

Reform and Practice of Japanese Translation Course Teaching from the Perspective of Ideological and Political Education

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Abstract: In the current context of globalization and informatization, higher education is expected not only to impart professional knowledge and skills but also to promote students' all-round development, with particular emphasis on the integration of ideological and political education into the curriculum. Taking the Japanese translation course as an example, this paper explores teaching reform and practice from the perspective of ideological and political education. By analyzing the connotation and development of ideological and political education in courses, and in light of the professional characteristics of Japanese translation, the study proposes reform ideas such as the reconstruction of course design and teaching objectives, the optimization and innovation of teaching content, and the diversification of teaching methods and approaches. In addition, it discusses the challenges encountered in actual teaching practice and corresponding improvement measures, presenting specific implementation plans for the development and utilization of teaching resources as well as for social practice and intercultural communication. The findings indicate that integrating ideological and political education into Japanese translation courses can effectively enhance students' overall competence and support their holistic development.

Keywords: Ideological and Political Education; Japanese Translation; Teaching Reform; Practical Exploration; Intercultural Communication

Introduction

With the accelerating process of globalization and informatization, higher education is not only responsible for cultivating professional talent but also plays a vital role in students' ideological and political education. As a key educational concept in the new era, ideological and political education in the curriculum requires the integration of such content into professional courses, thereby achieving holistic education involving all staff, the entire process, and in all aspects. As a language-oriented professional course, Japanese translation involves a significant amount of intercultural communication, making it an ideal carrier for ideological and political education.

This paper aims to explore the teaching reform and practice of the Japanese translation course from the perspective of ideological and political education. Through a systematic study of course design, teaching content, and instructional methods, the paper proposes corresponding reform ideas and practical plans, with the goal of offering insights for ideological and political education in other language-related courses. The significance of this study lies in enhancing students' ideological and political literacy through the implementation of ideological and political education, and in cultivating well-rounded professionals with a strong sense of social responsibility and a global perspective.

1. Theoretical Foundation of Ideological and Political Education in the Japanese Translation Course

1.1 Connotation and Development of Ideological and Political Education in the Curriculum

Ideological and political education in the curriculum is a key concept in the reform of higher education in the new era. It aims to organically integrate ideological and political elements into the teaching of professional courses, thereby achieving the unification of knowledge transmission and value orientation. The connotation of ideological and political education encompasses not only the cultivation

of students' professional knowledge and skills but also emphasizes the development of their ideological and political literacy, moral character, and sense of social responsibility. Its core lies in embedding socialist core values, outstanding traditional Chinese culture, and the spirit of the times into classroom teaching to achieve the fundamental educational goal of "fostering virtue through education."^[1]

The development of ideological and political education has progressed from conceptual introduction to practical exploration and then to gradual deepening. Relevant policies and theoretical frameworks have provided strong support for its implementation. In recent years, universities have actively explored implementation pathways, gradually establishing a systematic model involving instructional design, teaching implementation, and evaluation mechanisms. Through ideological and political education in the curriculum, professional courses are no longer merely vehicles for knowledge transmission but have become important platforms for ideological and political education.

1.2 Professional Characteristics of the Japanese Translation Course

As a language-focused professional course, the Japanese translation course covers a wide range of teaching content, including linguistics, cultural studies, translation theory, and practical application. The course is designed to develop students' Japanese language proficiency, intercultural communication skills, and translation competence. Specifically, the Japanese translation course has the following professional characteristics:

First, the course emphasizes the cultivation of language proficiency through comprehensive training in listening, speaking, reading, writing, and translating. Students are required to master fundamental knowledge such as Japanese grammar, vocabulary, and pragmatics, and to apply these skills effectively in real translation tasks.^[2]

Second, intercultural communication competence constitutes an essential component of the course. Since language and culture are inseparable, students must understand and internalize the cultural background, social customs, and thinking patterns embedded in the Japanese language in order to accurately convey the original meaning and avoid cultural misunderstandings and translation errors.

Finally, practical translation skills form the core of the course. The curriculum typically includes various forms of translation, such as written translation, interpreting, and sight translation. Through extensive practice, students acquire translation techniques, strategic approaches, and professional ethics, thereby enhancing their practical translation abilities.

