

Abstract

The main goal of my bachelor thesis is to describe the content of teaching of modern Chinese history at Chinese high schools and its connection to patriotic education.

In the introductory part I will focus on the need for patriotic education and its origin, on the changes of the conceptions of Chinese history teaching during the PRC, organization of history teaching, curriculum content, examinations and the process of publishing textbooks.

A key part will be the analysis of the contemporary textbook of modern Chinese history – *Compulsory education textbook – Chinese history – 8th year* (Yìwù jiàoyù jiàokēshū – Zhōngguó lìshǐ – bā niánjí, 义务教育教科书 – 中国历史 – 八年级) (Qi Shirong, 2017) for the eighth grade of Chinese compulsory education. Here I will compare the content of the textbook from the Opium Wars to present, direct evaluative narrative and quotations from authoritative sources, emphasis and omission of historical events, rhetorical turns and use of evaluative language, visual accompaniment of interpretation, etc. and I will deal with how these means serve patriotic education.

Keywords

China, modern history, teaching, Opium Wars, Taiping rebellion, Yihetuan, Xinhai Revolution, Guomindang, Communist Party of China, Long March, Yan'an, Sino-Japanese War, People's Republic of China, Mao Zedong, The Great Leap Forward, Cultural Revolution, economic doctrines, socialism, socialism with Chinese features, nationalism, patriotism, patriotic teaching