

Research on Ideological and Political Methods of Japanese Courses in Universities Under the Background of “Ideological and Political Courses”

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Abstract:

The General Office of the CPC Central Committee and the General Office of the State Council in several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era clearly put forward that under the new situation, ideological and political education should run through the beginning system of talent training. Therefore, integrating “ideological and political education” into the Japanese courses in universities is not only a powerful supplement to the power of “curriculum ideological and political education” in universities, but also to meet the needs of talent training of The Times, but also a beneficial attempt to the reform of “curriculum ideological and political education”. Through the design of scientific and reasonable teaching practice, this study introduces “curriculum thinking and politics” into the Japanese teaching classroom, to help students understand the cultural differences between China and Japan, broaden their international vision, cultivate the spirit of patriotism, and establish a healthy world outlook and outlook on life.

Keywords:

Curriculum, Ideological and Political Affairs, Two Foreign Japanese Courses, International Vision

1. Introduction

In 2020, The General Office of the State Council and the Ministry of Education issued the Guidelines for Ideological and Political Construction of Higher Education, which pointed out: “To implement the ideological and political work of colleges and universities is to give play to the ideological and political energy of each course and organically combine the ideological and political development of courses with the talent training goals of colleges and universities.”[1] The Ministry of Education “Key Points of the Department of Higher Education of the Ministry of Education in 2023” proposed: “to promote the ideological and political construction of courses with high

quality, deeply explore the hidden ideological and political elements in various courses, carry out course teacher training, and constantly improve the ideological and political ability construction of course teachers.”[2] Khalid Ents is the beginner’s mind and mission of higher education, education curriculum curriculum design must advance from knowledge, values, practice ability training, which requires all college teachers and all university courses must be teachers reform “mainstay”, in the classroom as the “main”, “main object” for students, with rich can inductive ideological material as the “theme”, consciously actively to curriculum and ideological courses in design, form the synergistic effect, to promote the course education achieved good solid educational effect. This paper takes the practice of Japanese course as an attempt, discusses the “ideological and political” factors in the curriculum resources, and penetrates the ideological and political concept of the curriculum into the implementation of the curriculum, in order to achieve the training goal of cultivating moral education.

2. The Significance of Ideological and Political Affairs on Foreign Japanese Courses

National conference on ideological and political work in colleges and universities for teachers’ professional and education courses collaborative education put forward new requirements[3], which requires specialized courses and general course teachers to mainly knowledge transfer classroom into knowledge skills and ideological and political education of the new classroom, the teaching idea, teaching situation, teaching material selection, teaching methods, teaching feedback to elaborate design[4], in classroom activities to consciously guide, let students in learning professional knowledge at the same time, can enhance the ideal faith and social responsibility, will ideological education into effect.

Japanese “Curriculum thinking and Politics” is a necessary means to cultivate compound talents in the new era. With the deepening of world globalization and the further development of the network age, the students can access to the information is complicated, but the youth are still in the infancy of life, lack of social practice experience, the interpretation of information and judgment easily adverse influence, it is very easy to produce thought belief not firm phenomenon. The socialist nature of education and the ultimate goal of education is to promote the socialization of individual, in the socialization of young students, universities as an important part of their personal development, must give full play to the important role of “curriculum education”, in professional courses and education course teaching values in knowledge and ability training, help students to shape the correct world outlook, the outlook on life, values, to promote the maturity and development of students’ ideological and political quality.[5]

Japanese “courses and politics” is an important link of education transformation under the background of the new college entrance examination. With the deepening of the reform of the college entrance examination, the proportion of Japanese as a foreign language subject of the college entrance examination in the college entrance examination enrollment is increasing year by year. Taking Jiangxi province as an example, the number of Japanese students in Jiangxi province was 3,247 in 2022, and the number of Japanese students in Jiangxi province exceeded 40,000, in 2023. According to incomplete statistics, the majority of Japanese students in the college entrance examination in Jiangxi Province are from all over the cities: in 2023, nearly 1,000 Japanese students in Ningdu County, 849 Japanese students in Ganxian County,

312 Japanese students in Shicheng County, and 3,000 Japanese students in Nanchang and Jiujiang cities. These Japanese language candidates will have the opportunity to continue learning Japanese at the university level, so the integration of the second foreign language in high school and undergraduate level is a key bridging course to continuously improve the students' Japanese learning level.

