

# Online and Offline Mixed Teaching of Japanese Courses to Carry out Course Ideological and Political Research

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**Abstract:** Online and offline hybrid teaching breaks the discontinuity of traditional teaching, provides teachers with a variety of evaluation channels, provides students with rich teaching resources, expands and enriches the teaching content of Japanese courses, and makes Japanese course teaching rich and colorful. The cultural nature of the Japanese course determines the feasibility of developing the course ideology and politics, and the internationality determines the necessity of developing the course ideology and politics, which is conducive to cultivating students' patriotic feelings and humanistic quality. Guided by the basic theory, this paper constructs the basic process of carrying out the course ideology and politics in the mixed teaching of Japanese courses online and offline, and proposes the implementation path. The specific paths include: clarifying the ideological and political teaching objectives of Japanese courses, solidifying the unification of explicit education and implicit education, compiling ideological and political teaching materials for Japanese courses, developing ideological and political teaching resources for Japanese courses, and clarifying the integration points of Japanese teaching content and course ideological and political teaching.

**Keywords:** Japanese Course; Online and Offline; Blended Teaching; Curriculum Ideology and Politics; Theoretical Basis; Implementation Path

## 1. Introduction

Online and offline hybrid teaching is the product of the development of mobile information technology. Through the deep integration of mobile information technology and education, a relatively stable teaching process and educational activities are constructed with the goal of taking students as the center [1]. Blended teaching is the complement of the two teaching modes. Online teaching is not limited by space and time, and the learning time is more flexible. Course resources can be viewed repeatedly. The offline teaching atmosphere is strong, which is more conducive to students' humanistic education. Colleges and universities should take online teaching as a teaching reform, combine the concept of online teaching with teaching practice in colleges and universities, and use the rich resources of online teaching to assist the orderly progress of offline teaching. In practice, they will continue to play their respective advantages to improve teaching efficiency and teaching quality. "Course Ideology and Politics" consists of two parts: curriculum and ideology and politics. Taking professional courses as the carrier, it integrates ideological value guidance into knowledge imparting and ability training, and reflects the educating function of higher education. The basic educational philosophy is to take morality and cultivation of people as the fundamental task of education. "Course Ideology and Politics" is not a simple curriculum reform, but an overall reform of the talent training system.

Promoting the construction of "course ideology and politics" is conducive to creating a good atmosphere for ideological and political education, so as to solve the problem of disconnection between professional education and ideological and political education. Language is the carrier of culture, and the content of Japanese education contains rich ideological and cultural connotations and important moral factors. The cultural nature of Japanese courses determines the feasibility of developing curriculum ideology and politics, and the internationality determines the necessity of developing curriculum ideology and politics. The online and offline mixed teaching of Japanese courses carries out course ideology and politics. While imparting Japanese knowledge and culture, it focuses on cultivating

students' patriotic feelings and humanistic qualities. It has a subtle influence on students' ideology and behavior, and achieves the effect of moisturizing and silent.

## **2. The Theoretical Basis for the Ideological and Political Development of the Japanese Course Online and Offline Mixed Teaching**

### ***2.1. Holistic Development Theory***

The all-round development of human beings is an issue with deep historical roots, and it is also an issue that human beings have been thinking about all the time. On the basis of absorbing the previous research results, Marx put forward it as a philosophical proposition, completely revealing the scientific connotation of the all-round development of human beings. The all-round development of people is the most significant sign of social progress, and education plays a pivotal role in the all-round development of people [2]. The ideological and political construction of the curriculum aiming at the all-round development of students can only be based on the Marxist theory of all-round development, in order to cultivate new talents of the era who are responsible for national rejuvenation.

### ***2.2. Hidden Education Theory***

Implicit education subtly influences the mind and heart of the educated, and helps them obtain the all-round development of body and mind. It is an experiential learning method and learning process. It can improve the effect of explicit education, and combine with its own characteristics, so that students can deeply and thoroughly accept ideological and political education. Compared with ideological and political courses, which play a dominant role in education, other courses have to play a recessive role in education. This is the unique feature of curriculum ideology and politics, and it is also the basic condition for the unification of implicit education and explicit education [3].

