

Construction of the Consciousness of the Chinese National Community in Textbooks from a Narratological Perspective

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Abstract: *Forging a strong sense of the Chinese national community is the core task of school education in the new era, with textbooks serving a critical role as key carriers of knowledge transmission and value cultivation. This paper adopts a narratological theoretical perspective and employs textual analysis to examine the thematic textbook Unity of the Chinese Nation for junior high school students. An analytical framework is constructed across three dimensions—narrative mode, narrative structure, and reading—to systematically investigate the connotation, content, and logic of constructing the consciousness of the Chinese national community within the textbook. The research finds that the textbook employs a multimodal narrative mode combining 'linguistic and non-linguistic' elements, with 'enhancing commonality' as its guiding orientation. Organized around four major themes—'The Great Chinese Nation,' 'Jointly Building a Beautiful Homeland,' 'Jointly Constructing a Spiritual Home,' and 'Working Together to Realize the Chinese Dream'—the textbook develops a systematic educational pathway for the consciousness of the Chinese national community through thematic unit narrative structures and scaffolded learning designs. The findings offer theoretical reference value for deepening textbook construction and advancing the practice of ethnic solidarity and progress education.*

Keywords: Consciousness of the Chinese national community, Unity of the Chinese Nation textbook, Narratology, Textbook construction, Ethnic solidarity and progress education.

1. Construction of the Consciousness of the Chinese National Community in Textbooks from a Narratological Perspective

Narrative research is an interdisciplinary research approach, widely used and discussed by scholars in the humanities, including literature, history, and philosophy. In a broad sense, any textual research that tells a story can be called narrative research. The consciousness of the Chinese national community is itself a grand national and ethnic narrative, whose core purpose is to answer the fundamental question: "Who are we? Where do we come from? Where are we going?" The Unity of the Chinese Nation textbook is the most systematic and authoritative narrative text of this grand narrative. It employs systematic narrative strategies to transform abstract consciousness into stories and knowledge that students can perceive, understand, and internalize. Narratology provides us with a precise set of tools to deconstruct how the Unity of the Chinese Nation textbook 'tells stories.' In brief, narratology is the 'method,' the textbook is the 'text,' and the consciousness of the Chinese national community is the 'core theme' and 'construction outcome' revealed through applying this method to the text. Together, the three form a complete practice of shaping national identity and ethnic cohesion through narrative.

1.1 Narrative Mode: Focusing on Storytelling Strategies

Narrative mode is an important form for expressing ideas and intentions; an appropriate narrative mode is especially necessary and important for conveying thought. For example, the narrative mode chosen by Marx and Engels in The Communist Manifesto was a manifesto declaring the inevitable demise of the bourgeoisie, a manifesto reflecting the historical movement of the working class, and a manifesto heralding the new era of the proletariat. In this sense, the

Unity of the Chinese Nation thematic textbook is a kind of narrative text—a collection of specific narrative texts formed by textbook editors who, based on students' cognitive characteristics, physical and mental developmental needs, and the logic of ideological and political subjects, selected works that are exemplary and contemporary, of high literary and ideological quality, reflecting correct political and value orientations, and combined these with various media including language and images. Narrative mode encompasses multiple aspects such as narrative perspective and narrative time, and these elements together form the unique expressive form of a narrative text, influencing the reader's understanding and experience of the story. For example, in Unit 2, Lesson 6, "Jointly Consolidating the Foundation of Ethnic Unity," the Practice Garden section uses a set of exquisite pictures and short texts to showcase Shenzhen's China Folk Culture Villages, presenting the rich and diverse folk customs and cultural traditions of our country from multiple angles. The Unity of the Chinese Nation thematic textbook employs a narrative mode of 'linguistic and non-linguistic' expression to tell the story of the Chinese national community, striving to integrate the consciousness of the Chinese national community—centered on the 'Five Identities' (identity with the great motherland, the Chinese nation, Chinese culture, the Communist Party of China, and socialism with Chinese characteristics)—into every narrative unit.

