

On the Practice of Ideological and Moral Teaching in College Japanese Course under the Background of Internet Plus

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Abstract: This study addresses the current challenges in Japanese language education at the tertiary level by exploring effective pathways for integrating ideological and political education into the curriculum. The research first establishes a three-dimensional instructional objective encompassing knowledge acquisition, competence development, and value cultivation. It subsequently optimizes teaching materials and identifies ideological-political elements based on the principles of cultural balance, dynamic updating, and demand alignment, while constructing a diversified evaluation system involving multiple stakeholders to systematically advance curriculum-based ideological and political development. Using Lesson 3, "Holding Hope in Life," from the second volume of **New Generation University Japanese** as a case study, this paper designs a tripartite instructional framework integrating foundational knowledge, professional skills, and humanistic qualities. Through blended teaching approaches and progressive ideological-political design, it achieves an organic unity of language proficiency development and value orientation. This study aims to provide theoretical and practical references for the effective implementation of ideological and political education in university Japanese courses.

Keywords: University Japanese; Curriculum-Based Ideological and Political Education; Teaching Design; *New Generation University Japanese*

1. Introduction

The deep penetration of Internet technology, the explosive growth of information, and the rise of multiple channels such as mobile Internet have aggravated the complexity and uncertainty of the information environment. This puts forward higher requirements for college students'

information discrimination ability. Some students are difficult to distinguish massive fragmented information because of lack of dialectical thinking training, and are vulnerable to bad culture erosion. From the connection of education stages, the orientation of entering higher schools in senior high schools makes quality education not paid enough attention, and students' comprehensive quality cultivation has shortcomings. After entering universities, they are prone to problems such as value orientation deviation and hedonism, which makes it difficult to adapt to the university learning model and frequent psychological problems. The above phenomenon fully highlights the urgency of strengthening the guidance of college students' outlook on life, world outlook and values, and related education has become a core issue to be solved urgently in the talent training system of colleges and universities.

In view of the practical problems in the growth of college students, the policy has clearly guided the direction. In 2020, the Ministry of Education promulgated the "Guiding Outline of Ideological and Political Construction in Colleges and Universities", which requires that public basic courses should subtly guide the value in knowledge imparting and ability training by reconstructing the teaching content and innovative methods, and help realize the goal of comprehensive education [1]. In view of college Japanese, a public basic course, College Japanese Teaching Guide defines its educational orientation. It is not only language skills training, but also on the basis of cultivating language application and cross-cultural communication ability, guiding students to establish correct cultural views and values [2]. The goals of these two documents are highly consistent, which together constitute the policy support system for ideological and political construction of college Japanese courses.

To sum up, it is of great practical significance and necessity to integrate ideological and moral education into the whole teaching process for

college students in the critical period of adult development. However, in the existing academic research, the achievements of discussing college Japanese teaching from the perspective of "curriculum ideology and politics" are still limited, and the relevant theoretical construction and practical path need to be improved. Based on this, this paper will take the characteristics of the Internet era as the research breakthrough point, proceed from the current situation of college Japanese teaching under the background of course ideological and political education, deeply explore the specific construction path of college Japanese course ideological and political education, and combine the teaching design of the third class of "New Generation College Japanese" to provide theoretical reference and practical reference for the effective development of course ideological and political education in college Japanese teaching.

2. College Japanese Course Ideological and Political Construction Path

2.1 Clear Setting and Principles of Curriculum Objectives

At present, in the ideological and political system of college Japanese courses, there is a problem that the two modules of subject content and ideological and political content are parallel but unbalanced [3], which is embodied in two extreme teaching tendencies. First, the classroom is centered on teachers' teaching, focusing too much on the subject content module, attaching importance to language knowledge imparting and skill training, but ignoring the value-building function of the ideological and political content module. This teaching mode not only leads to the lack of cultivation of students' humanistic quality, but also makes students in a passive learning state for a long time, with low learning enthusiasm and efficiency; Even from the perspective of the subject goal itself, a single knowledge infusion can not effectively cultivate cross-cultural communicative competence [4], which deviates from the core appeal of foreign language teaching. Second, some teachers go to the other extreme. In order to implement the ideological and political requirements of the curriculum, we deliberately "ideologically teach", implant ideological and political elements out of thin air from the textbook text, and do not carry out language learning activities throughout,

completely replacing subject teaching with ideological and political content, which not only loses the foundation of language knowledge teaching, but also ignores the foundation of language ability training, and falls into the misunderstanding of curriculum design of "thinking about politics for ideological and political reasons".

In fact, the goal of ideological and political education is the "core chip" in the design of ideological and political teaching plans for foreign language courses, and its role runs through all links such as the establishment of value orientation, the organic integration of content and the implementation of evaluation strategies [5]. Therefore, it is necessary to clarify the curriculum objectives, avoid paying attention to one thing and losing the other, and promote the deep integration of subject knowledge objectives and ideological and political education objectives. In the knowledge dimension, students should master Japanese basic language knowledge such as pronunciation, vocabulary and grammar, and professional skills such as listening, speaking, reading, writing and translation. In the ability dimension, students' comprehensive Japanese application ability, cross-cultural communication ability, independent research learning ability and critical thinking ability are cultivated through classroom teaching. In the value dimension, strengthen students' recognition of Chinese excellent traditional culture, and establish a correct outlook on life, values and world outlook.

