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Research on the Ideological and Political Teaching Practice of University Japanese Courses from the Perspective of Telling China's Story Well

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Abstract: In the context of the era's emphasis on "telling China's stories well," the ideological and political development in college Japanese courses bears a dual mission of foreign language teaching and value guidance. Currently, there remains a tendency in college Japanese education to prioritize language skill training over the cultivation of cultural awareness, resulting in an insufficient integration of students' cross-cultural communication abilities and education in national sentiment. Based on college Japanese courses, this paper explores teaching approaches that organically unify language proficiency development and value guidance through practices such as uncovering ideological and political elements in textbooks, developing Japanese language resources for Chinese stories, and innovating classroom teaching models. Practice demonstrates that integrating Chinese stories into college Japanese teaching can enhance students' cultural confidence, improve their cross-cultural expression skills, and provide actionable practical references for ideological and political development in foreign language courses.

Keywords: telling China's stories well; curriculum-based ideological and political education; college Japanese; teaching practice; cultural confidence

Introduction

As a vital component of foreign language education, university Japanese courses bear the dual mission of cultivating language skills and enhancing intercultural communication abilities. However, traditional Japanese teaching often exhibits a tendency to prioritize instrumental value over humanistic aspects, leading to students' lack of systematic understanding of their own culture and difficulties in effectively conveying China's voice in

cross-cultural exchanges. The proposal of the "telling China's stories well" concept has charted a direction for integrating ideological and political education into foreign language curricula. Based on teaching practice, this study explores the implementation pathways for ideological and political education in university Japanese courses from the perspective of telling China's stories well, aiming to provide references for foreign language teaching reform.



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1. The Connotation and Current Status of Ideological and Political Education in College Japanese Courses

1.1 Interpretation of the Connotation of Curriculum-based Ideological and Political Education

"Curriculum-based Ideological and Political Education" refers to the concept and practice of organically integrating ideological and political education into various courses, with its core objective being the harmonious unification of knowledge transmission and value guidance. The ideological and political dimension of college Japanese courses can be understood from three perspectives: first, the language proficiency dimension, where students master basic skills such as listening, speaking, reading, writing, and translation; second, the cultural literacy dimension, where students gain an understanding of Japanese culture and Sino-Japanese differences, fostering cross-cultural comprehension; and third, the value guidance dimension, where students deepen their identification with their own national culture through comparison, enhance cultural confidence, and develop the ability to narrate China's stories in Japanese. These three dimensions are mutually supportive and indispensable. Curriculum-based ideological and political education does not simply involve adding political content; rather, it entails naturally integrating value guidance into every aspect of language teaching.

1.2 Current Status and Issues in Japanese Language Teaching at Universities

Current Japanese language education in universities faces three prominent issues. First, the teaching content overemphasizes linguistic forms while neglecting the cultivation of cultural output competence. Textbooks predominantly feature original Japanese articles with minimal coverage of Chinese topics, resulting in students being able to fluently introduce Japanese culture but struggling to accurately express Chinese cultural concepts. Second, teaching methods are monotonous, primarily focusing on grammar instruction while lacking inquiry-based learning components, which fails to effectively develop students' critical thinking skills regarding culture. Third, there is a disconnect between ideological education and professional teaching. Some instructors simplistically equate curriculum-based ideological education with

adding political content, leading to resistance through rigid preaching; others believe language courses should solely focus on linguistic proficiency and avoid ideological education. Such fragmented approaches undermine the intended objectives of integrating ideological education into the curriculum^[1].

1.3 The Intrinsic Connection Between Telling China's Stories Well and Ideological and Political Education in Japanese Language Courses

"Telling China's Story Well" is a crucial strategy for enhancing the nation's cultural soft power and strengthening its international discourse. For students in university Japanese courses, this means being able to accurately introduce Chinese culture, social development, and values in Japanese, which aligns closely with the ideological and political goals of the curriculum. On the one hand, telling China's story well requires solid language skills and cross-cultural communication abilities, which are central to the objectives of Japanese language education. On the other hand, a profound understanding and emotional connection to one's own culture are prerequisites for effectively sharing China's narrative, reflecting the core values pursued by ideological and political education. Integrating Chinese stories into Japanese language teaching not only enriches course content and stimulates learning interest but also naturally achieves value guidance through language practice. The two aspects complement and reinforce each other.

2. The Path to Integrating Chinese Stories into Ideological and Political Education in Japanese Language Courses

2.1 Exploring Chinese Elements and Ideological-Political Resources in Teaching Materials

Current Japanese language textbooks contain numerous ideological and political elements that can be utilized, with the key lying in teachers' ability to uncover and transform them. For instance, when textbooks cover the history of cultural exchanges between China and Japan, teachers can guide students to explore historical events such as "Jianzhen's eastward journey to Japan" and the "Japanese missions to Tang China," discussing the influence of Chinese culture on East Asian civilization to enhance cultural confidence. When explaining Japanese corporate culture, instructors can encourage students to compare it with Chinese enterprises' values,

like "craftsman spirit" and "people-oriented" principles. Teachers should develop an awareness that "ideological education exists everywhere," identifying connections to Chinese culture in every grammar example and reading passage. For content involving comparisons between China and Japan, students should be guided to analyze objectively—neither arrogantly overestimating nor undervaluing themselves—thereby deepening their understanding of their own national culture through comparison. Audiovisual resources beyond textbooks also serve as important vehicles for ideological education; teachers can select Japanese reports related to China or scholarly works by Japanese researchers studying China as supplementary materials^[2].

