

Research on the Value Guidance in Ideological and Political Education of Japanese Language Courses in Universities

Fei Liu*

*Jingdezhen Ceramic University, Jingdezhen, Jiangxi, 333403, China
601926517@qq.com*

**Corresponding author*

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Abstract: College Japanese is an important component of general education in universities; with both instrumental and humanistic qualities. Integrating the ideological and political education system into the curriculum in teaching plays an important role in implementing the fundamental task of cultivating morality and talent. The ideological and political education in university Japanese courses always prioritizes the guidance of higher-order thinking, values, emotional communication, ethics, and other aspects. Through action research methods, we aim to solve the problem of how to silently integrate ideological and political elements into university Japanese classrooms. The practical path of ideological and political education in university Japanese courses is explored by identifying problems, formulating reasonable teaching designs, implementing actions, observing and evaluating, and reflecting on oneself in order to create a "dynamic classroom" and "ideological classroom", and cultivate new youth who meet the needs of the new era.

1. The Background of Ideological and Political Construction in College Japanese Curriculum

In 2020, the Ministry of Education issued the "Guidelines for the Construction of Ideological and Political Education in Higher Education Curriculum", which clearly stated that comprehensively promoting the construction of ideological and political education in curriculum is a strategic measure to implement the fundamental task of cultivating morality and talents, and that ideological and political education in curriculum is an important task to comprehensively improve the quality of talent cultivation [1-2].

In this context, the latest version of the 2021 "Guidelines for Japanese Language Teaching in Universities" clearly states the teaching goal of "cultivating students to enhance their self-learning ability, enhance their comprehensive cultural literacy, cultivate humanistic spirit and critical thinking ability, and meet the development needs of the country, society, schools, and individuals".

In the new version of the "Guidelines for Teaching College Japanese", it can be seen that from the perspective of national strategic needs, integrating ideological and political content into the teaching of college Japanese plays an important role in implementing the fundamental task of

cultivating morality and talent. It helps to cultivate and reserve a large number of talents with a global perspective, international awareness, cross-cultural communication skills, and understanding of international rules. In order to promote national reform and opening up and social and economic development, teachers should improve China's ability to fulfill international obligations and participate in global governance, and provide sufficient high-quality talents for building a community with a shared future for mankind [3-4].

From the perspective of student growth needs, the educational philosophy of "student-centered" enables teaching activities to shift from "teaching" to "learning". What students have learned should be paid attention to. Teachers should help students understand Japanese culture and its exchange and origin with Chinese culture, advanced science and technology, cutting-edge management experience and ideological concepts, cultivate humanistic spirit, enhance comprehensive quality, and promote comprehensive development. This is a talent with multiple skills and expertise.

2. The Ideological and Political Elements of Foreign Language Education

As a part of foreign language education, Japanese language education in universities itself has significant ideological significance. A language is not just a simple symbol system, it also carries the worldview contained in that language. At present, foreign language education and teaching are important ways for college students to come into contact with foreign cultures, deeply understand foreign cultures, values, and ideologies. In the process of foreign language education and teaching, cultural elements are directly regarded as the main content of teaching, guiding students to enhance their understanding and identification with socialist ideology on the basis of respecting and accommodating the diversity of world civilizations. Adhering to the guiding position of Marxism in the field of ideology is the key to carrying out ideological and political construction in foreign language education [5-6].

3. The Current Situation of Ideological and Political Education in Japanese Language Courses in Universities

Before 2019, university education was mainly focused on ideological education courses and professional courses, each with its own unique approach. The long-term separation between ideological and political courses and professional courses has made it difficult for many professional teachers to change their thinking in a short period of time. Although in recent years, the understanding of the value of ideological and political education in the curriculum has been continuously improving, major universities across the country have basically formed an overall pattern of "ideological and political education in the curriculum, and everyone teaches education". However, ideological and political education in professional courses often presents a state of awkward conversation and lecture. In order to meet the ideological and political requirements of the school, teachers often set aside their professional focus on ideological and political education, resulting in the phenomenon of ideological and political education for the sake of ideological and political education. The phenomenon of weak or even absent ideological and political education in the curriculum is still prominent. There are fewer teachers who can deeply explore the ideological and political elements in the curriculum and closely integrate professional knowledge with the ideological and political aspects of the curriculum [7-8].

