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Comparative study of cultural education in senior high school English textbooks in Kyrgyzstan and China

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Abstract

Relevance. Learning English in the modern educational environment is an important and indispensable component in the process of training students. The issue of cultural education, which in fact becomes mandatory in the course of mastering a foreign language by older students, becomes particularly relevant.

Purpose. Based on this, the purpose of the article was to compare English language textbooks for senior high school students in Kyrgyzstan and China and conduct a quantitative analysis of cultural education through textbook evaluation.

Methodology. The research used methods of analysis, synthesis, comparison, deduction, and content analysis.

Results. As a result, it was possible to establish that the cultural content of English language textbooks can be differentiated on the basis of their content, as well as design characteristics and the frequency of topics of cultural subjects. In addition, it has been proven that English language textbooks in Kyrgyzstan pay more attention to educational topics and content relevant to the specific country. In turn, English textbooks for Chinese senior high school students focus more on presenting the authentic context of the English language. It should be emphasized that English language textbooks in Kyrgyzstan tend to present national festivals and cultural themes to enhance awareness of the national knowledge system. The article also established that English language textbooks in China create a multicultural knowledge system aimed at enriching the representation of world culture and diversity.

Conclusions. The obtained results should be used during the development of new textbooks for teaching English language students in Kyrgyzstan.

Keywords: Chinese education; Kyrgyzstan education; cultural subjects; traditional culture; national strength.

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Introduction

Cultural education is the cognitive foundation of students' knowledge system construction. Cultural education is important for three reasons. First, at the level of social function, culture can be transformed into a material force. Culture has a profound impact on social development, and people's understanding and ability to change the world. Cultural education can also help students understand their own culture better and develop society. Second, in terms of national development there is strong competition among countries and culture plays an increasingly important role in overall national strength and competitiveness. The power of culture is deeply rooted in a nation's vitality, creativity, and cohesion, and culture is an important symbol of national strength. Cultural education is regarded as a foundation for a nation's strength and ability to compete internationally. Third, at the level of spiritual impact, culture can enrich people's mental health and strengthen their spiritual strength. Therefore, this study aimed to consider cultural education at a senior high school level in two countries, using English textbooks as the focus of comparison. The study contributes to improved English teaching in cross-cultural education and advocates for the creation of an international cooperation platform for English textbook development.

To compare the traditional culture conveyed in English textbooks in Kyrgyzstan and China, this article describes the cultural elements and their presentation mode in senior high English textbooks in the two countries. The chosen textbooks were English Language for Kyrgyzstan, and New Senior English for China and Senior High English. Authors explored current cultural education by considering cultural content and the proportion of local cultural elements in these English textbooks from languages and images [1; 2]. The study of different textbook versions may contribute to collaboration development for English textbook construction. In particular, the comparison between the two countries' textbooks may benefit future editions and adaptations of English textbooks.

The investigated question appears more and more often in scientific and pedagogical doctrine, as it affects the algorithm of mastering a foreign language by high school students, as well as the level of their intercultural interaction. At the same time, it should be noted that cultural values are gaining more and more importance and therefore become a mandatory element in this type of educational process. Thus, E.T. Mukanova [3], H. Yilmaz & M. Saidaeva [4] note that the educational process in Kyrgyzstan is increasingly acquiring multicultural features. In this regard, they came to the conclusion that the priority is the formation of students' understanding of the diversity of cultures, as well as the disclosure of their advantages and disadvantages. In this case, it will be possible to cultivate a tolerant attitude of high school students towards other cultures, in particular, the language they are studying. G.D. Alybaeva & N. Kubanov [5], N.M. Karybekova [6] in their researches drew attention to the fact that in the modern educational environment, the number of requirements for students is increasing, which also affects the requirements for their level of knowledge. They managed to establish that at the moment in Kyrgyzstan, young people learning a foreign language

should simultaneously develop their own intercultural competence in order to use the acquired skills in practice. In turn, E.T. Tokoeva *et al.* [7] emphasized that learning the culture of another country is a complex and painstaking process that is closely related to mastering a foreign language. In this context, they proved that cultural education is a modern requirement for high school students who aim not only to learn, but also to effectively use a foreign language to meet their own needs.

The main goal of the research was to compare English textbooks in Kyrgyzstan and China, analyze their cultural education through quantitative evaluation, and identify differences in content and focus, such as educational topics, country-specific content, authentic English language context, national festivals, and multicultural knowledge systems. This study explored three main research questions:

1. What are the main similarities and differences in cultural education content in senior high school English textbooks in Kyrgyzstan and China?
2. What are the main similarities and differences in cultural education knowledge systems in senior high school English textbooks in Kyrgyzstan and China?
3. What are the compilation suggestions for senior high school English textbooks in Kyrgyzstan and China?

Theoretical Overview

English textbooks facilitate students' learning about languages and cultures, and are important tools for establishing a cultural outlook and national consciousness. Therefore, this study focuses on the presentation of languages and cultures in English textbooks by comparing textbooks used in Kyrgyzstan and China. Authors analysed the compilation of English textbooks from the perspective of teachers and students, drawing on theories of textbook evaluation and cultural pedagogy, described in the following sections. Teaching materials are tools used to facilitate student learning [8; 9]. The quality of teaching materials is important as it constitutes the foundation for classroom teaching. Textbooks are an example of teaching materials, and textbook evaluation aims to reveal and understand the value relationship of textbooks. Textbook evaluation can effectively improve textbook quality and promote construction of textbooks. Textbook evaluation systems must be based on educational principles and include aspects of cultural evaluation. The present study was guided by textbook evaluation theory, using this approach to develop a comparison framework [10; 11].

