

A Study on the Pathways and Content Design for Integrating the Concept of Curriculum-Based Ideological and Political Education into Advanced Japanese Textbooks

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Abstract: Under the backdrop of value guidance in higher education, the integration of curriculum-based ideological and political education with specialized disciplines has emerged as a significant issue. Advanced Japanese textbooks need to transcend traditional approaches to achieve the unity of knowledge impartation and value guidance. This study incorporates multidisciplinary perspectives to explore the theoretical foundation, design pathways, and implementation mechanisms for integrating curriculum-based ideological and political education. It proposes core construction strategies and collaborative mechanisms, providing a theoretical basis for textbook compilation, and contributes to enhancing students' language proficiency, critical thinking, and cultural literacy.

Keywords: Advanced Japanese textbooks; curriculum-based ideological and political education; value guidance; content design; textbook compilation

Introduction

In the contemporary higher education system, the integration of specialized courses with value guidance has become a key issue in educational reform. As an essential medium in Japanese language education, advanced Japanese textbooks have traditionally emphasized language skills in their compilation, yet the deep integration of ideological and political education with Japanese language teaching materials remains to be further explored. This study analyzes, from a theoretical perspective, the coupling between the concept of curriculum-based ideological and political education and advanced Japanese language education, elucidates the inherent function of textbooks as carriers of culture, and proposes value-integrated content design and implementation pathways. The necessity of this research lies in transcending the framework of instrumental language teaching and constructing a textbook system that integrates knowledge, ideological content, and cultural dimensions, thereby providing a theoretical foundation and practical solutions for cultivating high-quality Japanese language professionals with cross-cultural understanding and social responsibility.

1. The Theoretical Integration of the Curriculum-Based Ideological and Political Education Concept with Advanced Japanese Textbooks

1.1 The Connotation of the Curriculum-Based Ideological and Political Education Concept and Its Positioning in Higher Education

The concept of curriculum-based ideological and political education embodies the dialectical unity of knowledge impartation and value guidance within the higher education system. This educational philosophy transcends the one-dimensional approach of traditional specialized education, regarding disciplinary teaching as a crucial field for shaping the holistic personality of learners. Its theoretical foundation is rooted in constructivist learning theory within modern pedagogy, which emphasizes that the learning process involves the simultaneous development of cognitive structures and value systems. In the context of higher education, this concept requires specialized courses to move beyond the limitations of mere skill training and to commit to cultivating students' critical thinking, cultural understanding, and sense of social responsibility.

From the macro perspective of the educational ecosystem, the establishment of the curriculum-based ideological and political education concept has prompted subject education to re-examine its fundamental mission. The important assertion that ideological and political courses are key to implementing the fundamental task of moral education and talent cultivation is equally applicable to the field of foreign language education. As a component of higher education, Japanese language education should achieve the organic integration of knowledge instruction, skill development, value guidance, and practical application. Regarding the compilation of advanced Japanese textbooks, this concept requires elevating textbooks from mere language reference tools to educational media that serve both cultural transmission and value guidance, while imparting language knowledge, fostering national identity, and enhancing cultural confidence. This shift in positioning necessitates a systematic reconstruction in aspects such as the selection of language materials, the arrangement of knowledge structures, and the design of learning tasks, ensuring that ideological and political elements are deeply interconnected with course content to achieve a subtle and imperceptible educational effect. Textbook compilers should thoroughly understand the intrinsic connection between specialized education and value guidance. By referencing the four-in-one educational objectives and employing appropriate content organization and task design, they should encompass not only Japanese language knowledge and Japanese cultural content but also supplement materials that express Chinese culture in Japanese. This approach allows value guidance to be naturally integrated into the language learning process, helping students establish a correct worldview, outlook on life, and values while improving their comprehensive language proficiency and cross-cultural communication skills^[1].

1.2 The Intrinsic Attributes and Functions of Advanced Japanese Textbooks as Cultural Carriers

Advanced Japanese textbooks are, in essence, multi-layered cultural carriers whose functions extend far beyond the scope of mere language reference tools. From the perspective of cultural communication studies, the selection and organization of texts within textbooks constitute a specific cultural narrative, serving not only to convey linguistic knowledge but also to present and interpret cultural values. The uniqueness of Japanese language and culture inherently endows advanced Japanese textbooks with an intermediary function in cross-cultural dialogue. While acquiring language skills, learners inevitably engage with the modes of thinking, aesthetic orientations, and ethical concepts deeply rooted in Japanese society.