1.3 Theoretical Integration of Ideological and Political Education with the Japanese Translation Course

Integrating ideological and political education with the Japanese translation course serves as an important approach to achieving the fundamental goal of fostering virtue through education in higher education. This integration is grounded in the educational philosophy of ideological and political education and the professional characteristics of the Japanese translation course. By organically combining the content of both, the integration aims to create a synergistic effect between professional instruction and ideological-political development.

First, the integration is reflected in the reconstruction of course objectives. When formulating teaching goals, it is essential not only to focus on the development of language proficiency and translation skills but also to emphasize the enhancement of students' ideological-political literacy and humanistic qualities. For example, introducing educationally meaningful texts into translation practice—such as traditional Japanese cultural elements or biographies of historical figures—can subtly foster students' values and cultural confidence through the translation process.

Second, the design of teaching content should reflect the principles of ideological and political education. In Japanese translation courses, selected materials should balance informational and ideological value, enhancing translation competence while encouraging reflection on social phenomena and cultural differences. For instance, translating texts on topics such as environmental protection or social responsibility allows students to receive implicit ideological and political education during the learning process.^[3]

Finally, the innovation of teaching methods is a crucial path to integrating ideological and political education with the Japanese translation course. Instructors should adopt interactive and discussion-based teaching strategies, such as case analysis, group discussion, and role-playing, to engage students and

encourage deeper thinking. At the same time, integrating modern information technology—such as utilizing online platforms for blended learning—can further enhance both the interactivity and effectiveness of instruction.

2. Teaching Reform Strategies for the Japanese Translation Course from the Perspective of Ideological and Political Education

2.1 Reconstruction of Course Design and Teaching Objectives

From the perspective of ideological and political education, the design of the Japanese translation course should shift from a focus solely on language skill training to a model emphasizing comprehensive quality education. A teaching objective system should be established that equally values language competence, professional knowledge, and ideological-political literacy.

First, course design should incorporate ideological and political elements by organically integrating ideological education goals into the objectives of the professional course. In specific teaching objectives, in addition to cultivating students' Japanese language proficiency and translation skills, emphasis should be placed on developing moral character, a sense of social responsibility, and cultural confidence. For example, expanding the study of Japanese culture, social issues, and historical events can guide students to reflect on cultural differences and social concerns during the translation process.

Second, course content should reflect systematic structure and layered progression, with scientifically designed and logically sequenced modules. The foundational modules should include basic knowledge such as Japanese grammar, vocabulary, syntax, and style; the intermediate modules should focus on translation techniques for various text types, such as literary works, scientific literature, and legal documents; and the advanced modules should cover higher-level skills like interpreting and sight translation. Each module should be aligned with the requirements of ideological and political education by incorporating relevant educational content, thereby unifying knowledge transmission and value orientation.

Finally, teaching objectives should be clear and actionable, supported by specific teaching activities and assessment standards. For instance, when translating literary texts, in addition to evaluating translation quality, analysis and discussion of the ideological content of the work can be incorporated to guide students in thinking about cultural values and social significance. This approach subtly enhances students' ideological and political literacy.^[4]

2.2 Optimization and Innovation of Teaching Content

From the perspective of ideological and political education, the teaching content of the Japanese translation course should keep pace with the times, with a focus on both optimization and innovation to enhance its appeal and educational effectiveness.

First, material selection should reflect timeliness and educational value. Teaching materials should not only include classic translation texts but also incorporate content that reflects contemporary social issues and ideological trends. For example, articles on topics such as environmental protection, technological advancement, and social justice can be selected, allowing students to engage with current social issues during translation tasks and fostering a sense of social responsibility and historical mission.

Second, content design should emphasize diversity and integration. Teaching content can include various forms of translation practice—written translation, interpreting, and sight translation—while integrating multidisciplinary knowledge from fields such as linguistics, cultural studies, and sociology to form a comprehensive instructional system. For instance, when teaching the translation of Japanese legal documents, a comparative approach to Chinese and Japanese legal systems can be introduced to help students understand the context and meaning of legal terminology, thereby improving accuracy and professionalism.

Third, content delivery should stress interactivity and student engagement. Techniques such as case analysis, role-playing, and scenario simulation can be employed to enable students to apply their knowledge in real-life contexts, thereby increasing the effectiveness and enjoyment of learning. For example, in teaching the translation of business contracts, a simulated business negotiation scenario can be set up to allow students to experience the practical application of language through role-play, thereby enhancing their intercultural communication and adaptability.

