

The Evolution and Reinforcement of Lei Feng Image in Chinese Moral Education Textbooks

Chao Qiuhong^{*}, Yan Chuang

Department of Moral Education, Lingnan Normal University, Zhanjiang, China

Email address:

cqiuhong@126.com (Chao Qiuhong)

^{*}Corresponding author

To cite this article:

Chao Qiuhong, Yan Chuang. The Evolution and Reinforcement of Lei Feng Image in Chinese Moral Education Textbooks. *Education Journal*. Vol. 10, No. 6, 2021, pp. 279-284. doi: 10.11648/j.edu.20211006.20

Received: December 6, 2021; **Accepted:** December 15, 2021; **Published:** December 24, 2021

Abstract: Against the background of the Centennial of the founding of the Chinese Communist Party, Lei Feng is a role model to follow. In Chinese moral education textbooks, Lei Feng is an indispensable moral example. Studying the image of Lei Feng in moral education textbooks helps to promote the moral development of students and strengthen the study of party history. The textual analysis on Lei Feng image in the 5 sets of primary school-oriented moral education textbooks by People's Education Press suggests the following findings. In terms of the external form, the trends include the gradually decreasing class hours to portray Lei Feng image, the increasingly simple way of presentation, and gradually simplified descriptive words. In terms of the internal connotation, Lei Feng image has transited from the political field to the educational field, from the political attributes to the life attributes, from a screen hero to a citizen in daily life, and from the ideal and belief to the self-cultivation example with good deeds. Therefore, while keeping pace with the time, the compilation of Chinese moral education textbooks should continuously promote the inclusion of Lei Feng spirit, and adopt a graphics-text combination mode to depict Lei Feng image truly on the basis of substantial literatures, so as to strengthen Lei Feng image in the textbooks and highlight the value of Lei Feng spirit in contemporary moral education.

Keywords: Moral Education Textbook, Lei Feng Image, Lei Feng Spirit, People's Education Press

1. Introduction

"Learning from Comrade Lei Feng" has been proposed in China for more than half a century, and Lei Feng has not been forgotten over time. Instead, in current Chinese educational discourse, the word "Lei Feng" has become an educational symbol of "good people and good deeds". Of eternal value, the essence and core of Lei Feng spirit is to serve the people wholeheartedly and make selfless dedication for the people's cause. [1] In a sense, the more China engages in a market economy, the more Lei Feng spirit is needed. [2] Taking Lei Feng as an example and carrying out learn-from-Lei Feng activities in a deeper way has become "an important form of socialist spiritual civilization construction" [3] as well as "an important carrier for the practice of the socialist core value system" [4]. "Lei Feng is still loved and admired by young people today. Lei Feng spirit is a quality universally recognized and needed by mankind, and has not been denied with the

change of time." [5] It can be seen that Lei Feng spirit will not be behind the times, and Lei Feng will still be an indispensable moral example in Chinese moral education textbooks. However, as an important part of the national ideology, Lei Feng image has presented different characteristics in different historical periods. [6] Therefore, with the method of text analysis, a total of 5 sets of primary school-oriented moral education textbooks, including *Politics* (1978), *Ideology and Morality* (1988), *Ideology and Morality* (1999), *Morality and Life* (2007) and *Morality and the Rule of Law* (2016), published by People's Education Press were dissected to overview Lei Feng image and to explore the evolution characteristics. Based on the analysis, practical strategies are then proposed for strengthening Lei Feng image in moral education textbooks, so as to better help Chinese youth lay a solid foundation in learning Lei Feng spirit.

2. Overview of Lei Feng Image in the Moral Education Textbooks

As a role model with faith, morality, and good deeds, Lei Feng has important moral value. “Being a seed of Lei Feng spirit and broadcasting Lei Feng spirit on the motherland” [7] is an important part in constructing the Chinese adolescents-oriented moral education projects. Including Lei Feng spirit in teaching materials is a necessary way for Chinese youth to learn the spirit. The 5 sets of Chinese moral education textbooks, from *Politics* (1978) to *Morality and the Rule of Law* (2016), are all designed with Lei Feng-related class hours, but present Lei Feng image with different and diversified traits.

