

# Research on the Cooperation Path Between the Guidance of Reading Famous Works and the Cultivation of Moral Education in Guangdong -Hong Kong-Macao Greater Bay Area

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## ABSTRACT

Guangdong-Hong Kong-Macao Greater Bay Area (the Greater Bay Area is abbreviation, hereinafter referred to as "GBA") are adjacent to each other, with one country, two systems, three places, have the same culture and different education, the great disparity in the number of students, and the different international reputation of education. Over the past 30 years, GBA have achieved remarkable results in collaborative innovation in education. With the promulgation of the Outline, the collaborative innovation of basic education in GBA is facing unprecedented opportunities and challenges. It needs macro institutional innovation, meso organizational synergy and micro content embodiment. This paper relies on the individual research project of the construction of the GBA International Education Demonstration Zone, starting from the micro content, explores the organizational synergy of educational innovation in the middle level, focusing on connection between the introduction of famous works and the moral education in high-quality middle schools. Through data measurement and semi-structured interviews with teachers and education manager, this paper presents the current situation of the integration of masterpiece teaching and moral education in GBA, and tries to make the advantages of education complement each other, share resources and use teaching methods, and explore the cooperation paths between the reading of famous works and the moral education in GBA: responding to the reading requirements of the new curriculum standard and optimize the reading evaluation system; Paying close attention to classroom teaching and education, and strengthening the teaching reform of famous books; concentrating high-quality reading resources and refining the goal of reading education; promoting the reading education of the whole staff and expanding the participation of reading

**Keywords:** Guangdong-Hong Kong-Macao Greater Bay Area, Introduction to Masterpieces, Moral Education, Cooperation Path

## 1. INTRODUCTION

Cities in GBA are adjacent to each other, one country, two systems and three places, with the same culture and different education, the disparity in the number of students and the international reputation of education. Over the past 30 years, GBA have achieved remarkable results in collaborative innovation in education. Due to the promulgation of the Outline, the collaborative innovation of basic education in GBA is facing unprecedented opportunities and challenges. It need macro institutional innovation, meso organizational synergy and micro content embodiment. Each city has its

own research results of teaching famous works (such as Shenzhen), there is no path for cities sharing achievements among cities. This paper relies on t author individual research project on the construction of the International Education Demonstration Zone in GBA sponsored by Guangdong provincial department of Education, starting from the micro content, explores the organizational synergy of educational innovation in the middle level, focusing on the connection between guidance of famous works and the moral education in high-quality middle schools. Through the data measurement of students' questionnaires and semi-structured interviews, this paper presents in depth the

current situation of the integration of introduction to famous works and moral education in GBA, trying to make the advantages of education complement each other, sharing resources and use teaching methods, making an establishment of GBA Language Education Alliance, promoting establishment of the ecological Shuxiang GBA, building a platform for intelligent reading of language. The display of reading "Liren" classics will win the integration of language education in the GBA and the establishment of a common cultural GBA, and provide academic research support for the construction of the GBA International Education Demonstration Zone.

## 2. A SURVEY ON THE INTRODUCTION OF MASTERPIECES READING AND MORAL EDUCATION IN GBA

In the study between the introduction of famous works and the cultivation of morality, the author selected the junior three students who had basically finished the junior middle school Chinese textbooks in the GBA as the subjects of the questionnaire survey, and had interviews with their Chinese teachers and curriculum managements. A total of 9829 valid student questionnaires, 1121 teacher questionnaires (not discussed in this paper) and 49831 characters of interview text were obtained. The title of the student questionnaire is "Survey on the Reading Status of the GBA". The content of the questionnaire mainly includes four aspects. First, to understand the basic situation of students' reading in the GBA; The second is to understand students' satisfaction with textbooks and teaching from the perspective of curriculum theory and teaching methods. Thirdly, from the perspective of students' learning, we should understand the current situation of the teaching of the introduction of famous works and the cultivation of morality. The fourth is to explore students' views on the cooperation path between the reading of famous works and the moral education in GBA.

## 3. AN ANALYSIS OF THE COOPERATION PATH BETWEEN THE GUIDANCE OF READING FAMOUS WORKS AND THE CULTIVATION OF MORAL EDUCATION

### 3.1 Textbook Arrangement and Teaching Status of Introduction to Masterpieces in GBA

The language textbooks used by 15-year-old students in Guangdong and Macao are compiled with the consent of the Ministry of Education. Only 5.37% of the students are dissatisfied with the textbooks, and about 72% are satisfied and very satisfied. It can be seen that the arrangement of famous books in junior high school Chinese textbooks compiled by the Ministry of Education is greatly loved by students in GBA. Students

in Shenzhen, Zhuhai, Dongguan, Zhongshan, Huizhou and Zhaoqing select the three masterpieces, as shown in figure 1 below. Organize the genres of famous works they want to add in figure 2.