1.2 Narrative Structure: Focusing on the Composition and Organization of the Story

Narrative structure is primarily composed of three narrative elements: plot, characters, and setting. Plot is the supporting framework of a story, with functions and sequences as its basic units. Functions play a guiding role in the story, including core functions and catalytic functions; core functions guide the direction of the story's development, while

catalytic functions play a supplementary role. Characters are the subjects of a story and the key elements that drive plot development. Additionally, the unfolding of a narrative cannot be separated from the narrative setting, which serves to create atmosphere, add depth of meaning, and shape characters. The narrative structure of the Unity of the Chinese Nation thematic textbook organizes narrative elements such as historical facts, theoretical viewpoints, and emotional identification in a unit format combining 'ideological themes' and 'value elements,' writing the story of the Chinese nation's 'Four Commons.' For example, Unit 2, Lesson 5, "Jointly Defending the Great Motherland," uses the common defense against foreign aggression as the overarching setting to narrate how all ethnic groups across the country resolutely safeguarded national unity. Individual symbolic discourses in the textbook carry no meaning on their own, but under the narrative direction oriented toward forging a strong sense of the Chinese national community, assisted by linguistic and non-linguistic discourse, symbols at specific positions are imbued with deep meaning and ideological attributes, enabling students to forge a strong sense of the Chinese national community through their dialogue with the Unity of the Chinese Nation textbook.

1.3 Reading: Revealing the Relationship between Form and Meaning in Narrative Texts

Reading involves how readers understand narrative works and how narrative forms influence readers' perception of meaning. It requires readers to attend to the narrative mode, narrative perspective, and narrative time within a narrative text, and to reflect on the deep structure of the story. Reading involves the realization of textual meaning; without the participation of the reader, the meaning of a text remains forever closed. Based on the exchange between text and reader, reading texts can be divided into declarative texts, interrogative texts, and imperative texts. All three types of reading texts are reflected in the Unity of the Chinese Nation thematic textbook. Declarative texts are mainly used to describe, explain, or present a fact, event, or viewpoint. For example, Unit 1, Lesson 2, "The Formation and Development of the Chinese Nation," uses narrative as its thread to narrate the origins and magnificent journey of the Chinese nation, giving concrete form to the grand historical context through warm stories, immersing students in the long river of the nation's development and allowing them to perceive where 'we' come from. Interrogative texts, such as the reflective questions on the system of ethnic regional autonomy in Unit 2, Lesson 6—"What are the requirements for implementing the principle of ethnic equality and solidarity?" and "What are the specific requirements for governing ethnic affairs according to law?"—guide students to think deeply and understand that all ethnic autonomous regions are an inseparable part of the motherland, and that upholding national unity and opposing ethnic separatism is a responsibility of every young person in the new era. Imperative texts, such as Unit 4, Lesson 11, "United Endeavor and Prosperous Development," focus on the path ahead, inspiring students to recognize that only by promoting the integration of all ethnic groups in their interactions, resonance, and convergence, and by continuously forging a strong sense of the Chinese national community, can they solidify the ideological foundation of 'jointly striving and jointly prospering.'

2. The Connotation of Constructing the Consciousness of the Chinese National Community in Textbooks

The Unity of the Chinese Nation textbook presents the connotation of constructing the consciousness of the Chinese national community through two key dimensions: first, a precise articulation of the core meaning of the consciousness itself; and second, threading the fundamental principle of 'enhancing commonality' throughout the entire textbook as a clear direction for construction.

2.1 The Core Meaning of the Consciousness of the Chinese National Community

The consciousness of the Chinese national community refers to the revitalization and cohesion mindset of the citizens of the People's Republic of China, grounded in their recognition of shared conditions and historical foundations for survival and development, and guided by shared values of the common good and the will to actively safeguard them. At its essence, it is a form of common psychological consciousness. Semantically, the consciousness of the Chinese national community is a composite concept comprising 'the Chinese nation,' 'community,' and 'consciousness.' 'The Chinese nation' emphasizes the collective of all ethnic groups in China, formed over the long course of history, sharing common origins, historical and cultural memory, and territorial characteristics. 'Community' reveals the intrinsic attributes and essential characteristics of the Chinese nation as an organic whole, highlighting the inseparable and interdependent relationships among all ethnic groups in economic, political, cultural, and social dimensions. 'Consciousness' emphasizes a subjective psychological state and spiritual pursuit, encompassing rich emotional and ideological content such as citizens' sense of identity, belonging, pride, and responsibility toward the Chinese nation. The core meaning of 'great unity' lies in transcending differences, consolidating oneness, and co-creating and sharing—not merely emotional harmony, but political unity, cultural integration, economic mutual assistance, and shared destiny.

