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Comparative study of the national identity education in senior high school English textbooks from Kyrgyzstan and China

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Abstract

Relevance/Purpose. This paper conducts a comparative quantitative analysis of senior high school English books in Kyrgyzstan and China from the perspective of national identity education. It analyses the information, design, symbolic characteristics, and proportion of national identity education in two versions of English textbooks.

Methodology. The study used the textual analysis method and the comparative method.

Results. The findings are as follows: English textbooks in Kyrgyzstan pay more attention to national identity and national knowledge system construction, relying on many country-specific themes. Meanwhile, English textbooks for Chinese senior high school focus more on the presentation of an authentic English language context in which the foreign culture proportion is greater than that of the Chinese culture. English textbooks in Kyrgyzstan tend to present Kyrgyzstan identity based on Russian and English languages. The textbooks include three language types to strengthen the consciousness of the Kyrgyzstan national knowledge system. English textbooks in China tend to present English language-speaking countries. The textbooks contain one language—English—and the Chinese language rarely appears on the cover pages.

Conclusions. English textbooks in Kyrgyzstan tend to present Kyrgyzstan culture as part of the national identity construction. These textbooks pay more attention to translating local Kyrgyzstan culture and provide more vivid themes to stimulate comparisons between the Kyrgyz Republic and other countries. English textbooks in China tend to construct a multicultural knowledge system by presenting many common, daily topics of world culture and diversity.

Keywords: national image; world culture; multicultural knowledge; teaching; students.

Introduction

National identity is the confirmation of a country's identity by its citizens; the cognition of which country they belong to; and the emotions that arise when evaluating the

country's political, cultural, historical factors. In recent years, many disconcerting self-identity problems have occurred among teenagers, making national identity education prominent in the basic education stage. As an

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important carrier of social, mainstream values, English textbooks are available in many cultures and nations, and they serve as an important channel for teenagers to understand the world and cultivate their own cross-cultural communicative abilities. The national identity orientation in an English textbook is very important to teenagers' identity cognition, cross-cultural communicative abilities, self-awareness, and language skills. Meanwhile, as they learn English, students consciously and continually build their own national image and national identity, which has important research value for improving the quality of national identity education for teenagers. The research background of this study mainly includes the following three aspects [1].

From the macro perspective, ministries of education should pay attention to strengthening the national identity education of teenagers. English textbooks have great importance in guiding students' study and social lives, enhancing their national identity, and improving their national pride and self-confidence. English textbooks can supplement basic education to cultivate a national spirit; strengthen patriotic, collectivistic, and socialistic education; and help establish an objective and scientific view of history, nation, and culture. From a micro perspective, education should guide young students to understand their countries' consciousness deeply, help strengthen their national identity, and cultivate their confidence and self-esteem. Teenagers are the future of the country, and their knowledge and ability, country cognition, emotion, and attitudes affect the quality of the country's development. English textbooks that are read by students every day should stress different country images. Also from a micro perspective, a national identity education can help students establish positive connections between themselves and the country, society, schools, and families, which is conducive to students' healthy development. The objective and systemic study of the national identity in basic education will help to guide students to understand international differences correctly; distinguish right from wrong; and establish senses of citizenship and responsibility, belonging, and loyalty to their countries.

In the scientific doctrine, this question regarding the formation of national self-awareness of youth occupies an important place. Therefore, there are a number of scientific provisions on effective approaches and tools for ensuring this process in different countries. Accordingly, A.S. Mambetsadykova [2] emphasized the experience of Kyrgyzstan. She formed her own position regarding the understanding of national identity. The researcher noted that national identity reveals a sense of collective belonging of individuals to a certain national community and its traditions. In turn, O.Yu. Kurnykin [3] explored the fundamental aspects of a nation's self-awareness and, accordingly, national identity. In the conclusion, he pointed to human beliefs, common historical past, joint actions, long-term residence within the borders of one country, the same properties. A. Ergeshali kyzy et al. [4] and also A.S. Kaliev and K. Inoyatov [5] proved that there is a connection between language and national identity. They came to the conclusion that language is the main means of communication of the population, and therefore influences the formation of the nation. In their opinion,

such a connection between language and national identity is indirect. Unlike previous researchers, G.J. Tursalieva and Sh.A. Kostyuk [6] studied the foundations of the formation of the national and cultural identity of older teenagers in modern socio-economic conditions. She drew attention to the fact that this component in the minds of young people is expressed in the subjective experience of belonging to a certain nation, including the conscious perception of its values and assets. This process is also influenced by the complexity and heterogeneity of the development of different ethnic communities. According to the researcher, as a result, the level of national identity of young citizens deteriorates, which negatively affects the social, cultural, economic and political spheres of the state's development.