### 3.2 Acceptance of Textbooks for the Guidance of masterpieces in GBA

#### 3.2.1 Acceptance of Textbooks for the Guidance of masterpieces in GBA

All cities in the GBA (except Hong Kong) use junior high school Chinese textbooks compiled by the Ministry of Education. Figure 1 shows that three Chinese works are popular among students: the modern Chinese realistic novel Camel Xiangzi, Lu Xun's modern autobiographical prose collection Morning Flowers Picked up at Night, and the classical Chinese romantic novel Journey to the West. Followed by three foreign works: The science fiction novel Twenty Thousand Leagues Under the Sea, the autobiographical novel How the Steel Was Tempered and the romantic novel Jane Eyre with strong self-narration, while The Scholars and Selected Poems of Ai Qing are not very popular. It can be seen that students in GBA like to read novels, autobiographical, science fiction and magic novels.

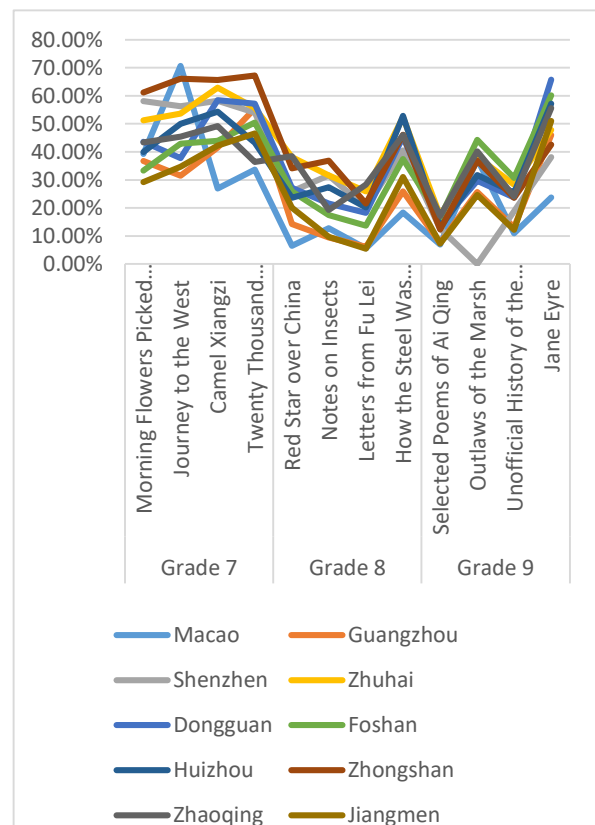


Figure 1 Summary of loves for famous works from 10 cities in GBA

From the sampling of student data, Figure 2 can be finished, we can see that students in GBA hope to

increase the number of famous works in the genres of science fiction, modern and contemporary Chinese fiction and classical fiction. This is positively correlated with the students' fondness for articles in Figure 1; At the same time, the proportion of increasing poetry collections is low. According to Figure 1 and Figure 2, students in GBA do not like Red Star over China, nor are they keen on documentary genre works. *Ai Qing's Selected Poems* and his works of poetry genre are also not popular with students.

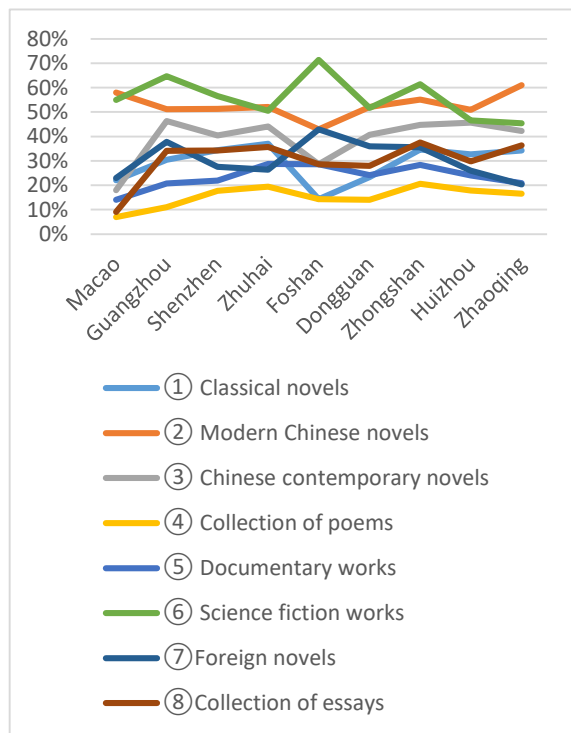


Figure 2 Popular style pattern about famous works in textbooks in GBA

According to the grade distribution, the famous works loved by students are mainly distributed in the seventh and ninth grades. From the perspective of cities in GBA, students in all cities are very fond of *Journey to the West*, *Twenty Thousand Leagues Under the Sea*, *Camel Xiangzi* and *Jane Eyre*. Followed by *Morning Flowers Picked up at Night*, *How the Steel Was Tempered* and *Water Margin*; Macao's students are fond of Chinese classical novels. "This situation is attributed to the broadcasting and teacher guidance of Macao's *Water Margin* TV series, as well as the innovation, interest and practicality of classroom teaching," said Chen, head of the Chinese section of Haojiang middle school in Macao.

### 3.2.2 The Overall Situation of the Introduction of Famous Works Reading in GBA

In order to have a more detailed understanding of the situation of students in GBA accepting the introduction

of famous works, the questionnaire is designed in many aspects, such as "classroom teaching", "Classic activity" and "evaluation". See figure 3 below for details.

