

## *Original Paper*

# Exploring the Integration of Curriculum Ideology and Politics into the Course of “College Japanese”: A Case Study Approach

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### **Abstract**

*The course of "College Japanese" is an important part of college foreign languages teaching. As one of the compulsory courses at university level, and also one of the important positions for the implementation of the ideology and politics education, and the integration of moral education into the teaching of the course is an important part for the fundamental task of cultivating morality and educating students. In accordance with the arrangement of the textbook the course will dig the corresponding moral education material to carry out immersion education. This paper selects the seventh lesson of the book I of "New Era College Japanese" published by Shanghai Foreign Language Education Press as a case study to provide reference for the practice of "College Japanese" curriculum ideology and policy construction.*

### **Keywords**

*College Japanese, curricula of integrated ideology and politics, moral education, case study teaching*

## **1. Introduction**

Nowadays, in a new era of unprecedented historical changes, China's education is facing new tasks and challenges. Foreign language teaching has always been in the forefront of cultivating high-quality talents who can carry out the mission of strengthening the country and realizing the fundamental task of establishing moral education. As an important part of university public foreign language teaching, College Japanese language teaching also undertakes its corresponding mission and task. To cultivate the all-round development of students in morality, intelligence, physicality, aesthetics and work, "moral" education needs to be the priority.

## **2. Current Situation and Background Analysis**

At present, the target students of the “College Japanese” course are basically divided into two

categories: those who have had the experience of studying Japanese or whose foreign language subject in the college entrance examination is Japanese before entering the university, which is generally known as the “students with a high starting point”. The other group of students are those who start learning Japanese after entering university, called “zero-start students”. Regardless of the type of students, they are required to complete a certain number of course credits. Since 2013, the Japanese language entrance examination began to be nationally standardized which is basically the same as that of the English language entrance examination. The number of people who chose Japanese as a foreign language for the entrance examination has increased year by year, with the number of people who passed the examination reaching 550,000 by 2023, and 700,000 by 2024. The number of people who entered universities to study “College Japanese” has also increased. As a result, ideological and political education is becoming more and more important. The aim of the ideological and political education in the College Japanese Language Program is to cultivate students' correct values, comprehensive qualities, and sense of social responsibility through the combination of language and culture learning and ideological and political education.

At this stage, there are not many research results related to the ideological and political education of Japanese language courses in universities in the academic world. The relevant research mainly focuses on the connotation of ideology and politics education in university English teaching, the effective mode, and the teachers' improvement of their own ideology and politics literacy. For example, Yang Jincai (2020) points out that foreign language teaching needs to broaden and deepen the connotation of the Civic-Political course, and further improve the process of “three-whole-parenting” of whole staff, the whole course, and all-around. And Cui Ge (2019) point out that the “Civic-Politics of the course” should be carried out in an indirect and implicit way. Xiao Qiong (2020) pointed out that only when teachers realize the importance of the construction of curriculum of ideology and politics and make efforts to explore how to implement the curriculum in the whole process of teaching can they cultivate students into socialist successors with political identity, family and national sentiment, cultural literacy, awareness of the Constitution and the rule of law, and ethical cultivation, and so on.

### 3. Guiding Principles and Rationale

The official release *Declaration on the Construction of New Liberal Arts* (2020) has made a comprehensive deployment of the construction of new liberal arts. The Declaration emphasizes the importance of firmly grasping the value-oriented nature of liberal arts education, insisting on the establishment of moral education and comprehensively advancing the construction of university curriculum of ideology and politics. Teachers need to promote Xi Jinping Thought on Socialism with Chinese Characteristics in the New Era into teaching materials into classrooms and into students' minds to improve students' ideological awareness, moral standard and civilization, and to cultivate new-age liberal arts talents who will take on the great responsibility of national rejuvenation.

