

# Analysis of Moral Education Elements in Primary English Textbook: Taking the First Volume of Grade 6 of Xiangshao Version as an Example

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## Abstract

*The study takes the moral education elements in the first volume of the sixth-grade primary school English textbook of xiangshao version as the research object. By digging out the moral education elements of the textbook, analyzing the content categories and presentation forms of moral education elements, it is found that the content of the textbook is suitable and rich in moral education elements; the structure of the textbook is reasonable and the moral education elements present various forms; and that the texts of moral education elements are storytelling and easy for students to accept. However, there are still some problems, such as some elements of moral education need to be further improved, and some elements of moral education are unreasonable.*

**Keywords**— *moral education elements, primary English, textbook content.*

## I. INTRODUCTION

The moral education mentioned in this study refers to school moral education, according to Wang Daojun, Guo Wen'an (2009), school moral education, in general, refers to students' interaction with selected human culture, especially certain moral concepts, political awareness, worldly norms, and behavioural norms, under the guidance of teachers, based on learning activities, social practices, daily life, and interpersonal interactions, and through their own feelings, judgments, The education that generates moral qualities, outlook on life and social ideals through one's own feelings, judgements and experiences. At present, the author does not have access to a precise and unified explanation of the term "moral education elements". Referring to Deng Shao's (2018) explanation of the term "moral education factors": with reference to the moral education requirements in the relevant documents and policies, moral education factors can be understood as the moral education content aimed at cultivating students' basic moral behavioural norms, civic morality and political qualities, and a higher level of worldview and outlook on life. The interpretation of moral education is based on the nature of the humanistic curriculum in the English curriculum standard, that is, through studying English

textbooks, students can eventually broaden their horizons, cultivate their cross-cultural awareness, educate them in patriotism, enhance their creativity, and cultivate their good personal character and positive outlook on life and values. The moral education elements mentioned in this paper are based on this.

Regarding the research on the moral education aspect of primary school English teaching materials, the current state of research in China mainly focuses on the following four aspects:

In terms of the moral education value of primary school English teaching materials. Yuan Jing (2016) believes that the English subject has the necessity and superiority to carry out moral education. Moral education is one of the cornerstones and pillars of quality education, and carrying out moral education in the teaching of primary school English subject is a natural demand for the healthy growth of primary school students, and the national policy also puts forward that moral education throughout the teaching process of the subject is an important teaching task for primary school teachers. Secondly, the language characteristics of the English classroom determine that teaching has the natural advantage of moral education

penetration, and English teaching materials contain rich moral education content.

In terms of the moral education content of primary school English teaching materials. Feng Xiaoqing, Chen Bixin, and Lin Hong (2018) believe that textbook illustrations convey rich information and permeate the factors of ideology and culture, and are the easiest and most effective curriculum resources for teachers to develop moral education. In primary school English teaching, teachers need to continuously explore the moral education resources of textbook illustrations, organically infiltrate moral education, and strengthen the role of its socialist core values. Wang Haiyan (2012:149) believes that it should include civilised etiquette education, good living and learning habits and social virtues education.

On the current status of moral education in primary school English teaching materials. Deng Shao(2018) found that there are some problems in its setting, presentation and teaching, including paying too much attention to the moral education factors in the personal and interpersonal domains and neglecting those in the natural and social domains, failing to set up moral education factors in accordance with the moral thinking characteristics of students of different school years and their real lives, the lack of awareness of their own moral education in the teaching and learning, the limit of the moral education penetration, the difficulty in grasping, the irrationality of some explicit moral education factors, the difficulty in exploring hidden moral education factors, the limitations of the school environment and the single way of implementing moral education. Teachers face the problems of insufficient awareness of moral education in teaching infiltration, difficulty in grasping the limit of moral education infiltration, irrationality of some explicit moral education factors, difficulty in digging out the hidden moral education factors, the limitation of the school environment, and the problem of single way of implementing moral education.

In terms of moral education strategies in primary school English teaching materials. Huang Qifeng (2009) believes that students should be educated in moral education in a subtle way, focusing on the teacher's example and other strategies. Chang Jianping (2007) thinks that teachers should be good at digging out the moral education knowledge in the teaching materials, cultivating students' civilised and upward trend, absorbing the essence of foreign cultures, infiltrating the moral education, and promoting the development of English subject education.