2.3 Diversification of Teaching Methods and Approaches

Diversifying teaching methods and approaches is a key aspect of reforming the Japanese translation course within the framework of ideological and political education. By adopting a variety of instructional formats and advanced technologies, both teaching effectiveness and students' overall competence can be enhanced.

First, emphasis should be placed on interactive teaching to increase classroom engagement. Interactive methods such as group discussions, debates, and translation workshops should be employed to help students improve their language proficiency and ideological awareness through active participation. For example, in the teaching of literary translation, students can be organized into groups to discuss the strengths and weaknesses of different translations, thereby fostering critical thinking and teamwork skills.

Second, modern information technology should be integrated to promote blended online and offline instruction. Smart classroom tools and flipped classroom models can be utilized through online platforms to provide abundant teaching resources, such as translation case libraries, online dictionaries, and virtual translation labs, meeting students' personalized learning needs. For instance, translation assignments can be distributed through online platforms, submitted by students digitally, and followed by teacher feedback and commentary, enabling real-time interaction and individualized guidance. ^[5]

Third, theoretical instruction should be combined with practical training to strengthen applied competence. Internships, university–enterprise cooperation, and social research projects can be adopted to apply classroom knowledge to real-world translation tasks, thereby enhancing students' practical abilities and adaptability. For example, students can be organized to intern at translation companies, participating in real projects to accumulate hands-on experience and improve professional literacy.

Lastly, cross-cultural communication should be emphasized to broaden international perspectives. Activities such as China–Japan cultural exchanges, guest lectures by Japanese experts, and study programs in Japan can enrich students' intercultural experiences and enhance their communication skills. For instance, well-known Japanese translators or scholars can be regularly invited to give lectures, sharing translation experiences and insights to expand students' global vision and enhance their professional and cultural competence.

3. Japanese Translation Teaching Practice from the Perspective of Ideological and Political Education

3.1 Problems in Teaching Practice and Improvement Measures

Although Japanese translation teaching within the ideological and political education framework has achieved certain results, several issues remain, which must be addressed through targeted improvement measures.

First, the teaching objectives are insufficiently defined. Some instructors lack systematic planning when integrating ideological and political elements into their course designs, resulting in vague objectives and difficulty in effectively realizing the intended educational outcomes. The improvement measure is to clarify the teaching objectives, integrate ideological education with professional knowledge transmission, and formulate specific ideological goals and assessment criteria to be implemented throughout the entire teaching process.

Second, the teaching content is somewhat one-sided. Some instructors tend to focus solely on language and translation skills while neglecting ideological education and values-based guidance. To address this, teaching content should be optimized by incorporating materials related to Chinese and Japanese cultures, social issues, and moral ethics. Such diversified content design can comprehensively enhance students' overall competence. ^[6]

Third, teaching methods are monotonous and classroom interaction is lacking. In traditional teaching models, lecture-based instruction with passive student participation remains common, which reduces classroom engagement and weakens the effectiveness of ideological education. The recommended improvement is to adopt diverse teaching methods, such as group discussions, role-playing, and case analysis, to increase classroom interaction, stimulate student enthusiasm, and foster independent thinking.

Lastly, practical teaching is disconnected from theoretical instruction. In some teaching practices,

theory and real-world application remain separated, leaving students with few opportunities for hands-on experience and intercultural communication. This gap makes it difficult for theoretical knowledge to be translated into practical skills. Practical teaching should therefore be strengthened by encouraging students to participate in internships, field studies, and cross-cultural exchange activities. Through hands-on practice and experiential learning, students can consolidate and deepen their knowledge while improving their applied abilities.

3.2 Development and Utilization of Teaching Resources

Within the framework of ideological and political education, the development and utilization of teaching resources constitute a crucial part of improving the quality of Japanese translation instruction. A rich and diverse range of teaching materials not only helps enhance students' learning interest but also facilitates the achievement of ideological education goals.

First, diversify textbooks and supplementary materials. In accordance with the requirements of ideological and political education, compile Japanese translation textbooks that incorporate ideological elements, adding translation materials related to Chinese and Japanese cultures, social issues, and ethics, ensuring that the content is both professional and meaningful for ideological education. Simultaneously, develop supporting materials such as instructional videos, case libraries, and exercise books to provide students with multiple learning resources.