Research on textbook evaluation in Europe and America began in the early 20th century. A. Cunningsworth [12] divided textbook evaluation into overall impression evaluation and in-depth evaluation. There are other evaluation methods for textbooks, outlined by local authors such as S. Dingfang & Z. Zhixiang [13] and also C. Xiaotang [14]. C. Xiaotang [14] proposed that evaluation of textbooks should consist of internal and external evaluation. Internal evaluation is the analysis of textbook characteristics, while external evaluation considers whether textbooks meet the needs of teachers and students. This paper adopted researcher's evaluation method to ensure a comprehensive evaluation of Chinese elements in English textbooks and enable comparative

research on English textbooks in Kyrgyzstan and China. Cultural pedagogy attaches importance to the relationship between culture and education. From the view of cultural pedagogy, the role of education is to enable students to experience the objective culture created by history and context, to promote students' understanding of cultural value, to cognitively "awaken" students, and guide them towards creation of new cultural worlds. In this study, balance between the local culture and culture of English-speaking countries was a key research purpose. To achieve this, authors undertook statistical analysis of cultural representations and themes in the senior high English textbooks. Authors set out to describe the similarities and differences between local and foreign cultures in Kyrgyzstan and China.

Similar to perspective on achieving balance between local and English-speaking countries' cultures, study by D. Erlina *et al.* [15] investigated Indonesian junior high school textbooks and compared proportions of native language culture and target language culture in electronic English texts. The results showed an imbalance between the proportion of native language and culture and the target language and culture in these ten English e-textbooks. The textbooks included references to local languages and culture, but the content was limited in both quantity and quality. Local governments should work with publishers and authors in the education sector to address the uneven ratio of local language culture to target language culture in textbooks compiled by the government [16-18]. A further study of English textbook versions, entitled *Comparison of the Course Books Used in Teaching Turkish and English as a Foreign Language in Terms of Culture Transmission*, argued that foreign language teaching requires study of the basic language skills of the target language, and teaching about the target language culture. The authors compared and analysed the Gazi Turkish Teaching Set and the New Headway Beginners, Elementary, Preparatory Intermediate, and Intermediate Course textbooks. The results showed that the Gazi Turkish textbooks contained more Turkish cultural elements, while the New Headway books mainly contained worldview cultural elements. An uneven distribution of local and worldview cultural elements was noted in textbooks written by Turkish and English authors. The authors observed that teachers should actively guide students to use dialectical thinking when learning foreign languages.

In summary, the relationship between native language and target language cultures in English textbooks is reflected in several ways. First, the scale of native language and target language culture in English textbooks is imbalanced, and the content of native language culture is often limited. Higher quality translations and better-designed content portraying native culture are needed. Second, English textbook editors should consider this cultural balance and add appropriate local cultural content to ensure higher quality English textbooks for national culture development in the context of global cultural diversity. Finally, English teachers should help students reflect on this balance problem with dialectical thinking and a philosophical view to strengthen students' understanding of their own nationality consciousness within the local cultural knowledge system.

Materials and Methods

The study focused on cultural education and building a cultural knowledge system with English textbooks for high school seniors in Kyrgyzstan and China as the research object. Kyrgyzstan English and China's new high school English as well as high school English were used as case studies and objects of comparison. To help high school English teachers in the two countries understand the representation of cultural elements in English textbooks, the authors compared the English textbooks and presented a potential way to build a Kyrgyz-Chinese community for international cooperation and educational development. A comparative approach will allow English language teachers to review and reform teaching based on the construction of the Kyrgyz-Chinese knowledge system of the English language. Two main methods were used in this study – content analysis and comparative analysis. Content analysis uses statistical procedures to analyze the surface structure of textbooks and their cultural content. In this study, the statistical analysis was focused on the forms of cultural representation in English language textbooks. The authors sought evidence of possible cooperation and development of cultural diversity for the Kyrgyz-Chinese English Knowledge System and English Language Learning Platform regarding cultural content and research activities. The analysis of cultural knowledge systems of the two countries is presented in the discussion part of the article.

Comparative procedures were used for in-depth analysis of textbooks. The comparative process looked at the cultural content of English textbooks by collecting data, presenting cultural themes, themes and language symbols for each cultural knowledge system, and building a framework based on statistical data, tables and descriptions. In addition, the authors evaluated potential approaches to the development of an educational cooperation platform for the development of English language teaching in Kyrgyzstan and China. The method of analysis in the article was also applied when considering the mechanism of cultural education in the understanding of the modern educational environment. On its basis, the study of the role of knowledge about the culture of another nation in the process of students learning a foreign language took place. The synthesis method was used to express common approaches in China and Kyrgyzstan in the context of preparation of teaching materials and their publication for teaching English. This method was necessary for the formation of a general understanding of the relationship between the linguistic skills of high school students and their attitude to the culture of another country. The method of deduction in the work was used when expressing the peculiarities of the study of the culture of another nation in the general process of mastering the English language.

Results

The following section describes findings based on surface structure evaluation following the evaluation theory of the textbook by C. Xiaotang [14]. Surface evaluation is the analysis and evaluation of characteristics of cultural content presentation, cultural components, cultural balance arrangement, and the specific design of language and image material in English textbooks. Tables summarize the

statistical analysis of cultural compilation design of English textbooks in Kyrgyzstan and China.