For example, the lyric 'The Chinese nation has reached its most critical moment' in the national anthem, March of the Volunteers, treats 'the Chinese nation' as an indivisible whole, calling upon all the people—regardless of ethnic background—to 'arise' and build 'a new Great Wall,' powerfully embodying the spirit of all ethnic groups standing together in times of peril, united in heart and committed to defending their common homeland. Similarly, Mandarin Chinese and standardized Chinese characters, as the nation's common language and script, provide a shared platform for unimpeded communication among all 56 ethnic groups. They are not merely tools for communication, but important carriers of cultural identity, national identity, and community consciousness—the modern embodiment of 'writing in the same script and traveling on the same roads.' The process of forging a strong sense of the Chinese national community through primary and secondary school textbooks is a dual-track construction process that integrates the systematic process of information input, transformation, and output with the psychological process of cognitive, emotional, and

behavioral interaction. To forge a strong sense of the Chinese national community through primary and secondary school textbooks in the new era, it is necessary to clearly define the direction and objectives of textbook compilation at the top level of design, to excavate the elements of the consciousness of the Chinese national community embedded in the textbook content, and to deeply cultivate classrooms that guide the forging of the consciousness of the Chinese national community as oriented by the textbook.

2.2 Enhancing Commonality as the Constructive Direction in Textbooks

The 2021 Central Conference on Ethnic Work pointed out that 'enhancing commonality and respecting and accommodating differences are important principles of ethnic work.' This important statement indicates the practical direction for forging a strong sense of the Chinese national community; making visible and enhancing the commonality within the Chinese nation is crucial to forging this consciousness. 'Commonality' is the core and essential connotation of the Chinese national community, and enhancing commonality is the direction for strengthening and improving the Party's ethnic work in the new era. Nationally unified textbooks with significant ethnic content should be guided by General Secretary Xi Jinping's important thought on strengthening and improving ethnic work, closely aligned with the 'Twelve Musts,' and use enhancing commonality as the thematic content thread for narrating the history, present, and future of the Chinese national community.

In revising and improving the junior high school Unity of the Chinese Nation thematic textbook, it is also necessary to further strengthen the integration of theoretical content on the Chinese national community such as the 'Four Commons' and the 'Four Togethers,' to further transmit the shared historical memory of the Chinese nation centered on 'integrative' memory, to shape a cognitive 'sense of national unity,' and to enhance students of all ethnic groups' identification with the nation and with the Chinese national community. For example, Unit 1, 'The Great Chinese Nation,' aims to guide students to understand the formation and development of the Chinese nation and the core content of the Chinese national spirit, strengthening students' sense of ethnic identity; Unit 2, 'Jointly Building a Beautiful Homeland,' focuses on the history of all ethnic groups jointly constructing and defending the motherland; Unit 3, 'Jointly Constructing a Spiritual Home,' focuses on the splendid Chinese culture created jointly by all ethnic groups; and Unit 4, 'Working Together to Realize the Chinese Dream,' focuses on the shared dream of realizing the great rejuvenation of the Chinese nation. In sum, enhancing commonality should serve as the thematic content thread of the Unity of the Chinese Nation thematic textbook, ensuring that the textbook consistently serves national ideological security, enhances all ethnic groups' identification with the nation, and forges a strong sense of the Chinese national community.

