



Exploring the Path of College Foreign Language Teaching under the Concept of “Ideological and Political Education in Curriculum”

--Taking the “College Japanese Course” as an Example

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Abstract. Amidst the deepening globalization of the economy and culture, the importance of ideological and political education in universities has become unprecedented. As an essential component of foreign language education, Japanese language education in universities must actively respond to and address the construction of foreign language disciplines in the new era. This paper identifies the current dilemma of insufficient ideological and political elements in the “College Japanese” courses in universities. Combining practice, it proposes enriching teaching resources, improving teaching methods; enhancing teacher training, deeply exploring ideological and political elements; optimizing teaching techniques to foster student interest; and refining the evaluation system to establish a feedback mechanism. These methods aim to provide new ideas and directions for the “College Japanese” course.

Keywords: College Japanese; Ideological and Political Education in Curriculum; Foreign Language Teaching

1 Introduction

In the era of deepening globalization, language, as an important carrier of cultural exchange, not only carries the function of communication, but also spreads and reflects cultural values. With the deepening of higher education reform in China, curriculum ideology and politics have become important concepts in education in the new era. The course emphasizes the integration of ideological and political education into various disciplines, aiming to cultivate college students' ability to establish a correct outlook on life and values. As an important component of foreign language education for college students, how to naturally integrate ideological and political education into Japanese language and culture learning has become an urgent problem to be solved.

2 The Necessity of Ideological and Political Education in “College Japanese”

Teaching Language is not only a necessary tool for cultural exchange but also a fundamental cornerstone for expanding various affairs. Through the study of the Japanese language, students can gain a deeper understanding of Japan's culture, history, economy, and current social status. Additionally, by using comparative methods and considering practical situations, students can analyze and compare the cultures of China and Japan, thereby strengthening their identification with and confidence in their own culture.[1]

As a second foreign language, College Japanese plays a role equivalent to that of College English. Integrating ideological and political education into the “College Japanese” course allows students to establish correct life perspectives and values while learning the Japanese language. [2] It enhances their deep understanding of their own culture, further strengthens their identification with and sense of responsibility towards their own culture, and better guides their value orientation. This enables students to consciously practice socialist core values in their language learning.

2.1 Lack of Teaching Materials

Currently, some universities in China still use outdated textbooks for their foreign language courses. These textbooks focus on traditional language knowledge and communication skills, lacking modern cultural characteristics, and even more so, they lack ideological and political cases and elements. This does not meet the basic needs of modern education in China. Additionally, the integration of ideological and political content in foreign language courses at some universities tends to be superficial and lacks depth.[3]

2.2 Weakness in Teaching Faculty

Currently, foreign language teachers in Chinese universities generally possess professional capabilities in language teaching and can accurately impart both foreign language knowledge and communication skills to students. However, some foreign language teachers still struggle to precisely understand ideological and political education or accurately grasp its content. This results in a phenomenon where language learning and ideological and political education are treated as separate issues, making it difficult to effectively integrate the two in the classroom.

2.3 Low Engagement of Students

Currently, some university students incorrectly believe that ideological and political education does not belong within the realm of foreign language teaching. They think that foreign language instruction should only adopt traditional language and cultural teaching methods, reserving ideological and political education for dedicated courses.

Additionally, some students have relatively low interest in ideological and political education within foreign language classes, believing it to be unrelated to language learning. This leads to a lack of enthusiasm when discussing topics with ideological and political elements, resulting in less noticeable educational outcomes for such content.

2.4 Inadequate Evaluation System

In traditional language teaching, the evaluation system primarily focuses on assessing listening, speaking, reading, and writing skills, lacking comprehensive standards for evaluating students' ideological and political literacy. This situation persists in many universities today. Consequently, teachers lack the motivation to delve deeply into ideological and political content within their teaching materials, nor can they enhance students' appreciation of such content in foreign language instruction.

3 Exploration of Integrating Ideological and Political Elements into College Japanese Teaching Pathways

3.1 Enriching Teaching Resources and Improving Teaching Methods

In line with the specific context of the school, select Japanese textbooks that incorporate ideological and political elements. Analyze students' personal qualities, deeply explore the ideological and political elements in the textbooks, closely follow current hot topics, and provide rich cases and materials for the classroom. This approach aims to stimulate students' interest in learning and enhance the practicality of ideological and political education.[4]

In the College Japanese course, integrate themes of ideological and political elements. Use comparative methods to combine cultural differences between the two countries, encouraging students to analyze and discuss the characteristics of phenomena, guiding them to think about the underlying reasons. Advocate for students to learn from the strengths of foreign cultures, cultivating their critical thinking and global perspective.

3.2 Strengthening Faculty Training and Deeply Exploring Ideological and Political Elements

A group of experts and scholars has achieved substantial results. Relevant departments at universities in various provinces and cities should invite these experts and scholars to give lectures on campus, regularly organize professional training for teachers, conduct targeted group discussions, and encourage peer observation and learning. This will continuously enhance Japanese language teachers' capabilities in ideological and political education, allowing them to seamlessly integrate such elements into language teaching and improve classroom instructional effectiveness.

Universities should design ideological and political course content reasonably, based on their unique characteristics and the specific learning situations of their stu-

dents, in combination with textbooks. This ensures an organic integration of ideological and political education with university-level Japanese language teaching. By analyzing social phenomena and historical events in both China and Japan, students can be naturally guided to think about related ideological and political issues.

3.3 Optimizing Teaching Methods to Cultivate Student Interest

By utilizing advanced teaching tools and employing interactive teaching methods like group discussions and role-playing, we encourage students to actively participate in pre-class preparation, classroom learning, and post-class reflection. This enhances their understanding and acceptance of the ideological and political content in College Japanese. Additionally, by using simulation technology and other advanced teaching methods, we design interdisciplinary learning models that allow students to experience immersive learning and apply what they have learned practically. By integrating social practice and exploring social issues, we aim to improve students' overall quality, deepen their understanding of China's traditional culture and ultimately achieve the goal of fostering national pride and correct life values.[5]

3.4 Improving the Evaluation System and Establishing a Feedback

Mechanism In addition to the traditional evaluation of students' language abilities, assessments should also include aspects of ideological and political literacy, taking into account students' performance in Japanese language learning, personal cultivation, and value concepts. A comprehensive and diversified evaluation system should be established to encourage students to think actively in their language studies, uphold socialist core values, and enhance their overall qualities.[6]

At the same time, a feedback mechanism between students and teachers should be established. Through classroom discussions, questionnaire surveys, offline communication, and other means, we can promptly understand students' comprehension and genuine feelings about ideological and political content, further optimizing teaching design.

4 Conclusion

The "College Japanese" course is an important program for cultivating outstanding foreign language talents in the new era. Integrating ideological and political education into the "College Japanese" curriculum is a crucial approach to developing high-quality talents. Additionally, the concept of ideological and political education provides new ideas and directions for the teaching of "College Japanese." By enriching teaching resources, improving teaching methods; enhancing faculty training, deeply exploring ideological and political elements; optimizing teaching methods to cultivate student interest; and perfecting the evaluation system and establishing feedback mechanisms, we can effectively integrate ideological and political education into university-level

Japanese learning. This approach aims to develop well-rounded talents who not only master Japanese language skills but also possess correct life values and perspectives.

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