

## Article

# Teaching Strategies of Patriotic Education in the Unified Edition of Primary School Chinese Language Textbooks

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**Abstract:** As the core of the Chinese national spirit, patriotism plays a profound role in cultivating the builders and successors of the new era. The Chinese language textbooks for primary schools include a number of patriotic texts, serving as vital resources for patriotic education. Taking the unified edition of primary school Chinese language textbooks as an example, this paper analyzes the content and educational value of the selected patriotic texts. It further explores the potential of textbooks in promoting patriotic education, and proposes strategies such as implementing integrated practical activities and utilizing digital resources to incorporate patriotism into Chinese language teaching. These approaches aim to realize the moral and educational functions of the Chinese language curriculum and to inspire students' patriotic sentiments.

**Keywords:** unified edition of primary school Chinese language textbooks; patriotism; selected texts; teaching strategies

## 1. Introduction

The *Patriotic Education Law of the People's Republic of China* states that “all types and levels of schools shall incorporate patriotic education throughout the entire educational process, deliver high-quality ideological and political theory courses, and integrate patriotic content into various subjects and textbooks” [1]. The unified edition of primary school Chinese language textbooks includes a wide range of patriotism-themed texts that are rich in meaning and comprehensive in educational elements. Clarifying the themes of these selected readings enables educators to immerse students in patriotic values from multiple perspectives and comprehensively cultivate their sense of national pride and responsibility.

## 2. Analysis of Patriotic Texts in the Unified Edition of Primary School Chinese Language Textbooks

### 2.1. Heroic Role Models

Texts focusing on heroic role models highlight China's historical development, emphasizing the deeds of exemplary individuals and the enduring spirit of heroism. These narratives showcase the perseverance, courage, and dedication demonstrated by the Chinese people throughout times of challenge and progress. They underline the noble qualities of those who have made selfless contributions—even ultimate sacrifices—for the nation and its people. Heroes in this context include not only soldiers defending the country and outstanding leaders committed to the public good, but also scientists working behind the scenes for national advancement and ordinary workers devoted to serving society. Through vivid portrayals of these figures, students come to understand that today's well-being is built upon the dedication and sacrifices of countless predecessors. These stories

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aim to inspire admiration for heroes, encourage the emulation of their virtues, and motivate students to carry forward their spirit, set ambitious goals, and align their personal aspirations with the broader vision of national development.

### *2.2. The Magnificent Landscape of the Motherland*

As noted in patriotic education theory, “geographical identity education should strengthen learners’ clear understanding of the basic concepts, territorial scope, and indivisible integrity of geographical China” [2]. The patriotic texts that highlight the country’s natural beauty use vivid descriptions of landscapes to help students appreciate the scenic grandeur of the nation. These readings aim to evoke students’ intuitive emotional connection to the land and shape an inner image of a beautiful China.

The natural landscape of the country is not only the nurturing ground of its people, but also the physical embodiment of Chinese civilization. It carries cultural heritage and emotional resonance for generations of Chinese citizens. While depicting picturesque scenes, these texts also present the ecological richness of the land, subtly imparting the concept of harmony between humans and nature and promoting ecological awareness among students.

Moreover, the land of the motherland is not only to be admired for its beauty—it also forms an inseparable part of the national territory. The towering mountains at the borders and the island reefs in vast maritime areas serve both as natural barriers and as markers of national sovereignty. Such readings play a vital role in fostering students’ awareness of territorial integrity and cultivating a sense of national identity.

### *2.3. Outstanding Traditional Chinese Culture*

Texts focused on outstanding traditional Chinese culture emphasize the cultivation of cultural confidence, presenting the richness of Chinese heritage from multiple dimensions such as traditional craftsmanship, philosophical thought, and folk customs.

Readings on craftsmanship allow students to appreciate the intricacy of traditional artifacts and understand the exceptional skills of artisans. These stories not only demonstrate the creative force of Chinese civilization but also reflect the wisdom of the working people, reinforcing students’ cultural confidence.