At present, there are fewer foreign studies on moral education in primary English teaching materials, which the author believes is mainly due to the different curricula and

national conditions in different countries. From the current literature, most of the foreign research focuses on moral education, multiple intelligences theory, hidden curriculum and the use of modern information technology to carry out moral education, while the research on moral education in primary English teaching materials is relatively rare.

The main purpose of this study is to enrich the research on analysing the moral education elements of primary school English teaching materials and to provide some suggestions and ideas for primary school English teachers to educate students on ideology and morality in the teaching process. This study mainly focuses on analysing the Xiangshao edition of the textbook, which is widely used in primary schools in Hunan province, China and there is less relevant content of the Xiangshao edition that can be accessed at present, so there is more room for research. By exploring and analysing the moral education elements in primary English teaching materials, students are guided to understand the political, economic and cultural differences between countries and nations, which is conducive to guiding students to gradually establish a scientific outlook on life and the world, and to cultivate good moral qualities, so as to achieve the purpose of improving the overall quality of all students.

## **II. ANALYSIS OF MORAL EDUCATION ELEMENTS IN THE PRIMARY ENGLISH TEXTBOOK**

The author firstly studied the textbook of Primary English Xiangshao Edition Grade 6, which has 12 units, each of which is divided into six parts: A. Let's Listen and Say, B. Let's Learn, C. Let's Practise, D. Let's Read, E. Let's Write, and F. Let's Have Fun. Let's Read, E. Let's Write, F. Let's Have Fun, and every three units will be interspersed with Let's Know More, which introduces Chinese and Western technology, culture, and traditions according to the content learnt in the first three units. Based on the content learnt in the first three units, they will introduce the science and technology, culture, traditions and customs of China and the West and make comparisons.

According to the six sections set in the Primary English Xiangshao Edition Grade 6 First Book, the author divides them according to the forms they are presented in the textbook. According to the forms presented in the textbook, I divide them into graphic stories, situational dialogues based on the text and pictures, A. Let's Listen and Say is generally a graphic story or a situational dialogue, based on the form of expression of the text, with the characters talking to each other, without narration, it is determined as a situational dialogue, and with strong storytelling and narration, it is determined as a graphic

story; B. Let's Learn is a moral education elements. 's Learn part of the moral education elements is less, only appeared once in Unit 8 We shouldn't waste water, the main content is the daily life of the prohibited signs appear in the picture with the English text, the author will be categorised as a picture of the signs; C. Let's Practise part does not appear in the moral education elements. Practise part has no moral education elements; D. Let's Read part is generally a graphic story or contextual dialogue, which is the same as A. Let's Listen and Say; E. Let's Write part has no moral education elements; F. Let's Have Fun mainly consists of songs and games, which are simply classified according to their main contents; Let's Know More consists of single pictures with simple introductory texts, with no storyline and no character dialogues, so the presentation form is determined to be a graphic presentation.

The content of Primary English Xiangshao Edition Grade 6 First Book is very rich in moral education, almost every unit has obvious moral education elements, only Unit 9 has no obvious moral education elements. Some units even have more than one moral elements, for example, Unit 2 Katie always get's up early, in which there are three moral elements: good living habits, civilized manners and protecting animals. Secondly, the moral education elements of the Primary English Xiangshao Edition Grade 6 First Book are diversified, involving all aspects of students' real life, including studying hard, living a healthy life, and being aware of safety, etc.; listing the characteristics of Chinese and Western cultures, such as the Mid-Autumn Festival, Christmas, Western traditions, Chinese and Western sightseeing spots, Chinese and Western theatre cultures, etc.; and embodying civic morality, which includes love for the motherland, friendship and mutual assistance, protecting the environment, helping It also reflects the moral quality of citizenship, including love for the motherland, love and mutual help, protecting the environment, helping others, etc. In addition, the moral education elements of Primary English Xiangshao Edition Grade 6 First Book is in line with the requirements of the curriculum standard and the national education policy.