In *Politics* (1978), “Lei Feng” only appears in the second lesson *Learning from Comrade Lei Feng* of the 2nd volume, where The so-called “learning from Comrade Lei Feng” is to learn from Lei Feng’s revolutionary spirit and be a Lei Feng-like successor to the communism cause. Lei Feng image is portrayed as a great communist fighter who was nurtured by Mao Zedong Thought. In *Ideology and Morality* (1988), “Lei Feng” appears three times respectively in the Picture & Story “Lei Feng is never late or absent from class” (a comprehensive exercise) of the 1st volume, in the third lesson *A Helping Hand* of the 10th volume, and in the reading material “Don’t be proud of being praised” of the fourth lesson *Win without Proud* of the 12th volume. Lei Feng image is portrayed as a noble individual who is not afraid of difficulties, diligent and eager to learn knowledge, selfless, helpful, modest, motivated, and on guard against arrogance and impetuosity. In *Ideology and Morality* (1999), “Lei Feng” appears twice respectively in the Listen “The Story of Lei Feng’s Going to School” of the fourth lesson *Don’t Be Late for School* of the 1st volume, and in the tenth lesson *Conscientiously Obey School Discipline* of the 5th volume. Lei Feng image is portrayed as an advanced character who is diligent in study, fears no hardship, takes the utmost care to guiding others, and holds the attitude of being serious and conscientious. In *Morality and Life* and *Morality and Society* (2007), “Lei Feng” appears only once in the eighth lesson *Bright Red Scarf* of the 4th volume. The text expresses Lei Feng image as an outstanding young pioneer. In *Ethics and the Rule of Law* (2016), “Lei Feng” also appeared once in the tenth lesson *The Passer of Love* of the 6th volume. The text shows the caring and helpful image of Lei Feng.

In general, Lei Feng image is multifaceted in Chinese moral education textbooks. He is a good fighter of Chairman Mao, an advanced figure serving the people, a good student who studies hard, a modest and motivated citizen, a helpful moral mode, and an advanced model of Young Pioneer. The multi-faceted “Lei Feng” appears in the moral education textbooks as role models with good qualities. “A moral example is an important educational technique, as it can materialize and personalize moral rules and code of conduct, and contribute to strong appeal, attractiveness and motivation.” [8] Through Lei Feng image in Chinese moral education textbooks, student can understand abstract moral

rules and behavioral norms in specific scenarios and catching stories.

3. The Evolution Characteristics of Lei Feng Image in Moral Education Textbooks

Mainstream values vary in different ages. As “the most special and most trusted text with the most readers and even the most far-reaching influence on readers” [9], textbooks have the intrinsic property of establishing mainstream values. Lei Feng spirit, which takes faith, selflessness, great love, and enterprise as its core values, will not be out of date, but it does not mean that “learning from Lei Feng spirit” is always a routine. The diversification and variability of Lei Feng image in the 5 sets of moral education textbooks just confirms the changes in Lei Feng image.

3.1. The Evolution Characteristics of the External Form

The external form refers to the text quantity, text form, and description mode used to portray Lei Feng image in the textbooks. In the moral education textbooks, the external forms for Lei Feng image portraying are mainly characterized by the gradually decreasing class hours, the increasingly simple way of presentation, and gradually simplified descriptive words.

The Gradually Decreasing Class Hours

Unit class hours are an important element and the basic unit of teaching materials. The number of class hours is a major factor measuring how the textbooks highlight Lei Feng image and advocate Lei Feng spirit. In the 5 sets of moral education textbooks, the numbers of class hours directly related to Lei Feng are 1, 3, 2, 1 and 1, respectively, while the number of textbook pages directly related to Lei Feng is 9, 7, 3, 1, and 1 respectively (Table 1). However, there are 4 volumes. Compared with the other 4 sets (12 volumes), the 1 lesson of *Politics* (1978) that explains Lei Feng spirit and shapes Lei Feng image is not a short length. Besides, the lesson occupies 9 pages, ranking first among the 5 sets. It can be seen that the numbers of Lei Feng image-related class hours gradually decrease in the 5 sets of moral education textbooks.

