

Practical Exploration of Ideological and Political Teaching Reform of Japanese Course

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ABSTRACT

The primary task of talent cultivation in colleges and universities is ideological and political education. Teachers need to integrate ideological and political elements with curriculum content organically, so as to achieve the teaching purpose of quietly cultivating students' correct values, moral education and patriotism. This paper focuses on the analysis of the feasibility and concrete methods of the ideological and political construction of university Japanese courses.

Keywords: *Curriculum ideological and politica, Japanese, Teaching reform, Moral education*

1. INTRODUCTION

Jiao Gao No.3 [2020]. According to the notice of the ministry of education on printing and guiding outline of ideological and political construction of curriculum in colleges and universities, it is mentioned that the fundamental problem of education is to train who, how and for whom, and the effectiveness of moral education is the fundamental standard to test all work in colleges and universities. In order to carry out the fundamental task of establishing morality and cultivating people, we must integrate the shape value, knowledge imparting and ability training into one. Undergraduate education should be "based on the foundation". The important goal and task faced by Japanese teachers, who create a high-level, innovative and challenging online, offline, online and offline hybrid College Japanese first-class courses.[1] Professional courses are the basic carrier of the ideological and political construction of the curriculum. It is necessary to thoroughly sort out the teaching of professional contents, combine with the characteristics of different courses, thinking methods and value concepts, deeply excavate the ideological and political elements of the course, organically integrate into the course teaching, so as to achieve the educational effect of moistening things and silence.[2]

1.1 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 professional

courses in university (non-ideological and political courses).[3] According to the characteristics of the course, 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, guiding 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.[4] So can take the course of ideological connotation simply summed up as: "classroom teaching" as the carrier and "moral education element in finding course content" for the gripper, in the form of "quiet", the ideological and political work through the entire education teaching process, to achieve full to educate, the entire education and comprehensive mode of "three education", "building morality and cultivate people" goals are met.[5]

1.2 The concept of curriculum ideological and political construction

Combined with the spirit of literature of ideological and political, the construction concept of curriculum ideological and political can be understood as the first, "everyone focuses on educating people, there are

ideological and political doors". Teachers are the main subjects of curriculum ideological and political construction. Teachers should have ideological and political consciousness and participate in curriculum construction. They can help foreign language teachers enhance their consciousness through document learning, teacher training, existing problems collective lesson preparation, hiring teachers from Marxist college to join the teaching team and other measures. Only when teachers have the ideological and political consciousness, can they find the right point of view, improve their educational ability, and give full play to the ideological and political educational effect of the curriculum. In addition, all courses, whether elective or compulsory, must incorporate the elements of curriculum thought and politics, and actively explore the value-leading function of courses on the basis of following the rules of curriculum construction. All courses should combine knowledge transmission, ability improvement and value shaping. Second, "the heart to educate people, the mouth without thinking". Since curriculum ideological and political thinking is a process of imperceptible influence and silent embellishing, teachers should set up the ideological and political carrying idea of curriculum in mind and always want to educate people. Teachers should make the ideological and political ideas of the curriculum internalized and externalized through reasonable curriculum design. Third, "Excavation is the premise, guidance is the key". Establish the awareness of both excavation and guidance, actively excavate the ideological and political elements contained in the course, and integrate them into all aspects of classroom teaching. Only through the teaching design, teachers can guide the excavated ideological and political materials positively, and realize the organic unity of knowledge imparting and value guiding, so as to realize the purpose of cultivating people with morality. Therefore, teachers should also constantly improve their ideological and political literacy and cultural literacy. As Japanese teachers, they should not only spread Japanese culture, but also be familiar with Chinese history and local customs, so as to better compare Chinese and Japanese cultures and show the broad and profound traditional Chinese culture.[6]

2. CASE OF IDEOLOGICAL AND POLITICAL TEACHING REFORM OF JAPANESE COURSE

In Japanese teaching, we can explore the curriculum ideological and political elements in the textbook through brainstorming, cultural lecture and preview of homework before class.

