

Understanding the ideological and political design and research of contemporary China

Gong Xue

Dalian Ocean University, China

Abstract

This study investigates the integration of ideological and political education within Japanese-Chinese translation courses under China's new educational paradigm, where these core courses for Japanese majors simultaneously develop professional translation competencies and cultivate cultural ambassadors. The pedagogical framework employs a structured four-phase approach: multimedia contextualization of themes, textual analysis of ideological content (focusing on Chinese traditional virtues, socialist core values, and national achievements exemplified by poverty alleviation case studies), annotated translation practice emphasizing accurate conveyance of ideological connotations, and guided critical discussions reinforcing political literacy. Results demonstrate significant improvement in both translation proficiency and ideological comprehension, confirming the model's efficacy in synergizing skill development with political education to foster graduates with technical expertise and cultural confidence. This research provides replicable strategies for implementing "curriculum ideology and politics" in foreign language education reform.

Keywords

Ideological, Translation, Pedagogy, Cultivation.

1. Introduction

Under the educational background of the new era, the curriculum thinking and politics has been endowed with great significance, and has become the key direction to promote the education and teaching reform. As one of the core courses of Japanese major, the Japanese course not only undertakes the responsibility of cultivating students' solid language skills so that they can carry out the language transformation between China and Japan, but also shoulders the mission of spreading Chinese culture and promoting the cultural exchange between China and Japan. The integration of ideological and political elements in the Chinese Translation Day course enables students to have a deep understanding of the connotation and value of Chinese culture, enhance their cultural confidence, and cultivate their international vision and cross-cultural communication consciousness in the process of improving their language ability.

2. The importance of ideological and political courses in the Chinese Translation Day course

With the deepening of educational reform, the importance of ideological and political curriculum is becoming more and more prominent, and it plays an irreplaceable role in the field of talent training and cultural inheritance.

(1) Cultivating well-rounded talents: In the traditional Chinese translation day teaching mode, the teaching focus focuses on the explanation of language knowledge and the training of translation skills, such as the discrimination of vocabulary, the use of grammar, the teaching of translation strategies, etc., but to some extent ignores the cultivation of students' ideological and political literacy. However, the demand of today's society for talents is no longer limited to

professional skills, but pays more attention to their moral quality and ideological realm. Through the integration of ideological and political elements in the course, teachers can skillfully infiltrate ideological and political elements in daily teaching with the help of translation examples. For example, in the interpretation of social responsibility translation, guide students to think in different social situation responsibility, so that the students in improving translation skills at the same time, set up the correct world outlook, the outlook on life and values, grow into a high-quality talents of having both ability and political integrity, to better adapt to the diversified social needs of the future.

(2) Enhance cultural confidence: In the process of Chinese translation Day, it will inevitably involve a large number of Chinese cultural content, from poems and songs in classical literature to innovative ideas in modern society, from traditional folk customs to contemporary scientific and technological achievements. By integrating ideological and political education into this course, teachers can guide students to dig deep into the connotation of Chinese culture and let them understand the unique charm and profound heritage of Chinese culture. For example in the translation of Chinese traditional festivals related content, not just simply complete the language transformation, more to guide students to explore the history behind the festival, cultural significance, make the students in the process of spreading Chinese culture, deeply realize the profound Chinese culture, and enhance their cultural confidence, with a more active attitude to participate in the international cultural exchanges, let Chinese culture on the world stage bloom more dazzling brilliance.

3. Ideological and political case design of the Chinese Translation Day course

Ideological and political elements are excavated from the translated text, such as selecting texts reflecting Chinese traditional virtues, socialist core values, national development achievements and other contents for translation teaching. Using case teaching method, introducing representative Chinese translation day cases, let students analyze the ideological and political elements and how to accurately convey. At the same time, group discussions are organized to discuss the translation of some hot social topics, so as to cultivate students' critical thinking and correct political stand.

(1) Text selection: a news report on China's achievements in poverty alleviation is selected as the translated text. The report details the measures and remarkable achievements China has made in the fight against poverty, as well as the touching stories emerging, and fully embodies the concepts of "prosperity", "justice" and "dedication" in the core socialist values.

(2) Teaching objectives: In terms of language skills, students can master professional vocabulary and Japanese sentence patterns in relevant economic and social fields, and improve their translation ability. In terms of ideological and political education, students can deeply understand the great significance of poverty alleviation in China, enhance national pride and identity with the national development path.

(3) Teaching process

① Introduction

The teacher first played a video about the achievements of China's poverty alleviation, such as the change of old appearance in poor areas and the substantial improvement of people's living standards, to arouse students' interest in the topic of poverty alleviation and introduce the text to be translated in this class. In the process of playing the video, teachers can timely pause and explain the key events and the spirit contained behind the poverty alleviation in combination with the picture, such as the unity spirit of "one party is in trouble, and the support from all sides", so that students can have a preliminary perception of the ideological and political content.

②text analysis

teachers lead the students to analyze the text structure and content, focusing on the crucial spirit of poverty alleviation and socialist core values, such as "precise ShiCe, ensure that every poor family can get effective support" "poverty alleviation cadres root at the grass-roots level, selfless dedication", etc., guide students to think about the deep meaning behind the sentences and value orientation. In the process of analysis, introduce translation skills, such as "precise strategy", "precision" is adjectives, in the Japanese translation "precision strategy", translated into Japanese language habits; for "to ensure that every poor family can get effective help", explain the sentence splitting skills, can be divided into "poor world has support guarantee", let the students understand how to flexibly handle long sentences according to the Japanese grammar structure.

③Translation practice

Students conduct Chinese translation day. Teachers patrol the classroom to answer the language problems encountered by students in the translation process at any time, and remind students to pay attention to how to accurately convey the ideological and political connotation of the text. For example, as for the sentence "poverty alleviation cadres rooted at the grass-roots level, selfless dedication", in addition to language translation, students should be guided to think about how to accurately convey the noble spirit of "selfless dedication"; in Japanese, so that the translation is not only the transformation of words, but also the transmission of emotion and values. Students can be prompted to refer to the common words and sentences in Japanese that express dedication, such as "dedicated shi";.

④Group discussion

After the students complete the translation, they will conduct a group discussion. Each group compared its own translation version to discuss which translation could more accurately convey the ideological and political significance of the original text, and also discussed the impact of the achievements of poverty alleviation on China's social development and the international community. Teachers participate in group discussions and timely guide students to think about problems from a broader perspective. For example, starting from the concept of a community with a shared future for mankind, China will discuss the contribution of poverty alleviation to the global poverty reduction cause, and further strengthen the depth of ideological and political education. When discussing translation skills, students are encouraged to share their difficulties and solutions in the process of translation, such as the translation of cultural load words, and how to retain the cultural connotation by adding notes or Italian translation.

4. Summary and expansion

Teachers summarize the group discussion results, emphasize the importance of accurate translation ideological connotation, and expand the relevant knowledge, such as China's poverty crucial experience for other developing countries, encourage students to consult more information about China's development achievements after class, independent translation practice, further enhance the translation ability and ideological literacy. In the summary, we systematically review the translation skills involved in this lesson, such as part-of-speech transformation, sentence splitting, cultural-load word translation, etc., and assign targeted homework. It requires students to use the skills learned and reflect the ideological and political connotation when translating the text related to China's development achievements.

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