However, foreign language teaching has long focused on imparting knowledge, emphasizing the memory of grammar rules and the corresponding understanding of foreign language words and mother tongue words. Classroom training mainly focuses on translating sentences, ignoring the cultural differences in language content and form in terms of cultural connotations. The phenomenon of knowledge transmission and skill development, as well as value leadership, is no

longer uncommon.

With the continuous deepening of research on ideological and political education in the curriculum, the important role of foreign language courses in ideological and political education is beginning to emerge. Through a survey of the number of articles on related topics online in the past five years, it was found that the number of course ideological and political papers has been increasing year by year since 2019. Course ideological and political education is receiving increasing attention in the education industry. The research papers on ideological and political education in university Japanese courses are generally in line with the overall trend of ideological and political research in courses, showing an upward trend [9-10].

The current research results mainly focus on the connotation characteristics, value interpretation, and path methods of curriculum ideological and political education, and study the relationship between curriculum ideological and political education and related concepts such as curriculum ideological and political construction, moral education, and comprehensive education. This provides an important theoretical basis for the promotion of ideological and political education in Japanese language courses in universities [11-12]. However, due to differences in course nature, teaching content, teaching methods, and other aspects, it is still necessary to delve deeper into how to implement ideological and political education in university Japanese courses, and discuss the implementation strategies of ideological and political education in the course (mainly including teaching objectives, paths, methods, and effectiveness evaluation).

4. The Entry and Value Guidance of Ideological and Political Elements

Taking college Japanese as an example, at the beginning of the course, teachers need to set teaching and ideological goals for each lesson and clearly communicate to the students. (Table 1)

Table 1: Brief Table of Ideological and Political Clues and Objectives for College Japanese (I) Course

Course chapters	Ideological and political clues	Ideological and political goals
clothing	Understanding fashion, considering the impact of fast fashion on the Earth's environment, and focusing on the role of the sharing economy in the fashion field.	Cultivate students' sense of social responsibility and awareness of harmonious coexistence between humans and nature
food	Changes in dietary lifestyle, food waste, thinking about how to solve the problem of food waste	Cultivate students' sense of social responsibility, a community with a shared future for mankind, and a sense of mission for the times.
live	The impact of living environment and conditions on people's lifestyle and interpersonal communication	Chinese traditional "family" culture, family concept, and cultivating students' awareness of the rule of law.
waste	Lifestyle changes and garbage issues	Cultivate students' sense of social responsibility, global awareness, and a community with a shared future for mankind

In the entire teaching design, it is divided into several steps: pre task, task loop, or post task, gradually implementing the teaching plan. Teachers should organize and discuss the ideological and political elements of each lesson through task-based teaching and discussion methods. Guide students to think about life from a broader perspective. (Figure1)