Cultural presentation comparison

Internal evaluation involves three steps. First, authors undertook statistical analysis of overall compilation of English textbooks in Kyrgyzstan and China. The second step was comparison between Kyrgyzstan and Chinese textbooks for Senior High English in terms of presentation characteristics of cultural elements and theme forms for teaching and learning [19; 20]. The third step was to generate suggestions for teachers of cultural education to

ensure deep cooperation between the two countries and ongoing research development. The following is the main overall comparison between Kyrgyzstan and China, Senior English textbooks in Kyrgyzstan (ED) are version's English 9, and English 10-11, and senior high English textbooks in China are the Beijing Normal University Publishing Group (BNUPG) version's Senior English Textbooks and People's Education Publication (PEP) version's New Senior English for China. Table 1 provides an overview of the English textbooks analysed in this study.

Table 1. Overall comparison of English textbooks in Kyrgyzstan and China

Comparison versions of English textbooks between Kyrgyzstan and Chinese senior high school						
Country	Versions, numbers, grades		Senior one	Senior two	Senior three	Total value
Kyrgyzstan	ED version	Unit number of volume one (9)	7	0	0	7
		Unit number of volume two (10-11)	0	7	0	7
		Unit number	7	7	0	14
		Volume one pages	71	194	0	265
		Volume two pages	106	139	9	245
		Total pages	177	333	0	510
China	PEP version	Unit number of volume one	5	5	5	15
		Unit number of volume two	5	5	0	10
		Unit number	10	10	5	25
		Volume one pages	106	111	109	326
		Volume two pages	104	110	0	214
		Total pages	210	221	109	540
	BNUPG version	Unit number of volume one	3	3	3	9
		Unit number of volume two	3	3	0	6
		Unit number	6	6	3	15
		Volume one pages	116	118	123	357
		Volume two pages	113	118	0	231
		Total pages	229	236	123	588

Table 1 shows that the textbooks ranged from 500 to 600 pages, and both countries clearly paid attention to content construction in terms of vocabulary and passage volume. Both countries had second volumes that were larger than the initial volume, scaffolding student cognition by progressing from simple to more complex topics [21]. Another shared feature was that both countries' textbooks had more limited content for the senior three grades,

because these grades focus on preparation for university entrance examinations or recruitment examinations. The textbooks for these grades are supplemented by English proficiency tests and other specific training based on student requirements and the specific English teaching context. Table 2 provides an overview of the cultural education content in the Senior One textbook in Kyrgyzstan.

Table 2. Cultural education content in the Senior One textbook in Kyrgyzstan

	Content	Unit	Page	Frequency	Form
Kyrgyzstan culture in senior one	Agriculture	1	10	1	Passage
	Festival	2, 3, 4	25, 31, 40-44, 47-48, 53	87	Passage
	History	2, 4	23-27, 34-37, 58-61	4	Figure attached to text, passage+practise
	Literature	2, part 3	28-29, 32-33, 36, 108-167	4	Passage
	Custom	3	43	1	Passage
	Media	4	54-56	2	Passage
	Nation	2, 4	31, 54, 59-61, 66	6	Passage
	Culture shock	4	56-57	1	Passage+practice
	Sport	4	68-69	1	Passage
	Costume	Part 3	92	1	Passage
	Diet	Part 3	92	1	Passage
	Animal and plant	Part 3	101-103	3	Passage
	Tool	Part 3	104	1	Passage

Table 3 summarizes cultural education content in Kyrgyzstan's Senior Two textbook.

Table 3. Cultural education content in the Senior Two textbook in Kyrgyzstan

	Content	Page	Unit	Frequency	Form
Kyrgyzstan culture in senior Two	Land	161	Unit 6	1	Passage
	Education	161,4-9, 20, 24, 62-65, 89-97, 129	Units 1, 3, 5, 6	18	Passage+practice
	Industry	161	Unit 6	1	Passage
	Agriculture	161, 176	Units 6,7	2	Passage+practice
	System	86, 162	Units 4, 6	2	Table+passage+practice
	Diet	49, 126, 162-163, 287	Units 3, 4, 6 Supplementary materials	4	Passage+practice
	Paintings	38-39, 126, 163	Units 2,4, 6	3	Passage+practice, graphic and independent reading
	Music	164	Unit 6	1	Passage+practice
	Literature	21, 29-30, 40-41, 59-61, 79, 88, 102, 113-120, 125, 127-128, 134-135, 140-151, 159, 165, 178-186	Units 2, 3, 4, 5, 6	26	Passage+practice, graphic and independent study, figure attached to text, complementary graphic and text
	Festivals	66-73, 109-113, 154-157, 165, 167, 248	Units 4,5, 6 Supplementary materials	254	Passage+practice
	Sport	118, 168-169	Units 4, 6	2	Passage+practice
	Media	42-43, 172, 175-176, 187, 190-192	Units 2, 7	7	Passage+practice, complementary graphic and text, figure attached to text
	Medicine	174-175	Unit 7	1	Passage+practice
	Science	100-101, 106, 175	Units 4, 7	4	Passage+practice
	Language	102, 108, 177	Unit 4	5	Graphic and independent study, passage+practice
	Class Activity	195-281	Supplementary materials	95	Passage+table+practice
	Costumes	286	Supplementary materials	1	Practice
	Animals and plants	294-296	Supplementary materials	2	Practice
	Tools	297	Supplementary materials	1	Practice
	Nation	30-32, 48-49, 51, 58-60, 85-86, 103-105, 121-123, 135, 318-326	Units 2, 3, 4, 5 Supplementary materials	25	Passage+practice, complementary graphic and text
	Environment	10-15, 87	Units 1,4	7	Passage+table+practice
	History	23	Unit 2	1	Passage+practice
	Politics	24, 33, 50, 123	Units 2, 3, 4	4	Passage+practice
	Customs	53-54	Unit 3	1	Passage+practice

