are not relevant in quantity, but there are obvious differences in the characteristics of the image. The image of the father appears 26 times in the illustration (1 per text, if there are multiple illustrations, only the first illustration is counted, see Table 4), and the image of the mother appears 27 times in the illustration, compared with the base of

similar texts basically equivalent, 50% and 54% respectively. But there are some differences in the posture of the parents in the illustration. There are 15 standing fathers, accounting for 57.69% of the total number of fathers in the illustration; 9 standing mothers, accounting for 33.33% of the total number of mothers in the illustration. There are five illustrations of parents in a bent posture, of which three are fathers and two are mothers, accounting for 11.54% and 7.41% respectively. There are three mothers in the lying position, accounting for 11.11%, while the father in the lying position is not shown in the illustration. There are 16 illustrations of the sitting position of the parents, 8 of each of the father and the mother, and the proportions of the same type are 30.77% and 29.63% respectively. Most of the parents in the illustration are group portraits, but there is only one father in the illustration (Memories of sixteen years ago). The parents in the illustration also have obvious differences in dress code. Among them, 57.69% of fathers wear casual clothes, 19.23% of fathers wear work clothes or formal clothes; 62.96% of mothers wear casual clothes, 11.11% of mothers wear work clothes, and 7.41% of mothers wear formal wear. (Some of the texts are fairy tales, and they are not included in the “pose”, “dress”, and other items.)

Table 4 Comparison of Parents' Images in Illustrations

	posture						clothing			Total
	stance	bend	sitting squat	prone position	group photo	Solo photo	Casual wear	Work clothes	Formal wear	
Father figure	15	3	8	-	25	1	15	5	5	26
Mother figure	9	2	8	3	22	-	17	3	2	27

From the comprehensive judgment of the content of the text and the shape of the parents in the illustrations, it is found that the parents in the primary school Chinese texts are mainly of yellow and white races in terms of ethnic characteristics (Figure 6), and no black races. After removing the parents of the animal images in the fairy tales, 28 fathers in the Chinese texts of primary school were yellow and 19 were white. They accounted for 53.85% and 36.54% of the total father image; 31 mothers were yellow and 16 were white, and they accounted for 62% and 32% of the total mother image, respectively. Of the 84 articles with parental images, 49 have clear author names and country information (Figure 5). These authors are mostly Chinese, American, and former Soviet Union authors. This not only shows that Chinese textbooks for primary schools have a distinctive Chinese color, but also shows that the economic and cultural advantages of the United States and the modern tradition of Chinese education have an important influence on the compilation of Chinese textbooks for primary schools.



3. Conclusion and Reflection

By comparing the image of parents in primary school Chinese textbooks published by the in 2001, we found that the overall image of parents shaped by this set of textbooks is relatively balanced, but there are still some problems. The frequency and proportion of fathers and mothers in the illustrations are basically the same, but they appear slightly more frequently than the mothers in the text. Fathers and mothers still have improvements in quality types, occupational characteristics, ethnic choices, distribution of protagonists and supporting characters, and poses in illustrations. Since the reform and opening up, especially after the new century, China's pace of integration into

the world has accelerated. A global vision is a quality that every Chinese must have in the future. How to deal with the relationship between insisting on the openness and balance of regional and ethnic origins in the image of parents and the manifestation of the Chinese characteristics of Chinese textbooks is a new problem to be solved.

By shaping the image of equal parents in Chinese textbooks, the long-standing gender bias in the textbook culture is corrected, and in the process of projecting it into social culture, a cultural environment that promotes the concept of equality among children and reduces children's difficulty in identifying with their own gender. Therefore, while strengthening state intervention and supervision, we must face the relationship between social and cultural changes and transformation, and make changes in concepts, especially in concepts of the editing of Chinese textbooks and the Chinese teachers, in order to eliminate gender bias in Chinese textbooks and Chinese teaching. Secondly, while maintaining a balanced frequency of the appearance of father and mother in primary school Chinese texts, the number and proportion of the protagonist and supporting characters of the father and mother in the text must also be balanced to change the situation of significantly more fathers than mothers who are the protagonists. Thirdly, the core concepts of human society image are studied in detail, such as reputation figure, spiritual figure, language figure, intelligent figure, knowledge figure, instinct figure, psychological figure, behavior figure, action figure and exterior figure. On the basis of this, a detailed study of the image characteristics of fathers and mothers, especially good parents, is used as the basis for choosing or adapting texts to create a parent image that not only meets the child's ideals but also meets the needs of social development. Fourth, we should continue to expand mothers' occupational fields, enrich their occupational types, and increase their professionalism in order to break the imbalance of parents' image on occupational characteristics. Fifthly, we also need to pay attention to the physiological characteristics of the parents of the text, and review the necessity of incorporating weak and deceased parents' images into Chinese textbooks. We need to break out of the stereotyped orientation of literary creation to shape "filial piety in bed" and "self-improvement orphans" and shape healthy image of parents and children. Finally, we should correctly handle the relationship between cultural heritage and cultural fusion and from the perspective of the world community, consider and deal with the relationship between the ethnic characteristics, national characteristics, and Chinese characteristics of parental images in Chinese textbooks.

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