2.1 Brainstorming

Case is the new century Japanese lesson 27 "お金は万能か (money is everything)". In the brainstorming

activities, students are voluntarily divided into two sides to debate and express their opinions on a certain topic in the textbook. Such as the teacher can set the title "お金は万能だと思いますか？ その理由を述べてください (Do you think money is everything? Please state your reasons.)" Here are some of the sophomores' answers. "お金は万能だと思います。十分のお金があればなんでも買えます (I think money is everything, as long as money can buy)." "お金では幸せを買えないと言う人がいますが、私はそうと思いません (Although some people say that money can't buy happiness, but I don't think so)." "この世界では、お金ではできないことがどれぐらいありますか。ある意味、お金はほとんど万能です。健康が買えますか。買えるんです。友情と愛情が買えますか。買えるんです。(How many things cannot be bought with money in this world? To some extent, money is everything. Can health be bought with money? You can. How about friendship and love? That's right)." Through these answers, we can understand the students' true inner thoughts timely, it can be seen that there is some money in the modern college students and the tendency of money worship. Teachers should help students set up the correct outlook on life, values, and to guard against and resist money worship, self-conscious pursuit of noble spiritual culture, always keep a clear head and stable emotion, this is also an important goal of the construction of the ideological course.

2.2 Cultural Lectures

Carry out cultural lectures for places that can be explored in textbooks, especially for places that have cultural words or can be integrated into cultural words. When talking about the word "お正月" in knowledge can complement the Spring Festival. Because many students can introduce the customs of other countries in the language of the target country, but they cannot introduce the cultural customs of China. On this point, as early as the 2000 nanjing university professor from the cluster is referred to the "Chinese cultural aphasia" this concept, he thought that only strengthening the west culture in the process of English teaching is introduced, ignoring the Chinese native culture with English as the carrier of teaching, make culture education one-sided "target language cultural education", as the ac side of the English expression of Chinese culture in the "ignore". "Chinese culture aphasia" in Japanese at university also existed. Teachers in the teaching process emphasize the negative transfer of mother tongue, ignored the positive transfer of mother tongue, which can also improve students' own culture quality, conditioning by their own foreign language level, many students can't use the foreign language clear introduction to Chinese culture. The teacher can make up for it in class. For

example, in the warm-up session, he can ask some questions: when is the Spring Festival? What are the activities for Spring Festival? What kind of food do you eat during Spring Festival? Ask the students to think about whether they really know about the Spring Festival, and then consider how to introduce it in Japanese. The teacher will add some related words and expressions. The Chinese culture is broad and profound and has a long history. In particular, the excellent traditional culture is the quintessence of China and the common cultural treasure of mankind. Teachers should guide students to learn Japanese well, to be an excellent emissary of spreading Chinese culture in cross-cultural exchanges, to tell Chinese stories, and to let students know their responsibilities in the process of cultural exchange.

2.3 Prepare the homework before class

Curriculum ideological and political education requires full staff, the whole process, all-round education, so teachers should grasp the main channel of classroom teaching, but also in the pre-class, after-class homework links actively into the content of ideological and political. For example, in Japanese in the new Century, lesson 11 mentioned the grain self-sufficiency rate of Japan. Teachers can assign tasks to students in advance to find out what the grain self-sufficiency rate of Japan and China is respective. Through the survey, students will find that the grain self-sufficiency rate of Japan is much lower than that of China, less than 40%, while that of China is more than 98%. In addition, we can also select some photos, such as the price table of fruit and vegetable stalls in Japanese supermarkets, so that students can compare prices and analyze the reasons for the low self-sufficiency rate of food in Japan. Teachers can lead students to re-understand and achievements made in improving grain production and people's livelihood in China for a long time, so that students can truly experience China's socialist system.

In the course of homework, teachers should also actively integrate into the content of education. For instance teachers can take some find psychology audio, such as "自信を失う原因 (causes of loss of self-confidence)", and guide the students take dictation and feedback. Through the article, students can realize that avoiding things they are not good at is an unfortunate beginning, which will not only lose confidence, but even affect the whole life. Guide the students to establish a positive attitude towards life. Through the guidance, correct the students' learning attitude and establish a positive attitude.

3. CONCLUSION

In the course of teaching, teachers should carry out the principle of educating the whole staff, educating the whole processing and educating the whole staff. Both the teaching content, such as words, texts, grammar, conversation, exercises, etc., and the teaching mode, such as the teaching method, the inquiry method, the exercise method, situational teaching method, etc., are reflected. Teachers should be good at exploring the ideological and political elements contained in Japanese courses, such as socialist core values, and integrate these elements organically into the whole process of Japanese course teaching, so that the imparting of knowledge and correct value guidance complement each other.

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