According to figure 3, more than 50% of the students in each city tend to be "self-reading and teacher-directed", followed by "teacher-lecturing and student-listening" and "teacher-student discussion and communication", while the pure "student-cooperative inquiry" is less chosen, which shows that due to the difficulty and depth of understanding of the masterpieces. The reading of masterpieces cannot lack the teacher's "guidance" or "guidance", so the teacher's guidance skills and teaching strategies for the reading of masterpieces, to some extent, determine the students' interest in masterpieces and in-depth study. From the perspective of teaching and research, more than 63% of Zhuhai students interviewed like to listen to teachers interpret or exchange and discuss famous works. As can be seen, Zhao Keying, the Teacher Development Center of Xiangzhou District in Zhuhai instructed the teachers to make great efforts in preparing lessons for the reading of famous works, and the reading of famous works in Xiangzhou District was very effective. In addition, even though many students read classics for exams, "exam-oriented" teaching is the least popular. Generally speaking, teachers should first do a good job in preparing lessons for reading famous works and pay attention to innovative teaching strategies. So as to better mobilize the enthusiasm and initiative of students and maximize the harvest of reading famous works.

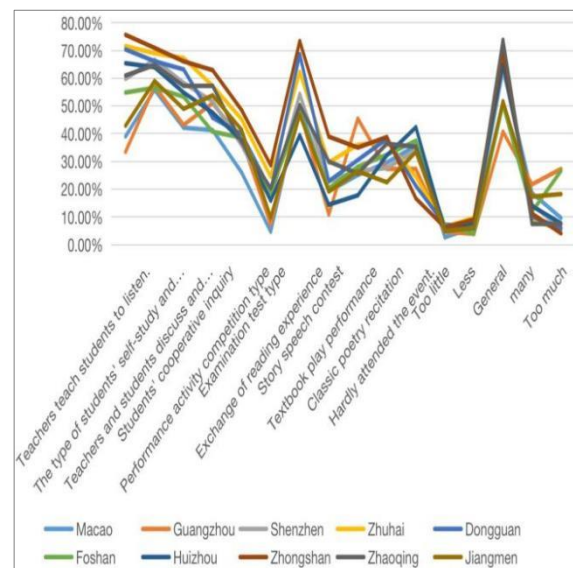


Figure 3 Popular teaching form diagram with students' feedback in GBA

From the point of view of the reading form of famous works, 67% of the students in GBA have generally participated in the "reading experience exchange" (Zhuhai, Dongguan and Zhongshan rank first up to 73.33%), followed by "textbook drama performance" and "classical poetry recitation", which are closely

related to the city's famous works reading. However, a large proportion of students "have hardly participated in any activities". It can be seen that the arrangement of masterpiece activities should pay attention to increasing the capacity, so as to promote arrangement of masterpiece activities should pay attention to increasing the capacity, so as to promote more students to leave static reading and paper-and-pencil tests and enter more personalized and open explicit activities.

In the evaluation of the high school entrance examination, the reading of famous works in GBA is mainly presented by filling in the blanks and simple analysis questions, which test students' memory of literary knowledge and content analysis of excerpts. The types of questions are memorization and non-situational analysis questions. The scores were 4 in Shenzhen, 8 in Guangzhou, 10 in other cities in Guangdong and 10 in Macao, but 12% of students thought it was "too little" or "too much". More students hold "general", so enriching the question type and creating the situational nature of the test questions is in urgent deeds, they should be adjusted and improved in the evaluation system of reading famous works.

### **3.3 Analysis of Current Situation Between the Introduction to Famous Works and the Moral Education**

In the classroom of humanistic education, "students are required to read the text carefully and try to grasp the meaning of the text itself. This is a kind of reading skill training"<sup>①</sup>, and also "to enable students to connect reading with their own life world to the greatest extent, and the most important hub of this connection is the ethical and value issues facing human beings in general"<sup>②</sup>. Junior high school students read masterpieces, use their own experience to carry out dialogue with the text, and seek to understand the relationship between individuals, society and the state. That is, to obtain moral education from the reading of masterpieces. See table 1 and table 2 for details for the connection between students' reading of masterpieces and moral education.

In *Morning Flowers Picked up at Night*, students highly agree with Lu Xun's thought of "loving the motherland" (about 4.2 on average), followed by learning to be grateful to relatives, friends and teachers and to take responsibility. They know little about the Jiangsu and Zhejiang cultures conveyed by the works, which is related to the guidance of teachers and the reserve of students. From the comparison of cities, the educational effect of Zhongshan, Dongguan, Zhaoqing, Jiangmen and other non-first-tier cities is more obvious. In *Journey to the West*, students learn that "team strength makes people go further", and have a relatively weak for understanding of "mission is difficult to accomplish" and "people need to refine their real skills". In *Twenty*

*Thousand Miles Under the Sea* and *Insect Record*, students have a common understanding on "attention and harvest" and "science fiction fascinates", especially in Shenzhen and Zhongshan. *Red Star over China* make all students have highly approval recognition and belief in the Communist Party of China, which is a typical act of moral education. It should be implemented in other red classics reading guidance. Therefore, planning and organizing students to visit the Red Base is a social understanding of classical text reading.