The Increasingly Simple Way of Presentation

The shaping of Lei Feng image in the moral education textbooks is inseparable from the careful design of presentation way. A good presentation can quickly and effectively impress students Lei Feng image and internalize the image into their cognitive system, so that Lei Feng spirit can be incorporated into their value system. Because “human beings have two cognitive systems -- the speech system for verbal coding, and the mental imagery system (also non-verbal system) for non-verbal coding” [10] so Lei Feng image in the textbooks should be presented in a way covering both verbal and non-verbal information. In the 5 sets of moral education textbooks, Lei Feng image is presented in “long-length text + inscription picture + story picture”,

“relatively-long-length text + inscription picture + comic drawing”, “relatively-short-length text + story picture + photo”, “very-short-length text + photo” and “very-short-length text + photo”. The first 3 sets of textbooks integrate both verbal and non-verbal information, while the latter 2 sets basically only include non-verbal information. The 1978 and 1988 textbooks combine diversified ways (long texts, inscriptions, and drawings) to illustrate Lei Feng spirit. The 1999 textbook combines also diversified ways (short text, drawing and photo) to depict Lei Feng Image, but the text content is reduced. The 2007 and 2016 textbooks are plainer, as they introduce Lei Feng in photos or pictures supplemented by one or two simple sentences. In brief summary, Lei Feng image has been presented in a gradual simplification tend, which is not conducive to students’ cognition of Lei Feng.

The Gradually Simplified Descriptive Words

Language helps promote social activities, determine social identity, and build social relationships. It can be used to make things meaningful. [11] Discourse description supported with language can state knowledge and beliefs, establish internal connections between things and individuals, and construct the meaning of an image. Therefore, discourse description is an

important manifestation in shaping an image. The gradual decrease of the class hours and the gradual simplification of the presentation ways will inevitably lead to a result -- the discourse description of Lei Feng image transits from “concrete” to “simplified”. The 1978 textbook describes in detail many cases of Lei Feng as a good soldier of Chairman Mao, such as participating in the land reform movement, caring for comrades enthusiastically, studying automobile knowledge and helping a strange woman to buy a train ticket. The 1988 textbook generally describes the story of young Lei Feng braving the wind and snow to go to school on time, specifically describes helpful Lei Feng sending a woman and her child home at dark, and describes in details Lei Feng’s good qualities of being praised without proud. The 1999 textbook specifically describes the story of Lei Feng’s careful handling of class discipline when serving an after-school activities counsellor in a primary school, and briefly described the story of young Lei Feng going to school on time. Compared with the 1978, 1988, and 1999 textbooks, the 2007 and 2016 ones only focus on a certain moral quality of Lei Feng instead of describing his different spiritual qualities, cut the pictures and texts portraying Lei Feng image, showing the gradual simplification of word description.

Table 1. The External Forms Related to Lei Feng Image in the Moral Education Textbooks.

