



# Exploring Methods of Curriculum-based Ideological and Political Construction in College Japanese Course

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**Abstract.** Under the background of new liberal arts, colleges and universities are carrying out curriculum-based ideological and political construction in foreign language course in full swing, so as to achieve the goal of cultivating talents with morality. As a key part of ideological and political education in foreign language course, college Japanese, one of the important roles in public foreign language teaching, takes up the important missions of orating compelling China stories and cultivating national confidence. This paper explores effective methods of ideological and political theories teaching in college Japanese course in the aspects of course content, teacher quality and learning evaluation, and takes “College Japanese 2” as an example to present the teaching practice, aiming to provide effective strategies and inspiration for the development of curriculum-based ideological and political education in college Japanese course.

**Keywords:** College Japanese Course, Curriculum-based Ideological and Political Education, Method.

## 1 Introduction

Xi Jinping, General Secretary of the People’s Republic of China emphasizes at the National College Ideological and Political Work Conference that the ideological and political work should run through the whole process of teaching to realize the whole process and all-round education, so that all kinds of courses could run with ideological and political theory course in the same direction and yield huge synergies <sup>[1]</sup>. Guiding Outline for Curriculum-based Ideological and Political Construction in Colleges and Universities issued by the Ministry of Education in 2020 proposes to promote construction of ideological and political education based on the characteristics of each major, and emphasizes that comprehensively promoting curriculum-based ideological and political construction in colleges and universities is a strategic measure to implement the fundamental task of morality-based talent cultivation. In addition, Teaching Guide to College Japanese (2021) points out that the college Japanese course should be both practical and literary, so as to cultivate talents with global vision, international awareness and cross-cultural communicative competence for the national strategic needs. Thus, under the guidance of the national strategy to comprehensively promote the curriculum-based

ideological and political construction in colleges, college Japanese course, as an important role in higher education, shoulders the responsibility for presenting compelling China stories and cultivating talents. Therefore, centering on the connotation of Japanese subject, this paper explores effective methods of ideological and political education in college Japanese, aiming to provide strategic guidance in this field, promote the cross integration of ideological and political education and foreign language education, and achieve the goal of cultivating talents with morality.

## 2 Research Status

As the curriculum-based ideological and political construction has been carried out in full swing, domestic related researches have achieved fruitful results at the present stage. Wen Qiufang<sup>[2]</sup> (2021) believes that teachers play a leading role in curriculum-based ideological and political education in foreign language course. In terms of foreign language teaching content and classroom management, teachers skillfully integrate the concept of morality-based talent cultivation into all teaching activities, being committed to helping students correctly view the world, life and values. Guo Yingjian<sup>[3]</sup> (2020) holds the view that foreign language education in the new era is supposed to take a higher ideological position and shoulder the responsibility for spreading culture and cultivating national strategic talents. It should break away from the traditional and narrow goals of foreign language education and establish a new mission. He Yanhua<sup>[4]</sup> (2021) considers that it is of great significance to integrate foreign language education into curriculum-based ideological and political construction under the background of new liberal arts, and He also stresses the importance of clarifying discipline orientation of foreign language, exploring implicit ideological and political elements and integrating high-quality teaching resources. Hu Jiehui<sup>[5]</sup> (2021) perceives that ideological and political teaching design of foreign language course should get to the essence of the curriculum and integrate ideological and political education into teaching objectives, teaching content, organizational process, evaluation and feedback to ensure the achievement of ideological and political teaching goals.

To sum up, many achievements have been made in the ideological and political education research of foreign language course, which has laid a good foundation for further research. For one thing, there are a lot of theoretical studies on its connotation, principles and values. And at the practical level, there are also a lot of experts exploring some micro-issues such as methods of seeking and applying ideological and political elements, as well as teaching design. However, at present, most of the curriculum-based ideological and political research is still focused on English education, while related research on Japanese is relatively few. Li Chunyao<sup>[6]</sup> (2021) points out that ideological and political education is supposed to be combined with Japanese translation teaching, and the theme of external publicity could be introduced to promote students' national culture and pride. You Fangzhou<sup>[7]</sup> (2021) believes that under the background of new liberal arts, the focus of ideological and political construction in Japanese course is to build an ideological and political teaching system that could promote the Chinese spirit. It can be seen that although scholars have put forward some research views related to

the ideological and political education in Japanese course, the research is mainly focused on the Japanese course, and is limited to the exploration of the ideological and political elements. Few studies have been done on the ideological and political education in college Japanese course, which, however, plays an important part of foreign language education in colleges and universities. Therefore, this paper is committed to promote the development of the insufficient research on ideological and political construction in college Japanese course. According to the new connotation of curriculum-based ideological and political education among colleges, it also explores universal methods of ideological and political construction in college Japanese course and practical measures by taking “College Japanese 2” as an example.