Texts on customs and traditions often feature traditional festivals and culinary culture as primary carriers. These readings showcase the sense of ritual unique to the Chinese nation and enable students to understand the continuity and evolving nature of traditions, thereby deepening their understanding of the cultural meanings behind such practices.

Chinese culture, with its deep historical roots and enduring vitality, continues to offer insights and inspiration today. Fables and mythological tales convey life philosophies and reflect the intellectual legacy of the Chinese people, encouraging students to think critically and draw wisdom from ancient stories. In addition, classical poetry and lyrical prose, through their rhythm and imagery, reveal the beauty of the Chinese language and enhance students’ sense of cultural identity and pride. These texts cultivate a sense of responsibility for cultural inheritance and development among the younger generation.

### *2.4. National Symbols and Development Achievements*

National symbols serve as the representations and emblems of a sovereign state, primarily including the national flag, emblem, anthem, and capital city. These symbols embody a country’s sovereignty, independence, and dignity [3]. “Respecting national symbols is also a way of honoring the nation’s dignity and image, reflecting a concrete expression of patriotism” [4].

Patriotic texts focusing on national symbols build emotional connections between students and the country by presenting elements such as the national flag and capital.

Through understanding the historical traditions and national spirit these symbols represent, students develop respect and care for them, which in turn fosters a love for their country.

Texts centered on national development achievements showcase concrete events that highlight the accomplishments of the country in the new era. From the Chang'e lunar missions to the Wukong satellite launches and lunar soil collection, these readings demonstrate the inheritance of the Chinese nation's innovative spirit. Beyond the achievements themselves, these texts also emphasize the dedication and contributions of scientific researchers behind the scenes. Students are encouraged to recognize that "the people are the fundamental driving force for the advancement of undertakings and the decisive force in social transformation" [5]. This understanding helps cultivate a sense of responsibility, linking personal growth with the country's development and inspiring a commitment to national strength.

### **3. The Educational Value of Patriotic Texts in the Unified Edition of Primary School Chinese Language Textbooks**

#### *3.1. Enriching Classroom Content and Realizing the Educative Function*

The unified edition of primary school Chinese language textbooks adheres to the educational goal of cultivating moral integrity and talent, carefully selecting numerous patriotism-themed texts. These cover various elements such as national development achievements, outstanding traditional Chinese culture, and heroic role models. Through studying patriotic texts of different genres, students not only learn diverse forms of expression and writing conventions but also appreciate the varied manifestations of patriotic spirit in different contexts.

By supplementing the patriotic texts with relevant materials and engaging students in collaborative discussions, role-playing, and other diversified classroom activities, learners connect their personal experiences with their understanding of patriotism. This approach extends classroom content beyond the texts themselves and traditional language analysis, fostering reflection on cultural inheritance and national spirit. The scope of the Chinese language class thus expands from linguistic competence to moral and spiritual nourishment, integrating knowledge transmission, value guidance, and ability cultivation. This holistic educational process aims to nurture well-rounded socialist builders and successors, fully realizing the moral and educative value of the Chinese language curriculum.

#### *3.2. Promoting Patriotic Spirit and Cultivating a Sound Personality*

Primary school students are at a critical stage of physical and mental development, with immature thoughts and behaviors easily influenced by their environment. The elementary education period is therefore crucial for behavioral formation and ideological education. Patriotic texts transform abstract ideals such as heroic spirit and Chinese culture into tangible emotional experiences for students, triggering emotional resonance and value identification through the language and narratives presented.

Patriotic texts provide spiritual nourishment and role models for student growth. The patriotic behaviors and qualities demonstrated by various heroic figures in specific contexts serve as behavioral exemplars, guiding students in developing positive and healthy attitudes and values during their formative years. Through classroom teaching of patriotic texts, students experience heroic spirit and cultural charm in reading, gradually internalizing these values as part of their own personal aspirations. This process fosters patriotic enthusiasm and a deep affection for the country and family.

By fully utilizing Chinese language classrooms to promote patriotism, students not only enhance their thinking skills and language proficiency but also shape sound personalities through subtle, long-term influences.