This study compares the national identity construction methods of senior high school English textbooks in Kyrgyzstan and China; analyses the two countries' national identity education in their English teaching; and provides some suggestions for English teachers' teaching, students' learning, and designers' textbook creation regarding English textbooks' perspectives for nationality comparison studies. The main questions of the study are:

1. What are the main characteristics of the national identity education in the two countries' senior high school English textbooks?
2. How can the national identity education of English teaching be improved?

Literature Review

National identity refers to a country's citizens' recognition of their own identity, that is, their cognition of the country to which they belong and their emotion toward and evaluation of the country's political, cultural, historical factors. The core literacy research describes "national identity" as being manifested in a national consciousness and as comprising an understanding of national history; an identification of a national identity; and a conscious defence of national sovereignty, dignity, and interests. This section overview's national identity education from different cultural perspectives.

The concept of national identity first appeared in the field of political science during the behavioural revolution of the 1970s. National identity research has mainly analysed the revival of race and religion, migration, and the rise of various transnational forces. Sigmund Freud put forward the word "identity" and regarded it as a psychological process in which individuals imitate, internalize, and form their own behavioural patterns based upon the values, norms, and features of another person or group [7]. Two national identity perspectives are prevalent: first, national identity has as its main body the citizen, and its object is a national community. In this perspective, scholars regard the state as a political community and believe that national identity refers to citizens' identification with the state's political power and authority [8]. The second perspective indicates that national identity is the sense that national members have of belonging to the national community. Thus, national identity is essentially a nation's conscious belonging to a state and forms the subject consciousness of individuals' defending national sovereignty and national interests [9]. These two perspectives have resulted in many research achievements.

However, researchers have rarely discussed the English textbook function in providing the educational influence on a national identity orientation.

National identity education is a purposeful, planned, and organized practice of cultivating students' identification with the politics, history, geography, culture, and citizenship of the country to which they belong. It helps students form a rational cognition of their country during the educational process, upon which basis it produces an emotional attitude and behavioural performance. Globally, Singapore and Canada have assigned great importance to value education and have considered it an important mode of national identity education for students to conduct relevant research. Examples follow.

Faced with many unknown challenges to meet rapid change in the twenty-first century, the Singapore government formulated a National Education plan in 1997 [10]. The plan integrates program contents from social studies as well as character and citizenship courses. J.B.Y. Sim and M. Print [11] explain the six citizenship-building objectives of the National Education plan: enhancing the positive knowledge, values, and attitudes of young Singaporeans and enhancing the national cohesion of, viability of, and citizens' confidence in Singapore. Canada's national core curriculum is consistent with multicultural values. D. Heater [12] reveals that modern citizenship courses emphasize multiculturalism, examination, and inquiry as well as students' participation in social activities and other content, but the classroom practice effect still requires further improvement. J.J. Mussio [13] indicates that more attention should be paid to the development and selection of textbooks for the national curriculum. Furthermore, P. Bromley [14] studied national identity in Canadian citizen education textbooks in their present form. She found that they included human rights and multiculturalism as part of the national identity content. Furthermore, the textbooks arranged the social science characteristics and content to enhance the students' sense of national pride, and teaching advice was provided. Ultimately, she suggested that researchers focus on the teaching method, in particular, to promote a variety of perspectives.

National identity construction has practical significance for enhancing national cohesion and improving students' national pride and self-confidence. Based on the current situation, this article explores the important value of English textbooks to the orientation of national identity education and identifies the ways textbooks contribute to teenagers' national identity.

Materials and Methods

This article analyses the characteristics and types of national identity education by comparing the English language textbooks of the two countries. It also includes suggestions for English language textbook design and teaching strategies. Below are the main research methods. Textual analysis involves analysing and comparing a series of related texts in terms of their written content, such as text, diagrams. The textual analytic method adopted in this paper involves counting and classifying information related to national identity in high school English classes. textbooks in Kyrgyzstan and China. This article examines

the peculiarities of presentation and the mode of orientation of education of national identity in English language textbooks for senior high school classes of two countries. It selects the subjects of English (Bilim and computer version) for Kyrgyzstan and New High School English for China (PEP version) as case studies and performs a quantitative analysis of current national identity education using elements of nationality in English textbooks.

Comparative research is a method of comparing objects, identifying their essence and regularities, and then obtaining a true and objective conclusion. This article uses a comparative method to compare information about national identity in textbooks in Kyrgyzstan and China. This study reveals the distribution of national identity information in the Kyrgyz and Chinese versions and contains some suggestions for both countries to reform English language textbooks and English language teaching. Through comparative analysis, English textbooks can be innovative, leading to the creation of a basic educational community for the two countries. In addition, the method of analysis in the article was used to express the importance of national identity in the process of development and existence of the state. On its basis, the components of national identity were revealed, depending on the historical and other features of the formation of Kyrgyzstan and China. The analysis involved revealing the essence of identity specifically for the younger generation, in the conditions of a modern educational environment.