The data in Tables 2 and 3 show that the cultural content of Kyrgyzstan English Textbooks mainly covers cultural topics connected to students' daily lives and of relevance for student discussion. The presentation characteristics cover three aspects. First, more attention is given to introductory descriptions of Kyrgyzstan culture, such as Agriculture, Education, Sports, Customs, and Festivals. These cultural subjects are welcomed and accepted readily by students who benefit from

understanding the meaning of whole passages of this nature in the English version of the textbook [22]. Second, the text begins with careful consideration of students' cognitive development by introducing harmonious topics about nature, such as the Environment. This section includes topics on ecology, the future, and suggestions for sustainable living, and these discussions help students reflect on their responsibilities to protect the earth and future professional development. Third, the text is well

designed in its presentation order of transitional culture – Kyrgyzstan culture is presented first, followed by culture in other countries. This is helpful in supporting construction of a knowledge system that reflects views on

native nationality consciousness and critical thinking. Table 4 provides an overview of the cultural education content in the Senior One textbook in China.

Table 4. Cultural education content in English Textbook 1 (China)

Unit	Content of Chinese elements	Forms	Section	Frequency
1	Beijing/Shanghai/Guangzhou/Chongqing/Changchun	Words	Learning about Language – discovering useful structures	4
	China/ Peking Opera/Great Wall	Words	Workbook – listening	
	Chinese people	Words	Workbook – talking	
	China/CCTV team	Words	Workbook – using words and expression	
2	China/Chinese/Chinese English	English description	Reading	8
	Chinese people	Words	Learning about language	
	Chinese language	English description	Using language – reading	
	Chinese friends	Words	Workbook – talking	
	Deng Xiaoping	English description	Workbook – using words and expression	
	The late Qing Dynasty	Words	Workbook – reading task	
	CCTV 9	Words	Workbook – listening task	
	CCTV 9	Words	Workbook – writing task	
3	The Mekong River	Picture+words	Pre-reading	13
	Journey down the Mekong	English description+pictures	Reading	
	Mekong/China/Dali	Words	Comprehending	
	Mount Qomolangma	Words	Learning about Language – discovering useful words and expressions	
	The Mekong River/Qinghai Province	Words	Learning about Language – discovering useful structures	
	Journey down the Mekong	English description+pictures	Using language – reading and discussing	
	The Mekong River	English description	Using language – listening and speaking	
	To Wang Lun	English description	Reading for fun	
	Tibet/The Mekong River	Words	Workbook – listening	
	The Mekong River/the South China Sea	Words	Workbook – using words and expression	
	Map of China	Pictures	Workbook – using structures	
	China	Words	Workbook – listening task	
	The Mekong River	Words	Workbook – reading task	
4	Tang shan	Picture+words	Warming up	5
	TangShan Earthquake	English description+pictures	Reading	
	New Tang shan	Picture+words	Using language – reading and speaking	
	Lijiang, Yunnan/Lhasa, Tibet/China	Words	Using language – reading and writing	
	China	Words	Workbook – listening	
5	Sun Yat-sent	English description+pictures	Pre-reading	6
	China	Words	Learning about Language – discovering useful structures	
	Confucius/Qian Xuesen	Pictures+words	Workbook – talking	
	China/Mao Zedong/Nanjing	Words	Workbook – using structure	
	China	Words	Workbook – reading task	
	Wang Xuan/Li Shizhen	Pictures+words	Workbook – speaking task	

English teaching in senior high school in China has been developing for more than 70 years. The teaching focus has changed several times from what to teach, to how

to teach, and who to teach. English textbooks used in Chinese senior high schools focus on presenting the original English language and reconstructing the original

English language context. Therefore, cultural education is expressed through English language features, and the teaching focus is on the English language context. The following tables describe the cultural education content in Chinese senior grades 1-3 designed in the original unit-centered mode [23]. Cultural elements are included in the

information and parts of language competence practice. The following sections describe analysis of the English textbooks used from grade one to three. Table 5 summarizes the cultural education content in the Senior Two textbook in China.

Table 5. Cultural education content in English Textbook 2 (China)

Unit	Content of Chinese elements	Forms	Section	Frequency
1	Ming Dynasty vase/ivory dragon boat/Mo gao Caves	Pictures+words	Warming up	7
	Cultural relics in the Tang and Song dynasties	English description	Learning about Language – discovering useful words and expressions	
	Hang Zhou Tea, Shan Xi Culture, Xi'an city wall	English description	Learning about Language – discovering useful structures	
	China	English description	Using language – reading and listening	
	Chinese vases/China	English description+pictures	Workbook – using words and expression	
	Forbidden City/Potala Palace	Pictures+words	Workbook – listening task	
	Big Feng to the rescue	English description+pictures	Workbook – reading task	
2	China's first gold	English description	Warming up	6
	2008 Olympics	English description	Reading	
	The Great Wall	Pictures	Workbook – listening	
	Chinese martial arts	Words	Workbook – talking	
	Sporting events done best by Chinese athletes	Words	Workbook – using words and expression	
	2008 Beijing Olympics	Words	Workbook – using words and expression	
3	Abacus	Pictures+words	Warming up	1
4	Panda/Milu deer/South China tiger	English description+pictures	Warming up	10
	Tibetan Wildlife	English description	Reading	
	Tibetan Antelope	Words	Comprehending	
	South China tiger	English description	Learning about language – discovering useful and expressions	
	Panda	Words	Learning about language – discovering useful structures	
	Dinosaurs in China	English description+pictures	Using language – reading and listening	
	Panda/Shen Zhen	English description	Workbook – using words and expression	
	Tibetan Antelope	Words	Workbook – using words and expression	
	WWF in China	English description	Workbook – using structures	
	The return of the Milu deer	Pictures+words	Workbook – reading task	
5	Folk music	Pictures+words	Warming up	4
	Song Zuying/Liu Huan	Words	Reading	
	Jackie Chan	English description	Workbook – using words and expressions	
	Erhu	Pictures	Workbook – project	

Table 6 provides an overview of cultural education content in the Senior Three textbook in China.