Textbook compilers must fully recognize this dual attribute of cultural carriers. While ensuring the accuracy of language knowledge, they should guide learners to establish a rational framework for cultural understanding through meticulously designed cultural content. Textbooks should present the complexity and multidimensionality of cultural phenomena, avoid simplistic cultural binary oppositions, and provide learners with space for in-depth cultural comparison and value reflection. In terms of content organization, a balance between the classic and the contemporary, as well as the traditional and the modern, should be maintained. Through systematic arrangement of cultural themes, textbooks should help learners construct a three-dimensional understanding of Japanese culture. The effective realization of this cultural carrier function serves as an important dimension for evaluating the educational value of advanced Japanese textbooks.

1.3 The Logic of the Organic Unity Between Value Guidance and Language Knowledge Impartation

The theoretical foundation for the organic integration of value guidance with Japanese language knowledge instruction stems from the intersecting support of cognitive linguistics and educational psychology. Advanced Japanese learning is, in essence, a systematic process of constructing cognitive frameworks. The progression of language application skills inherently aligns with the deepening of logical thinking and cross-cultural thinking abilities. This unity is profoundly rooted in the core cognitive mechanisms of language acquisition. Accurate Japanese expression relies on the support of clear thinking, while deep-level cognitive activities necessarily involve the careful discernment of value orientations. This corresponds to the triple objectives of advanced Japanese courses, which encompass knowledge impartation, skill enhancement, and quality cultivation^[2].

In the practice of textbook compilation, this unified logic is manifested in the natural integration of the value dimension into the design of learning tasks. By selecting text materials with ideological depth, learners are naturally led to engage with value judgments during the process of linguistic analysis. Through designing discussion topics requiring multi-perspective thinking, learners are prompted to undertake value exploration while applying the language. From the perspective of curriculum theory, this requires the textbook framework to shift from a structure centered on language knowledge points

to a new organizational approach that is theme-oriented and thinking-training-based.

Within this new framework, linguistic knowledge becomes a tool for exploring cultural themes and engaging in intellectual exchange, with each instructional unit constituting a complete learning scenario. This design can effectively stimulate learners' intrinsic motivation, foster the occurrence of deep learning, and achieve the dual construction of knowledge mastery and value formation. From the perspective of educational assessment, this organic unity does not undermine the professionalism of language teaching. On the contrary, by enhancing the sense of meaning and degree of engagement in learning, it can significantly strengthen educational outcomes.

2. Content and Task Design for Japanese Textbooks Based on Value Integration

2.1 Principles for Integrating Value Orientation in the Selection of Textbook Content

The integration of value orientation in the selection of textbook content is based on dual considerations of textual hermeneutics and educational objectives. This process requires adherence to systematic principles and methodological guidance. In establishing criteria for content selection, a multi-level evaluation system should be constructed, prioritizing the ideological depth, cultural representativeness, and educational appropriateness of textual materials. Literary works rich in interpretive possibilities, documentary texts reflecting socio-cultural transformations, and academic discourses addressing universal humanistic issues can create a cognitive field for learners conducive to deep thinking and value exploration. The interpretive potential and capacity for multiple readings of a text become core selection criteria. Materials that can stimulate critical thinking and foster the formation of multi-dimensional perspectives better align with the requirements for integrating value orientation.

At the operational level, content selection must follow the principle of cognitive progression, ensuring the complexity of texts aligns with learners' cognitive levels. The selected materials should possess both ideological depth and an appropriate level of challenge, while remaining within a range that students can comprehend with guidance. This ensures the effectiveness of value guidance and prevents inappropriate text difficulty from undermining the educational outcome. Simultaneously, attention must be paid to balancing and diversifying cultural perspectives. By presenting diverse cultural standpoints and social phenomena, the aim is to cultivate cross-cultural understanding ability. This approach should reflect both Sino-Japanese cultural contrasts and the complex dynamics within cultures, thereby assisting students in constructing an objective cognitive schema of culture^[3].

From the perspective of implementation pathways, content selection should establish a clear evaluation framework based on value dimensions, encompassing aspects such as the thematic orientation, ideological connotation, and cultural value of the texts. This framework needs to organically align with language teaching objectives, ensuring the natural integration of value guidance and language learning. Regarding the scope of material selection, a balance should be struck between the depth of classical texts and the timeliness of contemporary materials, reflecting both the continuity of cultural heritage and the latest developments in societal evolution. Furthermore, attention must be paid to the characteristics and strengths of different text types. By rationally incorporating literary texts, discursive texts, and documentary texts, a multi-dimensional and diverse content system can be constructed, providing a rich array of textual carriers for value guidance.