3. The Content of Constructing the Consciousness of the Chinese National Community in Textbooks

Having clarified the connotation of construction, the Unity of

the Chinese Nation thematic textbook transforms it into concrete pathways through a clearly layered and interconnected narrative system. This system begins with community identity centering on the 'Great Chinese Nation,' extends to political identity through 'Jointly Building a Beautiful Homeland,' deepens into cultural identity through 'Jointly Constructing a Spiritual Home,' and ultimately elevates to identity with the shared aspiration of 'Working Together to Realize the Chinese Dream.'

3.1 The Narrative of the Great Chinese Nation

The formation and development of the Chinese nation is a long historical process moving from diversity toward unity. Over the course of this lengthy historical evolution, the many ethnic groups living on the Chinese land continuously migrated, lived together, traded, and integrated, ultimately coalescing into a stable, highly unified national community. This process was not a simple superimposition of ethnic groups, but constitutes a grand historical narrative of political, economic, and cultural interaction and integration among all ethnic groups, laying the basic pattern of today's unified multi-ethnic state. Through this historical practice, a unique and profound Chinese national spirit was cultivated and forged, characterized primarily by patriotism as its core, along with unity, diligence, courage, self-improvement, and harmonious inclusiveness. These spiritual qualities, as intrinsic cohesive forces and driving forces, not only sustained the community's survival and development, but also provided critical spiritual support in responding to historical challenges and advancing social transformation. For example, Unit 1 traces from ancient times, with the Yangshao and Liangzhu cultural relics affirming the deep roots of Chinese civilization; the 9.6 million square kilometers of land territory and 3 million square kilometers of claimed maritime territory, with features such as the Himalayas, the Yangtze, and the Yellow River, outline a vast territory; governance measures such as the Western Han Protectorate of the Western Regions and the Yuan dynasty Bureau of Buddhist and Tibetan Affairs demonstrate effective jurisdiction over border regions throughout history; historical events such as King Wuling of Zhao adopting nomadic cavalry practices and Zhang Qian's missions to the Western Regions promoted inter-ethnic cultural exchange; and the joint development by ancestral peoples of various ethnic groups in the northeastern farming and forestry regions, the northwestern oases, and the Tibetan agricultural-pastoral zones narrates the magnificent chapter of the Chinese nation's integration, coexistence, and joint development.

3.2 The Narrative of Jointly Building a Beautiful Homeland

The vast territory of the motherland was jointly pioneered by all ethnic groups, reflecting the integral nature of the historical formation of the Chinese national community and summarizing the process by which the Chinese national community's living space was formed. From a historical perspective, all ethnic groups stood side by side in the past, jointly making enormous contributions to the development and prosperity of this land. And in reality, the descendants of the Chinese nation continue to thrive on this vast land, constantly pioneering new economic and cultural resources.

The Unity of the Chinese Nation thematic textbook expresses that the great motherland was jointly developed by all 56 ethnic groups, and that the future of the Chinese nation must also be jointly created by all 56 ethnic groups, by narrating how all ethnic groups jointly pioneered the territory and jointly safeguarded national unity. For example, Unit 2 unfolds around the practice of all ethnic groups jointly building the nation; Lesson 6 clarifies the nature of the system of ethnic regional autonomy and clears up misconceptions about this system, while also including numerous cases of solidarity—such as the Minning Cooperation that helped the Hui people in Xihai'gu region overcome poverty, and the cooperation between Mongolian cadre Wangchuk and Han military forces to quell banditry—embodying the journey of all ethnic groups jointly developing.