### **3 Methods of Ideological and Political Education in College Japanese Course**

#### **3.1 Exploring Implicit Ideological and Political Elements and Innovating Teaching Methods**

As a foreign language course, college Japanese has its own peculiarity that distinguishes it from other courses. Language is the carrier of culture, so students who learn Japanese are bound to be exposed to Japanese culture, economy, politics, etc. and easily influenced by Japanese social values, religious beliefs and other aspects. What's more, in the context of the new liberal arts, college Japanese course in the new era should be both practical and literary. Therefore, implicit education is both the starting and key point in the process of carrying out ideological and political education in college Japanese course. From the point of view of the course content, teachers can implement the implicit education in teaching content and methods by exploring ideological and political elements in content and diversify their methods.

The teaching content of college Japanese course primarily comes from Japanese textbooks and teachers' self-selected materials which are the main source of curriculum-based ideological and political education. In addition to teaching language points such as words, sentences and texts, teachers should select language materials that bearing emotion, culture, thoughts and values, so as to effectively explore ideological and political education elements. And the key of that is to deeply understand the multi-level goals of education. Taking the college Japanese course as an example, there are education goals of the college talent training program, humanistic goals mentioned in *Guide to College Japanese*, specific ideological and political educational goals of the course, and smaller goals of each unit and chapter. Teachers should fully understand the goals of all levels and explore the ideological and political education elements in line with those objectives. In this process, the phenomenon of “two skins” must be avoided, i.e. those education elements is not mechanically copied, but should be derived from the teaching content. In addition, it will help cultivate students' cultural self-confidence if teachers properly integrate Chinese cultural elements into Japanese teaching, such as the comparison of similarities and differences between Chinese and Japanese characters, as well as the influence of Chinese characters on Japanese characters, and so on.

The teaching method is also one of the main points of ideological and political education in foreign language course. Teachers can achieve implicit ideological and political education goals by designing diversified teaching activities. For example, in the teaching process, they lead students to think and promote mutual learning between different civilizations through intercultural comparison and other methods. Innovative teaching methods such as online (pre-class) - offline (in-class) - online (after-class) hybrid teaching models are also adopted to ensure students' active participation and full attention, and cultivate their abilities of independent learning and critical thinking, so as to achieve the goal of education. Nevertheless, innovative and diversified teaching methods should all be imperceptible and silent.

### **3.2 Improving Competence in Ideological and Political Teaching and Speeding Up Construction of Teachers' Ethics**

As the leader of ideological and political construction in college Japanese course, teachers play a pivotal role who should strive to improve the competence in curriculum-based ideological and political teaching and speed up the construction of ethics.

In order to improve the competence in ideological and political teaching, firstly, the training for Japanese teachers to improve their teaching ability needs to be optimized. We should not only organize ideological and political lectures of different subjects in schools, colleges and departments, but also invite ideological and political teachers to hold thematic sharing meetings for Japanese teachers. Thus they can learn and reflect in the full participation, interaction, experience and practice and improve their ideological and political consciousness and teaching skills. Secondly, it's feasible to actively implement collective preparation of ideological and political teaching in college Japanese course. In this way, the teachers of the Japanese course can team up to pool course resources, visit each other's class and sharpen up their teaching skills together.

A teacher's influence on students goes far beyond classroom teaching. Teaching by precept and example outside the classroom has a more profound impact on the healthy growth of students. Therefore, every teacher must pay attention to his words and deeds, keep improving himself and strengthen the construction of teachers' ethics. At present, most Japanese teachers in colleges and universities have the experience of working or studying in Japan, so they ought to improve their political calibre and awareness, and rigorously discern the cultural value behind the language, making sure their positive words and deeds set a good example for students.