2.2 The Deep Connection Between Higher-Order Thinking Tasks and Value Connotation

The deep connection between higher-order thinking tasks and value connotation is established from the intersecting perspectives of cognitive education theory and language acquisition principles. Realizing this connection relies on a systematic methodology for task design. The task framework based on the cognitive hierarchy theory should follow a progression from comprehension and application to analysis and evaluation, achieving the organic integration of value connotation at the highest level of the cognitive process. Analytical tasks require learners to deconstruct the deep semantic structure of texts and explore the value logic and ideological context behind cultural phenomena. Evaluative tasks guide learners to make careful value judgments on textual viewpoints based on multiple pieces of evidence and diverse perspectives. Creative tasks, in turn, motivate learners to construct personal insights on the basis of thorough understanding, thereby achieving knowledge reconstruction and value innovation.

The principle of authenticity in task design requires the creation of language usage contexts that closely resemble real-life situations. The construction of such contexts can enhance learners' cognitive engagement and emotional involvement, making the process of value exploration more meaningful and personally relevant. In terms of task presentation strategies, open-ended guiding language and heuristic questioning approaches should be employed, providing learners with ample room for reflection and independent exploration, while avoiding the imposition of a single value conclusion or predetermined thinking path. The internal logic of the task sequence must be meticulously designed to form a coherent chain of thinking training, enabling learners to progressively build a systematic framework for value cognition and critical thinking abilities through the completion of a series of tasks.

From the perspective of educational implementation, task design must establish a clear pathway for ability development, breaking down the cultivation of value cognition into specific, actionable and assessable objectives. This ensures that tasks at all levels possess both the function of thinking training and thematic consistency regarding values. The types of tasks should balance individual contemplation and collaborative inquiry, integrating formats such as individual study and group discussions to deepen value cognition across different social contexts. Concurrently, it is essential to refine feedback mechanisms to provide timely and professional guidance on thinking processes and value judgments, thereby safeguarding the direction and effectiveness of value exploration^[4].

2.3 The Integrated Nature and Value Framework of Textbook Content Units

The integrated nature of textbook content units manifests as the systematic organization and logical presentation of all components along value dimensions. Achieving this characteristic requires architectural design based on a holistic perspective of curriculum theory. The internal value thread of a unit needs to be unified through a clear main line, enabling the teaching of language knowledge, the transmission of cultural information, and the training of thinking skills to form an organic network of meaningful connections centered around a core value theme. This integration is first reflected in the conciseness and inclusivity of the unit theme. Each unit should focus on a core issue that offers ample space for exploration and possesses ideological depth. This issue must both reflect the depth required for specialized learning and hold the potential for diversified value guidance.

The arrangement of various components within a unit needs to follow the psychological developmental patterns of value cognition-progressing from observing concrete phenomena to forming abstract concepts, and from understanding a single perspective to comparing multiple standpoints-ultimately achieving a comprehensive and in-depth understanding of the value theme. The complementarity and dialogic nature of learning materials serve as key mechanisms for achieving integration. By selecting related texts from different perspectives, genres, and eras, a multidimensional cognitive context and dialogic space can be constructed. This enables learners to develop dialectical thinking and an inclusive attitude toward values through meaning negotiation across texts.

The systematic design of unit activities should form a complete cognitive cycle for value exploration, progressing from stimulating cognitive conflict to providing exploratory tools, then guiding deep reflection, and ultimately promoting the reconstruction of cognitive structures and the development of value concepts. This highly integrated unit framework ensures that value guidance is no longer an additional educational task but rather a natural product inherent to the specialized learning process, effectively achieving the unity of knowledge construction and value formation. At the implementation level, unit design needs to establish a clear developmental roadmap for value cognition, specifying the teaching objectives and expected outcomes of each stage to ensure the systematic and continuous nature of value guidance.

From the perspective of educational evaluation, the degree to which unit integration is achieved requires assessment through multi-dimensional indicators, including the internal coherence of content, the logical continuity of activities, and the depth of value theme development. These assessment indicators should correspond with the unit's instructional objectives, providing a basis for the continuous improvement of teaching materials. Simultaneously, unit design must maintain appropriate flexibility, allowing room for teachers' creative implementation and students' personalized exploration. This ensures that the process of value guidance possesses both clear directionality and open-ended explorative potential. Mastering this balance represents an important aspect of the artistry in textbook unit design and is also crucial for optimizing educational outcomes.

3. The Structured Implementation Mechanism of Value Guidance in Textbooks

3.1 The Internal Principles of Value Guidance in Textbook Text Organization

The internal principles of value guidance in textbook text organization are founded on the theoretical bases of semiotics and narratology. The sequence in which texts are arranged constitutes a specific meaning-generating system, forming a latent value narrative through the thematic connections and logical progression of selected texts. This narrative is realized not through direct exposition but by leveraging the intertextual relationships between texts, enabling learners to naturally establish a frame of reference for value cognition when engaging with different materials.