| Version | Class Hour | Number of Pages | Presentation | Description |
|---------|------------|-----------------|---|--|
| 1978 | 1 | 9 | A great-length text; an inscription by three national leaders for Lei Feng; a picture of the story of Lei Feng helping an older lady to buy a train ticket. | It specifically describes many stories of Lei Feng as a good soldier of Chairman Mao, such as participating in the land reform movement, caring for comrades enthusiastically, studying automobile knowledge, and helping a strange woman to buy train tickets. |
| 1988 | 3 | 7 | Text in a relatively great length; six cartoons about young Lei Feng going to school in the snow; a picture of Lei Feng in the soldier image and Chairman Mao’s inscription | It roughly describes the story of teenager Lei Feng braving the wind and snow to attend class on time; specifically describes Lei Feng’s helpful story of sending a women and her child home at dark; and describes in details Lei Feng’s good qualities of being praised without proud. |
| 1999 | 2 | 3 | Text in a relatively short length; a picture of teenager Lei Feng going to school in the rain; a photo of Lei Feng getting together with elementary school students | It simply presents the story of Lei Feng attending class on time in the rain; and specifically describes the story of Lei Feng’s careful handling of class discipline when serving an after-school activities counsellor in a primary school. |
| 2007 | 1 | 1 | Text in a very short length; a photo of Lei Feng soldier holding a submachine gun | It simply presents Lei Feng’s decent and majestic soldier image, and guides students to briefly tell the story of Lei Feng as a young pioneer. |
| 2016 | 1 | 1 | Text in a very short length; a picture of Lei Feng escorting a mother and her son in the rain | It simply presents Lei Feng’s helpful story of escorting a woman and her child home in the rain. |

3.2. The Evolution Characteristics of the Internal Connotation

The internal connotations refer to the generation fields, intrinsic attributes, spiritual values, and moral qualities embodied in Lei Feng image in the teaching materials. Lei Feng image in the 5 sets of moral education textbooks has characterized by the transitions from an image in the political field to an educational field, from one with political attributes to life attributes, from a screen hero to a citizen in life; and from the ideal and belief to the self-cultivation example with good deeds.

Lei Feng from the Political Field to the Educational Field

From the perspective of field domain theory, Lei Feng is actually an advanced figure who stands out from the political

field and even a political concept. “Lei Feng, who came out of the passionate years of the People’s Republic of China, is just like ‘the first son of the Republic’. He represents the Chinese red generation who ‘have selflessly devoted themselves’ in building socialism and striving to advance toward communism.” [12] Moral education textbooks should show Lei Feng image in the political field. But in the 5 sets of textbooks, Lei Feng image goes through the evolution of “Lei Feng in the political field” to “Lei Feng in the political field and education field”, and finally to “Lei Feng in the education field”.

The 1978 textbook highlights the “learning from Comrade Lei Feng” advocated by political leaders such as Mao Zedong. What to learn from Lei Feng? Learn from Lei Feng’s revolutionary spirit, be a Lei Feng-like successor to the cause of communism, and be a good fighter for Chairman

Mao. Lei Feng image is clearly presented in the political field. The 1988 textbook describes helpful Lei Feng image, and emphasizes the content of Lei Feng's diary, "I am a hard-working person serving the people. I would like to work harder, help others and do good things. This is my greatest happiness"; and his writing "Everything in me belongs to the party, and the glory should be attributed to the party" in "Don't be proud of being praised". The Lei Feng image still appears in the political field. However, when describing "Lei Feng is never late or absent from class", Lei Feng becomes a student in the education field. The subsequent 1999, 2007, and 2016 textbooks portray Lei Feng image completely in the educational field, without any involvement of the political field. For example, Lei Feng is portrayed as a role model in a series of educational fields, such as "attending class on time in the rain when he was a primary school student", "careful handling of class discipline when serving an after-school activities counsellor in a primary school", "striving to be an outstanding young pioneer" and "a caring person".

From Lei Feng with Political Attributes to Lei Feng with Life Attributes

As a political concept, Lei Feng spirit is inherently political, but the inclusion of Lei Feng spirit in teaching materials needs to follow educational logic. "The life world is the realistic basis and the meaning source of the education world" [13]. The compilation needs to take full care of the students' "life world", so textbooks should pay more attention to the life attributes of Lei Feng image. Lei Feng image in the 5 sets of textbooks goes through a gradual transition from the political attributes to the life attributes.