3.3 The Narrative of Jointly Constructing a Spiritual Home

The spiritual home is the ideological foundation and emotional anchor for a nation to establish itself, forge consensus, and move toward the future. Building the shared spiritual home of the Chinese nation is both an inevitable consequence of shared blood lineage and an essential requirement for the future. Cultural identity is the deepest form of identity—it is the root of ethnic unity and the soul of ethnic harmony. Chinese culture is the shared spiritual home of the Chinese nation, the foundation upon which all Chinese children's spiritual life depends, and an important source of the cohesive force, vitality, and creativity of the Chinese nation. For example, Unit 3 recounts the deeds of Qian Xuesen's dedication to the national defense cause; through character stories such as 'the loyal messenger of the horse-back postal route,' Wang Shungyou, it conveys traditional Chinese virtues such as dedication to one's work and selfless devotion, strengthening cultural identity. 'The happiness messenger of the snow-covered postal route,' Qimei Duoqi, persisted at his post on the Sichuan-Tibet route for decades, ensuring mail delivery and embodying the virtue of professional dedication. The textbook also mentions the four great inventions that promoted ancient scientific and technological development, and traditional medical achievements such as acupuncture, moxibustion, and Chinese medicine that have benefited all ethnic groups; it also includes diverse art forms such as Tibetan opera, Mongolian long songs, and Uyghur Muqam, showcasing the brilliant literary and artistic achievements jointly created by all ethnic groups.

3.4 The Narrative of Working Together to Realize the Chinese Dream

The 'Chinese Dream,' as a vivid expression of the great rejuvenation of the Chinese nation, embodies the shared vision of all Chinese people. Its realization is not a spontaneous process but relies on the consolidation of the consciousness of the Chinese national community and the conscious practice of all members working with one heart and one mind. Both history and reality show that national prosperity and individual development are closely connected and mutually conditional; the future and destiny of all ethnic groups are closely linked to those of the motherland and the Chinese nation. The Chinese Dream of the great rejuvenation of the Chinese nation is the dream of all ethnic groups. For

example, Unit 4 focuses on current and future ethnic unity building, citing cases such as the Ordos 'Pomegranate Seed Market' and Guangxi Longzhou County's 'Three-Network Co-Governance,' while also specifying the need to promote full-range integration of all ethnic groups in contexts such as study and work, guiding students to take on the mission of jointly leading all ethnic groups toward socialist modernization. Cases such as the construction workers of all ethnic groups who overcame the challenges of high altitude and oxygen deficiency during the building of the Qinghai-Tibet Railway, the realization of whole-ethnic-group poverty alleviation in Guangxi Huanjiang Maonan Autonomous County through cooperation among cadres and people of all ethnic groups, and the multi-site youth summer camp activities involving young people of all ethnic groups, vividly showcase the practice of joint prosperity for all ethnic groups and full-range ethnic integration.

4. The Logic of Constructing the Consciousness of the Chinese National Community in Textbooks

To effectively translate the above connotation and content of construction into educational practice, the textbook has formed a clear and followable construction logic, specifically reflected in four dimensions: relying on narrative elements, following the thematic unit structure, multimodally highlighting the symbolic representations of the Chinese national community, and attending to the student subject to build learning scaffolds.

4.1 Relying on Narrative Elements to Present the Core of the Chinese National Community Story

The Unity of the Chinese Nation thematic textbook, through the use of narrative discourse, carefully organizes the three major narrative elements of plot, characters, and setting, skillfully combining students' inner experience with outer experience from the students' perspective, thereby achieving the reconstruction of experience. Plot, as the core of story development, consists of two basic components: function and sequence. From the perspective of the overall arrangement of the textbook, the unit is the basic unit of textbook narrative. The Unity of the Chinese Nation thematic textbook follows the principle of sequencing, adopting the organizational form of thematic units, allowing the ideological and political themes of each unit to serve a core function, guiding the design and training of ideological and political elements. The content of each section within a unit serves a catalytic function, enabling students to develop political identity through listening, speaking, reading, and writing.

The Unity of the Chinese Nation thematic textbook enumerates numerous character figures in the course of narrating the story of the Chinese national community; these figures are the core elements of the narrative. Taking Unit 2, Lesson 5's Folk Garden section, 'Lady Washi's Resistance Against Japanese Pirates,' as an example, Greimas's actant model and semiotic square narrative theory are applied to deeply analyze the plot structure of individual narrative texts and excavate the deeper meaning of the stories. Greimas divides the actants in a story into several key roles: subject and object, sender and receiver, helper and opponent. The