Table 6. Cultural education content in Senior Three textbook (China)

Unit	Content of Chinese elements	Forms	Section	Frequency
1	Mid-autumn	English description	Warming up	9
	The Dragon Boat Festival/Mid-Autumn/Spring Festival	English description+pictures	Reading	
	Bei Hai Park/Spring festival	Words	Learning about Language – discovering useful structures	
	Cowboy and Weaver	English description+pictures	Using language – reading and writing	
	Qiqiao Festival	Words	Using language – reading and writing	
	Chinese Spring Festival	Pictures+words	Workbook – talking	
	An igloo in Harbin	English description+pictures	Workbook – reading task	
	Harbin	Words	Workbook – reading task	
	Minorities' holidays in China	Pictures+words	Workbook – project	
2	Dumplings	Words	Using language – reading and discussing	1
3	Tibet	Words	Learning about language – discovering useful words and expressions	1
4	Yang Liwei	English description+pictures	Workbook – listening	2
	Potala Palace	English description	Workbook – using words and expression	
5	Comparison between China and Canada	English description	Workbook – listening	4
	Map of China	Pictures	Workbook – talking	
	Tibet/Mongolia	Words	Workbook – using words and expression	
	Yi Chang	English description	Workbook – writing task	

In Table 7 an overview of cultural education content in China's Senior Four textbook was provided.

Table 7. Cultural education content in China's Senior Four textbook

Unit	Content of Chinese elements	Forms	Section	Frequency
1	Song Qingling/Lin Qiaozhi	English description+pictures	Warming up	5
	Lin Qiaozhi	English description+pictures	Using language – reading	
	Lin Qiaozhi	Words	Using language – reading	
	Women in Ancient China	Words	Workbook – talking	
	LinQiaozhi	Words	Workbook – project	
2	Yuan Longping/super hybrid rice	English description+pictures	Reading	12
	Yuan Longping/super hybrid rice	Words	Comprehending	
	Planting in Western China	English description	Learning about language – discovering useful words and expressions	
	Yuan Longping's super rice	Words	Learning about language – discovering useful structure	
	China	Words	Learning about language – discovering useful structure	
	Planting in Xinjiang	English description	Workbook – listening	
	Tree-planting Day	English description	Workbook – talking	
	Jia Sixie/Qi Min Yao Shu	English description+pictures	Workbook – reading task	
	Jia Sixie/Chinese farming	Words	Workbook – reading task	
	Jia Sixie/Qi Min Yao Shu	Words	Workbook – speaking task	
	Jia Sixie	Words	Workbook – writing task	

	Yuan Longping/Jia Sixie	Words	Workbook – checking yourself	
3	Dramatic actors in China	Words	Warming-up	1
4	Physical performance	Words	Workbook – writing task	1
5	Beihai Park	Words+pictures	Warming-up	2
	Ethnic Minorities in China	Words	Using language – listening	

Table 8 provides an overview of cultural education content in the Chinese Senior Five textbook.

Table 8. Cultural education content in Chinese Senior Five English textbook

Unit	Content of Chinese elements	Forms	Section	Frequency
1	Qian Xuesen	Words	Using language – listening and speaking	4
	China Aerospace	Pictures	Using language – listening and speaking	
	Chinese achievements in space	Words	Using language – listening and speaking	
	Zhang Heng	Words+pictures	Workbook – writing task	
4	Wang Fujing	Words	Workbook – using structures	3
	Jia Sixie	Words	Workbook – reading task	
	The development of computers in China	English description	Workbook – reading task	
	Chinese emergency calls	Words	Workbook – speaking task	3

Tables 4 to 8 show that most cultural content in Chinese English textbooks is centered around information to develop language competence, which requires subject and theme knowledge for understanding and practice. The cultural content presented in Chinese textbooks covers three aspects. First, Chinese textbooks are designed in the form of units to create an original English language context for students. The units are well-organized using a step-by-step approach, and the way in which knowledge is presented benefits students' language competence and cross-cultural knowledge system construction. Second, Chinese textbooks have the core aim of cultivating English learning. They have moved from a focus on traditional English grammar to encouraging competence in expression. Third, the diverse topics provide many opportunities to improve students' expression through working in pairs, teams, and classwork. These design characteristics facilitate deep learning and expression abilities. The design will help students to develop at their own pace and benefit the stage evaluation for each student.

Chinese textbooks for senior high school learners have not yet constructed a specific knowledge system for English versions of Chinese culture. The Chinese elements of each textbook are designed in a fragmented way to ensure that the original English context remains unchanged. The original English context and diverse English topics will encourage students to express their feelings and think freely. However, the texts do not facilitate expression and understanding of Chinese culture. The fragmented Chinese cultural elements do not enable whole language cognition for either English or Chinese. New Chinese English textbooks are now generally adapting these compilation characteristics for adapted versions of English texts so that Chinese culture is introduced to the world and students' expression competence is facilitated. Table 9 describes the content related to cultural festivals in English Textbook 1 in Kyrgyzstan.