In the 1978 textbook, Lei Feng image is highlighted in four aspects, "class stand", "revolutionary spirit", "communist style" and "proletarian fighting will", with strong political complexion. Learning Lei Feng spirit emphasizes the political attributes of Lei Feng image, such as "loving revolutionary mentors, leaders, and the party; hating all class enemies", "studying politics and culture for the revolution", and "being for the party and the people at all times, and always maintaining and carrying forward the party's glorious tradition of hard working". Lei Feng image in the 1988 textbook carries both political and life attributes. The former is embodied in "Don't be proud of being praised" and "helping others", specifically "the more honor the party and the people give him, the more he feels that he has made too little contribution, and he is never satisfied and never proud"; "we should learn from Lei Feng, a communist fighter, to help others solve difficulties as the greatest joy." The latter is embodied in "Lei Feng is never late or absent from class", specifically "when Lei Feng was in elementary school, in order not to be late, he always got up in the dark, and was often praised by the teacher." The 1999 textbook bids farewell to the political attributes of Lei Feng, and presents the image in school life, as reflected in "careful handling of class discipline in students", "only when everyone consciously abides by school discipline, can school life run normally", "go to class on time in rain" and other sentences. The 2007 and 2016 textbooks present Lei Feng life stories as

story of being an outstanding young pioneer and a caring person. Then, Lei Feng with political attributes has completely become one with life attributes.

Lei Feng from a Screen Hero to a Citizen in Life

For a long time, Lei Feng with his exemplary deeds and noble character had been broadcasted as a perfect screen hero, a helpful and selfless person who sacrifices himself for others, fulfills responsibilities, and works hard. He is a good person with no shortcomings. "With the rising of various deeds of Lei Feng, he is no longer the previously broadcasted image of a perfect and superior saint." [14] Lei Feng is a human, with the inner demands and psychological needs of ordinary people. He is a good person with good deeds in daily work and life. Another evolution of Lei Feng image in the 5 sets of textbooks is the gradual change a screen hero to a civilian in daily life.

In the 1978 textbook, Lei Feng is hailed as the "great communist fighter". He "being for the party and the people at all times", "living for and sacrificing for the people" and "serving the people wholeheartedly without seeking for any reputation or profit" is the model to be learned by the people of the whole country. Lei Feng is thus portrayed as the perfect hero worshiped by the people. However, in the 1988 and 1999 textbooks, Lei Feng becomes a moral role model in ordinary life, as he offers a helping hand to others have difficulties, is not proud of being praised, takes classes on time in the rain and snow, and works into a school to manage students. It is just as Lei Feng's diary described "Don't be proud of being praised", "I'm just an average fighter. What's not easy? I will always guard against arrogance and impetuosity." In the 2007 and 2016 textbooks, Lei Feng is connected with life stories such as "mon and dad" and "love ambassador" that are close to students, and he is no longer a superb screen hero, but an advanced character in daily life.

Lei Feng from the Ideal and Faith to the Self-Cultivation Example

From the perspective of moral content, Lei Feng, who was born in the old society and grew up under the red flag, is definitely a model figure in ideal and belief education, as he fully demonstrates the political, emotional, and value identification of the party as well as the belief in fighting for the lofty ideals of communism. Besides, Lei Feng, who serves the people wholeheartedly, is definitely a moral model for self-cultivation education, with his dedication, perseverance, serving, and hard work spirits. In the 5 sets of textbooks, the highlighted and selected moral qualities of Lei Feng have changed from the ideal and faith to the self-cultivation example.

In the 1978 textbooks, Lei Feng was described as an image with the idea and belief of "loving revolutionary leaders, the Communist Party, and the People's Republic of China", "resolutely walking the socialist road with the masses", and "always maintaining a selfless revolutionary fighting spirit under any difficult circumstances". In the 1988 textbooks, Lei Feng is a noble individual who is not afraid of difficulties, works and studies studiously, is selfless, helpful, modest and

motivated, and is on guard against arrogance and impetuosity. The ideal and faith education fades in Lei Feng image, while the self-cultivation example with good deeds rises in education, which can be seen from the emphasis on Lei Feng's "doing more good things for others is the greatest happiness" and "overcoming difficulties and going to school on time". In the subsequent 1999, 2007, and 2016 textbooks, Lei Feng image is completely transformed into an advanced moral model who cultivates himself and promotes goodness.