story of 'Lady Washi's Resistance Against Japanese Pirates' revolves around the core event of Lady Washi 'resisting the Japanese pirates.' According to the actant model, the story's roles can be divided as follows: subject—Lady Washi; object—defeating the Japanese pirates and defending the homeland; helpers—the Guangxi soldiers she commanded, other anti-piracy generals, and the coastal civilians who supported and embraced her; opponent—the Japanese pirate faction. As readers understand the relationships among the characters, they can perceive the image of a courageous and patriotic heroic woman; at the same time, the illustrations as a narrative element provide the environmental background for the story, allowing readers to feel more deeply Lady Washi's heroic spirit. The symbolic figure of Lady Washi plays a key role: it is precisely through this process of symbolization that the abstract community emotion and identification with the motherland are 'internalized' and 'experienced' by the reader in a concrete and perceptible story, thereby awakening deep collective memory and ultimately elevating a historical anecdote into a community epic that consolidates group cohesion and strengthens identity.

4.2 Following the Thematic Unit Structure to Clarify the Organizational Logic of the Chinese National Community Story

The Unity of the Chinese Nation thematic textbook adopts a unit narrative structure, organizing unit content in a dual-thread format combining 'ethnic themes' and 'ideological and political elements.' The unit structure is divided into 'inner structure' and 'outer structure': inner structure refers to the connections among texts within a unit, while outer structure refers to the connections among units.

In terms of inner structure, each unit designs narrative content around an ethnic theme, achieving integration of unit content. The ethnic themes designed cover 'The Great Chinese Nation,' 'Jointly Building a Beautiful Homeland,' 'Jointly Constructing a Spiritual Home,' and 'Working Together to Realize the Chinese Dream.' For example, Unit 2 takes 'Jointly Building a Beautiful Homeland' as its theme, demonstrating through a series of narrative contents the patriotic sentiments of people in different historical periods and of different identities. Images of the 'Former Site of the Yili General's Office in Xinjiang' display that the Qing Dynasty established the Yili General, affirming that Xinjiang has been an inseparable part of our country since ancient times; historically, Zheng Chenggong defeated Dutch colonizers; in modern times, Feng Zicai repulsed French aggressors, and Zuo Zongtang recovered Xinjiang with the support of all ethnic groups in Xinjiang to maintain the territorial integrity of the motherland; during the War of Resistance Against Japanese Aggression, a number of anti-Japanese generals of various ethnic groups emerged, including Yang Jingyu, Zuo Quan, Tong Lingge, Zhao Dengyu, Zhang Zizhong, and Ma Benzai, as well as the Eighth Route Army. All content in this unit points toward a core phrase—'patriotic heart'—with characters of all identities filled with patriotic spirit, forming a vivid main thread running through ancient, modern, and contemporary times.

In terms of outer structure, the Unity of the Chinese Nation thematic textbook places great importance on organizing units according to students' developmental stages, reflecting

sequentiality and phasing. Units exhibit progressiveness, presenting a progressive model of 'ethnic identity → ethnic mission → cultural identity → jointly realizing the dream,' aimed at internalizing the concept of the Chinese national community into the conscious action of realizing the great rejuvenation of the Chinese nation.

4.3 Multimodally Highlighting the Symbolic Representations of the Chinese National Community to Facilitate Understanding of Story Content

German philosopher Cassirer once proposed that the human being is a 'symbolic animal.' This viewpoint profoundly reveals the importance of symbols in human life. Chinese cultural symbols are also symbols of the consciousness of the Chinese national community. The Unity of the Chinese Nation thematic textbook takes the national common language and written language symbols as its mainstay, while interspersing non-linguistic written symbols such as digital charts, illustrations, decorative patterns, and colors, jointly constructing a multimodal Chinese cultural symbol system. The use of these multimodal symbols not only enriches the expressive forms of the textbook but also enhances students' understanding and identification with the Chinese national community.