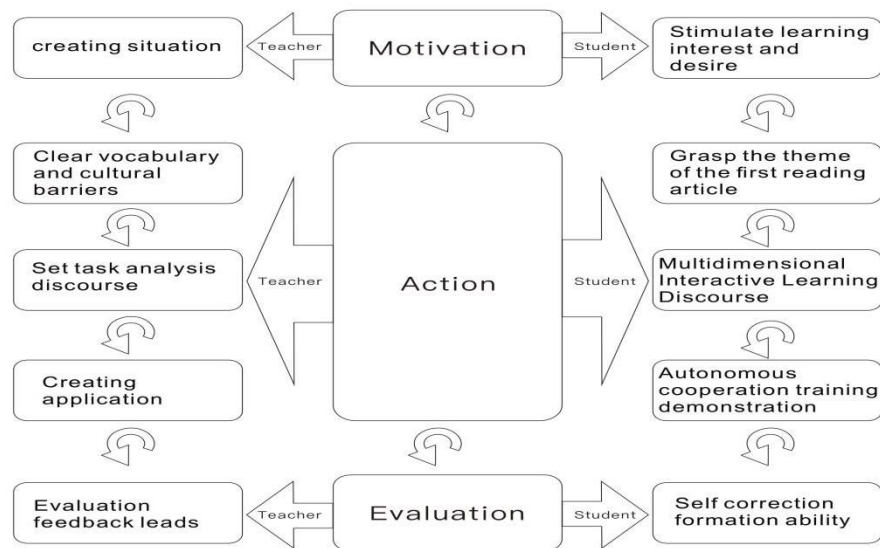


Figure 1: Operation flowchart of teaching mode

The following explores the practical path of ideological and political education in university Japanese courses through several specific teaching cases.

(1) Pre task - Release relevant learning materials, tasks, etc. before class.

The learning announcement released by the teacher on the front line of the class displays the learning objectives, article background, course logic, learning context, etc. of this lesson to the students. By using pre class tasks to focus on ideological and political education, we aim to guide students to better immerse themselves in the theme of this lesson and lay a foundation for ideological and political education. Students watch teaching videos, lesson plans, courseware, etc. posted by teachers to complete preview assignments or topic discussions.

(2) Task Ring - Introduction+Analysis of Text and Knowledge Points+Discussion+Reflection. This stage is the main implementation stage of ideological and political education, and the author mainly guides students to think through the following aspects.

1) Based on the theme ideas of each lesson text in the textbook, summarize the language resources for theme expression, and analyze the content of theme expression

For example, in the ninth lesson of the third volume, "Sickness", the main content of the text is to introduce the condition and how to seek medical treatment and buy medicine. Students should be required to master a series of related expressions. On the basis of achieving undergraduate knowledge goals, teachers can use pictures or videos to guide students to pay attention to the packaging bags of many medicines in Japanese pharmacies that have the words "Han Fang" written on them. Using this as a starting point, please investigate what "Chinese herbal medicine" is. Through the keyword "Chinese herbal medicine", students learned that this is a medical method based on ancient Chinese medicine, which was transmitted from China to Japan during the Nara period through the Tang Dynasty envoy and was elaborated on the origins and similarities and differences of Chinese and Japanese cultures. Today's "Han Fang" medical treatment has been greatly developed, including acupuncture and moxibustion, massage, Tonic Diet and other methods.

Combined with current events, traditional Chinese medicine plays an important role in combating COVID-19. Students should be given some common Japanese expressions about COVID-19. The students were asked to express their views on the collectivism values and overall thinking embodied in some practices of China in fighting against the epidemic in combination with

the measures taken by China and Japan in dealing with and preventing COVID-19. The idea that individuals cannot override collective interests and that the whole takes priority over the parts. Although the Chinese people temporarily restricted their personal freedom in response to the epidemic, they successfully contained the spread of the epidemic throughout the country. Many aspects of Japanese culture are deeply influenced by Chinese culture. So, in the cultural context of China and Japan, any behavior that is for the collective or national interest will be greatly respected and praised.

Teachers should compare the performance of Americans in fighting the epidemic, let students discuss the individualistic values of individualism and the ideological logic behind their behavior in the United States. Through such explanations in class, students not only understand the cultural differences of different ethnic groups, but also recognize the ideological logic behind people's behavior in different cultural backgrounds, enhancing their sense of pride and confidence in Chinese culture. Teachers should refine and concretify the teaching content and expand the theme ideas so as to achieve the balance between foreign language instrumentality and humanity in the ideological and political education of college Japanese courses.

