

Sociological Analysis of the Occupational Role Stratum in Primary School Chinese Textbooks

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Abstract: *Judging from the existing textbook analysis and research, there is currently less attention to the occupational role in the analysis of primary school Chinese textbooks. This research takes the 12-volume edition of the primary school Chinese textbooks as the object, and uses text analysis to analyze the characters in the textbooks. According to Bourdieu's theory of cultural class, the occupational roles are counted and divided into the dominant class, the middle class and the ordinary class. The class and gender differences behind the occupational roles are analyzed, and the problems existing in the professional role classes in the teaching materials are found. The corresponding modification suggestions were made.*

Keywords: *Primary school Chinese textbook, Occupation role, Sociological analysis*

1. Introduction

The American educator Apple pointed out: "The knowledge transmitted by textbooks is controlled by the values or ideologies hidden by the ruling class. [1]" This also shows that the choice of school knowledge often reflects the ideology of the ruling class, and textbooks serve as official the value carrier of knowledge transmission, and its content affects the value orientation of students on both the explicit and implicit levels. The description of various occupational roles in textbooks intentionally or unintentionally affects the formation of students' professional values, especially elementary school students because of the constraints of their growth environment, their understanding of occupation and society basically comes from schools, teachers and books. The occupations described in the textbooks the role image will establish a preliminary impression in their minds, and the class culture conveyed behind it will further shape the values of the students. Throughout the existing textbook analysis and research, most of them focus on the character role analysis, gender difference analysis, image analysis, etc. in the textbook. There is less analysis of the professional roles in the textbook. Ma Junqian made a comparative analysis of domestic the hidden influence of the professional concept in the content of Chinese textbooks and foreign Chinese textbooks leads to the conclusion that there are fewer types of occupations in the content of Chinese textbooks in China, and more attention is paid to the elite class. There are also problems in the description of professional images such as prejudice [2]. Dong Fen compared the image of teachers in elementary school Chinese textbooks published by the Jiangsu Education Edition, the People's Education Edition and the Beijing Education Edition, and found that the description of the teacher's image in the textbooks has a gender imbalance, which limits the development possibilities of female students and reduces the female teachers the value of existence at the same time solidifies the prejudice of the public and other issues [3]. Yu Lingyan used the literature method and text analysis method to study the occupational role penetration in the elementary school Chinese textbooks published by Jiangsu Education Edition, and found that the current problems of the occupational role penetration of the primary school Chinese textbooks are: obvious dominant role groups, lack of contemporary occupational categories, Issues such as gender setting thinking pattern [4]. Combining the above research, we can see that due to the influence of the mainstream social ideology, the description of different professional roles in Chinese textbooks has inequality of professional roles and deviations in the description of professional images. Combining Bourdieu's cultural class theory, this article conducts a sociological analysis of the professional classes that appear in the Chinese textbooks for elementary school editions, and tries to explore how class culture is reflected in Chinese textbooks.

2. Theoretical basis and text analysis

Regarding the structure of social classes, most current sociological theories are based on economics and occupations. Combining economic capital and cultural capital, Bourdieu proposed the theory of cultural stratification. Bourdieu analyzed the class structure of contemporary society by examining the reality of French society [5]. Bourdieu believes that there are three different levels of classes in society, namely the ruling class, the middle class and the working class. Later, some scholars further discussed them as the dominant class, the middle class and the ordinary class [6]. The dominant class usually includes state managers, university professors, senior government officials, artists, writers, owners and managers of large companies, etc. They all occupy an advantageous position in different types of capital. The second is the middle class. This class is more complex in the type of capital, and often has a more prominent ownership of a certain type of capital, such as elementary school teachers and general business owners. The former is dominant in cultural capital, and the latter is economic capital. Lead. The disadvantaged in terms of capital is the ordinary class. This class is mostly workers and peasants. They have very little economic and cultural capital, and their social situation is usually difficult. The above is the class classification made by Bourdieu on the French capitalist social structure. According to the "The Professional Classification Code of the People's Republic of my country", our country's occupations are classified into eight categories, including state agencies, party organizations, heads of enterprises and institutions, and professional Technical personnel, clerks and related personnel, commercial and service personnel, agricultural, forestry, animal husbandry, fishery and water conservancy production personnel, production and transportation equipment operators and related personnel, military personnel, and others. According to this, referring to Bourdieu's class classification standard, this article sets "state agencies, party organizations, enterprises and institutions responsible persons, professional and technical personnel" as the dominant class, "hands and related personnel, business and service personnel" "Soldiers" are regarded as the middle class, and "agriculture, forestry, animal husbandry, fishery and water conservancy production personnel, production and transportation equipment operators and related personnel" are regarded as ordinary classes.