### ***2.3. Constructivist Theory***

Constructivism believes that knowledge is acquired by students through meaningful construction in a certain context. Knowledge is not simply an objective reflection of reality, but an interpretation or assumption of the objective world, which changes and deepens with the deepening of knowledge. Students should not passively receive information, but should actively participate in the construction of knowledge. In the process of imparting knowledge, teachers guide students to transform the knowledge they have learned into their inner abilities, and into the basic abilities and methods for individuals to understand the world and transform the world.

### ***2.4. Humanistic Theory***

Humanistic theory focuses on how to create a good environment for learners to perceive the world from their own perspective, develop their understanding of the world, and achieve the highest state of self-realization. Teachers should highlight the central position of students, create a good classroom atmosphere, and promote the free development of students' mind and body. They should fully trust students, respect students' inner world, appear as promoters, and maximize students' potential. People-oriented is the core of curriculum ideology and politics, and humanistic educational values are established [4].

## **3. The Necessity of Carrying out Curriculum Ideology and Politics in the Mixed Teaching of Online and Offline Japanese Courses**

### ***3.1. The Need to Develop Online and Offline Hybrid Teaching Mode***

In the implementation of Japanese course ideology and politics, there are problems such as insufficient mining of ideological and political elements and insufficient teaching method innovation. Online and offline mixed teaching can provide ideas for solving these difficulties. Carrying out online and offline mixed teaching will help to optimize the implementation plan of course ideology and politics, let the advantages of the two methods complement each other, and realize the organic combination of classroom teaching and autonomous learning [5]. Carrying out online and offline mixed teaching can also facilitate the sharing of teaching resources, facilitate teachers to explore the

ideological and political resources of courses in textbooks, and provide students with rich learning resources.

### ***3.2. The Need to Implement the Fundamental Task of "Lide Shuren"***

Lide Shuren reminds the essence of education, and promoting the all-round development of college students' "morality, intelligence, physique, beauty, and labor" is to Lide Shuren. Ideological and political education is the basis for promoting the all-round development of college students, which is the soul that education must firmly grasp. Lide Shuren is the ideological and political mission of the Japanese teaching course, breaking the dilemma of "single soldier" for ideological and political teachers. While disseminating knowledge of language and culture, they have a deep understanding of socialism with Chinese characteristics in the new era, inherit the excellent traditional Chinese culture, and comprehensively improve their humanistic quality.

### ***3.3. The Need to Achieve the Teaching Objectives of Japanese Language Courses***

The teaching objectives of the Japanese course are to cultivate students' Japanese application ability, enhance cross-cultural communication awareness and communication ability, improve comprehensive cultural literacy, and meet the needs of social and personal development. In the process of teaching Japanese courses, in order to achieve the teaching objectives of Japanese courses, it is necessary to give full play to the ideological and political advantages of the courses. Explore the rich humanistic connotation of Japanese courses, build a language foundation for cultural communication with solid language skills and profound cultural literacy, promote the continuous improvement of ideological awareness, and achieve the cultural education goal of Japanese courses.

### ***3.4. The Objective Needs of Developing "Collaborative Education"***

The ideological and political curriculum and the collaborative education of ideological and political courses follow the general idea that the basis is "course", the focus is "ideological and political", the key lies in teachers, and the effect lies in students. Collaborative education is the inherent requirement of the concept of "course ideology and politics" in the new era, and it is also an important way to strengthen the ideological and political thinking of college students and promote the all-round development of students' professional ability and comprehensive quality [6]. The ideological and political curriculum emphasizes the dominant position of students, and guides teachers to pay attention to students and understand students. Teachers of different courses build an ideological and political education community through communication and cooperation to achieve collaborative education.

## **4. The Basic Process of Developing Course Ideology and Politics in the Mixed Teaching of Japanese Courses Online and Offline**

The Japanese course combines online and offline teaching to carry out course ideology and politics, which consists of three stages: classroom, in-class and after-class. Among them, the pre-class and post-class are mainly online, and the class is mainly offline. The main content of each stage is shown in Figure 1.