The method of synthesis in the work was used in the process of expressing common features in the approaches of both states. This method was necessary for the formation of a unified approach to the definition of national identity and the study of factors affecting it. The synthesis provided for the expression of personal attributes of a separate category of subjects, namely senior school students, and their combination with the principles of national consciousness. The method of deduction in the article was used as a basis for studying the place of national identity and the level of its development in the context of the general future formation of the state. Accordingly, on the basis of the principles of formation of state policy and state institutions, the role of national identity in them was revealed.

Results

This section consists of a general comparison of the national identity education in Kyrgyzstan and Chinese senior high school English textbooks. It analyses the data, including countries' names, foreign national symbols, foreign languages, and cultures as they are presented in the English textbooks. Between the Kyrgyzstan and Chinese senior high school English textbooks, the greatest difference is the English educational context regarding both countries and society. Regarding Chinese basic education, English is an important discipline and curriculum. Because student literacy in Chinese education is a key competence, Chinese English textbooks pay more attention to the authentic context of language communication. They do so by presenting higher-level linguistics as the basis of societal context, and the main evaluation methods are linguistic skills and test training. Regarding the Kyrgyzstan senior high school English

textbooks, the textbooks are not simply bilingual but trilingual. English is a second foreign language in Kyrgyzstan education, while Russian is the official language. This situation makes the two sets of English textbooks difficult to evaluate. This comparison of the two countries' English textbooks does not intend to focus on the distinct descriptions of the two countries. Instead, the focus is the construction of an English educational community in a basic educational collaboration between the two countries. Thus, the comparison serves as the beginning of a new educational cooperative for future English textbook compilation and English teaching reforms.

The comparative objects are the foreign national contents, which cover four aspects: historical geography, local festivals and customs, traditional schooling, and literature and art. The following analyses the Chinese

national identity education in the English textbooks at the linguistic contextual level. This section begins by describing the Chinese version of national identity education. In the Chinese senior high school English textbooks, the national identity education focuses on improving English language competence, and the textbooks present authentic English language contexts through a global introduction. Textbooks are designed to present distinctions in language expressions between Chinese and foreigners; correct grammar and formal expression are more important than are the different countries' images. By analysing names and national logos, the theme is developed of the distinct presentation of Chinese and foreign languages and cultures. Additionally, national symbols or logos are presented using people's names, nature pictures, and vocabulary. The data are shown in Tables 1-6.

Table 1. National identity characteristics in the Chinese PEP textbook (Compulsory 1)

Unit	Contents	Place names		Symbol Marks		Languages and cultures	
		Chinese	Foreign	Chinese	Foreign	Chinese	Foreign
1	Friendship	7	3	6	25	2	5
2	English around the world	1	16	5	37	0	2
3	Travel journal	8	7	13	19	4	5
4	Earthquakes	8	10	7	5	1	1
5	Nelson Mandela	2	17	9	35	0	1
Total		26	53	40	121	7	14
Percentages		9%	20%	15%	47%	3%	6%

Table 2. National identity characteristics in the Chinese PEP textbook (Compulsory 2)

Unit	Contents	Place names		Symbol Marks		Languages and cultures	
		Chinese	Foreign	Chinese	Foreign	Chinese	Foreign
1	Cultural relics	7	4	9	33	9	7
2	The Olympic Games	2	10	2	23	1	0
3	Computers	1	5	5	3	0	0
4	Wildlife protection	11	5	19	9	0	0
5	Music	0	4	2	17	2	8
Total		21	28	37	95	12	15
Percentages		10%	13%	18%	46%	6%	7%

Table 3. National identity characteristics in the Chinese PEP textbook (Compulsory 3)

Unit	Contents	Place names		Symbol Marks		Languages and cultures	
		Chinese	Foreign	Chinese	Foreign	Chinese	Foreign
1	Festivals around the world	3	11	19	31	9	12
2	Healthy eating	0	1	8	17	0	0
3	The million pound bank note	1	17	0	29	0	10
4	Astronomy: The science of the stars	2	1	4	12	0	0
5	Canada: The True North	5	18	8	29	0	8
Total		11	48	39	118	9	30

Percentages	4%	19%	15%	46%	4%	12%
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Table 4. National identity characteristics in the Chinese PEP version (Compulsory 4)

Unit	Contents	Place names		Symbol Marks		Languages and cultures	
		Chinese	Foreign	Chinese	Foreign	Chinese	Foreign
1	Women of achievement	2	8	10	27	0	1
2	Working the land	5	2	8	15	2	0
3	A taste of English humour	3	7	1	33	1	2
4	Body language	1	12	10	39	0	0
5	Theme parks	0	11	1	28	0	0
Total		11	40	30	132	3	5
Percentages		5%	18%	14%	60%	1%	2%

Table 5. National identity characteristics in the Chinese PEP version (Compulsory 5)