2) Explore ideological and political elements from professional knowledge points

In the lesson on the application of AI technology, one of the knowledge objectives of this lesson is to learn words related to artificial intelligence. Based on the characteristics of the newly introduced words in this lesson, teachers should be focusing on the core theme of "innovation" and "change", in the example text of word practice, combining the "reform and innovation" concept in traditional Chinese culture, skillfully combining professional knowledge with traditional culture.

Improve: As the idiom goes, "A stone from another mountain can attack a jade", the wrong words and actions of others can also become an external force to help oneself improve one's knowledge and correct one's shortcomings. (In the Book of Songs, Xiaoya, and Crane's Roar, stones from other mountains can be used to attack jade)

Chang: Poverty leads to change, change leads to success, and success leads for long. (The Book of Changes, Part 2 of the Analects)

Fall into: The sword fell into the water. If you mark the ship, then the sword couldn't be found. (In Lü Buwei's "L ü Shi Chun Qiu: Cha Jin" during the Warring States period, the story of the Chu people "carving boats and seeking swords")

Competition: The free debate between various cultures and academic schools is called "Hundred Schools of Thought" (The prosperous academic scene during the spring and Autumn Period and the Warring States Period recorded in Ban Gu's "Han Shu · Yi Wen Zhi" during the Eastern Han Dynasty)

Expand traditional Chinese philosophy, stories, and traditions by using keywords such as "improve", "change", "fall into", "compete", etc. The thought "revolutionize the old and reform the new" and then discuss the Four Great Inventions of ancient China. Deepen students' understanding of traditional Chinese thought and culture, establish a sense of national pride, and promote the inheritance of excellent traditional thought and culture. In both vocabulary and grammar teaching, one can put more effort into using examples to find their integration with ideological and political education.

3) Integrate the learning content with the student's major, and cultivate Japanese language skills related to the major.

Jingdezhen Ceramic University is a higher education institution with distinctive industry characteristics. As the only university in China with ceramics as its distinctive feature, it is a multidisciplinary undergraduate art institution. Therefore, students from majors related to ceramic materials, art, etc. have become the main learners of Japanese language courses in universities. Moreover, the students of our school are located in a campus full of ceramic art and culture

atmosphere, living in Jingdezhen, where ceramic culture has accumulated for thousands of years. These students inevitably frequently discuss ceramics in their daily lives. In daily teaching, specific subject content is combined with language teaching objectives, and teaching activities focus on solving language problems encountered by students in the process of learning subject knowledge. Based on the characteristics of poor language learning foundation, weak motivation, and low efficiency among art students, a teaching design that relies on subject and professional content and reflects the characteristics of usage, shallowness, and repetition will be carried out. Let's Take the lesson "Tea Ceremony Experience" as a case study:

Key points of ideological and political education in the course: Learn and experience the spirit of Japanese tea ceremony, which is "harmony, respect, clarity, and stillness".

Compare the differences in tea utensils between Chinese and Japanese tea ceremonies in Japanese, guide students to observe the appearance and design of ceramic tea utensils between China and Japan, think about the reasons why Chinese and Japanese tea ceremonies choose different tea utensils, and guide students to think about the aesthetic differences in Chinese and Japanese tea utensils.

Teaching content process and methods: The theme of the textbook text is to experience the tea ceremony, understand the rules of Japanese tea ceremony, and appreciate its "peaceful and quiet" tea ceremony culture. Looking back at the development history of Japanese tea ceremony, it is found that it originated from the tea ceremony etiquette of Chinese Zen temples. Therefore, in this lesson, we will once again trace the origin of tea from a historical perspective to obtain evidence of the aesthetic of Japanese tea ceremony from tea ceremony props. The beauty of "tranquility" reflected in the unsmooth, irregular, and simple tea utensils, and one can appreciate their profound Zen meaning.

