

# Illustrations of primary school Chinese textbooks and reproduction of rural culture

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**Abstract:** as an important carrier of classroom teaching, textbooks determine the basic content of school education. According to China's regulations, at the stage of compulsory education, all subjects such as morality and the rule of law, Chinese and history use textbooks compiled by the Ministry of education, reflecting the state's emphasis on the content of textbooks. Primary school is the initial stage of students' learning, and the content learned plays a fundamental role in their future learning and development. This paper chooses the primary school Chinese textbooks compiled by the Ministry as the research object, and mainly uses Bourdieu's cultural capital theory to analyze the urban and rural elements shown in the textbook illustrations.

**Key words:** primary school Chinese; Textbook illustrations; Rural culture

China's urban-rural dual social structure has clear boundaries, and cities and villages are subject to two different policies, resulting in a large gap between urban and rural areas in the development of economy, education, health care and other aspects. In the "outline of the 14th five year plan (2021-2025)" issued in 2020, it is mentioned that "comprehensively promoting rural revitalization" is one of the two strategic tasks of China's development and Reform in this period. The revitalization of rural culture is an important part of Rural Revitalization and the concentrated embodiment of the spiritual culture of rural society. In the field of culture, Bourdieu creatively introduced the concept of "capital" in economics and developed the concept of "cultural capital". He pointed out that the education system contributes to the reproduction of social structure by recognizing the hereditary transmission of cultural capital. In China's urban-rural dual social structure, the concept of cultural capital provides theoretical support for understanding the impact of education on the reproduction of social structure.

## 1. Theoretical framework

### 1.1 cultural capital and "reproduction"

Bourdieu is an influential French sociologist who is committed to revealing the deepest structure of different social groups that constitute social space. The main theoretical basis used in this paper is the concept of "cultural capital". Bourdieu divides cultural capital into three forms of existence: (1) specific state, in the form of persistent "temperament" of spirit and body; (2) Objective state, in the form of cultural goods (pictures, secretaries, tools, machines, etc.); (3) The state of the system, in an objective form. Cultural capital promotes the reproduction of social class structure in the educational system, and educators transmit cultural property through school education. Bourdieu believes that teaching institutions play a decisive role in the reproduction of the distribution of cultural capital, which in turn plays a decisive role in the reproduction of social spatial structure. 5. Educational work has the function of reproducing the structure of power relations between groups or classes.

The total number of literatures related to Bourdieu's theory of cultural capital has reached 8983 in CNKI database, and 714 relevant literatures were published in 2019 alone. It can be seen that the concept of Bourdieu's theory of cultural capital has had a certain influence in the domestic academic community. In 2010, the Chinese government issued the outline of the national medium and long term education reform and development plan (2010-2020), which regards promoting education equity as the country's basic education policy. At this time, some scholars began to connect Bourdieu's cultural capital theory with the complex social background and cultural reproduction, and discussed the hot issues such as education inequality caused by the gap between the rich and the poor. Zhaojie and liuyongbing, in the article "Bourdieu's cultural capital and educational equity", mentioned that in the period of social transformation, farmers' families at the bottom of the society were short of economic capital and cultural capital, which led to their only access to vulnerable education; Xurui and guoxingju affirmed the close relationship between cultural capital and school education in their paper on educational equity from the perspective of cultural capital theory, and believed that on the one hand, the educational behavior of the educated was extremely dependent on family cultural capital, on the other hand, the educational system greatly promoted the reproduction of social structure by promoting the inheritance of cultural capital.

A search on CNKI found that there were few documents that specifically analyzed the content of textbooks using Bourdieu's concept of cultural capital theory. The most relevant one was Huang shen'e's "analysis of the urban bias of textbook content: from the perspective of cultural capital theory". The article tried to analyze the overall framework of textbook content from the perspective of cultural capital theory, This paper discusses the unequal distribution of the content of PEP Textbooks in urban and rural elements and its impact; In addition, yuxiulan's "analysis of the urban bias of teaching content in primary and secondary schools -- Taking Chinese textbooks as an example" used the theory of cultural capital to study the five Chinese Textbooks in the compulsory education stage, and believed that their content had a certain urban bias; According to the analysis of the adaptability of Chinese textbooks for rural primary school students from the perspective of cultural capital by Jin Yingyi and Wang Congheng, the current Chinese textbooks show a tendency of urbanization, the adaptability of rural children to textbooks is weaker than that of urban students, and rural cultural capital is at a disadvantage in textbooks; Liuliquan and