Unit	Contents	Place names		Symbol Marks		Languages and cultures	
		Chinese	Foreign	Chinese	Foreign	Chinese	Foreign
1	Great scientists	2	3	7	17	0	0
2	United Kingdom	6	23	2	58	0	0
3	Future life	0	0	3	18	0	0
4	Making the news	3	0	11	12	0	0
5	First aid	1	0	4	17	0	0
Total		12	26	27	122	0	0
Percentages		6%	14%	15%	65%	0%	0%

Table 6. PEP summary table

Compulsory	Place names		Symbol Marks		Languages and cultures	
	Chinese	Foreign	Chinese	Foreign	Chinese	Foreign
1-5						
Total	81	195	173	588	58	64
Percentages	7%	17%	15%	51%	5%	5%

Tables 1-6 show that the Chinese English teaching content pays attention to the linguistic levels. The focus is on presenting authentic English training and the correct form for future language examinations, while linguistic standards answers are the main practice targets. Chinese place names number 81, and foreign place names number 195, which is 114 greater than the Chinese place names. China has 173 national logos, while foreign countries have 588, which is 415 more than China. The number of Chinese languages and cultures is 58, while that for foreign languages and cultures is 64, 6 more than that of China. Secondly, Tables 1-6 indicate that the Chinese English textbooks are oriented toward the English language and culture. The proportion of Western cultural content in each unit and section of the textbooks is obviously greater than that of the Chinese culture. Both Chinese and foreign cultures are included in the Chinese English textbooks; thus, students can understand and expand their multicultural perspectives in their English learning. Especially regarding Western culture, regardless of the section, the number of instances is always the greatest. In particular, the foreign culture accounts for up to 51% of the national logos in China and abroad, while the Chinese

culture accounts for only 15%. The Chinese cultural content in the PEP version is unbalanced: the proportions of Western and Chinese cultures in the PEP version differ markedly. The Chinese culture accounts for 7% of the place names and 5% of the cultures, which is a small proportion.

This section begins by introducing national identity education in the Kyrgyzstan textbooks. The national identity education in Kyrgyzstan senior high school English textbooks focuses on important themes that can help students gain a greater understanding of the world. The educational mode, foreigners' lives and customs, and festival differences are introduced to students, and the focus is on the cognitive improvement in a diverse worldview. English language competence is practiced in exercises, discussion, singing, and math. Kyrgyzstan life themes, diverse festivals, different educational modes, and Kyrgyzstan culture in English expressions are the main content of the English textbooks. The features are designed to distinguish students' lives and school learning between Kyrgyzstan and foreign countries; grammar and formal expression are less important than they are in the Chinese textbooks. The analysis of the textbooks' unit distributions,

content names, and content frequency indicates that influence of the Russian and English languages. The data Kyrgyzstan English textbooks pay more attention to are shown in Tables 7 and 8. Kyrgyzstan identity construction based on the dual

Table 7. National identity construction in Kyrgyzstan English textbook 1

Country	Unit	Page(s)	Contents	Form	Frequency
	1	3	A map	None	1
	1	10	Only a word	None	1
	2	30-31	Introduction to Kyrgyzstan	Reading, translation	17
	2	32-33	Humanities	Listening comprehension	6
Kyrgyzstan	3	38-40	Kyrgyzstan customs and traditions	Reading, translation	5
	3	43	A festival in America	None	1
	3	44	A festival in Kyrgyzstan	None	1
	4	54	A newspaper, a magazine	Discussion	1
	4	59	The most popular adjective in Kyrgyzstan	None	1
	4	67	A newspaper, a magazine	Reading	6
	4	68	A newspaper, a magazine	Reading	3

Table 8. National identity construction in Kyrgyzstan English textbook 2

Country	Unit	Page(s)	Contents	Form	Frequency
	1	4	Educational system	Reading comprehension	10
	2	23-24	Historical process of democracy	Reading	5
	2	26	Cultural education	Reading	1
Kyrgyzstan	3	58, 61	Character differences between Americans and Kyrgyzstani	Listening comprehension	2
	3	67-68	Some English words that the Kyrgyz learn	Reading comprehension and vocabulary	5
	4	102	Kyrgyz	Listening comprehension	4
	5	119-159	Flag of Kyrgyzstan, state structure, art, cuisine, education, literary masterpieces, Manas epic, festivals, independence	Reading comprehension	61

Tables 7 to 8 indicate that national identity construction in the Kyrgyzstan English textbooks has great educational value and focuses on cultivating a nationally conscious cognition of its motherland. In this process, the education, culture, festival, history, life, national flag are introduced to students, and the text differentiates between the American and Kyrgyzstan character. Such a method helps to cultivate students' national identity cognition and cross-cultural competence in English learning. This section begins with an introduction to the international image construction in the Kyrgyzstan versions of the textbooks.