In *Camel Xiangzi* and *Jane Eyre*, students in Guangzhou, Dongguan and Zhongshan have a thorough understanding of the understanding of the country and individuals in "the fate of people depends on personal efforts, but also on the social environment". In the understanding of the protagonists in the novel, students can understand that *Camel Xiangzi* and *Jane Eyre* are typical examples of all living beings. However, the understanding of the "Beijing flavor" of the works and the inheritance of European language characteristics is relatively inadequate. In *Outlaws of the Marsh*, students first agree that "life is not perfect but we should pursue truth, goodness and beauty". Students in Shenzhen, Zhuhai, Foshan and Zhongshan are outstanding, with an average of about 4.0. Secondly, "people should exercise their eyesight and judgment" is popular, there is a general lack of awareness of art on character description and satirical techniques in the works. In the collection of letters *Fu Lei's Family Letters* and the collection of poems *Selected Poems of Ai Qing*, students understand from the communication between Fu Lei and Fu Cong that "the descendants of Yan and Huang love the motherland", followed by the understanding of "the deep love between parents and children", and have a weak understanding of the "poetic expression" of letters and poems.

On the whole, the average cognitive value of students in Guangzhou, Shenzhen, Dongguan and Zhongshan is relatively high. Under the guidance of teachers, classics have an impact on students' moral cultivation from the national, social and personal levels. They have a profound understanding of the content, but often neglect the perception of the artistic form of the works. Teacher guidance plays an important role in the guidance of famous works and the education of Building Morality and cultivating people. Analyze this problem from the perspective of patriotism in table 2, The Students from Dongguan (4.21) and Zhongshan (4.31) acquire patriotism in *Morning Flowers Picked up at Night*; the same question also applies to *red star shines on China*, Zhongshan (4.20) and Dongguan (4.14) lie in top of the "Red classics inspires us". In recent years, Dongguan adheres to the strategic vision of giving priority to the development of education, and adheres to the goal orientation and problem orientation to create quality education.

**Table 1** List of famous works and their corresponding serial numbers

Code	Name of famous works	Code	Name of famous works
①	Morning Flowers Picked up at Night	⑦	Camel Xiangzi
②	Jouney to West	⑧	Jane Eyre
③	Twenty Thousand Leagues Under the Sea	⑨	Outlaws of the Marsh
④	Insect Record	⑩	Unofficial History of the Scholars
⑤	Red Star over China	⑪	Letters from Fu Lei and his son
⑥	How is steel made	⑫	Selected Poems of Ai Qing

**Table 2** Student data between the guidance of famous works and and Moral Education from 10 cities in GBA

Code	Items	Macao	Guangzhou	Shenzhen	Zhuhai	Dongguan	Foshan	Huizhou	Zhongshan	Zhaoqing	Jiangmen
①	Love the motherland	3.57	4.04	4.19	4.13	4.24	4.01	4.15	4.31	4.22	4.24
	Always be grateful	3.55	3.89	4.13	4.08	4.19	3.98	4.04	4.26	4.12	4.13
	Take responsibility	3.55	3.92	4.12	4.08	4.17	3.99	4.03	4.24	4.12	4.05
	Inheritance of culture	3.45	3.50	3.97	3.96	3.93	3.74	3.84	4.09	4.02	3.79
②	The mission is arduous	3.78	3.94	4.14	3.99	4.2	4.02	3.96	4.25	4.02	4.13
	Go further with team	3.84	3.95	4.19	4.07	4.22	4.06	4.07	4.3	4.04	4.19
	Refine your skill	3.71	3.93	4.05	3.99	4.15	4.05	3.99	4.21	3.95	4.08
③	Attention and harvest	3.48	3.78	4.02	3.94	4.06	3.83	3.76	4.19	3.71	3.88
④	Science fiction fascinates	3.55	3.92	4.07	3.99	4.14	3.77	3.82	4.23	3.71	4.05
⑤	Red classics inspires us	3.39	3.57	4.02	4.04	4.14	3.91	3.88	4.20	4.04	4.00
	Faith need experiences	3.51	3.81	4.05	4.04	4.18	3.96	3.92	4.21	4.04	4.05
⑥	Leaders grow in misery	3.57	3.71	4.03	4.03	4.17	3.97	3.87	4.19	4.05	4.05
⑦ ⑧	Fate depends on the state	3.51	4.10	4.07	4.00	4.25	3.99	3.96	4.22	3.95	4.10
	Pullers and tutors are types	3.44	4.01	4.04	3.95	4.17	3.94	3.88	4.19	3.89	3.92
	Language roots from culture	3.43	3.86	4.05	4.01	4.21	3.97	3.91	4.20	3.90	4.01
⑨ ⑩	Life is beauty and truth	3.63	3.81	4.03	3.95	4.08	3.95	3.89	4.14	3.91	3.87
	Train eyesight	3.42	3.74	3.99	3.94	4.08	3.90	3.82	4.12	3.88	3.83
	Artistic makes life better	3.42	3.61	3.96	3.92	3.99	3.84	3.78	4.1	3.83	3.71
⑪	Parent-child-love persist	3.47	3.64	3.99	3.97	4.08	3.96	3.91	4.17	3.9	3.95
	Chinese are patriotic	3.55	3.80	4.09	4.06	4.25	4.00	4.01	4.21	3.96	4.21
⑫	Life needs poetic	3.47	3.56	3.98	3.98	4.04	3.86	3.84	4.12	3.84	3.84

Li YanPing, a Chinese teacher from Gumei No. 1 middle school, Junior Middle School Department of Dongguan middle school, has been deeply engaged in the reading of famous works. In September 2018, The author once went to her classroom to listen to teaching masterpieces. Miss Li explain the *Journey to the West*, personally felt the teaching atmosphere of leading reading of famous works on the front line, and witness the students' reading harvest and communication in groups for *Journey to the West*. Because of the lack of

teaching and research materials for lesson preparation on famous works, Li once expressed anxiety and worry about "*Red Star Shines on China*", fearing that she could not teach students well. It can be seen that the clear goal orientation on the front line has an important impact on students' moral education.