### ***4.1. Online Learning Before Class***

First of all, according to the syllabus and teaching plan, the teacher publishes the pre-class study plan and requirements, and recommends teaching resources to the students to guide students' pre-class autonomous learning. Then, according to the learning plan and requirements, combined with the content of the textbooks, students carry out pre-class autonomous learning through the online platform, complete the basic knowledge learning, and feed back the autonomous learning results to teachers [7]. Then, according to the problems of students, teachers organize students to carry out group study, and jointly solve the problems encountered in the process of independent learning. Finally, online communication between teachers and students, teachers understand students' mastery of knowledge, answer some difficult questions, and students prepare to report cases around the learning theme.

#### 4.2. Classroom Knowledge Explanation

Classroom interactive teaching is mainly based on the interaction between teachers and students, and also includes the interaction between students. First, students present their learning outcomes in small groups, and teachers make brief evaluations and answer questions that students encounter in classroom learning. Then, the teacher explained in the classroom, using the guiding heuristic teaching method, to explain the key points and difficulties of the subject content according to the report, which is also the core content of classroom teaching. Finally, teachers make summative evaluations of students' learning effects, and guide groups to evaluate each other and students' self-evaluation. After the completion of classroom teaching tasks, teachers should further understand the students' learning situation, and conduct in-depth analysis and answers to the knowledge points that students do not understand [8].

Process	Teacher	Student
Before class: Online	Learning plan release	Autonomous learning
	Learning resources publishing	Exchange and cooperation
In-class: Offline	Key points and difficulties	Display of learning achievements
	Q & A and interaction	Knowledge internalization
After class: Online	Homework assignment	Finish one's homework
	Expand content assignment	Knowledge expansion

Figure 1: Teaching process

#### 4.3. After-class Review and Consolidation

After-school review and consolidation is an important way to promote the growth of teachers and students. Teachers understand whether the teaching objectives are reasonable, whether the key points and difficult breakthroughs are appropriate, and whether the teaching level is clear, which provides a basis for improving teaching. First, students review and consolidate what they have learned in the classroom, identify problems in the learning process, and deepen their understanding and internalization of knowledge. Then, students still use the teaching resources provided by the online teaching platform to further broaden their horizons, expand their personal growth space, and improve their ability to analyze and solve problems in the way of students' self-learning. Finally, students exchange learning experiences, and teachers and students carry out interactions and emotional exchanges to summarize experiences that can be used for subsequent learning tasks.

### 5. The Implementation Path of Online and Offline Mixed Teaching of Japanese Courses to Carry out Curriculum Ideology and Politics

#### 5.1. Clarify the Ideological and Political Teaching Goals of Japanese Courses

The development of the times has endowed the Japanese course with a higher mission and value in ideology and politics, focusing on a series of fundamental issues such as "what kind of people to train, how to train people, and for whom" to make the Japanese course teaching objectives clearer and richer in connotation. The ideology and politics of the Japanese course is based on teachers' imparting language and cultural knowledge and cultivating comprehensive language application ability, cultivating students' awareness and ability of cross-cultural communication, improving comprehensive cultural literacy, and viewing Western values objectively and dialectically. Through appreciation and comparison, we will understand the essence of Chinese culture, comprehend Chinese wisdom, inherit Chinese excellent culture, lead and shape students' values, and cultivate an open and critical thinking mode. In the course of ideological and political teaching, highlight the teaching status of "students as

the main body", cultivate students' ideals and beliefs, enhance cultural self-confidence, promote Chinese culture, and promote the exchange and integration with world culture [9].

### ***5.2. Solid Explicit Education and Implicit Education are Unified***

Mining the ideological and political education resources contained in the curriculum to achieve full, whole process and all-round education. Explicit education is mainly realized through ideological and political courses, sometimes causing some rebellious psychological or cognitive differences; invisible education is mainly realized through ideological and political education resources contained in other courses, which is an educational activity that has an unconscious and indirect effect. In the practice of ideological and political education in Japanese courses, the ideological and political theory course should be fully utilized as the main channel and main position of explicit education. When explicit education fails to meet students' learning needs and training goals, explore the elements of educational value contained in Japanese courses to mobilize the creativity, innovation and enthusiasm of implicit ideological and political education in the curriculum [10]. It inspires students to have a sense of cultural identity, connects the explicitness of "instillation" of knowledge points with the implicitness of "transmission" of value, and enhances the effectiveness of the ideological and political implicit education of the curriculum.