2.2 Developing a Japanese Corpus of Chinese Stories

China possesses abundant story resources, yet materials suitable for Japanese language teaching are relatively scarce. Constructing a Japanese corpus of Chinese stories is a foundational project for advancing curriculum-based ideological and political education. The corpus content should cover three levels: first, traditional cultural categories, including idioms and allusions, historical figures, traditional festivals, intangible cultural heritage, etc., such as Japanese introductions to "The Foolish Old Man Who Removed the Mountains" and "The Silk Road"; second, contemporary development categories, including achievements in reform and opening-up, technological innovation, ecological civilization construction, etc., such as contemporary stories like "high-speed rail technology," "the Spirit of Saihanba," and "rural revitalization"; third, value and concept categories, including the Japanese expressions of socialist core values and the concept of a community with a shared future for mankind. Corpus sources can be adapted from official external publicity materials, self-translated by teachers, or selected and analyzed from Japanese media reports on China. The difficulty of the corpus should be graded, with the basic stage focusing on short narratives and the advanced stage introducing in-depth commentary articles. Once completed, the corpus can be shared for use, reducing the difficulty of lesson preparation and ensuring the standardization of ideological and political education materials^[3].

2.3 Innovating Classroom Teaching Models and Methods

Innovations in teaching methods are crucial for integrating Chinese stories into the classroom. The following strategies can be adopted: First, situational teaching. Create communicative scenarios centered around Chinese stories, such as setting up a "Japanese tour guide" task where students simulate introducing famous landmarks like the Great Wall and the Forbidden City to foreign guests in Japanese. Second, project-based learning. With the theme of "Telling Our Hometown Stories Well in Japanese," students work in groups to select distinctive local cultural elements or developmental achievements, completing tasks such as data collection, text translation, and classroom presentations. Third, comparative teaching. Select different expressions of the same topic in Chinese and Japanese contexts, guiding students to analyze the cultural factors behind these differences and fostering critical thinking and cross-cultural understanding. Fourth, flipped classroom. Students watch Japanese-language videos about Chinese stories before class, and classroom time is devoted to discussions or role-playing based on the content, facilitating knowledge internalization. The common feature of these methods is that they enable students to achieve the implicit integration of ideological education through authentic language use.

3. Teaching Practice of Integrating Chinese Stories into Ideological and Political Education in Japanese Language Courses

3.1 Classroom Activity Design for "Telling Chinese Stories in Japanese"

This study is based on a public university Japanese language course offered in the second semester of freshman year at a certain university, involving 42 students in an eight-week classroom activity titled "Telling Chinese Stories in Japanese." The first phase focused on material preparation, where the teacher recommended a corpus, and students independently selected Chinese stories of interest, ranging from 500 to 800 words. The second phase involved text translation and polishing, with the teacher providing guidance from three dimensions: grammatical accuracy, appropriateness of expression, and cultural equivalence.

The third phase consisted of oral presentations, where each student delivered a five- to eight-minute speech without notes, supported by PowerPoint slides. The fourth phase was an interactive Q&A session, during which other students posed questions in Japanese, and the presenter responded on the spot. The activity effectively integrated language training with cultural dissemination, enabling students to deeply understand the stories' connotations, consult background materials, and repeatedly refine their expressions during preparation^[4]. The teacher provided timely feedback, addressing language issues while affirming cultural expressions, thereby strengthening the students' sense of mission to disseminate China's voice.

3.2 Dual Integration of Traditional Chinese Culture and Contemporary Achievements

The teaching practice adopts a dual-track strategy that integrates traditional culture with contemporary achievements. In terms of traditional culture, content familiar to the Japanese public—such as Chinese cuisine, calligraphy, and traditional Chinese medicine wellness practices—is selected. For example, when teaching giving and receiving verbs, scenarios involving gift-giving are introduced to compare similarities and differences between Chinese and Japanese customs. When explaining passive voice, Japanese texts about the Four Great Inventions are used as reading materials. Regarding contemporary achievements, topics that students have personal experience with—such as mobile payment, high-speed rail, and e-commerce—are chosen. Debates are organized around the theme of "Digital China" to encourage critical thinking about the pros and cons of technological development. By combining traditional culture with contemporary achievements, students gain an appreciation for historical depth while also sensing the pulse of the times, forming a comprehensive and multi-dimensional understanding of China.

3.3 Teaching Effectiveness Evaluation

Evaluation was conducted using a combination of questionnaires, interviews, and tests. The questionnaire survey revealed that 85% of students believed that integrating Chinese stories enhanced their interest in learning Japanese, while 78% reported an improvement in their ability to introduce Chinese culture in Japanese. During interviews, some students expressed, "I used

to think learning Japanese was just about studying Japanese content, but now I realize I can also be a cultural communicator." In terms of test results, students in the experimental class outperformed those in the control class in cross-cultural communication skills, while their foundational language abilities remained comparable or slightly higher. This indicates that the integration of ideological and political education is not a disruption to language teaching but rather a beneficial supplement and enhancement.