### 3.4 Cooperation Path Between the Guidance of Masterpiece Reading and the Moral Education

The last part of the student questionnaire discusses the cooperation path between the guidance of famous works and moral education. With regard to the survey of "the cooperative path of reading famous works and cultivating people by virtue" in GBA, students were surveyed in five aspects: "going to exchange and study in GBA", "cities that like to exchange", "reasons why they like to exchange", "observing the form of reading guidance of famous works" and "the presentation path of excellent achievements in reading famous works". Their feedback is as figure 4 to figure 8 below.

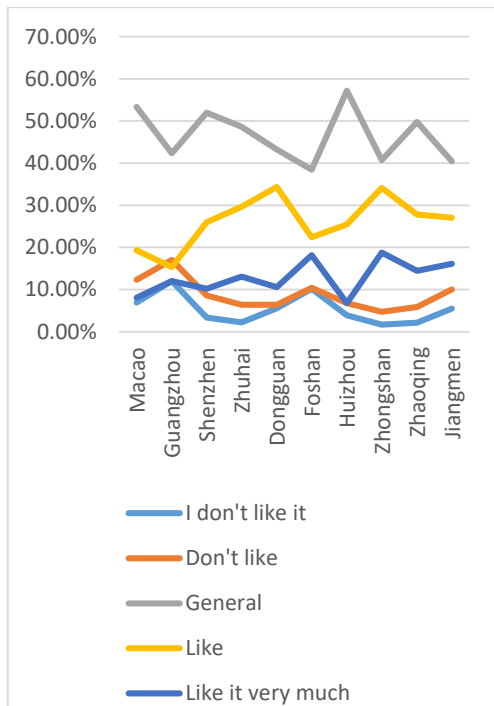


Figure 4 Exchange learning willingness map of Students in GBA

In Figure 4, more than 70% of students in GBA like to communicate, and 52.88% in Zhongshan. Due to the advantages of their own urban educational resources, only about 27% of the students in Macao and Guangzhou chose the options of "like" and "like very much". The percentage of students who like to communicate in other cities fluctuated from 32.21% to 44.91%. Therefore, nearly 40% of the students like to exchange the reading of famous works in GBA.

As can be seen from Figure 5, students' love for the target city is concentrated on Guangzhou and Shenzhen, followed by Hong Kong and Macao. It is worth mentioning that the four cities and Foshan have more than 40% of the exchanges in their own cities, with Guangzhou accounting for 55.17%, Shenzhen accounting for 49.66%, Zhongshan accounting for 43.64% and Foshan accounting for 40.82%. Macao (35.87%) Dongguan (32.63%) accounted for more than

30%. Huizhou, Zhaoqing and Jiangmen respectively accounted for only 28.37%, 27.27% and 18.84%.

From these data, we can find some valuable information. The key factor for students to choose the direction of communication is related to the overall characteristics of the city, and the per capita GDP of the city is also very important, but not the decisive factor. The factor of geography (the relationship formed by the connection of geographical location) makes students more inclined to communicate within the city. However, if the city's own GDP is low and its position is marginalized, the attraction to students will be reduced accordingly. Therefore, improving the comprehensive attraction of the city is an important factor to promote the flow of students.