Table 9. Content related to cultural festivals in English Textbook 1 in Kyrgyzstan

	Content	Page	Unit	Form	Frequency
Festival Culture theme of Kyrgyzstan English Textbook	Thanksgiving Day	25, 42	2	Passage	3
	Independence Day	31	2	Passage	1
	Oromo Air	40, 44	3	Passage	3
	New Year	40-44, 52	3	Passage	9
	Mothers' Day	40-43	3	Passage	4
	Easter	40-43, 48	3	Passage	3
	Fathers' Day	41-43	3	Passage	3
	Halloween	41-43	3	Passage	6
	Christmas	40-41	3	Passage	7
	Independence Day	41-42, 48	3	Passage	4
	Labour Day	41-42, 47-48	3	Passage	4
	President's Day	41-42	3	Passage	2
	Martin Luther King Jr. Memorial Day	41-42	3	Passage	2
	Veterans' Day	42	3	Passage	2
	Columbus Discovery of America Day	42	3	Passage	1
	Valentine's Day	43	3	Passage	1
	Earth Day	43	3	Passage	1

	Saints' Day	43	3	Passage	1
	Kurman Ait	44	3	Passage	1
	Noorus	43-44	3	Passage	8
	Constitution Day	47-48	3	Passage	3
	Red Calendar Day	47-48	3	Passage	2
	Women's Day	47-48	3	Passage	3
	Victory Day	47-48	3	Passage	3
	Children's Day	48	3	Passage	2
	Spring Labour Day	48	3	Passage	1
	National Defendant Day	48	3	Passage	1
	National Army Day	48	3	Passage	1

Table 9 describes all the holidays included in the Kyrgyzstan English Textbook 1. Presenting all the important holidays in chronological order helps students remember the English version of holidays as part of their cultural cognition and makes English learning easier for these new aspects. English textbooks in both countries introduced the foreign holidays because these common celebrations are important in helping students construct their cross-cultural knowledge systems and develop cooperation consciousness in their future professions, ultimately supporting global social development. Festival and holiday distribution characteristics in the Kyrgyzstan English Textbook indicated two main findings. First,

Russian, British, American and Kyrgyzstan holidays are introduced in one passage of unit 3. Language expression training is given greater priority than cultural introduction because of students' English language levels and the need to prepare for future senior years of study. Second, no Chinese holidays are mentioned in the Kyrgyzstan English Textbook. This reflects the prioritization of introduction to English-speaking countries and is reflected in the limited communication and cooperation between Kyrgyzstan and Chinese education communities. Table 10 provides an overview of festivals included in the English Textbook 2 in Kyrgyzstan.

Table 10. Content related to cultural festivals in English Textbook 2 in Kyrgyzstan

	Content	Page	Unit	Form	Frequency
Festival Culture theme of Kyrgyzstan English Textbook	New Year	66-83, 109-110, 154-155, 167-168, 262	Unit 4, 5, 6, Supplementary materials	Passage+practice	55
	Thanksgiving Day	67-75, 248	Unit 4 Supplementary materials	Passage	10
	Easter	67-76, 109-110	Unit 4	Passage+practice	26
	Memorial Day	67-71	Unit 4	Passage	1
	Independence Day	67-77	Unit 4	Passage+practice	6
	Labour Day	67-73, 109-110	Unit 4	Passage+practice	14
	Halloween	67-73	Unit 4	Passage	3
	Veterans' Day	67-74, 109-110	Unit 4	Passage	5
	Christmas	67-80, 109-113	Unit 4	Passage+practice	64
	Mothers' Day	68-75, 109-110	Unit 4	Passage+practice	11
	Valentine's Day	70-71, 109-110	Unit 4	Passage+practice	5
	President's Day	70-73	Unit 4	Passage	4
	April Fools' Day	70-73	Unit 4	Passage	3
	Saint Patrick's Day	70-71	Unit 4	Passage	3
	Columbus Discovery of America Day	72	Unit 4	Passage	3
	Fathers' Day	72	Unit 4	Passage	2
	Christmas Eve	80, 111-113	Unit 4	Passage+practice	7
	Chinese Lunar New Year	74	Unit 4	Passage	1
	Remembrance Day	109-110	Unit 4	Passage	2
	Women's Day	154	Unit 5	Passage	1
	Noorus	154-157	Unit 5	Passage	26
	Oromo Air	156-157	Unit 5	Passage	7
	Kurman Ait	156	Unit 5	Passage	3
	Ramadan	156-157	Unit 5	Passage	11

Table 10 shows that Chinese holidays are mentioned in Kyrgyzstan's English Textbook 2, although there are some misunderstandings about Chinese culture. Excerpts from "Four Very American Days" (pp. 9-10) and the sentences describing the "Chinese Lunar New Year" need editing in future texts. An inaccurate description in the textbook notes: "...Chinese Lunar New Year is an important day for millions of Asian Americans, as is the birthday of the

Buddha...". The Chinese Lunar New Year is based on Chinese people's battle with the monster Nian in ancient myths and legends. It is a traditional celebration at the start of the New Lunar Year. There is a great need to develop more in-depth understanding and better cooperation in education and culture between the countries. Table 11 gives an overview of content related to national culture in Kyrgyzstan's English Textbook 2.

