

# Exploration of Ideological and Political Education in the Comprehensive Japanese Course Based on the BOPPPS Model

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**Abstract:** Course ideological and political education is not a rigid combination of curriculum and ideological and political elements, but a systematic project that requires continuous restructuring, design, and construction of course content. This article takes the fourth lesson of the Comprehensive Japanese 2 course as an example of designing ideological and political education based on the BOPPPS model. The ideological and political elements are integrated into each aspect of the teaching silently, in order to enable students to naturally accept the guidance of socialist core values and achieve the goal of cultivating morality and nurturing people.

**Keywords:** BOPPPS model; Course ideological and political education; Comprehensive Japanese

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## 1. The necessity analysis of ideological and political education in a comprehensive Japanese curriculum

From the perspective of national education policies and guidelines, we attach great importance to comprehensively build a system of ideological and political work in universities and propose the fundamental task of cultivating students with moral character and soul<sup>[1]</sup>. The “Guidelines for the Construction of Ideological and Political Education in Higher Education Curriculum” issued by the Ministry of Education proposes to comprehensively promote curriculum construction in all universities and disciplines across the country, and to promote a broad consensus on the concept of curriculum ideological and political education<sup>[2]</sup>. In this context, curriculum ideological and political education has become a key direction and development trend of national higher education reform in the new era.

From the perspective of student development, foreign language majors are inevitably impacted by foreign cultures during the process of learning Japanese, and students are in a critical period of value formation. Therefore, it is necessary to strengthen ideological and political education, strengthen students’ ideal beliefs and “four confidences”, to objectively view cultural differences, consciously promote China’s excellent traditional culture, practice socialist core values, and shape correct worldviews, outlooks on life, and values.

From the perspective of integrated Japanese courses, ideological and political education in integrated Japanese courses is of great importance and easy to operate. In terms of curriculum design, the comprehensive Japanese language course has the highest number of class hours and the highest proportion of credits; In terms of course content, each comprehensive Japanese course has a theme, accompanied by corresponding theme articles, covering various aspects of Japanese social life, making it easy for teachers to incorporate ideological and political content around the theme.

## **2. Feasibility analysis of combining BOPPPS teaching model with ideological and political education**

### **2.1. The current problems in ideological and political education**

#### **2.1.1. The teaching philosophy is outdated and the methods are single**

At present, major universities across the country are actively responding to the call for national education policies and carrying out ideological and political education reforms in full swing. However, in actual teaching operations, many teachers still follow the model of exam-oriented education and adopt a full classroom teaching method to carry out ideological and political education, unilaterally outputting to students<sup>[3]</sup>. The interactivity and participation of students are not high, gradually losing interest, and often turning into a one-on-one play by teachers, resulting in poor effectiveness of ideological and political education.

#### **2.1.2. There are “hard integration” and “superficiality” in the ideological and political education curriculum**

Due to the high density of classroom teaching in the comprehensive Japanese language course, many teachers tend to be superficial in ideological and political education to complete their teaching tasks. They often rigidly incorporate famous sayings, idioms, and fables into classroom teaching, resulting in a phenomenon of “hard integration” and “superficialization”. Ideological and political education not only makes students feel rigid and abrupt, but it also disrupts classroom rhythm, affects course teaching, and fails to achieve expected results, even causing students to develop resistance.

#### **2.1.3. Emphasize input over output**

The goal of ideological and political education is for students to internalize and externalize correct values in their hearts and minds. In teaching practice, teachers usually design various teaching contents and activities to guide students to establish knowledge connections, shape their values from surface to deep cognition, and often overlook opportunities for students to express themselves, allowing them to deeply understand the connotation in practical activities. Ideological and political education should not only focus on textbooks, but also guide students to deepen their practice<sup>[4]</sup>. Move the classroom to real-life scenarios, use real-life situations to stimulate students' thinking, and make them truly accept and love ideological and political education<sup>[5]</sup>.