In *the Guide for Teaching Japanese as a Foreign Language in Universities* (2021), the nature of the

curriculum of “Japanese as a Foreign Language in Universities” is also explained as follows. Firstly, a language is a carrier of culture, and at the same time, it is also an integral part of culture. When learning and mastering Japanese as a tool of communication, students should also learn and exchange advanced scientific and technological information and professional information, and also need to understand foreign society and culture, and enhance their understanding of different cultures and cultivate cross-cultural communication skills. Secondly, the humanistic nature of College Japanese is also reflected in deepening the understanding of Chinese culture, and serving the dissemination of Chinese culture to foreign countries. The core of humanities is people-oriented, promoting human values and focusing on the comprehensive quality cultivation and all-round development of human beings. Thirdly, the course needs to fully explore its ideological and emotional resources in all aspects of curriculum construction like teaching materials writing, teaching implementation and so on to enrich its humanistic connotation and realize the organic unity of instrumentality and humanity.

With the construction of new liberal arts the construction of college curriculum of ideology and politics enters a new stage. College Japanese language teaching will also usher in unprecedented development opportunities and severe challenges. Ideological and political construction of College Japanese language courses is the need to implement the principle of cultivating students the inevitable requirement of “all-member, all-process, all-round” cultivation and also the mission of the College Japanese language courses in the new era. ideological and political construction of College Japanese language courses must adhere to the Chinese position, respect the laws of education, respect the subjectivity of students, and at the same time, adhere to the principle of combining problem-oriented and goal-oriented. These principles must always be carried out in practical teaching.

#### **4. Strategies for the Construction of Ideological and Political Courses**

First, teachers are the foundation and source of education. The key to talent cultivation lies in the teachers, and the key to the construction of Japanese language course of ideology and politics also lies in the teachers. Teachers must constantly improve their theoretical level and teaching ability, including strengthening their consciousness of educating students, improving their theoretical cultivation and ideological sensitivity, raising their awareness and political standpoint. Teachers should deepen their understanding of the elements of ideology and politics, and have the ability to tell a good Chinese story in a foreign-related environment.

Second, centering on moral education. University foreign language teaching is an important link in realizing the Chinese dream of the great rejuvenation of the Chinese nation by gathering talents, cultivating talents and conveying talents. As one of the important components of university foreign language teaching, the essence of its course philosophy lies in establishing moral values. This requires teachers to integrate the excellent traditional culture of the Chinese nation into the teaching content, to improve students' cultural self-awareness and cultural self-confidence. Teachers need to help students recognize the differences between Chinese and foreign cultures with dialectical thinking, and guide

students to set up a correct worldview, outlook on life and values.

Third, the construction of supporting teaching resources and multi-dimensional teaching quality evaluation mechanism. Sharp tools make good work. Under the concept of integration of College Japanese language courses and ideological and political education, teaching resources are developed in depth on the premise of following students' growth and emotional needs. At the same time, the evaluation mechanism is constructed. It can comprehensively reflect the new effect of teaching in various forms, such as multi-party listening system, multi-dimensional testing method and archiving method. It can provide timely feedback and effectively promote the enhancement of the quality of nurturing people in the College Japanese language course.

## 5. Case Application and Analysis

1. Textbook and teaching content: New Era College Japanese, Book 1, Lesson 7

- (1) Usage of the key sentence patterns “～へ～に～”, “～ませんか” and “～ましょ”;
- (2) Usage of the grammatical auxiliaries “へ”, “に”, “を”, and the adverbial auxiliary “まで”;
- (3) Japanese expressions for numbers, moments and time in Japanese;

2. Course Objectives

(1) Knowledge Objectives:

To master the usage of common auxiliaries and key sentence patterns, and to be able to make simple expressions using newly appearing words in the text.

(2) Ability Objectives:

To understand Japanese expressions for invitations, to be able to choose appropriate expressions for invitations according to different objects and occasions, to be able to understand the intentions according to the tone and expression, and to improve the students' ability of expression, observation, judgment and empathy. To be able to briefly introduce their daily life with the help of new time words and auxiliary words in the text. Through teacher-student communication, to make a reasonable schedule of daily life and work.