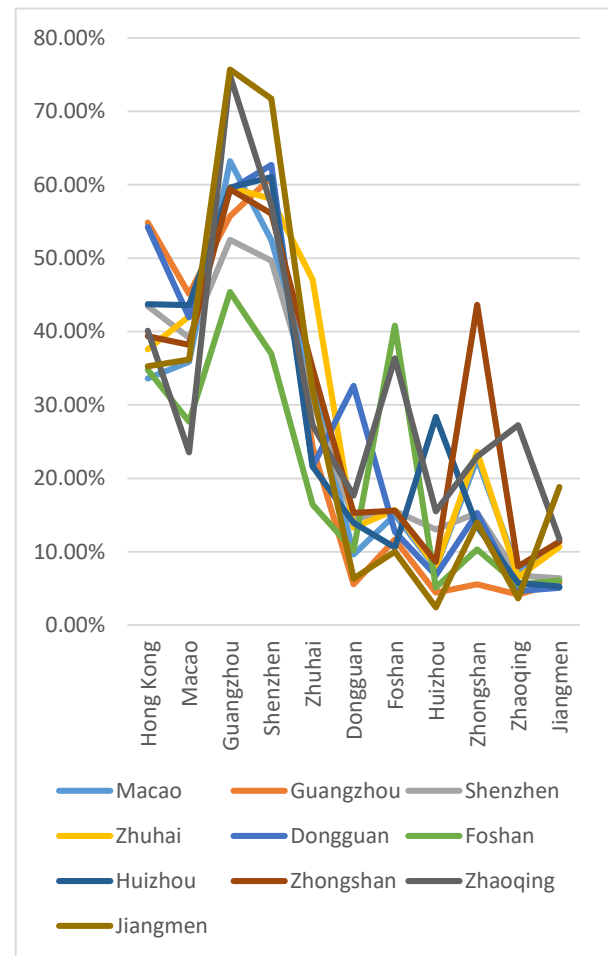
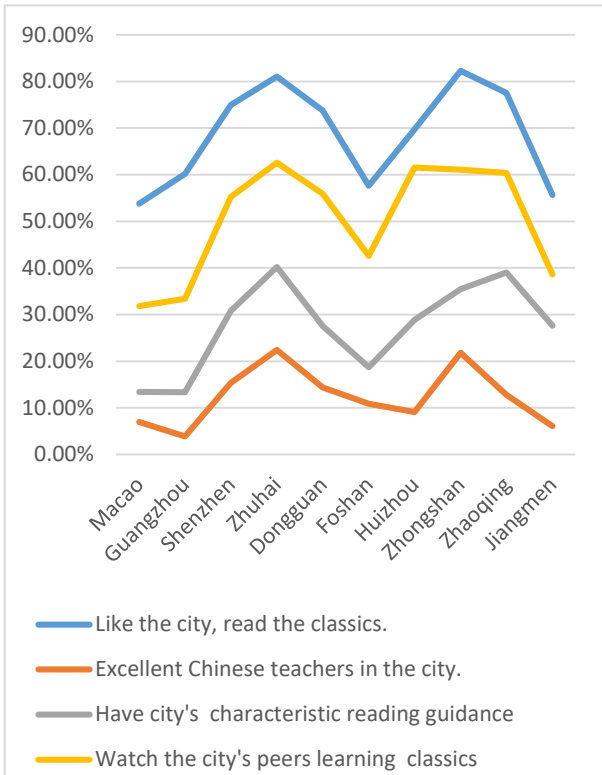


Figure 5 Map of preferred cities for students to exchange in GBA

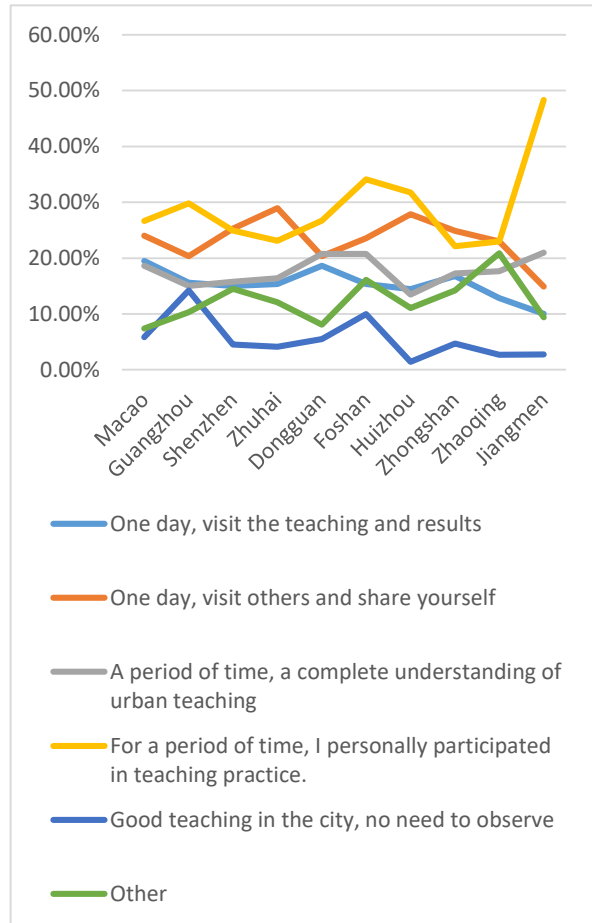
According to Figure 6, the reasons why students choose to visit are "like the city", "see the city's peers learn to read famous works", "the city's famous reading guide has its own characteristics" and "the city has excellent Chinese teachers". This proves again that, the brand value and influence effect of the city as a whole are far better than the influence of famous Chinese teachers.





**Figure 6** Reasons why students in GBA want to communicate

As shown in Figure 7 below, in terms of time, "one day" or "a period of time" can be used to analyze the situation that students want to communicate. However, from the perspective of communication methods, sharing self-experience or experiencing field teaching has become the first choice. Therefore, from the perspective of recessive curriculum, students in GBA hope to show themselves or integrate themselves in communication. It is to replace the role of visitors with the attitude of participants. These happen to coincide with the various types of classes that the above-mentioned students generally like to discuss and exchange. This also reminds front-line teachers to provide more teaching links for students to share, so that students are willing to dictate their own feelings, forming a multi-level and multi-angle network communication class, rather than a one-way linear reading teaching of famous works. The education department can make corresponding students' exchange measures according to these data and the actual situation.