### ***5.3. Compilation of Ideological and Political Textbooks for Japanese Courses***

Teaching materials are an important support for educating people, a bridge between teaching and learning, and the essence of subject knowledge. Ideological teaching materials can cultivate students' noble moral sentiments and enhance their ideological and political consciousness [11]. The effect of course ideological and political implementation depends on the construction of teaching materials. The content of Japanese course materials currently used is outdated, and the teaching content related to course ideology and politics is less. In order to carry out ideological and political courses in the mixed teaching of Japanese courses online and offline, Japanese teachers must be the main body, leading Japanese professional teachers and course ideological and political teachers to jointly write teaching materials. Not only focusing on Japanese culture, but also adding content related to Chinese traditional culture, taking into account the ideological, intellectual and humanistic nature. Incorporate ideological and political education related content such as cultivating family and country feelings, strengthening patriotism education, improving cultural knowledge and ability, cultivating moral cultivation, broadening horizons, and promoting the red spirit into Japanese textbooks.

### ***5.4. Develop Ideological and Political Teaching Resources for Japanese Courses***

Course ideology and politics are inseparable from the co-construction and sharing of high-quality teaching resources. With the continuous development of online and offline mixed teaching reform. The co-construction and sharing of high-quality teaching resources has played an important role in the construction and reform of various courses, expanding the coverage of teaching resources and promoting educational equity. This result is gratifying and achieves the expected shared goal. However, the Japanese subject is not taken seriously and the teaching resources are relatively few, which has become the main factor restricting the online and offline mixed teaching of Japanese. Japanese teachers should keep abreast of the latest developments and advanced technologies in the industry through various channels, make full use of the advantages of modern educational technology, and adjust the content of Japanese teaching in a timely manner. Comprehensive use of textbook resources, network resources, multimedia resources and digital resources, etc., develop ideological and political teaching resources for Japanese courses, and realize the effective unity of Japanese teaching content and ideological and political elements [12].

### ***5.5. Clarify the Integration of Japanese Teaching Content and Curriculum Ideology and Politics***

Specifically, it includes four aspects: First, the integration of key factors of teachers. Teachers dig deep into the ideological and political materials of Japanese courses, enhance the sense of educational mission, improve the initiative to build morality, strengthen the learning of ideological and political theoretical knowledge, improve ideological awareness, and integrate cultural values while disseminating knowledge. The second is the integration of the core factors of students. In the teaching, the main body of the students is highlighted, the cognitive situation and ideological needs of the students are concerned, and the sense of integration allows the students to identify with the connotation

contained in the course, experience the humanistic nature of Japanese, and elevate their emotions. The third is the integration of classroom carrier elements. Driven by practical problems, teachers integrate ideological and political materials, and rely on the cultural background behind the problems to cultivate good characters. In the process of thinking and expression, students improve language application ability and ideological character. The fourth is the integration of extracurricular extension elements. Create an environment for ideological and political education through the main classroom channels and extracurricular assistance. Diversified and multi-form Japanese cultural activities can be organized or ideological and political development can be carried out using online platforms.

## 6. Conclusions

The online and offline hybrid teaching combines the advantages of traditional teaching methods with the advantages of networked teaching. It not only plays the leading role of teachers in guiding, inspiring and monitoring the teaching process, but also fully reflects the initiative, enthusiasm and creativity of students as the main body of the learning process. The teaching goal of Japanese courses is to cultivate students' comprehensive application ability of Japanese. All institutions of higher learning should make full use of modern information technology, especially network technology. Improve the single teaching mode mainly based on teachers' teaching, so that the teaching and learning of Japanese can be independent of time and place to a certain extent, and develop towards individualized and autonomous learning. At the same time, in the teaching process, actively respond to the requirement of "making various courses and ideological and political courses go in the same direction to form a synergistic effect", explore the path of integrating Japanese course teaching and ideological and political education, and open up a new Japanese "course ideological and political". chapter. In the implementation process, it is necessary to scientifically improve students' language ability and cross-cultural communication ability, and reasonably expand the course content and education function. Expand the educating function of Japanese language course teaching, implement the fundamental purpose of morality and cultivating people through multiple channels, and help students form noble moral qualities and socialist core values.

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