Teachers provide learning on ceramic terminology, emphasizing the uniqueness and standardized expression of ceramic terminology. Teachers should use the grammar structures in books to construct similar expressions and practice them repeatedly. Course assignments often adopt an open approach, requiring students to think independently and collaborate as a team. For questions without standard answers, students often provide unique perspectives. With the help of ceramics as an excellent cultural carrier, students talked about the past and present in the classroom, from the development history of ceramics to the history of ceramic exchanges between China and Japan, and then to the history of ideological exchanges between China and Japan. The students actively engaged in discussions on the topic, and the discussion was exceptionally lively. Reflection should be given on the embodiment of different aesthetic views between China and Japan in ceramic handicrafts.

Intervening language students who are close to daily life and related to their subject and major during the learning process greatly stimulates their enthusiasm for learning Japanese. Teachers should Integrate local cultural characteristics into Japanese language education, with the support of local cultural characteristics to stimulate students' subjectivity in foreign language learning. The pre - and post tests of the course show a significant improvement in students' cross-cultural sensitivity. Students have gained a new understanding of the dissemination of traditional Chinese craftsmanship to the outside world. Better understanding of respecting and appreciating products from different cultural backgrounds.

In the entire offline classroom teaching, diversified online teaching platforms provide strong support for the development of teaching. Teachers should use learning software to randomly ask questions or roll call questions, and use brainstorming mode for everyone to answer. And they should also establish a mechanism for awarding stars for correct answers and deducting stars for incorrect answers, which will be included in the final grade. Students should be encouraged to actively participate in interactions. Real time testing of learned knowledge, through big data

analysis, can screen out high error rate questions for targeted further analysis.

(3) Post task - subsequent operations.

The knowledge objectives, ability objectives, and quality objectives of each course should be benchmarked. The teacher assigns corresponding homework after class and regularly release the corresponding learning effort values generated online to students, so that they can understand their learning situation, which can help them develop the habit of self-directed learning, and enhance their learning motivation. Students can also expand their learning breadth and depth through the massive amount of information and classic videos provided by online platforms.

5. The Establishment of a Curriculum Ideological and Political Evaluation System

Establishing an effective curriculum evaluation system is related to the smooth implementation of ideological and political education in the curriculum through testable evaluation and non-evaluation

Test based evaluation is used to assess the learning outcomes of students. Non testable evaluation provides a comprehensive process evaluation of students' learning attitudes, learning strategies or methods, learning behaviors, and the developmental potential they exhibit during the learning process. A teaching mode classroom observation and evaluation table (Table 2) has been designed for this purpose

Table 2: Teaching Mode Classroom Observation and Evaluation Table

teachers and students classroom interaction behavior	classroom activity	Opportunities for independent learning and application by students
		Group learning, paired learning, or other forms of cooperative learning
		Students actively participate and showcase
learning atmosphere		The degree to which students express their emotions
		Pay attention to the frequency of student responses
		The number of students communicating with each other
student behavior	student participate in	The activity effect of the import process
		The effectiveness of teaching activities of knowledge lecture and practice
		Feedback and Summary Activity Results
	learning achievement	The number of times students correctly or partially correctly answer questions
		Proactively and correctly answer knowledge level questions
		Proactively answering open-ended and evaluative questions

The table evaluates the effectiveness of classroom activity design and implementation from four dimensions, helping teachers reflect on teaching, identify and solve problems, continuously improve their educational and teaching abilities, and at the same time, monitor student classroom participation and learning outcomes.

6. Conclusion

With the gradual opening of the collaborative education pattern of ideological and political education in the curriculum, more and more teachers are exploring the educational elements in the curriculum through the form of "giving big lessons, lecturing on the general trend, and spreading the truth", integrating the excellent traditional culture of the Chinese nation, socialist core values, and the latest theoretical achievements of Marxism localization. Although there have been significant changes in the understanding of ideological and political education in the curriculum

among educators, there is still room for improvement in the rate of improvement, awareness of problems, and attention. The growth of post-2000 college students still requires a thicker spiritual soil. The teaching reform of ideological and political education in the curriculum still has a long way to go.

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