### **2.2. Regarding the BOPPPS teaching model**

The reform of blended learning needs to target the cultivation of expert thinking in problem-solving. Based on the golden curriculum standard of “gender equality”, the goal, strategy, and arrangement of teaching should be reconsidered through a combination of offline and online methods to stimulate students' interest in learning and improve knowledge absorption efficiency<sup>[6]</sup>. The BOPPPS teaching model is guided by theories such as the communicative approach and constructivism, and through scientific teaching design, encourages students to actively participate in teaching activities, fully values student feedback information, and optimizes teaching

methods. The teaching process is divided into six parts: introduction, objectives, pre-test, participatory learning, post-test, and summary <sup>[7]</sup>. The core of the BOPPPS model has two points: firstly, it emphasizes students' all-round participatory learning rather than just listening to lectures; the second is to timely obtain feedback from students to adjust subsequent teaching activities and achieve teaching objectives smoothly. Liang Jing and Yi Ping believe that the lack of face-to-face communication between teachers and students in blended learning restricts teaching effectiveness, while Peng Qi *et al.* believe that the order and organization of the six stages of the BOPPPS model can be adjusted to enhance students' self-learning ability <sup>[8,9]</sup>.

### **2.3. The BOPPPS teaching model and ideological and political education complement each other**

#### **2.3.1. Emphasizing student-centered teaching philosophy**

With the deepening of subject education and the promotion of quality education in our country, the student-centered education concept is increasingly valued and respected by the education community and has become an important part of school teaching reform. The BOPPPS teaching model and ideological and political education both emphasize the need for teachers to transform their roles from classroom leaders to guides, with a student-centered approach that guides students to actively explore, think, participate, and improve, promoting their all-round and deep development.

#### **2.3.2. The teaching process can be closely integrated with ideological and political elements**

All aspects of the BOPPPS teaching model can be closely integrated with ideological and political education, while also creating space for the development of ideological and political education. When designing teaching for ideological and political education, it is common to encounter situations where there is a shortage of text materials. At this point, teachers can supplement some relevant materials such as videos and pictures related to the text content and contain ideological and political elements in the introduction process of the BOPPPS teaching mode. This is not only a good introduction material, but also a good opportunity for ideological and political education. Integrating ideological and political elements into various aspects of the BOPPPS teaching model can enable teachers to carry out classroom teaching in an orderly manner while naturally integrating ideological and political education. Zhuang Biyun and Cai Jigang believe that strategies such as well-designed curriculum, optimized teaching process management, enhancing teachers' ideological and political level, and innovative consciousness can help students establish correct values <sup>[10,11]</sup>.

#### **2.3.3. Utilize teaching processes to improve students' output ability**

At present, there is a lack of teaching objectives for ideological and political education in professional courses <sup>[12,13]</sup>. Ideological and political education should not only focus on the input of teachers to students but also the creative output of students. Teachers can design activities such as telling Chinese stories, designing posters, and giving speeches in the participatory learning and post-testing stages of the BOPPPS teaching model, allowing students to actively participate and become the main force in spreading core social values, cultivating their ability to tell Chinese stories well and spread positive energy. Simultaneously, emphasizing the output of students can also stimulate their motivation, improve their enthusiasm, and maximize the effectiveness of ideological and political education.

## **3. Design and practice of ideological and political education for the comprehensive Japanese course based on the BOPPPS Model**

Below, the author will take the fourth lesson of the Comprehensive Japanese 2 course as an example to

demonstrate how to design ideological and political education based on the BOPPPS teaching model in specific teaching practices.

### **3.1. Import**

Teaching: Introduce the theme of this lesson, “Inviting Guests,” by presenting two videos of Chinese and Japanese hospitality. Have students compare the similarities and differences between Chinese and Japanese hospitality, and express their views and understanding of Chinese and Japanese hospitality culture. In the Chinese hospitality videos, Chinese people tend to pay attention to the combination of meat and vegetables, whether it’s cold or hot, and the variety of dishes. In addition, when seated, they consider factors such as identity and seniority. In the Japanese hospitality videos, Japanese people pay attention to the delicacy of the dishes, while the quantity of dishes is relatively small.

Ideological and political education: (1) Guide students to have a correct understanding of traditional Chinese hospitality. The hospitality etiquette in China reflects that China is a country of etiquette. Chinese people are warm and hospitable, and they show their enthusiasm for guests by the quantity and variety of dishes they offer. At the same time, they guide students to dialectically view our traditional culture, critically think about the phenomenon of extravagance and waste in hospitality, and advocate starting from ourselves, civilized hospitality, cherishing food, and the traditional virtues of diligence, and thrift. (2) Guide students to objectively and rationally view the differences in hospitality etiquette between China and Japan. Cultivate students’ Chinese soul, international perspective, and cross-cultural communication skills by recognizing the influence of ethnic characteristics, history, environment, and other factors behind hospitality etiquette.