4. Conclusion: Strategies for Reinforcing Lei Feng Image in Moral Education Textbooks

Lei Feng is a model for practicing Chinese socialist and communist ideology and morality. [15] It is necessary and significant to fully demonstrate Lei Feng spirit in contemporary moral education. [16] In order to vigorously promote Lei Feng spirit, promote the construction of the socialist core value system, and enhance the development of students' good moral character, according to the evolution characteristics of Lei Feng image in the moral education textbooks for decades, the following strategies are presented for reinforcing Lei Feng image in moral education textbooks.

4.1. Keep Pace with the Times, and Continuously Promote the Inclusion of Lei Feng Spirit into Moral Education Textbooks

The class hours and descriptions portraying Lei Feng image in the 5 sets of moral education textbooks indicate that Lei Feng is fading in Chinese moral education textbooks. But the reality is the opposite, showing that Lei Feng spirit is not out of date, and is continuously blooming with political and moral lights. The inclusion of Lei Feng, the long-lasting model, into Chinese moral education textbooks is self-evident. *The Opinions on Deepening Learning-from-Lei Feng Activities* clearly states, "Lei Feng spirit is a forever-shining banner that will never fade. We must vigorously promote Lei Feng's lofty ideals and firm beliefs of loving the party, the motherland and socialism, and carry forward Lei Feng's 'dedication spirit of serving the people and helping others', 'professional ethics of loving what you do and trying your best to become an expert in your field', 'innovative spirit of forging ahead with determination and unremittingly pursuing self-renewal', and 'entrepreneurial spirit of working hard and living diligently and thriftily'." [17] Therefore, on the one hand, moral education textbooks should be complied with appropriately longer class hours or more discourse descriptions that portray Lei Feng image, to value the demonstration and leading role of Lei Feng spirit in individual moral growth, and to fully stimulate the function of the role model in contemporary moral education. On the other hand, Lei Feng spirit is "polyhedron". Lei Feng image in moral education textbooks must keep pace with the times, be close to students' life, and promote Lei Feng spirit that meets the needs of Chinese social development in the new

era. For example, relevant editors should pay attention to the political attributes of Lei Feng, and mine Lei Feng's ideals and beliefs to promote relevant education in young people.

4.2. Combine Diversified Ways (Pictures, Texts, etc.) to Present Lei Feng Image

An important change in portraying Lei Feng image in the 5 sets of moral education textbooks is that the ways of presentation are simplified. It is undeniable that there have been more diversified ways of modern social media communication, and teenagers have more channels and opportunities to contact, know and learn from Lei Feng. Even so, it does not mean that Lei Feng image and Lei Feng spirit can be simply and roughly shaped in moral education textbooks, and the great role of textbooks in shaping Lei Feng image and promoting Lei Feng spirit must not be ignored. In order to strengthen Lei Feng image in moral education textbooks, Chinese moral education textbooks can be compiled according to the characteristics of children's physical and mental development and the laws of moral growth, and integrate various presentations (photos, pictures, texts, comics, or inscriptions) with both verbal and non-verbal information, so as to fully reflect the inner connotation of Lei Feng image and to promote teenagers to quickly and effectively recognize Lei Feng and the spirit.