### *3.3. Inheriting Chinese Culture and Building Cultural Confidence*

“To continue the Chinese cultural lineage, inherit cultural genes, and consolidate national spirit, all while continuously enhancing historical and cultural confidence, patriotic education is essential” [6]. Patriotic texts use language as a medium to introduce students to various aspects of Chinese culture, including traditional crafts, folk customs, and classical literature. These materials help students develop a direct understanding of Chinese culture.

During language learning, students also explore cultural elements through the origins of characters, analysis of words and sentences, and appreciation of the evolution of Chinese characters, poetic rhythm, and calligraphic aesthetics. Such experiences enable them to sense the profound depth and unique charm of Chinese culture. The selected texts express pride in ancient civilizational achievements as well as the modern inheritance of traditional crafts, fostering an understanding of the continuous transmission of Chinese culture. This process cultivates students’ pride and recognition of outstanding Chinese culture, strengthens cultural confidence, and inspires love for this heritage. Students come to realize that they are not only witnesses and participants of culture but also its inheritors and innovators.

## **4. Teaching Strategies for Patriotic Texts in the Unified Edition of Primary School Chinese Language Textbooks**

The process of learning Chinese language aims to cultivate patriotism and gradually form correct worldviews, outlooks on life, and values [7]. It further elaborates specific patriotic education goals to be achieved at different educational stages, making patriotism an important content area and objective within Chinese language teaching.

Teachers should clearly define the teaching objectives to be realized. Based on a thorough understanding of both the textbook content and student characteristics, and in alignment with the Chinese language curriculum standards, teachers need to design reasonable patriotic education goals appropriate to each grade level. They should identify points of integration between language teaching and patriotic education, embedding patriotism throughout the language instruction process. This approach simultaneously enhances students’ language proficiency and strengthens their patriotic beliefs, achieving the unified goal of educating both moral character and talent development.

### *4.1. Rooting Patriotic Texts in Primary School Chinese Language Textbooks*

Language serves as a carrier of values, and the selected texts play a crucial role in patriotic education. Through complete storylines, vivid emotions, distinct characters, and profound underlying themes, these texts form a diverse set of resources for patriotism education. Whether it is the detailed depiction of heroic role models or the vivid portrayal of the motherland’s magnificent landscapes, the texts transform abstract patriotic feelings into tangible and perceivable linguistic symbols, providing teachable content for patriotic education.

In practical teaching, teachers can create learning scenarios based on students’ life experiences to capture their interest and provide opportunities for emotional engagement and interaction, thereby strengthening the connection between knowledge and practice. Furthermore, patriotic texts are embedded within specific historical contexts, and the meaning of patriotism may vary accordingly. While reconstructing historical and cultural details through the texts, teachers can supplement background information to help students develop a comprehensive understanding of the historical environment. This deepens students’ awareness of the nation’s development history and the challenging conditions faced by heroic predecessors, fostering a greater appreciation for their noble spirit of self-sacrifice and patriotism.

Close textual reading is essential, as every word and sentence in the texts is carefully crafted and imbued with profound meaning. The patriotic sentiment is embedded within

the language itself, and by interpreting the wording, students can grasp the spiritual essence contained therein. By deeply engaging with the Chinese language textbooks and fully utilizing the patriotic resources within, teaching through these selected texts allows students to realize that patriotism is not an empty slogan but is reflected through responsibility, actions, and cultural expressions in various historical contexts. This fosters concrete understanding and stimulates patriotic awareness and behavior.

#### *4.2. Conducting Integrated Practical Activities to Strengthen Emotional Experience*

Patriotic education in the new era should extend beyond the classroom and be integrated into diverse activities and practical experiences. Through a variety of themed practical activities, students can personally experience and practice patriotic spirit, thereby gaining a deeper understanding of the contemporary value embedded in patriotic texts.

Integrated practical activities focus on experiential learning. By designing activities around related themes and involving students actively, these activities transform patriotism from cognitive knowledge into concrete action, achieving the educational goal of unifying knowledge and practice. This breaks down the barrier between classroom instruction and real-life experience, allowing patriotism to move beyond intellectual recognition into tangible behavior.