3. Based on the Education Status Under the Background of Ideological and Political Courses

In order to accurately analyze and understand the educational situation of Japanese courses, this paper conducts a sample questionnaire survey for a normal college in Nanchang in 2023 as following Table 1:

Table 1. *Questionnaire Survey for Students in the Japanese Language Course as Second Foreign Language.*

In September 2023, a questionnaire survey of students of Japanese courses in a normal college in Nanchang			
Japanese scores in the college entrance examination	Below 90 points. 44.74%	90-110 points 44.74%	Above 110 points 10.52%
The original intention of learning Japanese	In order to study, 60.53%	Simple than English. 21.05%	Interested in anime 18.42%
Do you like Japanese?	Feel very interesting 73.68%	The more I learn, the harder it becomes 13.16%	No interest in 13.16%
Does Japanese culture have an advantage over Chinese culture?	Parally agree 10.53%	Not fully agree 36.84%	Disagree 52.63%
Do you agree Chinese and Japanese cultures have something in common?	Parally agreed 68.42%	Not fully agree with 7.9%	Fully agreed with 23.68%
The most difficult part of learning Japanese?	Vocabulary and grammar 47.37%	Read the articles 13.76%	Conversation and expression 38.87%

Based on the analysis of the above data, It can be found that 44.74% of the new students are not high, And, in a further analysis, There are significant differences in Japanese ability level among Japanese students from different colleges and majors; There are also significant differences between cultural students and art students on the basis of Japanese; In terms of the purpose of Japanese language learning, Students choose Japanese mostly because of the need for the college entrance examination, In addition, because Japanese learning is relatively simple to English; From the perspective of the comparison and integration of Chinese and Japanese cultures, Students also have a relatively big difference in ideology; But in practical learning, Students generally tend to learn practical Japanese knowledge and skills; In the teaching practice, Teachers' lack of active ideological and political awareness, Also often focus on the transmission of knowledge, Therefore, it ignores the teaching guidance of students' cultural deposits and ideological and political aspects of the courses. With the deepening of internationalization, teachers should re-examine the teaching ideas of ideological and political courses of Japanese courses, and focus on improving the design of ideological and political elements of curriculum. This study will study the Japanese course of two foreign countries and explore the thinking and

politics of Japanese courses.

4. Teaching Design of “Curriculum Ideological and Politics” of Foreign Japanese Course

4.1. Based on the stratified teaching, the teaching objectives are designed according to the students’ learning situation

In the school’s Japanese teaching practice, the students first select Japanese candidates from different professional classes, and then compile the Japanese class according to the number of classes. On the basis of the preliminary classification of cultural students and art and sports students, the teachers should make a thorough survey of the basic situation of Japanese students in each class, and adopt different teaching methods and strategies for the classes that are not classmates. For classes with good learning foundation (above 100 points before admission), we should aim at improve their listening and speaking application ability, encourage students to set appropriate Japanese grading plan, constantly encourage students to make new achievements in Japanese learning; for classes with weak learning foundation (Japanese scores below 90 points before admission), we should pay attention to the learning method of basic words and grammar, help them to develop good study habits and improve their interest and ability in Japanese learning.

4.2. Group teaching serves as a means to design group tasks based on students’ learning level

Due to the restriction of class teaching system on the development of different students’ personalities, the teaching practice can be organized for students of different levels by group teaching. Through group discussion, group discussion, role play, group report and other forms, different group tasks are set for students in different groups to ensure that each student can have a suitable learning environment and opportunities to participate in the group.

4.3. Flexible expansion as a link to explore online and offline “curriculum ideological and political” education resources

In the teaching practice of the school, the teacher chose 1-4 volumes of Japanese by the Foreign Language Teaching and Research Society through extensive investigation of the teaching materials.[6] For the second foreign Japanese language textbook. In this series of textbooks, 18 courses are designed in each volume, and the relevant topics of Sino-Japanese cultural exchange are designed in each lesson. In view of these contents, teachers can intersperse the “curriculum ideological and political” link in each link of teaching. For example, in Volume 2, lesson 7, “Separation”, this is a text about garbage classification. In the new vocabulary explanation, can interweave with the origin of Chinese and Japanese vocabulary and the origin of Japanese pronunciation, help students to establish connections between the old and the new knowledge; In the course introduction section, the specific measures of garbage classification between China and Japan can be demonstrated, Guide the students to think about the differences between China and Japan and the advantages and disadvantages of the handling methods; During the Japanese session session, can rely on the practical application scenarios in the textbook, actively encourage students based on their understanding of dialogue and grammar, use Japanese to express their ideas and opinions, the “curriculum ideological and

political” education of Japanese is carried out from various perspectives.

In external Japanese two course practice, the school to local “china-japan friendship hall” platform for external activities, regularly attend offline Japanese Angle, Japanese culture lectures, Japanese culture experience class, further enhance the students’ interest in learning Japanese, improve the students’ ability of cross-cultural exchanges and cooperation, by the student’s consistent high praise.