(3) Ideological and political objectives:

To establish a lofty ideal and advocate healthy work and rest habits. As the representatives of contemporary youth, when college students have ideals and responsibilities, the nation has a future and hope. College students should take the national rejuvenation, the motherland prosperity as their own responsibility, and strive to enrich themselves and realize their self-worth. For each college student, both long-term planning and short-term goals are needed.

Communicate proactively and try to refuse politely. It is the mission of foreign language learners to promote cultural exchanges and dialogues between Chinese and foreign cultures, and to show the excellent Chinese culture to foreign countries. On the basis of a full understanding of the differences between Chinese and foreign cultures, it is necessary to have a firm political and cultural stance. In foreign-related occasions, it is necessary to have both the courage to refuse decisively and the art of

refusing politely.

### 3. Teaching Methods:

#### (1) Output-oriented method:

The teaching goal of this lesson is to make students learn to introduce themselves briefly and master the basic expressions when inviting others to do something with them in daily life. In the classroom, through the explanation of grammar, texts and exercises, students will understand and familiarize themselves with the sentence patterns “～ませんか”, “～ましよう”, the structure “～へ～に～”, the auxiliary word “に”. Then, we will try to use a few common scenarios from our daily life and try to produce Japanese output. For example, how do you say “When do you get up in the morning”? “How do you invite your roommate to eat at the cafeteria? How do you say, “I’m going to the library to study”? How do you say, “Exercise in the playground”? And so on. By asking questions and giving examples, Students are guided to form a correct view of time and behavior, to think about career choices and future planning for successful realization after graduation from university or college, to think about what kind of efforts should be made at the moment during college, how they should arrange their time reasonably, and so on. At the same time, students are invited to try to take the initiative to invite and politely refuse, to build up good communication style and sociability.

#### (2) Discussion method:

The students actively showed the video in class about “daily life routine”. Through the classroom demonstration, students deepened their understanding of each other to a certain extent, and learned about the varied images and colorful lives of other students outside the classroom. College life is not only about books and words, but also about sweating on the sports field and music in the practice room. The scene setting of college is not only in classrooms and libraries, but also on the playground, on the stage, and on the podium of the mission trip.

The presentations and discussions are rewarding for both teachers and students. As teachers, they experience the students' abundant energy and rich campus life, deepen their understanding of the students' learning ability, and can better adjust the future teaching content and teaching direction. Students can learn from each other, adjust their academic career planning, and better organize their college life.

#### (3) Inspiration method:

In the process of teaching, the teacher does not give the answers directly, but adopts the combination of question and answer, lecture and practice, giving full play to the students' learning initiative, guiding the students to think about grammatical features and consolidate them with practice. In addition to the grammar explanation section, the text explanation and after-class exercises are also completed by students independently under the guidance of teachers. Then the correct answers are arrived at through comparative discussion.

### 4. Teaching Methods

(1) Combination of multimedia and board writing: multimedia can provide text, sound and animation in

many ways to assist teaching and also assist students to present their work more effectively; board writing is more immediate, and in the students' discussion session, it can simply record the main points of the students' presentations, which will help to summarize them later.

(2) The use of teaching software such as “Learning Channel” and “Welearn”: Considering the class time and other factors, the pre-teaching of vocabulary and the consolidation of grammatical points can be done in a more effective way.

#### 5. Evaluation of teaching effectiveness

Students can basically achieve the knowledge objectives, ability objectives, and ideological and political objectives through this course. Specifically, students are able to accurately record their daily life using the grammar they have learned and they can understand the expressions of invitation and refusal in Japanese. Students can politely make simple invitations in Japanese. They are able to realize their responsibilities and obligations, and can deeply reflect and plan their college life.

### 6. Summary

The focus of attention of ideological and political education in college Japanese courses is to guide students with their values, enhance their political literacy, cultural literacy, and professional qualities, strengthen their four confidences, and help them grow and succeed. It is also an important part of moral education. The college Japanese course has a relatively large number of hours, and the implementation of moral education in the teaching of the college Japanese course. The moral education or ideological and political education in college Japanese courses cannot be applied mechanically. It must be integrated into the element of curriculum teaching like spring breeze. As a teacher, how to implement teaching more effectively requires continuous studying and innovation.

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