liujingchao's "access to curriculum knowledge, identity culture communication and social reproduction" believe that textbooks indirectly and effectively realize the inheritance transmission of social levels by carrying and disseminating the cultural capital of specific urban groups. To sum up, there are two obvious differences between the research of this paper and that of other scholars: (1) the research bias is different. In recent years, the use of cultural capital theory for textbooks or curriculum related papers has increased, but its direction focuses on the analysis of urban cultural tendency of its content, and the presentation of rural culture in textbooks has been ignored by researchers. This paper focuses on the rural cultural characteristics of textbooks, and is committed to exploring the role and status of textbooks in the mechanism of rural cultural reproduction; (2) The version selection of the research object is different. At the time of publication of the relevant papers, the national primary school Chinese textbooks had not yet been unified, so the versions of the primary school Chinese textbooks involved in the study were all regional versions, not universal across the country. However, the textbooks uniformly compiled by the Ministry of education in this paper will achieve full coverage of all regions and years in 2019, which is more representative and persuasive; (3) Research methods focus on image analysis. The relevant research on the urban-rural tendency of textbooks mostly focuses on the analysis of the text, while the analysis of the urban-rural cultural tendency of textbooks in this paper mainly focuses on the analysis of illustrations in textbooks, because the illustrations in primary school textbooks are relatively rich, and the presentation of images will affect children's cognition of.

## 2. research method

### 2.1 Image analysis method

In this paper, the study of textbooks mainly adopts the method of image analysis, statistics the illustration characteristics tendency of the primary school Chinese textbooks compiled by the Ministry, and analyzes it in combination with the text, after-school exercises, unit themes, etc., mining the rural cultural characteristics implied in the rural tendency of the textbook text, revealing the rural cultural value orientation contained in the textbook, Show the hidden relationship between the cultural connotation of textbook illustrations and text content and the reproduction of rural culture in today's society.

### 2.2 Graphic analysis method

The research method used in this paper is the combination of image and text analysis method. The analysis object is mainly the illustrations of primary school Chinese textbooks, and the text, after-school exercises and other content are discussed. The author has read a total of 12 volumes of all primary school Chinese textbooks compiled by the Ministry. According to their contents, the illustrations and related text information are counted and classified. The perspective is the urban and rural elements covered by the text content of the textbook, and the main analysis object is the rural scene type illustrations. Specifically, it includes three aspects: (1) count the number and proportion of urban and rural scenes contained in the illustrations in all twelve textbooks; (2) The illustrations of rural scene types are combined with the relevant text content for further integrated analysis; (3) This paper discusses the relationship between rural culture, rural cultural capital and social reproduction carried by rural scenes in textbooks.

## 3. Data analysis and discovery

However, the content contained in primary school Chinese textbooks is not only illustrations, but also texts and exercises should be included in them for a more comprehensive analysis. The purpose and direction of this paper is to explore the hidden consciousness in textbooks and explore the shaping of students' values tendency in textbooks. Therefore, the author makes a further analysis around the rural illustrations, the text content and the after-school exercises.

The connotation of rural culture in China is very rich. It has its own independent civilization system, and its endogenous structure has the ability of self circulation. In textbooks, all knowledge about ethnic minorities is selected and constructed, which is limited to the prescribed discourse of "diversity in unity" as evidence of ethnic diversity and national unity.

The analysis shows that in the illustrations of primary school Chinese textbooks compiled by the Ministry, the presentation mode is mostly from the perspective of others. The school closed the door and isolated the farmers who cultivated and lived around it. The content of rural students' learning was almost unrelated to real life, and the knowledge given by textbooks was incompatible with current life. The inferior position of rural culture in cultural capital carried by rural scenes can be shown in textbooks. Rural culture is marginalized in the process of knowledge construction. The interests of rural students' cultural capital are ignored in the school field and become inferior groups in the process of social and cultural reproduction. As an inheritable capital in society, cultural capital serves as a tool to be used through the content of textbooks, which is committed to solidifying the social structure in a specific way of expression, placing rural culture at a disadvantage, and strengthening the mental structure of actors in the school field.

## 4. Conclusion

The identity of individuals should not be a single culture. Different identities are part of the lives of different groups, and they should not be hidden from view. Human thinking is limited by society and is organized and constructed by society. The transmission of cultural capital is the best hidden way for the inheritance of capital. We do not know how much role textbooks play in the process of cultural reproduction. However, the differentiated presentation of urban and rural culture in textbooks is a fact we all see. It is necessary to explore the value tendency implied in rural culture in the illustrations of Chinese textbooks. As one of the important subsystems of society, the

school field is shaped by the education system. Textbooks are an important carrier of school education content, and their value orientation guides the construction of students' knowledge system and thinking mode.

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