4.4. Trend and current affairs as an opportunity to build a link between students and “course ideological and political affairs”

Curriculum thinking of politicians to impress young students must be practical, vivid and vivid. This requires that the Japanese courses should be good at using the Internet and current affairs hot spots to explore ideological and political elements and establish effective links between hot spots, ideological and political and students. Two foreign Japanese class, for example, the course import link can get inexhaustible material from Japanese news, teachers can be in such as NHK news website, NHK foreign language learning website, Asahi news website selection appropriate news material for students before class import, and combined with the ideological content. Taking the hot topic as an example, teachers can ask students to find the Japanese media reports on this topic after class according to the topic they are interested in, express their feelings in the next class with the Japanese grammar and words in the online learning report, and then evaluate and correct the students’ feedback in time. In this way, the traditional ideological and political education based on preaching will be transformed into students’ spontaneous, active and active thinking and perception, so as to achieve the effect of spring breeze and moistening things silently.

5. Japanese Teachers’ Teaching Ability Training Strategy of “Curriculum Thinking and Politics”

Cultivate the consciousness of educating people and form the “ideological and political” thinking. The Notice of the Ministry of Education on the “Guidelines of Ideological and Political Construction of Higher Education” pointed out: “Teachers are the key force of ideological and political curriculum construction, teachers should be encouraged to take the initiative to enhance ideological and political awareness, accurately grasp the ways and methods of cultivating talents, ensure the effective implementation of ideological and political construction of curriculum, and achieve tangible results.”[7] Having the consciousness of education is an important prerequisite for teachers to implement the ideological and political courses. On the one hand, teachers should pay attention to the orientation of education in the curriculum design, dig into the educational function of Japanese course, and realize that any specialized course is an important tool in the teaching activities, always learn and practice the undergraduate talent training program and the lines and policies of the new era, close the ideological and political connection between professional courses and talent training, and give more humanistic feelings to ideological and political courses.

Improve the knowledge reserve and improve the “ideological and political” level. To improve the quality of curriculum ideological and political construction requires college teachers to consciously change their views of education, teaching and students, integrate the value dimension and educational concept in curriculum teaching into curriculum teaching, and improve the ability and level of value education. For

professional course teachers, it is necessary to make up for the shortcomings of “curriculum ideological and political”, they should strengthen the study of the basic knowledge of Marxist theory and the theoretical system of socialism with Chinese characteristics, and deeply understand the subject knowledge related to ideological and political knowledge, so as to organically combine ideological and political content with subject education[8]. In addition, colleges and universities can also through regular organizational learning salon, organization college professional teachers to marxism-leninism and Mao zedong thought, Deng xiaoping theory and “three represents” important thought and xi new era of the study of socialism with Chinese characteristics, the teachers concentrated study theory into their own beliefs. In addition, teachers should be good at using network resources and real hot spots, and pass the ideological and political concepts learned to young students through the way of curriculum transformation, so as to realize the ideological and political effect of the course into the brain and heart.

Improve the teaching and research system, and strengthen the “ideological and political” research. The teaching and research of specialized courses focuses on the teaching and research of the course itself, and the root of its defects lies in that teachers are often subject to the lack of ideological and political professional knowledge[9], and it is difficult to carry out in-depth ideological and political research of the course. On the other hand, ideological and political teachers often do not understand the subject knowledge of each major, and they are often prone to have empty and boring course experience in their teaching. In the reform of curriculum education practice, colleges and universities should timely break the barriers between ideological education and general courses, advocating ideological and political course teachers participate in subject group teaching talk about, from the professional curriculum development and ideological yuan fusion two dimensions to build the direction of the course education together, this can solve the professional course ideological theory problem, also can solve the ideological and political course how approachable, make the ideological and political course and professional course ideological content opposite, mutually compatible, form professional courses and ideological education together to achieve education training goals.

Improve the incentive mechanism and investigate the “ideological and political” evaluation. On the one hand, the realization of the ideological and political goals of the curriculum cannot be separated from the efforts of the professional teachers and the guarantee of the perfect organizational system. Under the leadership of the organization and leadership system, the university of the university should carry out the research on the ideological and political subjects, actively encourage professional courses to participate in ideological and political practice, and give teachers relevant resources and research funds; on the other hand, give certain evaluation and incentive mechanism for the ideological and political achievements of teachers.[10] It is suggested that the ideological and political level of courses should also be included in the assessment scope in the appointment and removal of teachers, performance management, evaluation and achievement commendation, so as to fully mobilize the initiative and enthusiasm of professional teachers to participate in ideological and political development, so that teachers who truly practice the Party’s educational policies can be supported and encouraged.

Conflicts of Interest

The author declare that there is no conflict of interest regarding the publication of this article.

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