### III. ADVANTAGES AND LIMITATIONS IN THE PRIMARY ENGLISH TEXTBOOK

#### 3.1 Advantages in the primary English textbook

The textbook sets up seven main characters, namely Anne, a foreign girl, Lingling, a Chinese girl, Tim, a foreign boy, Peter, a Chinese boy, Dongdong, Mingming, and Dino, a small dinosaur, and focuses on their daily lives and studies. The main characters from different countries bring

stories about their own culture and customs, which is conducive to cultivating students' international outlook and cross-cultural communication awareness. For example, Unit 4 The Mid-Autumn Festival is coming is based on the activities of Dongdong's family, a Chinese boy, on the day of the Mid-Autumn Festival as the moral education content, while Unit 12 It's Christmas again! The activities of Anne's family on the day of Christmas are used as the moral education content of Unit 12 It's Christmas again! The moral education content of the teaching materials is close to life, for example, in Unit 1 What did you do during the holidays, "The new school year begins after the summer holidays. The students are talking about their holidays." As a topic, the main characters discuss what they do during the summer holidays, and through the dialogue between the characters and the colourful pictures, they set up the moral education of arranging the study time reasonably during the holidays as well as the moral education of being civilized and courteous, so that the time in the book corresponds to the time in reality. In the 12 units of the book plus Let's know more, the moral education elements appears 25 times and is divided into 4 categories according to its content, personal domain, interpersonal domain, social domain and natural domain. Overall, the textbook is rich in moral education and its content is close to students' real life.

The textbook uses colourful pictures and full English text as the main carrier, and the 12 units are basically in line with the development of the real time line, Unit 1 What did you do during the holidays, Unit 4 The Mid-Autumn Festival is coming, Unit 12 It 's Christmas again! The time point of these three units basically coincides with the real time point, and the connection with the actual situation makes the effect of moral education penetration twice as effective as half the effort. In addition, in Unit 3 I like my computer, the main elements of moral education is the function of the computer and scientific and technological innovation, sixth-grade students have been more familiar with the use of computers, the editor added a timely content: "Don't play computer games too often. It's not good for your eyes." In the arrangement of the moral education elements, the textbook is in touch with the reality, considering comprehensively and dealing with details in a more appropriate way. According to the statistical analysis in the previous chapter, the author classified the moral education elements into six forms according to the form they are presented in the textbook, mainly based on the text and pictures, such as graphic stories, dialogues, picture signs, songs, games and graphic presentations, which can be seen that there are various forms of presentation.

### 3.2 Limitations in the primary English textbook

According to the statistical analysis, the moral education elements in the social domain of the first six grades of Primary English Xiangshao Edition appears nine times, accounting for 37.50% of the total number of times. While the nature domain appears 4 times, with a proportion of 16.00%, which is less than half of the moral education elements in the social domain. Deng Shao (2018) found a similar problem in the process of analysing and studying the textbooks of the Foreign Research Institute (FRI), and he believed that the selection of texts in the natural and social domains of the FRI textbooks was small and needed to be increased.

Compared with the Primary English Humanistic Version textbook, the Primary English Xiangshao Version textbook needs to be examined in terms of the setting of the main characters. The Hanyu Jiao edition has ten main characters, similar to the Xiang Shao edition, both Chinese and foreigners, both boys and girls, and the same set of small animal characters. The difference is that the Hanyu version also has a robot, Robin, and takes into account the differences in skin colour between the races in the setting of boys and girls. The Xiangshao version does not have any obvious differences in skin colour, while the Hanyu version has a black character, which makes the design of the main characters more comprehensive, and is more conducive to the penetration of cross-cultural awareness and the broadening of the students' international horizons.

## IV. CONCLUSION

There are a lot of advantages in the moral education elements of the first grade 6 textbook of Primary English Xiangshao Edition, for example, the content of the textbook is appropriate and rich in moral education elements; the structure of the textbook is reasonable and the moral education elements are presented in various forms; the moral education elements of the textbook is storytelling and easy to accept, and so on. However, there are also some limitations, some of the moral education elements need to be perfected, and some of the moral education elements are not reasonable.

According to the statistical analysis, there are far more moral education elements in the social domain than in the natural domain in the first six grades of Primary English Xiangshao Edition. It is recommended to balance the proportion of the social and natural domains and increase the moral education content of the natural domain appropriately. Regarding the problem of the main character in the Primary English Xiangshao Edition, it is recommended to enrich the character characteristics of the textbook, and refer to the character settings of the

Humanistic Education Edition, so as to make the character images of the textbook more three-dimensional and fuller, and to make the textbook's moral education elements more comprehensive.

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