Classic stories of famous figures, fables, and popular science stories written in the national common language and script are all carriers of the Chinese national community story. The chart symbols in the textbook have the same narrative function as written text. For example, Unit 3, Lesson 7, themed 'Jointly Creating Scientific Achievements,' involves content that is relatively distant from students' everyday lives, so the textbook uses colorful illustrations to present brilliant Chinese inventions and creations—such as the thin silk gauze unearthed from the Han Dynasty Mawangdui Tomb in Hunan, the Zhaozhou Bridge in Hebei, and the Three Pagodas of Chongsheng Temple in Yunnan—providing students with an intuitive reading experience and allowing them to personally witness the abstract history and civilization described in books. Particularly for children in remote and underdeveloped areas who have never visited museums or historical sites, the high-definition illustrations, restoration drawings, and cross-section diagrams in the textbook are like 'visual windows' through which distant history becomes tangible and perceptible, truly achieving 'letting national treasures speak and letting architecture tell history.' The Unity of the Chinese Nation thematic textbook, through the superimposition and blending of multimodal symbols such as text, images, and charts, gives vivid expression to the 'meaning' and 'spirit' embedded in Chinese culture within the textbook, enabling students to form cognition of 'self' and 'other' in the process of perceiving symbols, thereby building identification with the Chinese nation.

4.4 Attending to the Student Subject to Build Learning Scaffolds for the Chinese National Community Story

The functions of textbooks can be summarized in four aspects: promoting student development, imparting scientific knowledge, disseminating national ideology, and transmitting and innovating culture. A textbook is not a one-way transmission tool; rather, it plays an important role in

activating students' functions of self-development, self-improvement, and self-construction. The key to realizing the functions of textbooks lies in building learning scaffolds for students to help them use textbooks efficiently. This is especially important for understanding the abstract content of the Chinese national community story. For example, when teaching Unit 4, Lesson 11, 'United Endeavor and Prosperous Development,' a teacher in Xinjiang invited students to share the new changes in their hometowns in recent years, anchoring the abstract concept of 'development' in students' real experiences and creating a life-relevant context that effectively stimulated all students' learning interest. The teacher then provided key learning resources—specific project materials from Jiangsu's aid to Xinjiang (such as a multi-sheep gene testing laboratory, a blueberry plantation, and agricultural product deep-processing factories) —transforming the macro policy of 'paired assistance to Xinjiang' into concrete cases that students could perceive and analyze from their immediate surroundings, providing them with a clear pathway and anchor for in-depth inquiry. The teacher organized students in groups to visit the blueberry plantation on site and conducted collaborative inquiry around 'How did these changes come about?' Through these progressively scaffolded structures, students independently constructed a real understanding of the 'Chinese national community,' ultimately arriving spontaneously at the conclusion: patriotic spirit is not an empty slogan, but a powerful driving force for gathering strength and co-creating a better life, thereby establishing a profound emotional bond and value identification between the individual and the nation.

5. Conclusion

Education for forging a strong sense of the Chinese national community in primary and secondary schools takes, as its core task, cultivating students' identification with the great motherland, the Chinese nation, Chinese culture, the Communist Party of China, and socialism with Chinese characteristics. As an important carrier of this education at the junior high school level, the Unity of the Chinese Nation thematic textbook, as an institutional narrative text, focuses on the commonality of the Chinese nation and deeply excavates the stories of the Chinese nation's common territory, common history, common culture, and common spirit. Through a thematic unit narrative structure combining 'ethnic themes' and 'ideological and political elements,' it presents a content system embodying the concept of the 'Four Together'; within the thematic unit narrative structure, it uses linguistic and non-linguistic narrative discourse to multimodally present symbolic representations of Chinese excellent traditional culture, revolutionary culture, and socialist advanced culture as consciousness of the Chinese national community, forming a dual-layer meaning-making system that reflects both the representational expressions of the national common language and script and images, and the connotative representations of ideology. At the same time, the textbook builds learning scaffolds based on attention to the student subject, to help students form correct ethnic views, historical views, national views, and cultural views in their interaction with the symbols of the consciousness of the Chinese national community, enhancing their sense of ethnic identity and belonging. In doing so, the textbook demonstrates the role of ideological and political textbooks in responding to the era's

call for education in forging a strong sense of the Chinese national community, achieving the goals of moral cultivation and curricular education in ideological and political courses.

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