The international image education of the Kyrgyzstan senior high school English textbooks focuses on profiles of two main English-speaking countries: America and England (Which are used as the two main unit titles of Kyrgyzstan English textbooks). Themes or topics related to these two countries comprise the main content of the Kyrgyzstan English textbooks to help students understand more about these two countries and their influence. The educational modes, foreigners' lives and customs, and festival differences between these two countries are introduced to students. The data are shown in Tables 9-12.

Table 9. England international image construction in Kyrgyzstan English textbook 1

Country	Unit	Page(s)	Contents	Form	Frequency
	1	7	Britain's rainforest	True or false	1
	2	23-25	A person from England arrives in America	Essay question	4
England	2	26-27	The history of England	None	9
	3	40-41	Customs and traditions in England	Listening, discussion	8
	4	61	Broadcasts in England	None	1
	4	62-64	Publications in England	Essay question	10
	4	68	A newspaper, a magazine	Reading and discussion	1

Table 10. England international image construction in Kyrgyzstan English textbook 2

Country	Unit	Page(s)	Contents	Form	Frequency
	1	3	British families go abroad for the holidays	Listening comprehension	1
	1	9	Japanese language school in London	Read and write	3
	1	10	Greetings in different countries	Sentence completion	1
	1	16	A letter to England	Reading and application	1
	2	45	An English proverb	Reading comprehension	3
	3	52	British newspapers and the British character	Reading and application	2
England	3	53	British culture and the British character		6
	3	64	Many famous British people studied at Eton college	Reading comprehension	2
	3	66	English colonists	Listening comprehension	1
	3	69	English place names, expressions of good wishes, festivals	Vocabulary	4
	3	73	British festivals	Reading comprehension	2
	3	74	British residents	Reading comprehension	1
	4	85-118	The British political system, climate, schools and schooling, cities, character, festivals, sports	Listening and reading comprehension	58
	6	177	British newspapers, slogans	Read and speak, connect	3
	7	181, 183	Heroes of England	Reading comprehension	3
	7	192	Radio and newspapers in Britain	Reading comprehension	2
	Supplemental material	319	Pandas sent to the UK	Circle the correct answers	1
	Supplemental material	320	Went to England for my sister's wedding	Sentence completion	1
	Supplemental material	323	British fashion	Reading comprehension	1
	Supplemental material	325	Returned to England alone	Read and fill in the blanks	1

Table 11. American international image construction in Kyrgyzstan English textbook 1

Country	Unit	Page(s)	Contents	Form	Frequency
	2	23-25	History of the United States	Complementary graphic and text	23
	2	29	A bestselling book	Passage	1
America	2	35	A businessman from the United States	Passage	1
	3	41	Independence Day in the United States	Passage	2
	3	42, 47	Holidays in the United States	Passage	5
	4	63-64	Publications in the United States	Passage	12
	4	66-68	A basketball star in the United States	Passage+practice	2

Table 12. American international image construction in Kyrgyzstan English textbook 2

Country	Unit	Page(s)	Contents	Form	Frequency
	1	3-4, 10, 17	Only a word	Listening	6
	2	23, 32	Only a word	None	4
	3	47-79	Only a word	None	175
	4	90-93, 96, 102, 104, 107-113	Only a word	None	36
	5	157	Only a word	None	1

	7	175	The birth and development of the Concorde	Essay question	5
America	7	190	A person died in Florida	Reading comprehension	2
	7	188, 193	Only a word	Conversation practice, essay question	2
	Supplemental materials	198	What America looks like	None	1
	Supplemental materials	208	Group activities	None	1
	Supplemental materials	233-235	A person from Los Angeles	None	4
	Supplemental materials	307, 318, 319, 324-326, 331, 335-349,	Only a word	Fill the blank, sentence construction, choose the correct form, paragraph completion, table, word list	58

Tables 9-12 show that the international image construction in the Kyrgyzstan English textbooks focuses on two main English-speaking countries: Britain and America. The English textbook units include much space and many words to describe these two developed countries and their languages, cultures, festivals, people, characters, and weather as well as the differences between British or American and Kyrgyzstan people. Additionally, the international image construction methods in the English textbooks pay more attention to newspapers, magazines, and publicity to help students gain international communicative competence based upon current affairs and politics in England and America. These are the main methods used to help students master the methods by which they can learn about the whole world through English language learning. Tables 13 and 14 show that the

international image construction of other countries in the Kyrgyzstan English textbooks includes three features. First, Russia, Britain, and America are granted more introductory space and their international images are constructed in greater detail for Kyrgyzstan students. Second, the cultural themes are introduced in detail, which helps students to learn about different cultures using English expressions. Third, the Kyrgyzstan English textbooks pay more attention to the word “neighbours”; this practice cultivates in students, i.e., the younger generation, a willingness for friendly relations, peace, and a harmonious coexistence. China is also a very important neighbour to study and understand; doing so is beneficial for the deep cooperation between the two neighbouring countries.