**Figure 7** Access type on students' communication in GBA

Figure 8 below shows the presentation of the reading results of famous works expected by students in GBA. Nearly 60% of the students hope to create "Wechat Public Number for Reading Famous Works in GBA" (except Zhaoqing and Jiangmen), followed by "New Special Issue or Column for Reading Famous Works" or "Reading Guide Books for Famous Works". There are at least two reasons for choosing the way of wechat official account: one is from the habitual use of wechat; On the other hand, it comes from the timeliness of wechat push.

Students in Macao and Foshan have a lot of support for the construction of "Great Bay Area Masterpiece Reading Webpage". They do not like to carry out the "Great Bay Area Masterpiece Reading Festival". On the whole, the various forms of reading results output of famous works in GBA are generally welcomed by students, but the emphasis is different.

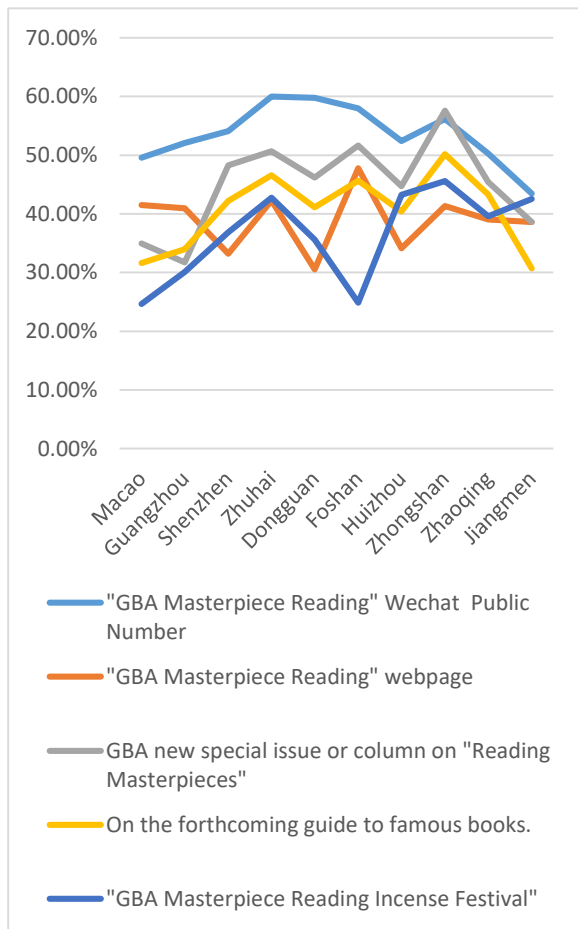


Figure 8 The output form of the reading results of famous works that students hope to achieve in GBA

#### 4. THE ENLIGHTENMENT OF THE COOPERATION PATH BETWEEN THE INTRODUCTION OF FAMOUS WORKS AND THE MORAL EDUCATION IN GBA

##### 4.1 Response to the reading requirements of the new curriculum standard and optimize the reading evaluation system

In April 2022, the Ministry of Education of China promulgated the latest Chinese Curriculum Standards for Compulsory Education (hereinafter referred to as the "New Curriculum Standards"). The new curriculum standard emphasizes "following the law of education, implementing moral education"<sup>®</sup>, "insisting on moral education first, improving the level of intellectual education"<sup>®</sup>, focusing on the development of core literacy of Chinese students. To cultivate students' correct values, essential character and key abilities to adapt to future development<sup>®</sup> etc. In the fourth stage of "Reading Appreciation", the reading requirements of famous books are arranged: "Read two or three famous books every school year, explore personalized reading methods, share reading experience, carry out thematic research, and construct the experience of reading the

whole book. Feel the artistic charm of classics. Enrich your own spiritual world<sup>®</sup>; It refers to strengthening the orientation of curriculum education.

Combining with the introduction of the new curriculum standard and the practice of reading famous works, GBA should pay attention to optimizing the reading evaluation system. The optimization evaluation system includes optimization process evaluation, optimization level test evaluation and optimization final evaluation. By optimizing the evaluation system, we can realize the guidance of famous works and the cultivation of morality. At present, male students in GBA are lack of motivation to read famous works, lack of family support, lack of reading digital texts by students in various cities and need to improve their reading literacy from the perspective of PISA (Initiated by Organization for Economic Cooperation and Development).

Therefore, specific process evaluation criteria are should be adopted. To stimulate interest and encourage students to participate in the reading of famous works, such as "classroom communication, group sharing", "reporting and displaying, reading aloud and reciting, textbook drama performance" to guide students to participate in reading in various forms and levels, and teachers attach importance to the value-added evaluation of students' reading, so as to truly improve students' literacy in reading famous works. This paper takes the process evaluation of journey to the west by Shenzhen Bao'an Experimental School as an example: "making a diagnostic evaluation based on the questionnaire to evaluate the starting point of students' reading, using the mind map to self-supervise and promote the reading table to guide students into reading, lighting the spark of students' reading and thinking with the record sheet of new discoveries, deepening students' reading thinking with small paper mutual approval evaluation form"<sup>®</sup>. This series of methods skillfully integrate the process evaluation into the reading process of *Journey to the West*.