The organization of texts follows cognitive schema theory, guiding learners to form specific thinking pathways and tendencies in value judgment through recurring key concepts and progressively deepening thematic content. The internal structure of textbook units embodies the micro-mechanisms of value guidance. The coordination between main texts and supplementary texts, the dialogue between classical literature and contemporary discourse, and the juxtaposition of different genres and perspectives collectively construct a multilayered network of meaning.

This network of meaning maintains sufficient openness to respect the learner's subjectivity, while also ensuring the directedness of value guidance through meticulous organizational design. The gaps and connections between texts constitute important spaces for reflection, prompting learners to actively construct personal understanding during the reading process and accomplish the transformation from textual meaning to value cognition. Transitions and connections between units follow the intrinsic patterns of cognitive development, promoting the continuous evolution of value cognition through the deepening and expansion of themes.

3.2 The Progressive Relationship of Value Cognition in Learning Activity Sequences

The design of learning activity sequences adheres to the psychological developmental patterns of value cognition, reflecting the complete process from perceptual understanding to rational construction. Activities in the initial stage focus on emotional experience and perceptual awareness of phenomena, aiming to evoke learners' sensitivity to values through situational creation and the use of evocative materials. Activities in the intermediate stage shift toward rational analysis and comparative discrimination, guiding learners to employ critical thinking tools to deconstruct the logical structures underlying value-related phenomena.

The progressive relationship within the activity sequence embodies the internal logic of cognitive development. The design of activities at each stage builds upon the previous one, serving both to consolidate existing cognition and to advance toward higher-level cognitive processes. This progression is not a simple linear development but rather a cognitive process of spiral ascent, ensuring that learners encounter appropriate cognitive challenges at every stage.

The diversified configuration of activity types caters to the needs of learners with different cognitive styles. Individual study cultivates independent thinking and analytical skills, group collaboration facilitates the exchange and refinement of viewpoints, and classroom discussions hone the ability to articulate and substantiate value-based positions. These activity formats complement one another, working together to promote the comprehensive development of value cognition. The transitions between activities are designed to be natural and seamless, forming a coherent chain of cognitive development.

3.3 The Supporting Role of Textbook Auxiliary Systems in Value Comprehension

The textbook auxiliary system is constructed to serve the deeper objective of value comprehension, and through meticulous design, it provides learners with a cognitive support framework. The introductory guide system employs heuristic guidance, using key questions and thought-path prompts to clarify the direction for learners' value exploration. The annotation system not only provides background knowledge but also emphasizes conceptual analysis and viewpoint clarification, aiding in the understanding of the text's deeper meaning^[5].

The application of visual elements adheres to the cognitive theory of multimedia learning, facilitating the concretization and internalization of abstract value concepts through visual representation. Non-textual symbols such as illustrations and charts form a complementary relationship

with written content, enhancing the depth of learners' understanding and the effectiveness of memory retention. This multimodal approach accommodates different learning preferences and improves the efficacy of value comprehension.

The design of reflection questions and exercises embodies the principles of constructivist learning theory, emphasizing value judgment and decision-making processes within authentic contexts. These auxiliary materials maintain a high degree of coordination and unity with the main text, avoiding excessive intervention that might undermine learner autonomy while providing sufficient support to ensure the effective achievement of value comprehension. All components of the auxiliary system work in concert with one another, forming an integrated whole that fosters the development of value cognition.

Conclusion

This study systematically analyzes the theoretical foundations, content design pathways, and implementation mechanisms for integrating the concept of curriculum-based ideological and political education into advanced Japanese textbooks, constructing a textbook compilation theoretical framework centered on value guidance. The research clarifies that compiling advanced Japanese textbooks must transcend the single dimension of language knowledge impartation. By relying on the narrative logic of text organization, the cognitive progression of task sequences, and the multidimensional support of auxiliary systems, the structured integration of value guidance can be achieved. Future efforts should further conduct empirical evaluations on the effectiveness of textbook usage, optimize content design in alignment with learners' cognitive development patterns, and deepen the theoretical interpretation of textbooks' value guidance mechanisms from an interdisciplinary perspective. Furthermore, issues such as the synergistic mechanism between textbook compilation and teacher professional development, as well as innovative pathways for textbook formats in the digital era, constitute core directions for subsequent research. It is anticipated that these efforts will continuously advance the theoretical innovation and practical refinement of advanced Japanese textbooks.

Fund Projects

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