Table 13. Other countries’ international image constructions in Kyrgyzstan English textbook 1

Nation	Unit	Page(s)	Contents	Form	Frequency
China	2	31	Kyrgyzstan’s neighbours	Passage	2
	2	37	Russia’s neighbour	Passage	1
Finland	2	37	None	Passage	1
Germany	3	48	Defeat of the fascists in Germany	Passage	1
Italy	2	29	A bestselling book	Passage	1
Kazakhstan	2	31	Kyrgyzstan joined a free trade zone in Kazakhstan	Passage	1
Norway	2	37	Russia’s neighbour	Passage	1
Rome	4	54	The earliest schedule	Passage	1
	4	61	The Romans invented the first newspaper	Passage	1
Russia	2	34-37	History of Russia	Passage	26
	3	46-48	Holidays in Russia	Passage	17
	4	54	A Russian magazine	Passage	1
	4	59	The most popular adjective in Russian advertising	Passage	1
	4	67-68	Russian newspaper	Passage	7
Switzerland	2	29	A bestselling book	Passage	1
Tajikistan	2	31	Kyrgyzstan’s neighbours	Passage	1
Uzbekistan	2	31	Kyrgyzstan’s neighbours	Passage	2

Table 14. Other countries’ international image construction in Kyrgyzstan English textbook 2

Nation	Unit	Page(s)	Contents	Form	Frequency
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Andorra	Supplemental materials	326	Only a word	Fill in the blank	1
Argentina	4	96	Only a word	None	1
Australia	3	73	Only a word	None	1
Brazil	4	93	Only a word	None	1
Canada	1	10	Canadian way of greeting	None	1
	3, 4	48, 73, 93	Only a word	Multiple-choice questions	3
	7	175	A Canadian accidentally hits the jackpot	None	1
China	1	10	Ways to say hello in Tibet	None	1
	3, 5, supplemental materials	48, 73, 146-150, 319	Only a word	Choice of words, Fill in the blank	14
Ethiopia	Supplemental materials	320	How Ethiopian children attend school	Choice of words, Fill in the blank	5
France	1	3	Only a word	Listening	1
	2	10	French way of greeting	None	2
	2, 3, 4, 5	10, 30-32, 38, 66, 93, 125	Only a word	None	6
	7	174-175	Birth and development of the French Concorde	Essay question	4
	Supplemental materials	323	Paris as a fashion hub	Choice of words, fill in the blank	2
	Supplemental materials	318, 324, 326	Only a word	Choice of words, fill in the blank, fill in the blank	3
Germany	3, 4, supplemental materials	52, 66, 96, 326, 338	Only a word	Fill in the blank, word list	5
	Supplemental materials	199	German games	None	1
Greece	1, 2, supplemental materials	3, 21, 23, 324, 326	Only a word	Listening, fill in the blank, choose the correct form	5
India	4, 5	106, 157	Only a word	None	2
Italy	1, 2, 4, supplemental materials	3, 30-32, 96, 326	Only a word	Listening, line matching, choose the correct form	5
Japan	1	9-10	Japanese schools and greetings commonly used in London	None	4
	3, supplemental materials	73, 307	Only a word	None	2
Nepal	7	178-179	A magazine in Nepal and one person's travels in Nepal	Essay question, retelling	7
Netherlands	2, 3	30-32, 66	Only a word	Line matching	3
New Zealand	2, 3	32, 73	Only a word	None	2
Norway	4	96, 113	Only a word	None	2
Portugal	4	93, 96	Only a word	None	2
Rome	3, 4	69, 109	Only a word	None	2
	Supplemental materials	282	A proverb	None	1

Russia	6	160-167	Introduction to Russia's land conditions, education, agriculture, industry, food, music, painting, books	True or false, reading comprehension, synonymous substitution, essay question, fill in the blank	30
	6	169	Introduction to sports in Russia	Reading comprehension, summary, essay question, fill in the blank	3
	6	171	Life and works of famous Russian writers	Writing	4
	7	191-192	Contents of newspapers in Moscow	Essay question	9
	1, 3, 4, 5, supplemental materials	6, 48, 67-68, 96, 121, 129, 153, 307, 326, 332, 344	Only a word	Fill in the blank, table, reading comprehension, essay question, word list	11
South America	4, supplemental materials	96, 307, 326	Only a word	Fill in the blank	3
Spain	2, 3, 4, supplemental materials	30-32, 69, 93, 96, 326	A word		6
Sweden	4	92	A scientist in Sweden	None	1
	2, 4	32, 96	Only a word	None	2
Switzerland	2	30	Only a word	None	1
Uzbekistan	5	129	Only a word	None	1

The national education construction in the Kyrgyzstan English textbooks provides important educational themes for basic education students, which is quite different from the Chinese English textbooks' design logic. In China, the linguistic content of basic education respects the cognitive level of the students' development. Difficult themes are not likely to be accepted by society, especially by parents, regarding specific educational themes or other topics in foreign language versions. Chinese parents are concerned that their students may face more difficulties in their

English learning according to their real English acquisition level. However, this problem does not appear in the Kyrgyzstan English textbooks, in which the first unit introduces education (esp. the Kyrgyzstan educational system), school, and nation. Thus, the Kyrgyzstan English textbooks have more national education construction than do the Chinese English textbooks. Table 15 shows that the educational culture in the Kyrgyzstan English textbooks covers three features.