In addition, the reading proficiency test of famous books in GBA has a small degree of discrimination and a small score, which cannot really evaluate students' reading literacy of famous books. Therefore, we can refer to PISA reading evaluation criteria to optimize the summative evaluation, accurately measure and control the level of students' reading literacy, and adjust the education and teaching strategies of reading famous books accordingly.

##### 4.2 Pay close attention to the classroom teaching and moral education and strengthen the teaching reform of famous books

Classroom teaching is the main position of Chinese subject education and moral education, so paying close attention to classroom teaching is the key to improve the



reading literacy of famous works. Therefore, starting from the level of teachers, cities should pay attention to teachers' individual research and collective lesson preparation before class and do a good job of carefully polished teaching design. Students are actively encouraged to participate in the class or teacher-student communication and student-student communication with strong operability and wide participation in the reading activities of famous works (including recitation, textbook drama performance, etc.), teachers also can create the situational teaching to guide students to actively participate in the reading of famous works in the classroom. After class teachers and students sort out the results of reading famous works. Teachers take advantage of appropriate opportunities to publicize and display the reading results of famous works. "Method innovation is an important means of educational development. "In a sense, it is also the basic guarantee for the development of education<sup>®</sup>. Therefore, on the whole, we should strive for innovation in teaching methods and strategies. In addition, in the whole process of students' participation in the reading of masterpieces, teachers should be good at using process evaluation skillfully to enhance the attractiveness and efficiency of the reading of masterpieces, so as to promote students to participate more actively in the reading guidance of masterpieces.

In addition, from the perspective of reading famous works and cultivating morality, educators should excavate the moral education points in famous works for teaching and integrate the two organically by means of reading and writing competitions such as red reading. "Basic education is the cause of moral education, so we should strengthen ideological and political education, moral education and socialist core values education with a clear banner"<sup>®</sup>. "We should establish a strong concept of talent, strongly recommend quality education, encourage schools to run with their own characteristics, and encourage teachers to teach with their own styles"<sup>®</sup>. Teachers in each city can teach their own characteristics on reading famous works, form the style of reading famous works in the city and finally share it with teachers and students in GBA.

#### ***4.3 Concentrate high-quality reading resources and refine the goal of reading education***

Every year on World Reading Day, cities in GBA launch their own reading reports, such as "Guangdong National Reading Index (2021)" and "2022 Hong Kong National Reading Survey", which show the reading situation of many cities in GBA. The half-hour reading in Guangdong and Macao also reflects the co-construction of the GBA Reading Alliance. However, there is little information on the reading status of students aged 12-15. Therefore it is necessary to establish a data-sharing platform for teenagers' reading among cities and

to share high-quality reading resources by creating "Wechat Public Number for Reading Famous Works in GBA", "New Special Issue or Column for Reading Famous Works" or publishing "Reading Guide Books for Famous Works", so as to make the data and resources of reading famous works flow and promote the region. Play its radiation and leading role "<sup>®</sup> to benefit all cities. Because of the imbalance between the reading of famous works and the specific situation of moral education in each city, each city refines the educational objectives and forms of reading famous works according to the specific situation of the city, such as Macao students' love of Chinese classical novels. However, strengthening the guidance of red classics reading can better enhance the sense of national identity and belonging of Macao students. Foshan students have a good understanding of red classics, but reading explicit textbook plays and reading activities need to be strengthened.

#### ***4.4 Promote the reading education of the whole staff and expand the participation of reading***

"Basic education is the cause of the whole society, which requires the close cooperation of schools, families and society," Xi said during his visit to Bayi School. The education of famous books in GBA needs the active participation of education stakeholders and the strong support of all sectors of society. For example, the joint reading or writing competitions held in GBA are mainly held by students. It also needs the joint efforts of the Cultural and Educational Bureau, the Library, the Education and Youth Bureau (Macao), the Publishing Society (Hong Kong) and many other departments. Expand the participation of inter-city reading in GBA. Within a city, the research center of Chinese education in universities and its researchers, the compilers of school-based textbooks, front-line Chinese teachers and educational administrators, parents of students, librarians, reading magazines and periodicals, the network reading terminals are all important parts of promoting the reading education of all urban staff. The participation of the majority of educational stakeholders can promote the development of students' reading on famous works from various levels and angles, it deepen the influence of moral education. Provide audio reading and paper reading in public places such as subway stations and bus stations and convenient reading of book borrowing and borrowing of paper version and electronic version is in need. According to the annual report of national reading in each city, the establishment of reading atmosphere in the city is examined and adjusted. *Regulations on the Promotion of Reading for All in Shenzhen Special Economic Zone* will be extended to other cities in GBA. Change the reading form on famous works reading, such as from "required reading" to "like reading" and finally to "pleasant reading", is very popular.

## 5. CONCLUSION

Teaching strategies on famous works reading can backlog- language cultivated manners, foster the ability and habits that the students read independently, to students' personality of formation all is aggressive and important function. The guidance of masterpiece reading and the moral education are not achieved overnight, it needs the sustained adherence and support of all sectors of society. Only with the assistance and efforts of the cities in GBA, can the cooperation path be wider, thus we are needed to strive to promote the integration of language education and establish common cultural bay area and provide academic support for the establishment of the international education demonstration zone in GBA.

## AUTHORS' CONTRIBUTIONS

L.W. designed the study, performed the research, analyzed data, and wrote the paper.

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