4. Challenges and Countermeasures of Integrating the Narration of China's Stories into Ideological and Political Education in Japanese Language Courses

4.1 Real-World Challenges

In advancing the integration of ideological and political education into the curriculum, three main challenges are encountered. First, there is a need to enhance teachers' ideological and political literacy and teaching capabilities. Some Japanese language teachers have a superficial understanding of ideological and political education in the curriculum and lack the ability to transform Chinese stories into teaching resources. While some teachers are consciously incorporating ideological and political content, their methods are often rigid and yield limited results. The depth of teachers' own understanding of Chinese culture also directly impacts teaching effectiveness; if a teacher has only a superficial grasp of a particular Chinese story, it becomes difficult to guide students toward deeper reflection^[5]. Second, there is a shortage of teaching resources. The corpus of Chinese stories suitable for Japanese language instruction is limited in quantity and uneven in quality. Existing resources are often one-sided in nature, designed for propaganda purposes, and lack graded materials tailored to students at different language proficiency levels. Teachers must invest significant time in searching for materials, translating texts, and adapting content, which increases their teaching burden. Third, the evaluation mechanism is inadequate. Current teaching assessments primarily focus on students' mastery of linguistic knowledge, with a lack of effective tools to evaluate their cultural output capabilities and value recognition. This evaluation orientation leads both teachers and students to concentrate on exam-oriented content, resulting in

insufficient motivation for integrating ideological and political education into the curriculum.

4.2 Optimization Strategies and Recommendations

To address the aforementioned challenges, the following optimization strategies are proposed. First, strengthen teacher training to enhance ideological and political teaching capabilities. Schools should organize specialized training sessions on curriculum-based ideological and political education, inviting outstanding teachers to share experiences and helping educators understand the concepts and methods of integrating ideological education into courses. Encourage teachers to study Chinese culture to solidify their cultural foundation, ensuring they are competent in explaining and guiding discussions on Chinese stories. Establish teaching discussion mechanisms, regularly conduct collective lesson planning, and collaboratively develop case studies for ideological and political teaching. Second, enhance resource development. Mobilize professional expertise to compile a series of textbooks or supplementary readings titled *Telling Chinese Stories in Japanese*, graded by difficulty, and accompanied by audio and video resources. Create a shared platform for a Japanese corpus of Chinese stories to facilitate collaborative resource development and sharing. Third, improve the evaluation system. Incorporate cultural communication skills into the course assessment framework, including components such as narrating Chinese stories in Japanese and analyzing cross-cultural communication case studies. Combine formative and summative assessments to encourage students to consistently accumulate knowledge in their daily studies. Finally, foster a campus culture that supports curriculum-based ideological and political education. Organize activities such as Japanese speech contests and presentations on Chinese culture in Japanese, providing students with platforms for demonstration and exchange.

4.3 Teaching Reflections on Effectively Narrating China's Stories

After a semester of teaching practice, the author has reflected on ideological and political education in Japanese language courses from the perspective of telling China's stories well, with the following key insights. First, the prerequisite for telling China's stories well is to "truly understand China." Both teachers and

students need to genuinely comprehend the background, connotations, and values of the stories being shared, avoiding superficial or formulaic approaches. Second, the core of telling China's stories well lies in "using methods understandable to the audience." In Japanese expression, rigid literal translations and propagandistic tones should be avoided in favor of narrative styles that align with Japanese linguistic habits and are easily accepted by Japanese audiences. This requires students to develop cross-cultural pragmatic competence, which is also an advanced goal of language teaching. Third, ideological and political education in courses should be "subtle and imperceptible, like spring rain moistening the earth." Political and ideological content should be naturally integrated into all aspects of language teaching, allowing students to subconsciously absorb value guidance through language practice rather than through deliberate lecturing^[6]. Fourth, the selection of China's stories should be closely related to students' daily lives, avoiding grand narratives disconnected from their experiences. Starting with relatable and perceptible stories about China from students' immediate surroundings makes it easier to evoke resonance and strengthen identification.

Conclusion

The integration of ideological and political education into university Japanese courses from the perspective of effectively communicating China's stories is not only a crucial mission of foreign language education in the new era but also a practical approach to enhancing the quality of Japanese language talent cultivation. This study begins by elucidating the essence of curriculum-based ideological and political education, analyzes existing issues in current Japanese language teaching, and explores feasible pathways for incorporating China's stories into ideological and political education within Japanese courses. Through practices such as identifying ideological elements in teaching materials, developing a corpus of China's stories, and innovating classroom teaching models, a preliminary teaching paradigm of "using Japanese to effectively tell China's stories" has been established. Future efforts should further explore the deep integration of information technology with curriculum-based ideological and political education, improve teacher training and resource development mechanisms, and promote the

sustained and substantial advancement of ideological and political education in foreign language courses.

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