### **3.2. Goal**

The teaching objective is to enhance students’ Japanese language ability and comprehensive literacy, which can be divided into three points: (1) Master the keywords, grammar, and sentence structures of this lesson, and be able to send out invitations to dine and order dishes in Japanese. (2) Enhance students’ critical thinking and self-learning abilities. (3) Cultivate the core socialist values of “friendliness”, “civilization”, and “harmony” to strengthen education on excellent traditional Chinese culture, and strengthen confidence in socialist culture with Chinese characteristics.

### **3.3. Pre test**

Understand students’ prior knowledge and abilities through questionnaire star format and classroom questioning. Firstly, create and publish practice questions on selecting the meaning of words using the questionnaire star. Have students complete them before class to test their preview and consolidate their memory of the words. Secondly, in the classroom, students can understand their mastery of Japanese table manners through questioning. For example, what do Japanese people say before meals? Question: “What do you say after dinner?” Answer: “Let’s go”.

### **3.4. Participatory learning**

Integrate ideological and political education into explaining grammar, sentence structures, and articles. For example:

- (1) Use “ ちに ” to make sentences. The example sentence in the text is: “If you can barely make ends meet, then”. Let the students try to translate it into Japanese: “If you don’t work hard when you’re young, you’ll feel sad when you’re old”. Integrating Japanese language learning with ancient Chinese poetry not only enhances students’ comprehensive application ability in Japanese but also inspires them

to study hard and experience the beauty of ancient Chinese poetry through the use of ancient poetry.

- (2) Translate the example sentence “ ち ” into English. Show the current situation of poverty alleviation in China through data and images, and have students log in to the poverty alleviation and economic assistance system for the four key targets of 1.6 million people and 800,000 people. There are approximately 1.6 million households in the four key categories, including about 800,000 registered impoverished households. Not only can it enhance students' ability to translate Japanese into Chinese and deepen their understanding of the usage of “ ち ”, but it can also help them understand China's poverty alleviation work.
- (3) Discuss the content of the reading comprehension article “Modern Food Life”. With the theme of “Changes in Chinese cuisine over the past forty years of reform and opening up”, combined with the content of the reading and interpretation article, students are divided into groups for discussion. Each group is invited to have one student present on stage, and then the teacher and students will evaluate together. Let students experience through discussions and opinions that the reform and opening up have helped our country rise from standing up to becoming rich and strong, and that changes in diet are a reflection of China's economic development.

### 3.5. Post test

Assign writing task to students: Write a 300-word essay in Japanese to introduce Chinese cuisine to Japanese friends. Require using two to three sentence patterns in the essay, and upload them to the cloud class for evaluation by the teacher and classmates. The teacher selects one to two excellent essays and shares them in the next class.

Guiding students to introduce Chinese cuisine in Japanese can not only enhance their language proficiency, but also deepen their understanding of traditional Chinese culture, enhance cultural confidence, and cultivate their ability to export culture and tell Chinese stories well.

### 3.6. Summary

Use mind maps to sort out the knowledge points of this lesson, and review the students' common mistakes, key points, and difficulties in the classroom. At the same time, upload some reading materials about Chinese and Japanese food and lifestyle in the cloud class to expand students' knowledge and deepen their understanding and application of knowledge.

## 4. Conclusion

Despite the challenges, the focus is to naturally integrate ideological and political elements into the classroom<sup>[14]</sup>. It is necessary to ensure the effectiveness of ideological and political education, guiding students to establish cultural confidence, correct worldviews, outlooks on life, and values, while subtly influencing and making them popular among students. The various links of the BOPPPS teaching model are interconnected and progressive. Ideological and political elements can naturally interweave in each link, integrate with the teaching content, and gradually shape the values of students from surface cognition to deep understanding. In addition, ideological and political education is not the unilateral output of teachers but requires active participation and interaction from students to effectively ensure the effectiveness of ideological and political education, which coincides with the educational philosophy of the BOPPPS teaching model. The BOPPPS teaching model emphasizes a student-centered approach, involving participation in classroom activities to acquire relevant knowledge and content, with a focus on improving student engagement and enhancing teacher-student and student-student interaction

<sup>[15]</sup>. Therefore, integrating ideological and political education into the BOPPPS teaching model can complement each other and achieve the desired teaching effect.

## Disclosure statement

The author declares no conflict of interest.

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