Table 11. Content related to national culture in Kyrgyzstan's English Textbook 2

	Unit	Page	Content	Form	Frequency
Nationality Culture Theme	1	1-10	Travel, education, careers, novels, Japanese language schools in London, social etiquette in different countries,	Passage	30
	2	23-29	Historical background of different countries, the history of democracy in Kyrgyzstan	Passage	6
	2	30	National flags	Text attached to figure	5
		31-45	Beauty and love	Passage	9
	3	48	The land area and population of the United States, the land area of Canada and China	Figure attached to text	15
	3	49-84	American history, food, political system, customs, standard of living, national character, national anthem, schools, holidays,	Passage	177
	4	85	Introduction to the UK	Figure attached to text	8
	4	86	British introduction and political background	Passage	11
	4	87	Maps	Text attached to figure	5
	4	88-113	Schools, education, public school, Kyrgyzstan language learning, British cities, English characteristics, behaviour, holidays in Britain and America	Passage	98
	4	114	Romeo and Juliet	Figure attached to text	1
	4	115-118	Sports in Britain	Passage	4
	5	119-120	Political parties	Passage	11
	5	121	Kyrgyzstan introduction	Figure attached to text	14
	5	122-133	State Structure of Kyrgyz Republic, paintings of Kyrgyz, Kyrgyz national cuisine	Passage	34
	5	134	Manas	Figure attached to text	3
	5	135	Three authors	Text attached to figure	12
	5	136	Kyrgyzstan is motherland of Manas	Figure attached to text	19
	5	153	Country map of Kyrgyzstan	Complementary graphic and text	4
	5	154-158	Holidays in Kyrgyzstan	Passage	19
	6	160	Introduction to Russia	Figure attached to text	6
	6	161-171	Diet, printing, books, songs, New Year, sports,	Passage, chart	43

	7	175	The birth of Concorde	Passage	13
	7	178	A tourist experience in Nepal	Passage	4
	7	179	Tony Russell	Text attached to figure	3
	7	183	King Arthur	Passage	3
	7	187	Fraser Products Co. LTD	Passage	1
	7	188	The President of the United States	Passage	1
	7	190	America's most famous family	Passage	1
	7	191	Moscow News	Passage	3
	7	192	The newspaper	Passage	3
	7	193	Vice-president of the United States	Passage	1
	7	198-199	Storytelling skills	Passage	3
	Supplementary materials	233-234	Marilyn Monroe	Passage	2
	Supplementary materials	307	The appropriate title for the article	Chart	6
	Supplementary materials	319	The giant panda	Passage	5
	Supplementary materials	320	Ethiopia	Passage	6
	Supplementary materials	323	The second world war	Passage	3

Table 11 shows that nationality themes in Kyrgyzstan English Textbook 2 cover many subjects – from descriptions of education, history, festivals and schools to newspapers and popular stars, famous historical figures and recorded descriptions of the second world war. These cultural themes cover a diverse array of social topics representing many countries. This national cultural education includes English-speaking countries, such as the UK, US, and Canada, and countries where other languages are spoken, such as China, Japan, Nepal, and Ethiopia. These English textbooks are well designed to broaden students' worldviews and vision.

Discussion

In the scientific doctrine, there are different positions regarding the development of cultural education and its distribution among young people. Such differences are caused by various factors, in particular, both historical and socio-political in a specific state. This question is especially relevant in the context of learning English by teenagers, namely high school students. In this case, it is appropriate to compare the results of this study with the works of other authors in this context.

S. Kröner *et al.* [24], I. Senglali *et al.* [25] and H. Mizani [26] focused their research on the content of the concept of “cultural education”. Their results allow to determine the role of this type of education and the peculiarities of its perception by high school students. S. Kröner *et al.* [24] noted that cultural education is an integral component in the process of training young people. The researchers note that cultural education forms a specific metasystem of knowledge, on the basis of which high school students can adapt to new cultural conditions of development. It is important that teenagers maintain their own place in society, and also demonstrate signs of their own individuality, without violating the rights and values of others. Therefore, cultural education educates the individual in the skills of active socialization with the mandatory preservation of one's own personality and culture. I. Senglali *et al.* [25] paid special attention to

changes in society, which deform the consciousness of modern youth, as a result of the destruction of borders between different cultures. At the same time, an important role is played by the connection of a high school student with his peers and parents, in the process of forming his own personality. During the educational process, in particular, learning English, the teacher also influences the consciousness and worldview of young people. In this case, he monitors and develops the cultural vision and values of the student in the context of his intercultural interaction. In order to avoid difficulties, the teacher can independently develop techniques for describing foreign culture and its interaction with domestic culture [27; 28]. In turn, H. Mizani [26] drew attention to the fact that the formation of cultural education in students is a mandatory condition for ensuring the effective operation of the educational process. At the same time, he considered the problem of attracting foreign students and their interaction with domestic students. The researcher noted that foreign high school students find themselves in difficult situations due to the impossibility of free communication with their peers. This process is also influenced by cultural differences between different countries. In this context, there is a need to provide quality cultural education, which will connect students of different groups and increase the effectiveness of their educational activities. In addition, if high school students have appropriate training and a normal attitude towards other cultures, it will be possible to overcome the culture shock faced by some academic subjects. Thus, the researcher believes that learning a foreign language should include both a theoretical component and a practical one, which consists in students mastering another culture. Based on this approach, it will be possible not only to increase the level of linguistic knowledge of young people, but also their intercultural competence. This conclusion coincides with the results of this study, as it reveals the advantages of the development of cultural education and its priority in the modern multicultural educational environment.