This research is based on the 12 textbooks of primary school Chinese compiled by the Ministry of Education. The occupational role of statistics exists in the selected texts of the textbooks. By reading 12 volumes of primary school Chinese textbooks compiled by the Ministry, the author statistically classified more than two hundred social occupational roles that appeared in the textbooks, analyzed the hierarchical and gender differences behind the roles, and understood the hiddenness of the layout of occupational roles in primary school Chinese textbooks compiled by the Ministry of Education. influences.

Table 1: Overall distribution of professional roles

In class	The dominant class	The middle class	The ordinary class
Professional role	Heads of state agencies, party organizations, enterprises and institutions, and professional and technical personnel	Office staff and related personnel, business and service personnel, military personnel	Agriculture, forestry, animal husbandry, fishery and water conservancy production personnel, production and transportation equipment operators and related personnel
occurrences	124	116	50
The percentage	43.35%	39.79%	17.30%

Primary school Chinese textbooks include not only modern occupational roles, but also many ancient occupations. This part is not covered by the "The Occupation Classification Dictionary of the People's Republic of China". Therefore, the author makes appropriate assignments according to the social status of occupations, and combines them with the texts. The actual role of the dominant class, that is, the professional roles corresponding to "state agencies, party organizations, enterprise and public institutions, and professional and technical personnel" include national leaders, senior government officials, outstanding artists, scientists, doctors, judges, writers, etc. People; the middle class "clerks and related personnel, commerce, service industry personnel, military personnel" main occupations include elementary school teachers, screenwriters, soldiers, police, crew members, reporters, businessmen, secretaries, etc.; ordinary class "agriculture, forestry, animal husbandry, fishery and water conservancy The occupations covered by production personnel, production and

transportation equipment operators and related personnel are mainly traditional manual laborers such as workers, farmers, fishermen, hunters, maids, and servants.

It can be seen from Table 1 that there are 289 persons with professional roles in the Chinese textbooks for elementary school editions. Among the three classes of statistics, the figures of the dominant class appear the most, 124 times in total, accounting for 43.35% of the total, followed by the middle class. , Appeared 115 times, accounting for 39.79%. The ordinary class appeared the least, 50 times, accounting for only 17.30%. It can be seen that textbooks describe the dominant class most, followed by the middle class, and the ordinary class receives less attention. The leader role in the dominant class has appeared 21 times, accounting for 16.93%.

Table 2: Distribution of occupational roles in each grade

	The dominant class	The middle class	The ordinary class	total
The first grade	3	2	0	5
The second grade	14	15	7	36
The third grade	16	13	11	40
The fourth grade	26	23	7	56
The fifth grade	30	27	6	63
The sixth grade	34	36	19	99
Growth rate	10.3	17	1.7	289

Combining Table 2, we can see that with the increase of grades, the number of professional roles in the textbooks is increasing too. The appearance of the three major classes has changed with the increase of grades. The dominant class and the middle class have different changes. The overall trend shows an increase with the increase of grade. The general class fluctuates greatly, with an upward trend in the first to third grades, a decrease in the fourth and fifth grades, and the highest number of occupations in the sixth grade. In terms of growth rate, the growth rate of the middle class ranks first, followed by the dominant class and the ordinary class. Although the 12 textbooks cover a wide range of professional roles, they still focus on the share of different classes.

