

Japanese Teaching From the Perspective of Curriculum Thought and Politics

Dan Wang^{1 a}, YiYue Sun², AiAi Wang²

^{1,2}Armed Police Engineering University

^a310891982@qq.com

ABSTRACT

In contrast of spoken and written language, enhance national pride; In the contrast of social phenomena, carry out socialist core values; In the contrast between Chinese and Japanese culture, the author tries to establish the feelings of home and country, and to explore the curriculum ideological and political elements in college Japanese teaching through multiple ways. Cultivate students' core values so as to realize moral education.

Keywords: Curriculum ideological and political, University Japanese, Construction path; Moral education

1. INTRODUCTION

Ministry of education of the construction of first-class undergraduate course of the implementation opinions mentioned in the new era of socialism with Chinese characteristics in Xi Jinping thoughts as the instruction, implements and realizes the spirit, [1]the party's 19th to carry out the basic task, the effect as the basic standard inspection all work in colleges and universities, to dig deeper into various kinds of ideological and political education courses and teaching methods, element, construction to adapt to the new era of first-class undergraduate courses. [2] From this ideology with guiding, we can see that the core of first-class curriculum construction is "curriculum thoughts and politics". This paper will introduce the practical cases in college Japanese teaching from the concrete path of curriculum ideological and political construction.[3]

1.1 Proposal and development of curriculum ideology and politics

In 2014, Shanghai put forward the educational concept of "curriculum ideology and politics", and selected some schools as pilot units. In December 2016, General Secretary Xi Jinping proposed at the National Conference on Ideological and Political Work of Colleges and Universities that "classroom teaching should be used as the main channel, and all other courses should keep a good channel and cultivate a good responsibility field, so that all kinds of courses and ideological and political theory courses should go together to form a synergistic effect". In December 2017,

the Ministry of Education issued the Implementation Outline of the Project to Improve the Quality of Ideological and Political Work in Colleges and Universities, and "Curriculum Ideology and Politics" was written into the document of the Ministry of Education for the first time. In June 2018, Chen Baosheng, Minister of Education, stressed at the National Conference on Undergraduate Education in the New Era that, on the basis of continuously improving the quality of ideological and political courses, other courses should be "well guarded and planted with responsibility fields", and educational elements and responsibilities of all courses should be clarified.[4] In May 2020, the Ministry of Education issued the Guidelines for The Construction of Ideological and Political Courses in Institutions of Higher Learning. In June 2020, the concept of curriculum thought and politics was defined for the first time.[5]

1.2 Connotation of curriculum ideology and politics

Curriculum ideological and political education means integrating ideological and political concepts, political concepts, moral norms and other ideological and political education into the teaching of university professional courses (non-ideological and political courses). According to the characteristics of the course, the socialism with Chinese characteristics and the Chinese dream propaganda education, ideal and faith education, the education of Chinese excellent traditional culture, Chinese excellent traditional virtue, vocational culture, spirit and revolutionary tradition

education, the national defense education and labor education into specialized courses teaching, guide students to set up the correct world outlook, the outlook on life and values, socialism and communism faith, firmly support the leadership of the communist party of China, unswervingly take the road of socialism with Chinese characteristics, firmly the road of socialism with Chinese characteristics confidence, confidence, system theory, the culture, strengthen the mission bear, We will unswervingly follow the party's words and strive to be a qualified builder and reliable successor of socialism. Curriculum ideology is a new curriculum concept and education concept, which is based on China and the educational concept of running a socialist university with Chinese characteristics well. Excavate the traditional Chinese virtues and culture in the course. Then, integrate these elements into the whole process of the course, cultivate the core values of students, and thus realize the purpose of cultivating people with morality.[6]

2. THE PATH OF IDEOLOGICAL AND POLITICAL CONSTRUCTION OF COLLEGE JAPANESE COURSE

2.1 Do a good job in teaching design -- Improve the syllabus

Through the teaching design, which can find the breakthrough point of the curriculum ideological and political. Through the revision of outline, to make the curriculum ideological and political concept of the real implementation. Keep thinking in the curriculum goal lead and the combination of knowledge, in the realization of listening comprehension, oral English, reading comprehension, writing ability and the ability to cross-cultural communication, on the basis of Chinese culture, the current event hot spot ideological content such as organically integrated into classroom teaching, improve the cultural self-confidence, cultivate students' patriotic feelings and comprehensive literacy. Refine and decompose the educational content of each lesson, for example, in the teaching content of explaining sports items, the teacher should pay attention to the content of the text and to guide students to actively participate in physical exercise, develop good interests and hobbies, develop exercise, interesting life orientation, so that it has a happy and substantial university life.

2.2 Improve the general education curriculum system -- increase the number of public elective courses

At present, the university Japanese class period of most universities in China is 4 classes per week and 2

academic years. Generally, the class hours are not enough. In order to learn more, students with multiple requirements set up public elective courses to supplement Japanese skills and culture courses, such as practical Business Japanese Conversation, Japanese Talk about Chinese Culture, Japanese Speech and Writing, etc., and integrate ideological and political elements into these courses. For example, the course goal of Japanese rambling on Chinese culture should have the value goal besides knowledge goal and ability goal, which is reflected in: 1. Carry forward excellent Traditional Chinese culture, cultivate cultural deposits and enhance cultural confidence; 2. Cultivate socialist talents with both political integrity and professional competence and all-round development.

