

論文の英文要旨	
論文題目	<b>A study on Ethnic Textbooks in Inner Mongolia</b> <b>—focusing on the Educational Role of Textbooks and Cultural Diversity—</b>
氏名	BAI SHUANGLONG(白 双竜)
<p>This paper examines and analyzes the status and changes of the contents of Mongolian-language textbooks for ethnic schools in Inner Mongolia, and their educational role. The research aimed to conduct a comparative analysis of the contents of Mongolian-language textbooks in ethnic schools, and to investigate and analyze the educational role of the Mongolian-language textbooks for the compulsory education stage, which should nurture the foundations of human development. Through this series of surveys and analyses, I explored what kind of regional and ethnic individuality the ethnographic textbook itself should have. Ethnic textbooks will contribute to building a multicultural society while maintaining regional characteristics and will serve as a foundation for cultivating the intellectual powers of children so that they can respond to the diversity of cultures in a globalized society and internationalization. Therefore, it can be said that this research covers future issues related to the compilation of ethnic textbooks.</p> <p>This paper consists of eight chapters, and I would like to briefly summarize the research results of the research of every chapter.</p> <p>First, in the introductory chapter, I described the background, the purpose, the method, and the structure of this research. Regarding ethnic education, there are many accumulated studies on language education policy and identity education. Since textbooks play an extremely important role in the formation of the nation and human beings, education reform related to these ethnic textbooks has long been a major issue in modern China, a multi-ethnic nation. In recent years, while the use of “national unified textbooks” in ethnic schools has become compulsory, there are previous studies that have systematically analyzed the descriptions of “Mongolian language textbooks” for the compulsory education stage of ethnic schools. The current state of ethnographic textbook research has been to date. Therefore, in this paper, I will explore the educational and cultural role of “Mongolian textbooks” in all stages of compulsory education in ethnic schools and analyze the descriptions of “Mongolian textbooks” in line with the original purpose of ethnic textbooks. It was set as the first proposition.</p> <p>In Chapter 1, I summarized the school education system and ethnic education in China and Inner Mongolia and their position, examined the status and direction of previous research on ethnic education, and presented future issues. Many of the previous studies on ethnic education in Inner Mongolia focused on the legislation of ethnic education policy, language education policy, and identity education, but there has not yet been sufficient research on ethnic textbooks. On the other hand, in the previous research that analyzed ethnic textbooks, the number of subjects of analysis is very small at present, and there are limits to the content of analysis and research methods.</p> <p>Therefore, in the study of ethnic textbooks in ethnic schools, I first systematically analyze the textbooks that are the subject of analysis and examine their educational and cultural roles from the perspective of multicultural education that can respond to globalization and internationalization. I presented the conclusion that it is important to set it by reducing it to.</p> <p>In Chapter 2, I clarified the development of ethnic textbooks and organized the historical sources and development paths of ethnic textbooks and the ethnic textbook system. On top of that, I conducted my own research on ethnic textbooks and their position in society in each era, as well as their role, and succeeded in clarifying the facts. As a result, the study revealed that the content of Mongolian language magazines and textbooks in the Republic of China and Manchukuo contains much cultural and political content that calls for the development of the Mongolian region and society by the Mongolian kings and intellectuals at the time. However, at the same time, I was able to confirm that such calls were greatly constrained by the ruling forces and the government due to social and political conditions.</p> <p>From this point, it became clear that the educational role of the Mongolian-language magazines of the time in propagating and inheriting ethnic culture strongly reflected the political intentions of the ruling powers of the time. Furthermore, when New China (1949) was established, a “national system” was implemented for the compilation of textbooks. As efforts were made to nurture the qualities and abilities of students, the textbook system was also reformed from the 'nationally designated system' to the 'authorization system'. It was anticipated that this textbook “approval system” would make it possible to compile textbooks that correspond to the cultural characteristics of each ethnic region. Therefore, it is necessary to analyze and consider the actual textbook content in more detail to see what changes have occurred in the actual textbook content and what kind of educational and cultural role these changes have played.</p> <p>In Chapter 3, I attempted to organize and analyze the transition and development of the ethnic textbook system in New China. Since the founding of New China, the historical development of ethnic textbooks</p>	