Table 3: Gender distribution of occupational roles in various strata

	Professional role	Male	The percentage	Female	The percentage
The dominant class	Heads of state agencies, party organizations, enterprises and institutions, and professional and technical personnel	92	97.87%	2	2.1%
The middle class	Office staff and related personnel, business and service personnel, military personnel	67	93.05%	5	6.9%
The ordinary class	Agriculture, forestry, animal husbandry, fishery and water conservancy production personnel, production and transportation equipment operators and related personnel	34	82.92%	7	17.07%

It can be seen from Table 3 that in the three classes of the dominant class, the middle class, and the ordinary class, the proportions of male professional roles are 97.87%, 93.05%, and 82.92%, respectively. The number of male professional roles is far more than that of women. Higher, the greater the number of male professional roles. It can be seen that male professional roles occupy a dominant position in teaching materials, and high-level social leaders, such as national leaders, doctors, judges, and scientists, are also mostly male. In contrast, the proportions of female professional roles in the three classes are 2.1%, 6.9%, and 17.07% respectively. The number of female professional roles is relatively small, and most of them are ordinary occupations at the bottom. Only two of the dominant classes appear Female roles, women in textbooks are mostly housewives, servants, babysitters, and girls.

According to the analysis of the content of textbooks, in addition to maids and babysitters, there are male roles in all occupations, and female roles appear in teachers, poets, intellectuals, workers, and

servants. There is no mention of female roles in occupations such as leaders, scientists, inventors, officials, and businessmen. In textbooks, almost males dominate these professional roles. Female roles appear most in the middle and ordinary classes. From the perspective of the division of fields, women also rarely appear in the social field, and the female roles depicted in textbooks mostly revolve around family life, which actually ignores the role and importance of women in the social field.

3. Problems and reasons in the occupational role shaping of primary school Chinese textbooks

3.1 Existing problems

3.1.1. Uneven distribution of professional roles

Textbooks are an important source for students to understand the society and experience life. The content carried by the textbooks plays a very important role in students' values and behavior orientation. As an important carrier of professional role penetration, textbooks have special value in developing professional enlightenment, enhancing professional cognition and overcoming professional prejudice. Judging from the content of the primary school Chinese textbooks currently compiled by the Ministry, the description and portrayal of professional roles presents an unbalanced characteristic. The number of professional roles in the textbook is 118, of which 51 are the dominant class, 46 are the middle class, and 21 are the ordinary class. This does not correspond to the actual number of professional roles in the society.

3.1.2. There is a big difference in class attention

The descriptions of occupational role classes in the Chinese textbooks published by the Ministry of Primary Schools show the characteristics of focusing more on cities and less on rural areas; more descriptions of dominant classes and fewer ordinary classes. The textbooks have the most descriptions of the dominant class, that is, the social elite, which shows that the mainstream ideology represented by the editor is trying to use textbooks as a carrier to promote the successes and beautiful qualities of this group, making it a role model for students, and thus establishing lofty ideals. For the middle class, they also describe their dedication to society, represented by the image of teachers. Most of the texts describe the positive and friendly image of teachers who work hard, are willing to give, and care for students, and they are guides for the growth and development of students. However, the textbooks have the fewest descriptions of the large number of low-level roles in real life. The texts mainly represent the identity of "workers and farmers". The image of this group is mostly described as poverty, embarrassment, and ignorance. The differential attention of different classes has strengthened the students' misunderstanding of the value of various occupations in the subconscious, and further caused students' stereotypes of various occupations.

3.1.3. The gender ratio of professional roles is imbalanced

Combined with the analysis data, it can be seen that among the professional roles mentioned in the textbook, men have more social identities or types of occupations than women, and appear more often than women. Male roles often appear in all walks of life in society, while female roles are mostly described around family life. Men mostly appear as leaders and creators, belonging to the elite class in the usual sense, while women are emphasized as followers and executors, and most of them are roles at the bottom of society. The image of men and women in elementary school Chinese textbooks shows that the image of men and women is inconsistent. The characteristic of balance, the textbook focuses on shaping male professional roles, and the description of female professional roles is of secondary importance. It can be seen that there is a prejudice in portraying professional images in the Chinese textbooks for elementary school editions. There are fewer descriptions of female professional roles. Compared with male professional roles, they lack the description of the diversification and equalization of female professional roles. This is to a certain extent. It has some hidden influences on the career development concept of female students, and the early experience learned from books has carved the brand of occupational gender bias in their minds, and it also limits their future career planning.