2.3 Realize double-class linkage -- carry out the second class activities

Course in institutions of higher learning education construction guidelines ", points out that to the integrated use of first class and second class, especially in-depth excavation of the second classroom education education elements, to "read thousands of books" and "view", carry out various forms of social practice, volunteer service, practice activities, expand curriculum construction ways and means of education. For example, universities can hold Japanese calligraphy competitions and speech competitions. Examples of speech contest topics are as follows:①これからの中日友好に最も必要なもの (What is the most needed for china-japan friendship in the future) ; ②これからの中日関係と若者たちのあるべき姿 (Future China-Japan relations and the attitude of the younger generation) ; ③生涯学習の大切さ (The importance of lifelong learning) ; ④私はこうして逆境を克服した (This is how I overcame my difficulties) etc.

3. THE CASE OF INTEGRATING CURRICULUM IDEOLOGY INTO JAPANESE TEACHING IN UNIVERSITY

Japanese teaching can be through the way of cultural lecture, discussion and question-answering, situational teaching and so on, which can be used to explore the curriculum ideological and political elements in textbooks.

3.1 Culture Lecture Section

As early as 2000, Professor Cong Cong of Nanjing University mentioned the concept of "Chinese

Cultural Aphasia". He believed that in the process of English teaching, only the introduction of western culture was strengthened, while the teaching of Chinese native culture with English as the carrier was ignored. As a result, cultural education was one-sided "target language culture education", and the English expression of Chinese culture as one side of communication was in a "neglected state". "Chinese Cultural Aphasia" also exists in College Japanese.

Teachers can carry out the places of cultural lectures that can be explored in textbooks, especially places with cultural words or places that can be integrated into cultural words. For example, I will explain "the origin and composition of Japanese characters" and ask three questions during the warm-up: How is the relationship between China and Japan? What are the influences of Chinese culture on Japanese culture? What was heyday of Sino-Japanese exchanges? Through these questions, the students could think about the relationship between the two countries and their mutual influence. Then a video was shown of a delegation sent to Japan. The political, economic and legal knowledge that the delegation learned in China was transmitted back to Japan, exerting a great influence on the development of Japanese society. By playing videos and teachers' explanation, students' cultural confidence and national pride will be significantly enhanced. Then it enters into the text and teaches the composition of Japanese characters through actual examples, so that students can understand the great influence of Chinese characters on Japanese. They can also select some words that can reflect China's economic strength and international influence. For example, the word "xiaokang" is a word with different meanings between China and Japan. Previous reports of a "well-off society" in Japan have taken many forms, such as "ややゆとりのある社会" (slightly rich society) "やや余裕がある経済水準" (slightly rich economic level), without a unified standard. After the report of the 19th National Congress of the Communist Party of China put forward the goal of building a moderately prosperous society in an all-round way, Japanese media will gradually "well-off society" direct translation for the "well-off society" (しょうこうしゃかい). This is a manifestation of China's economic strength in terms of language, which can enhance students' national pride and enhance their national feelings.

3.2 Discuss the QUESTION and Answer section

Students discuss and express their views on a topic raised by the teacher. In the new century Japanese lesson 5 "百円ショップ" (one hundred yuan) as an example, the teacher put forward related topics: "中国製の商品と日本製の商品に、それぞれどんな印象を持っていますか?" (What impression did you

have on goods made in China and goods made in Japan?) Here are some of the answers from sophomore students. "中国製の商品は安くて使いやすいいと思います。しかし時々、その品質は日本ほど良くないです" (I feel that the products made in China are cheap and easy to use. But sometimes it's not as good as Japan's). "中国の商品は偽物が多くて、日本の商品は創造性のあるものが多いです" (There are more counterfeit products in China, and many creative products in Japan)." 中国製の商品は安くて、革新が足りない、日本製の商品はすばらしいと思います (Products made in China were cheap, but lack of innovation. I think Japanese products are very good) Some of the responses included comments about "shoddy" Chinese products. Through the students' questions and discussions, it can be seen that many students made negative comments on The Chinese products.

If the teacher does not give correct guidance, the students' thinking pattern will continue forever. Teachers can choose the information that contemporary college students are interested in, such as Douyin, to explain the impact of Made in China on Japan. What if there is a video that takes all the Chinese made products from the home of Japanese comedian Kato? From furniture and appliances to clothes, shoes and hats, toys and even LED bulbs, the whole house has been almost empty. "Probably everything in this house will disappear," kato says with a laugh. So it's hard to imagine a Japanese family today leaving a made-in-China factory. Then ask the students to turn around and think, if a Chinese family leaves a made-in-Japan factory, will it be the same? Teachers should let students know that with the success of the Chinese government in promoting economic transformation, made in China has gradually become a brand, and has gradually become a global leader in innovation. Teachers should constantly explore, actively guide, and positively introduce the points of advanced China, so that students can have something to say in cross-cultural communication.

3.3 Situational Teaching

For example, "everybody's Japanese" lesson 16 conversation " 使い方を教えてください"(please tell me the using method), can be combined with text content creating scene, scene is international students want to buy drinks in vending machines in Japan, but I don't know the operation method, then ask people around you. Teachers should add some necessary words in advance, such as "scan code", "two-dimensional code" and so on, so that students are familiar with the popular words, and then have a conversation performance practice. Situational teaching module can effectively improve students' participation and enthusiasm in class, improve

students' comprehensive oral English ability, and at the same time, learn about China's advanced technology and improve national confidence.

4. CONCLUSION

As a teacher, in the face of so many new tasks, new challenges, how to design the classroom, constantly improve the quality of teaching, we need to constantly explore and summarize experience in practice. Teachers should constantly improve their professional level of teachers, so that the curriculum ideological and political education into a meaningful, warm, loving process!

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