4.3. Highlight Authenticity, and Use Substantial Literatures to Express Lei Feng Image

Lei Feng left behind "an ideological and moral peak" that was difficult to overcome and becomes a shining example for the Chinese people. He should become a role model in moral education textbooks. However, with further democratization of Chinese society, voices questioning Lei Feng began to appear. How did the picture of Lei Feng's doing good deeds remain? Where did Lei Feng's motorcycle come from? Where did Lei Feng's donation money come from? Did Lei Feng keep his name for doing good deeds? Public suspicion affects the shaping of Lei Feng image, and then restricts the role of Lei Feng spirit in promoting the development of young people's moral character. To strengthen Lei Feng image in moral education textbooks, a large amount of historical documents should be used to present the real image of Lei Feng, and make people realize that Lei Feng is not a "god" but a "man", and that Lei Feng is an advanced figure among average people. This will help the establishment of Lei Feng image and the promotion of Lei Feng spirit. Most of the documents prove that "Lei Feng does good deeds, and leaves behind a good reputation. The fact does not affect his glorious image, but helps to enhance the authenticity and learnability of Lei Feng spirit" [18]. In this regard, Chinese moral education textbooks can include Lei Feng's diaries, articles, letters and other real documents, and the first-person discourse method can be used more to shape the real image and average personality of Lei Feng, impressing students with "Lei Feng is around us" and "everyone can be 'a living Lei Feng'". [19]

References

- [1] Luo Wenzhang (2012). The Contemporary Significance and Eternal Value of Lei Feng Spirit. *Studies on Marxism*, (3): 98-104.
- [2] Zhou Ming & Cui Zhenbo (2021). Tell a Good Story about Lei Feng and Continue the Spiritual Line. *Liaoning Daily*, 2021-12-14 (8).
- [3] Gao Wei (2003). On the timely nature for Leifeng's spirit and the developmental trend for the movement of learning Leifeng. *Journal of China Youth College for Political Sciences*, (4): 68-72.
- [4] Chen Dong (2012). The Contemporary Significance and Practice Path of Lei Feng Spirit. *Morality and Civilization*, (2): 7-9.
- [5] Zhu Ningbo & Yuan Yuan (2013). Empirical Research of Status of the Moral Example Education for the Teenagers. *Education Science*, (5): 64-69.
- [6] Tao Dongfeng & Lv Heying (2010). Lei Feng: The Shaping and Changes of Socialist Ethical Symbols. *Academic Monthly*, (12): 103-116.
- [7] Lin Zhibo (2017). Make Lei Feng Spirit the Order of the Day. *People's Daily*, 2017-03-06 (7).
- [8] Huang Xiangyang (2000). *Principles of Moral Education*. Shanghai: East China Normal University Press.
- [9] Shi Ou & Shi Yu (2012). On the Basic Features of Textbooks. *Educational Research*, (4): 92-97.
- [10] Wen Xiaoyong (2017). *Research on the Construction of Design Rules for Educational Graphics-Text Integration*. Tianjin: Tianjin Normal University.
- [11] James Paul Gee (2011). *An Introduction to Disclosure Analysis: Theory and Method*. Yang Bingjun (Translator). Chongqing: Chongqing University Press, pp: 10-14.
- [12] Shi Yonggang & Liu Qiongxiang (2012). *Lei Feng: 1940~1962*. Beijing: SDX Joint Publishing Company.
- [13] Pan Bin (2006). On education returning to life world. *Journal of Higher Education*, (5): 7-12.
- [14] Kong Xiangyuan (2017). Adapting to Subjectivity: Model Education in the Network Society. *Moral Education China*, (5): 29-33.
- [15] Gao Wenxue. (2021). The spirit of Lei Feng: A Common and Great Portrayal of the Communist Spirit. *Party History Article Collects*, (9): 26-31.
- [16] Lu Fang. (2021) Lei Feng Spirit and Ideological and Political Education from the Perspective of Integration. *Political Education in Middle School*, (39): 78-79.
- [17] Central Office of the CPC Central Committee (2012). *Opinions on Further Progress in Learn-from-Lei Feng Activities*. *Ideological and Political Work Research*, (3): 7-8.
- [18] Hu Zhongping. (2014). Rethinking on Doing Good Deed without Revealing One's Name. *Journal of South China Normal University (Social Science Edition)*, (2): 11-21.
- [19] Yang Zengdong. (2021). The Basic Connotation of Lei Feng Spirit and Its Educational Value. *People's Education*, (Z3): 12-15.