3.2. Reason

3.2.1. The mainstream social ideology reflects the status differences of different classes

The economic foundation determines the superstructure. As the main carrier of school education, textbooks are the basic means to achieve the goal of national education. They are purposeful,

directional, and planned. It hides the value orientation and value judgment of a specific class, and forms a common ideology by advocating mainstream social values. The professional role deviations in the textbooks correspond to the deviations in the current mainstream culture of understanding different occupations. Due to the difference in the division of labor in society, people's consciousness always regards mental workers as more valuable occupations, while the status of manual workers in society is relatively low. The concept of "workers governing people, and laborers governing people" is deepened. Human heart. However, school education is affected by social ideology, and this knowledge is once again transmitted and strengthened in the process of imparting and receiving knowledge, and students' professional values are also deeply imprinted with class prejudice.

3.2.2. The value orientation of the textbook itself restricts the richness of professional role selection

The compulsory education curriculum standard emphasizes that Chinese textbooks should "inherit and carry forward the excellent Chinese cultural traditions and revolutionary traditions, and reflect the leading role of the socialist core value system." As an important carrier for promoting traditional Chinese culture, Chinese textbooks must be selected by core values. Influence, emphasize and highlight the traditional virtues and good qualities of the Chinese nation and the Chinese people. However, the one-sided heroism and the shaping of elite figures will inevitably lead to blind worship and professional role prejudice, which also subtly affects students' outlook on career and life.

3.2.3. The lack of modernity in the selection of textbooks further strengthens professional stereotypes

The attitudes and perceptions of families, schools, and society towards various occupations are often similar. To some extent, this is a stereotype of occupational roles. It is a summary of the social status, economic income, and social identity of various occupations accumulated and formed in the long-term production and life practice of human beings. Once the stereotype is formed, it will affect people's perception and behavior motivation in a subtle way. The imbalance in the appearance of the characters' occupational roles in the textbook editing process precisely reflects this. The professional settings of textbook characters mostly focus on traditional and modern traditional professional roles such as national leaders, teachers, doctors and so on. These professional roles have been used for decades, but the descriptions of a large number of emerging modern occupations that have emerged with the progress of the times and social development are rarely involved.

4. Suggestions on the revision of the Chinese textbooks for primary schools

4.1. Establish the correct value orientation

It is understandable that Chinese textbooks emphasize role models and positive value orientation, but at the same time, attention should be paid to the reasonable description of the lower-level professional roles. Affected by the social division of labor, each type of occupation has its own value and significance. Students should pass The textbook understands the uniqueness of each profession and establishes an equal professional outlook. The primary school Chinese curriculum standard emphasizes the importance of the correct orientation of emotions, attitudes, and values in terms of value cultivation, but the content of value cultivation is too general and vague, and lacks specific values training goals. The equal professional outlook should be included in it, and attention should be paid to nurturing Infected, imperceptibly, and throughout the process from textbook compilation to daily teaching.

4.2. The selection of textbooks should be more caring and inclusive

The textbooks pay more attention to the dominant class and the middle class. The description of the ordinary class is less. On the one hand, it is based on utilitarian considerations. It is hoped that students can use the elite group as an example to develop their own potential and achieve stratification. On the other hand, It reflects the lack of caring and inclusiveness in the textbook compilation process, and no comprehensive and detailed description of the low-level professional roles. According to Bernstein's language coding theory, a large number of character descriptions about the upper class in society are also used in the textbook Exquisitely coded language is infiltrating the elite culture, and this further widens the gap between the children of the elite class and the children of the ordinary class, and increases the burden of the ordinary class children in the text study.

4.3. Promote the equalization of the gender ratio of occupational roles in teaching materials

Textbook editors should pay attention to the relative balance of male and female occupational roles in the textbooks, establish professional roles with modern female images, rationally arrange the appearance ratios of various occupations in the textbooks, promote the diversification of occupational types, and avoid the singular and fixed occupational image to guide students to establish correct professional cognition. At the same time, textbook writers should try their best to break through the limitations of traditional elite education and heroism education, and selectively add some professional roles that reflect the times, so that the layout of textbooks fully reflects the emerging educational concepts and more in line with the requirements of social development.

5. Conclusions

Primary school Chinese textbook is an important carrier and means of symbol communication and language production. As a textbook to convey culture and values, attention should be paid to the diversity, openness and tolerance of article selection. The professional values and class prejudices implied in the textbooks will be passed on to students through intentional and unintentional means. The textbook writers should eliminate the professional role prejudices in the textbooks as much as possible, guide students to establish correct professional concepts, and correct past deviations. Occupational awareness.

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