Second, leverage modern information technology to build online teaching resource platforms. Through smart classrooms, flipped classrooms, and similar methods, upload abundant teaching materials onto online platforms, such as translation case libraries, electronic dictionaries, and online testing systems, enabling students to learn and practice anytime, anywhere. On these platforms, instructors can assign homework, organize discussions, conduct tests, and provide immediate feedback, thus promoting teacher-student interaction and enhancing teaching effectiveness.

Third, strengthen school-enterprise cooperation to develop practical teaching resources. Establish partnerships with translation companies, cultural organizations, and enterprises to create internship and practice bases, offering real translation projects and work environments for students to develop translation skills and ideological literacy through practice. At the same time, invite industry experts and outstanding translators to give lectures and courses at the school, sharing practical experience and professional knowledge to broaden students' horizons.

Finally, integrate internal and external resources to build a multi-level, multi-channel teaching resource network. Facilitate interdisciplinary cooperation within the school to integrate resources from language, culture, law, economics, and other fields, forming a comprehensive teaching resource library. Meanwhile, actively utilize external resources such as libraries, museums, and cultural centers to conduct diverse teaching activities, thereby expanding the breadth and depth of teaching content.

3.3 Social Practice and Cross-Cultural Communication

Social practice and cross-cultural communication constitute important components of Japanese translation teaching within the framework of ideological and political education. Through hands-on experience and cross-cultural exposure, students can better understand and apply the knowledge they have acquired, thereby enhancing their comprehensive abilities and ideological literacy.

First, actively organize social practice activities. Arrange for students to participate in various translation projects, volunteer services, and social surveys, such as community service, translating public welfare materials, and researching Sino-Japanese cultural exchanges. These activities enable students to understand social needs, improve translation skills, and strengthen social responsibility through practical engagement. For example, students can be organized to translate environmental protection materials, learning through practice about the importance of environmental issues while raising awareness and a sense of social responsibility.

Second, conduct diverse forms of cross-cultural exchange activities. Utilize cooperative relationships between the school and Japanese universities to organize student exchange programs, summer camps, and cultural exchange events, providing direct exposure to Japanese culture and opportunities to experience different social environments and lifestyles, which fosters cross-cultural communication skills and a global perspective. For instance, organize student visits to Japan for exchange studies, where they participate in translation competitions and cultural experiences alongside local students, promoting cross-cultural understanding and communication.

Third, establish cross-cultural exchange platforms both on and off campus. Host activities such as Sino-Japanese cultural festivals, translation competitions, and cross-cultural lectures, inviting Japanese experts, scholars, and cultural figures to engage with students, thereby deepening students' understanding and awareness of Japanese culture and enhancing their cross-cultural communication abilities. For example, invite well-known Japanese writers to give lectures on literary translation, sharing insights on translation techniques and cultural backgrounds to improve students' translation skills and cultural literacy.

Finally, emphasize the summary and reflection of exchange activities. After social practice and cross-cultural exchange events, organize students to summarize and reflect through report writing, sharing sessions, and similar formats, exchanging insights and lessons learned. Teachers should guide students to integrate learned knowledge with practical experience, improving their abilities to analyze and solve problems, while continuously refining their knowledge system and ideological literacy through reflection.

Through social practice and cross-cultural communication, students can not only deepen their professional knowledge and develop practical skills but also enhance their ideological literacy and sense of social responsibility, laying a solid foundation for their future career development and societal contribution.

Conclusion

This paper, through an in-depth study of the teaching reform and practice of Japanese translation courses under the framework of ideological and political education, proposes a series of practical reform measures. These include the restructuring of course design and teaching objectives, the optimization and innovation of teaching content, and the diversification of teaching methods and approaches. Meanwhile, during teaching practice, ongoing improvements and optimizations have addressed problems encountered in actual teaching, developed and effectively utilized various teaching resources, and promoted students' participation in social practice and cross-cultural communication.

The research shows that integrating ideological and political education into Japanese translation courses not only enhances students' professional abilities but also strengthens their ideological literacy and sense of social responsibility. Future research directions include further exploration of more effective strategies for implementing ideological and political education, leveraging new technological means to improve teaching effectiveness, and promoting interdisciplinary cooperation and exchange, all aimed at comprehensively improving the implementation level and effect of ideological and political education in courses. Through continuous reform and practice, the ultimate goal of holistic education in higher education can be achieved, cultivating more high-quality, versatile talents for society.

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