### **3.3 Innovating Learning Evaluation**

Evaluation is an important link to test the achievement of teaching objectives, without which it is impossible to test the effectiveness of teaching methods, or to update and improve teaching methods. It also has a role in the links of making education goals, exploring ideological and political materials and improving teachers' ideological and political teaching ability, the effect of which could be reflected and improved by eval-

uation. Therefore, the innovation of evaluation content, method and subject is indispensable for exploring methods of ideological and political construction in college Japanese course.

The evaluation of language knowledge and skills is mainly explicit, while the evaluation of ideological and political education goal is largely implicit. The innovation of evaluation content should break through the traditional single explicit evaluation of language ability, increase the implicit evaluation of ideology, value and attitude based on language culture, and integrate the evaluations of language objective and ideological and political objective. Therefore, in terms of designing the evaluation content, teachers should accurately capture the elements of education and put forward value guidance problems.

Moreover, the evaluation pattern can be improved into a new one combining process and overall evaluation. In addition to simply setting some unit tests, we should also evaluate students' learning attitude, pace of progress and ideological and political consciousness so as to make sure the process evaluation comprehensively reflecting their learning. To diversify the subjects of evaluation, teacher evaluation, student's self-evaluation and mutual evaluation are all recommended. Diverse evaluations could be a boon for cultivating students' ability of self-reflection and cooperation, which is also an important embodiment of ideological and political education.

## **4 Teaching Case Analysis of “College Japanese 2”**

“College Japanese 2” is a foundation course of college Japanese, which is often taught in the second semester of freshman year. As Japanese is one of the subjects in these students' college entrance examination, they have a relatively good language expression ability and a certain foundation in listening, speaking, writing and translating. The textbook used in our school is *A New Japanese Coursebook Revision-2* published by East China University of Science and Technology. This paper takes Lesson 9 “Yokohama Chinatown” as an example, and elaborates the teaching practice of ideological and political education in the course of “College Japanese 2” from three aspects of teaching objectives, key points and activity design.

### **4.1 Teaching Goals**

1. Moral Goals: With the influence of China on Japanese food culture and the spread of Chinese food in Japan, the teacher can enhance students' national confidence and pride. 2. Ability Goals: The teacher leads students to comparatively analyze cultural points in several texts on the theme of this lesson and look at the differences between Chinese and Japanese food culture in a dialectical way, so as to cultivate students' humanistic critical thinking ability. 3. Knowledge Goals: The teacher analyzes and explains key words, expressions and sentence patterns in the selected texts to consolidate and improve students' language skills by training.

## 4.2 Teaching Key Points

1. Students can master Japanese expressions of Chinese and Japanese cuisine and correctly view the differences between Chinese and Japanese food culture. 2. Students can describe the cultural connotation of Chinese food in Japanese and tell the histories of the sister cities of Yokohama and Shanghai, so as to enhance their national awareness.

## 4.3 Teaching Activities

### (1) Pre-class.

The teacher assigns study tasks online and organizes students to finish them before class. Task 1: Students watch the video of the historical changes of Yokohama Chinatown and think about the significance of Chinese culture going global. Task 2: The teacher asks students to collect the names of common Chinese food in Japan, among which they choose the one they like best and explain the cultural connotations it involved.

### (2) In-class.

The teacher first makes a general comment of the students' online tasks, and then asks two students to show their work. Other students discuss and comment on the work. After that, the teacher gives a summary and guides the students into the ideological and political learning context. Based on the theme of the discourse and the video they watched before class, the students are guided to realize that they shoulder the missions of orating compelling China stories to the world and letting Chinese culture go global. Finally, the teacher organizes the students to set forth their views on the differences between Chinese and Japanese food culture and expound them with examples.

### (3) After-class.

The teacher assigns exercises online and organizes students to complete them in their spare time. Exercise 1: The students collect videos about Chinese and Japanese food and summarize the main idea in Japanese. Exercise 2: Under the title of "Show you around the School Canteen", the students write an article to introduce their favourite special dishes in Japanese. With all the introductions gone over and graded by the platform, the teacher randomly samples some articles and makes evaluations.

## 5 Conclusion

According to the spirit of documents of the Ministry of Education and the author's years of teaching experience gained in the front line of education, this paper puts forward effective methods of ideological and political construction in college Japanese course from three aspects and puts it into practice. At present, the methods are still in the experimental stage, and improvements are always needed, so as to ensure that Japanese course and ideological and political education can move forward in the same direction and yield huge synergies. Therefore, we will continue to explore in future studies.

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