and the textbook compilation system in Inner Mongolia have changed from the “state-authorized system” (1950-1986) in the early days of the founding of the country to the “certification system” (1986-2019) during the reform and opening period. I focused on the fact that reforms, and now, the development of multiculturalism, the evolution of information technology, and the rapid economic growth caused by the further globalization of the world, have had a major impact. As a result, a sense of unity with the nation and the development of national character have become even more demanding than ever before. In addition, I investigated in detail and pointed out the circumstances in which the compilation system of ethnic textbooks itself was once again inclined to the “national system” due to the compulsory use of “nationally edited textbook” in ethnic schools.

In Chapter 4, I gave an overview of textbook research theories in previous studies and their analytical methods, and explained the concrete analytical methods used in this paper. In addition to discussing the validity of the analysis method in this paper, I also mentioned the limitations of the analysis method.

In addition, in this thesis, I tried to incorporate the research method of "curriculum content research" in textbook research. First, this "curriculum content research" generally refers to analyzing the contents of research and survey subjects. In other words, it is a study on the contents of descriptions, such as what kind of contents are described in each textbook. In addition, it can be understood that it is research on the educational role of what kind of knowledge the children, who are the learners, are trying to acquire.

In other words, in this paper, what kind of content is described in the Mongolian language textbook for ethnic schools through the “curriculum content research”, what kind of knowledge and culture are included in the content, and what kind of content is included in the content? The primary purpose was to clarify how things have changed. I also examined what kind of educational and cultural role the contents of textbooks, sentences, and narrative structures could play for children, and discussed the pros and cons of these roles.

Chapter 5 discusses the recent changes in the content of ethnic textbooks due to the recent compulsory use of “teaching materials for national integration” in ethnic schools, and the educational and cultural role of textbooks, which is the original role of textbooks mentioned in the previous chapter. Based on this survey and analysis, we conducted a comparative analysis of the descriptions in Mongolian language textbooks at the compulsory education stage of ethnic schools.

In Chapter 6, I considered and analyzed the contents of the “Mongolian Course Standards” and “Reference Books for Teachers”, which were presented as the objects of analysis in this paper. Specifically, after analyzing the “Mongolian Language Course Standards” and “Teacher's Reference Book” focusing on the learning goals for each grade level and the important points of learning and teaching, it discusses the connections and mutual functions among “Mongolian textbook”, “Mongolian course standard”, and “Reference book for teachers”.

As for learning goals, in grades 1 to 6 of elementary school, we aim to improve moral awareness education and nurture curiosity and interests in children. The main purpose was to cultivate the mindset to love one's people and nation.

Next, regarding academic evaluation, the conventional one-way method of simply evaluating from the teacher is replaced by a two-way method that effectively utilizes evaluations among classmates and, if necessary, evaluations from parents. It was recommended to introduce a type of teaching evaluation.

Furthermore, regarding the compilation of textbooks, the content of textbooks should be adapted to the developmental stages of children and students and should emphasize cultural diversity and correct values. I was able to confirm that it was a compilation policy that strongly recommended that it also emphasized the cultivation of a form of consciousness as a nation.

Based on the above surveys and considerations, first, with regard to the development of learning qualities and abilities through "Mongolian language textbooks", at the primary education stage, emphasis is placed on acquiring basic knowledge through language skills of children, and learning is important. With the aim of cultivating motivation and curiosity, at the elementary and secondary school level, emphasis is placed on students discovering problems on their own and nurturing and improving their independent learning ability to solve those problems.

Next, it was found that the “Mongolian Language Course Standards” are recommended as content that should also play a role in ethnicity, nationality, and multicultural education as an educational role in ethnic textbooks. However, in the actual textbook contents, it became clear that there is no description of the content related to multicultural education.

The final chapter presents a summary of each chapter of this paper, what has been clarified in this paper, and future issues in the compilation of ethnic textbooks.