Table 15. Cultural education theme in Kyrgyzstan English textbook 2

	Unit	Page(s)	Content	Form	Frequency
Education	1	4	Educational system	Passage	5
	1	6	Education about professions	Passage	2
	1	9	Japanese language school in London	Passage	2
	2	20-38	Women's education, democracy, civil rights, population, family, manners, culture	Passage	8
	4	89-94	British native authority education, state schools, university education, history of British education	Passage	15
	6	161	Education in Russia	Passage	4

According to the Table 15, first, educational knowledge about Russia can be clearly seen. Second, the English textbooks introduce many countries' schools' characteristics, which is very valuable for cultivating international talent. Third, the Kyrgyzstan English textbooks contain educational culture themes that are more difficult than they are in the Chinese English textbooks. The former pays more attention to the construction of original English language contexts but include simple themes with scattered culture information.

Discussion

Education of national self-awareness is an important issue for every country. This is caused by a number of factors, including both internal within the state and external at the international level. That is why this topic is relevant among scientists who study its various components. In particular, T. Windari [15] and also O.B. Da'ar and F. Kalmey [16] analysed the immediate category of "national identity". T. Windari [15] noted that it should be understood as personal identity, which is characterized by belonging to a certain

state or nation. The researcher generally investigated the content of this concept, as a result of which it was possible to establish that all types of identity combine three characteristics. They are interconnected and form a system of spatial, temporal and mental coordinates. It reveals the spatio-temporal aspect as having a temporal component that directly relates to historical features and also contains a projection into the future. She paid special attention to mental unity, which includes democratic rights and freedoms, including respect for the cultural, ethnic and linguistic diversity of the country and nations. As a result, she managed to establish that national identity is one of the fundamental components that allow to ensure the existence of collective identity. Therefore, she emphasizes the priority of the development of national identity among the youth, as a necessary condition for the future development of the state. In turn, O.B. Da'ar and F. Kalmey [16] note that it is the model of behaviour, language, as well as a set of cultural symbols that form the mechanism of human interaction with the nation. In their research, they described the components of national identity as a multidimensional concept. Including the subjective conviction of an individual regarding their attitude to a specific nation, as well as national affiliation. In addition, it indicates an emotional component that reveals a person's positive and negative attitude towards people. National identity should also include stereotypes that reveal the typical features of people belonging to a certain national group, as well as the subjective experience of inclusiveness. The researchers focus special attention on the last component, which allows comparing a person with other representatives of the group with similar national characteristics. The conclusions of the researchers and the results of the article have common features, namely, they correlate subjective opinions about the nation's problems and the desire to assimilate one's own national culture as elements of national consciousness. Also common is the approach that reveals the need to develop the national self-awareness of high school students, as the main mass of the younger generation.

In turn, S. Pryke [17] and S. Fabbrini [18] in their research drew attention to European approaches in the context of national identity formation. S. Pryke [17] noted that European identity lies in the common destiny of the peoples of Europe, and therefore the impetus for its development is historical prerequisites. In addition, it is envisaged to ensure common values that arose in historical retrospect, and most importantly, they are based on the principles of tolerance, humanism and fraternity. On the basis of these signs of European identity, fundamental human rights were developed, in particular, legal norms that established individual and social responsibility of a person. Therefore, the concept of European identity is narrower than the general category of national identity. S. Fabbrini [18] notes that the European identity is characterized by a community of living space, within which the birth and development of European citizenship takes place. As a result, the borders between individual European peoples are loosened, which leads to the unification of citizens of all European states, as well as their endowment with the same rights and obligations. The researcher came to the conclusion that the European identity affects the formation of separate political,

economic and social communities, and therefore is responsible for the future development of the state. Thus, the researcher follows the same approaches in defining the fundamental principles of European identity as being based on cooperation, cohesion and unity. Similar results were obtained within the framework of this article, in particular, in the process of researching the role of national identity and its influence on public life and state development.