Guided by patriotism themes, students participate in surveys, interviews, creative projects, and other forms of practice. Through this process, they apply their language skills to solve real-world problems, develop transfer and problem-solving abilities, and deepen emotional experiences gained in text-based teaching. Teachers can utilize daily school activities such as flag-raising ceremonies and singing the national anthem to conduct patriotic education, as well as major holidays and historical anniversaries as opportunities for patriotic-themed events.

By engaging with authentic environments, students accumulate perceptual knowledge and deepen their emotional experience through “learning by doing.” Group cooperative activities further help students understand that patriotism is both an individual emotional expression and a shared collective value. Encouraging students to express their understanding of patriotic spirit in ways they find meaningful and appropriate helps them grasp the relationship between the individual and the nation, strengthening national cohesion.

#### *4.3. Integrating Online and Offline Resources to Enrich Patriotic Education*

Patriotic education should keep pace with the times by utilizing modern tools to cultivate a new generation responsible for the great mission of national rejuvenation. For students born in the internet era, digital technology is not only a tool but also the environment and way of life. When teachers use digital tools to guide students in exploring national history and culture and expressing patriotic sentiments, students’ understanding of patriotism extends beyond historical figures or events to encompass responsibilities and actions aligned with contemporary times.

Online educational resources transcend limitations of time and space, encompassing materials in various media formats such as texts, images, audio, and video, forming a constantly updating vast resource pool. Teachers can select patriotism-related digital resources that correspond to students’ cognitive development and the themes of selected texts, creating rich learning environments for patriotic education. Additionally, teachers should closely monitor current affairs to identify relevant materials, enhancing the timeliness and effectiveness of patriotic education content.

Interactive digital tools transform static resources into dynamic participation. For example, virtual reality technology can recreate historical scenes and construct immersive learning scenarios, allowing students to gain intuitive experiences and enhancing the sense of involvement in patriotic education. “Educational spaces constructed with gener-

active artificial intelligence can overcome established spatiotemporal boundaries, providing richer and more diverse scenarios for patriotic education" [8]. Generative AI technology can generate lifelike digital humans to reenact historical figures from selected texts and engage in virtual dialogues with students. Students can ask questions via voice, and the digital avatars respond based on the historical context and textual content, deepening students' understanding of patriotic sentiments through interactive Q&A. This approach increases engagement and allows students to form spiritual resonance with the characters in the texts through active inquiry.

## 5. Conclusion

The patriotic texts within the unified edition of primary school Chinese language textbooks serve as vital carriers for cultivating students' patriotic feelings. Their embedded national spirit, cultural genes, and value concepts provide vivid teaching resources for patriotic education in the new era. By deeply exploring the ideological connotations of these texts and integrating diverse teaching strategies such as comprehensive practical activities and digital resources, patriotic education can be naturally woven into all aspects of Chinese language teaching. This allows students to nurture strong attachments to their country through both language learning and emotional experiences. Such integration not only realizes the unity of the Chinese curriculum's instrumental and humanistic functions but also subtly guides students to closely link their personal growth with the nation's development. Moving forward, continued efforts are needed to explore the integration of textbook resources and teaching practices, ensuring that patriotic education takes firm root in primary school Chinese classrooms and lays a solid ideological foundation for nurturing the new generation entrusted with the mission of national rejuvenation.

In conclusion, the unified edition of primary school Chinese language textbooks features a comprehensive range of patriotic themes, covering four key dimensions: the magnificent landscapes of the motherland, outstanding traditional Chinese culture, heroic role models, and national symbols and achievements. These texts serve as important resources for cultivating students' patriotic spirit. In teaching practice, by aligning the characteristics of these texts with students' developmental stages, educators can implement patriotic education through integrated practical activities and the use of digital resources. This approach allows patriotic education to be naturally embedded in all aspects of Chinese language instruction, inspiring students' patriotic enthusiasm and enhancing their sense of national pride, thereby achieving educational goals through cognitive development and literacy enhancement.

Looking forward, further exploration of text diversity, strengthened interdisciplinary integration, and better utilization of both textbook and digital resources will promote deeper integration of patriotic education with language teaching. This will lay a solid foundation for nurturing well-rounded successors of the new era who possess both moral character and academic competence.

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