J.F.K. Lee & X. Li [29], D. Puspitasari *et al.* [30] and K. Makhmudov [31] studied the features of English textbooks and their components. The development of a high-quality textbook should contain both a grammatical and a cultural component. This is explained by the fact that the student must acquire not only theoretical knowledge, but also form his own understanding of the features and history of a specific foreign language. J.F.K. Lee & X. Li [29] noted that during the development of educational materials, it is necessary to check and systematize the material in accordance with the algorithm of studying the academic discipline. At the same time, market demand should be taken into account in order to take into account previous mistakes and prepare material that will be interesting for various educational subjects. The researchers proved that textbook information will indirectly affect the consciousness of high school students, in particular, when they read the text. As a result, they remember certain topics or fragments, connecting them with their own experience and forming a personal attitude to the presented material. It is this principle that allows the researcher to explain the relationship between the quality of the textbook material and the level of cultural education of high school students. In their work, D. Puspitasari *et al.* [30] drew attention to the main aspects that teachers should consider when choosing English language textbooks and developing students' cultural education. They pointed out the need to provide explanations for exercises that involve independent work by students. In addition, the authors proved the need to use different types and forms of textbooks, which will allow expanding the scope of educational material. In researchers' opinion, this approach allows drawing the attention of young people to the cultural features of the country whose language they are studying. K. Makhmudov [31], in turn, defines cultural education as a mandatory component of the process of learning a foreign language by students. In his opinion, this issue is controversial, but he maintains the position that mastering other grammatical and lexical rules is possible if you understand the specifics of culture and values of a particular people. This is explained by the fact that the student will be able to use the knowledge of a foreign language correctly, as well as respect the interests of others. The researchers' conclusions correspond to the results of this article, as they determine the advantages of the development of cultural education in the process of teaching foreign language students in high school. Common is the idea of a mandatory combination of these two processes in order to increase the level of students' knowledge, as well as their understanding of the features of a foreign language in a cultural context.

Based on the above, it can be noted that learning a foreign language in high school is a multifaceted process that includes both theoretical and cultural foundations. This is explained by the fact that students must learn not only the rules of grammar, but also the traditions and values of another nation, in order to correctly use their linguistic knowledge in the future.

Conclusions

First, the study revealed that English textbooks adapted for Kyrgyzstan senior high school students pay more attention to educational culture cognition construction for students' language competence and development. They also focus on country-specific content to help formulate students' logical thinking and expression. English textbooks used in Chinese senior high schools focus more on presenting an authentic English language context to cultivate cross-cultural competence. Second, English textbooks in Kyrgyzstan senior high schools tend to present national festivals and cultural themes to strengthen development of a nationality conscious knowledge system, while Chinese texts construct a multicultural knowledge system that provides a diverse worldview. Third, Kyrgyzstan textbooks cover many subjects following perspectives linked to the Russian language and education philosophy foundation. Chinese English textbooks choose subjects emphasizing harmony between humans and nature, underpinned by ancient Chinese philosophical views. Finally, Kyrgyzstan English textbooks cover religion, customs, and festivals to present a diverse global cultural perspective. However, descriptions of Chinese festivals in Kyrgyzstan textbooks require further discussion and revision, necessitating collaboration between researchers in the two countries. Chinese English textbooks devote most attention to English language training and present limited information about religious themes or symbols.

The similarities and differences between Kyrgyzstan and Chinese textbooks give rise to the following suggestions. First, deep understanding and cooperation between experts and researchers in Kyrgyzstan and Chinese basic education are needed. A collaboration platform is needed to avoid inaccurate representations of national images and ensure that research teams can monitor the compilation quality of English textbooks. The design and cultural content of English textbooks in both countries require further consideration and there are great opportunities in this process to learn from each other and ensure better quality textbook development. Second, a "neighbourly" culture could be established between the countries with English textbooks then reflecting these peaceful coexistence themes and increased friendship between the two countries. Materials could be introduced to promote the national image of the neighbouring country. Advancing scientific and technological cooperation will benefit students' world views and promote a harmonious existence philosophy. Third, creating a more diverse culture is important for promoting innovation in cultural education and will advance English teaching in senior high schools in both countries, enriching research into English textbooks for basic education in these and other countries.

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None.

Conflict of Interest

None.

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Порівняльне дослідження культурологічної освіти в підручниках англійської мови для старшої школи в Киргизстані та Китаї

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Анотація

Актуальність. Вивчення англійської мови в сучасному освітньому середовищі є важливим і незамінним компонентом у процесі підготовки студентів. Особливої актуальності набуває питання культурологічного виховання, яке фактично стає обов'язковим у процесі опанування іноземною мовою старшокласниками.

Мета. Виходячи з цього, метою статті було порівняти підручники з англійської мови для старшокласників у Киргизстані та Китаї та провести кількісний аналіз культурної освіти через оцінювання підручників.

Методологія. У дослідженні використовувалися методи аналізу, синтезу, порівняння, дедукції та контент-аналізу.

Результати. У результаті вдалося встановити, що культурологічний зміст підручників з англійської мови можна диференціювати на основі їхнього змісту, а також особливостей оформлення та частотності тем культурологічної тематики. Крім того, було доведено, що підручники англійської мови в Киргизстані приділяють більше уваги освітнім темам і змісту, актуальним для конкретної країни. Своєю чергою, підручники англійської мови для китайських старшокласників більше зосереджені на представленні автентичного контексту англійської мови. Слід підкреслити, що підручники з англійської мови в Киргизстані мають тенденцію представляти національні фестивалі та культурні теми для підвищення обізнаності про національну систему знань. У статті також встановлено, що підручники англійської мови в Китаї створюють мультикультурну систему знань, спрямовану на збагачення уявлень про світову культуру та розмаїття.

Висновки. Отримані результати мають бути використані при розробці нових підручників для навчання студентів англійської мови в Киргизстані.

Ключові слова: освіта Китаю; освіта Киргизстану; культурні предмети; традиційна культура; національна сила.