J.S. Granderath et al. [19] and also M. Mukherjee and A. Singh [20] conducted a comparative analysis of models of national identity formation. In her research, J.S. Granderath et al. [19] focused on approaches to the formation of German national identity. They managed to establish that it is based on a cultural background, which, in turn, is closely related to historical origins. Thus, German national identity was formed over a long period of time. As a result of this, its cultivation took place, in particular, it is appropriate to quote outstanding figures of the past, not only at the German level in general, but also at the local Bavarian level. It was their archetypes that formed the basis of cultivation, and also acquired characteristics that the nation later imitated. In this way, the properties of the truly German people, which are characterized by spiritual German exceptionalism, were formed. In turn, M. Mukherjee and A. Singh [20] compared the experience of the countries that were part of the USSR and China. In their research, they came to the conclusion that the first case is characterized by a political background. At that time, Chinese national identity was characterized by Confucianism, Buddhism, Legism and Taoism. Despite the fact that they all differ significantly from each other, there are common features in the views of their followers. They consist in the formation of a collective as a family, which is reflected in various spheres. Thus, the researchers draw attention to the fact that collectively in the understanding of Chinese nationality is not only an exchange of personal independence for security, but also a specific way of being of every Chinese. It is important that this approach to the formation of national identity develops from generation to generation, and therefore its implementation is ensured without much effort. As a result, they came to the conclusion that the collectivist type is fundamental in the Chinese culture and nation, and therefore determines the superiority of common interests over individual ones. Researchers have described three models of national identification, which are also mentioned in this article. Thus, the general conclusion is that German identity is based mainly on cultural factors, post-Soviet identity is based on political factors, and Chinese identity is based on philosophy and collectivism.

Based on the above, it can be established that national identity is a multifaceted phenomenon that involves taking into account a number of features. The analysed ideas of the researchers are intertwined with the conclusions of this scientific work, as they equally indicate the important role of this component in the context of the effective development of society and its well-being.

Conclusions

Overall, the statistical comparison between the Kyrgyzstan and Chinese English textbooks in senior high school reveal the following results. First, the national identity education in the two countries' English textbooks includes rich

nationality content and covers a wide range of language content. The national identity education by region includes not only English-speaking but also native countries and international topics. In addition, in terms of country selection, both countries' English textbooks mainly choose the United States, Britain, Japan, Canada, Australia, Greece, Russia, India. However, the Kyrgyzstan textbooks select two main English-speaking countries to constitute two to five units of each textbook, while the Chinese versions pay more attention to the linguistic context design. Second, the proportion of the other nations' cultures in the two countries' English textbooks is quite different. The presentation of the Chinese contents in the Chinese English textbooks is less systematic and more scattered. In comparison, the cultural content of the Kyrgyzstan textbooks is given a higher status in design and the English version teaching more clearly focuses on national identity cognition.

An appropriate national identity education undoubtedly plays an important role in English teaching materials. From the perspective of a statistical analysis, some suggestions are made regarding national identity education. English

teachers in both countries need to incorporate cultural awareness imperceptibly, so students can better assimilate into the English class and improve their core literacy. English teachers can create cross-cultural communicative situations according to students' language competence and life experience, combined with relevant examples or hot issues. In this way, students can form cross-cultural communicative abilities in situational communications and their cultural contrasting ability can be cultivated. Additionally, teachers should organize a variety of activities to provide opportunities for students to show and communicate their learning. These contents can help to cultivate students' language ability, cultural awareness, thinking quality, and learning ability.

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Conflict of Interest

None.

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Порівняльне дослідження виховання національної ідентичності в підручниках англійської мови для старшої школи з Киргизстану та Китаю

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Анотація

Актуальність/Мета. У цій статті проведено порівняльний кількісний аналіз підручників англійської мови для старших класів середньої школи в Киргизстані та Китаї з точки зору виховання національної ідентичності. Він аналізує інформацію, дизайн, символічні характеристики та частку виховання національної ідентичності у двох версіях підручників англійської мови.

Методологія. У дослідженні використано метод текстологічного аналізу та порівняльний метод.

Результати. Висновки такі: підручники англійської мови в Киргизстані приділяють більше уваги національній ідентичності та побудові системи національних знань, покладаючись на багато тем, характерних для країни. Тим часом підручники англійської мови для китайських старших класів середньої школи більше зосереджуються на представленні автентичного англійського мовного контексту, в якому частка іноземної культури є більшою, ніж частка китайської культури. Підручники англійської мови в Киргизстані, як правило, представляють ідентичність Киргизстану на основі російської та англійської мов. Підручники включають три типи мов для зміцнення свідомості системи національних знань Киргизстану. Підручники англійської мови в Китаї, як правило, представляють англомовні країни. У підручниках одна мова — англійська, а китайська мова рідко з'являється на титульних сторінках.

Висновки. Підручники англійської мови в Киргизстані, як правило, представляють культуру Киргизстану як частину побудови національної ідентичності. Ці підручники приділяють більше уваги перекладу місцевої культури Киргизстану та пропонують більш яскраві теми, щоб стимулювати порівняння між Киргизькою Республікою та іншими країнами. Підручники англійської мови в Китаї мають тенденцію будувати мультикультурну систему знань, представляючи багато загальних щоденних тем світової культури та різноманітності.

Ключові слова: національний імідж; світова культура; полікультурні знання; навчання; студентів.