Two principles should be followed when designing specific goals. First, the ideological and political teaching objectives of foreign language courses should be based on the deep excavation and refinement of language materials, and second, the ideological and political teaching objectives should be closely linked with the language teaching objectives to avoid imbalance. The typical misunderstanding that needs to be guarded is that ideological and political goals exist in isolation from language teaching materials, fail to be naturally derived from curriculum knowledge system, and become passive water. Or the goal of ideological and political education is too high, which is out of touch with students' actual cognitive level and curriculum carrying capacity, and forcibly crams a big and empty concept of ideological and political education into teaching. Or simply and rudely labeling the teaching content with

ideological and political elements, and stiffly grafting ideological and political elements, without realizing the deep integration with language teaching. All these eventually lead to the separation of ideological and political goals and language goals, which can not complement each other in the teaching process and form a joint force of educating people. It is difficult to really play the role of curriculum ideological and political education in college Japanese teaching, which deviates from the original intention of curriculum ideological and political construction.

2.2 Optimization of Teaching Materials and Deep Excavation of Ideological and Political Elements

As the core carrier of teaching, the content design of teaching materials directly affects the realization of curriculum objectives [6]. Although the current college Japanese textbooks present rich and diverse characteristics and can meet the basic teaching needs, there are obvious shortcomings in terms of the principle of demand adaptation. The shortage of specialized textbooks for students with basic Japanese leads to the widespread use of zero-based textbooks such as New Standard Japanese in colleges and universities, and its knowledge system and content design are difficult to match the learning needs and development direction of non-Japanese majors (especially those with basic Japanese). On the other hand, there are dual core problems in the design of teaching materials. First, the cultural orientation is unbalanced, focusing too much on campus life, business work and other scenes and Japanese social culture. China's cultural content accounts for a very low proportion [7], and it lacks ideological and political materials for "expressing Chinese culture in Japanese"; Second, the content update lags behind, which fails to reflect the new trends and trends of Chinese and Japanese society and does not conform to the principle of timeliness of content. These problems lead to the disconnection between the teaching effect and the requirements of curriculum ideological and political construction. Students lack targeted training to spread Chinese culture in Japanese, and their related abilities are not well developed. In recent years, although the new textbooks try to integrate ideological and political elements, there are some problems such as insufficient integration depth, separation from language

knowledge and loose structure, which fail to form a synergistic effect between language teaching and value shaping.

Therefore, when selecting teaching materials and arranging course content, teachers should actively integrate educational elements such as core values and excellent Chinese traditional culture, and rely on digital technologies such as the Internet and artificial intelligence to explore video and text materials that are suitable for foreign language majors and meet the needs of ideological and political education in the course. Specifically, it can be selected from foreign language text and video materials for foreign cooperation and exchange, Japanese versions of China's traditional cultural works, China Daily, various Japanese textbooks and other channels, and then these materials can be integrated into a curriculum ideological and political teaching resource library covering words, pictures and videos, so as to lay a solid resource foundation for enriching the ideological and political education content of foreign language courses [8].

In the implementation of teaching, when explaining vocabulary and sentence patterns, students should be guided to think about the differences between China and Japan in language expression, festival culture and behavior habits, so as to ensure the political and contemporary nature of teaching; Secondly, it is necessary to implement systematic and logical principles and optimize the structure of subject knowledge points and educational logic; In the text explanation or after-school reading arrangement, we can help students understand the essence of Chinese culture with the help of the Japanese translation of The Analects, and at the same time, combine the course content of Sino-Japanese cultural comparative study to help students establish cultural confidence and strengthen historical confidence; In addition, we should adhere to the principle of updating the course content, combine the news and current affairs design exercises, and guide students to keep up with the pace of the times and cultivate the feelings of home and country; It is also necessary to deepen the principle of demand adaptation, and design differentiated learning tasks for students with different professional backgrounds, such as adding a module of "Introduction of China Corporate Culture in Business Japanese" for economic and trade majors, guiding students majoring in journalism

and communication to shoot Japanese micro-videos, and strengthening value shaping around students' development needs. Finally, the course ideological and political education is promoted with the guidance of "applying what you have learned", and a teaching mode of course ideological and political education with online and offline linkage and in-class and out-of-class integration is constructed.

2.3 Curriculum Ideological and Political Evaluation System Diversification

At present, there are obvious shortcomings in the evaluation system of college Japanese courses. The core crux lies in the single evaluation dimension, solidified methods and limited subjects. On the one hand, the existing assessment pays too much attention to the detection of language skills and professional knowledge, and the perfect evaluation standard for the achievements of curriculum ideological and political construction has not yet been established; On the other hand, the evaluation method is still based on the traditional model, lacking the dynamic tracking of the education process; At the same time, the evaluation subject is mostly limited to teachers. This single system not only leads students to pay too much attention to language skills and knowledge mastery, but also ignores the pursuit of value, the improvement of cultural literacy and cross-cultural communication ability, and also discourages teachers from participating in ideological and political construction. More importantly, the lack of systematic evaluation criteria makes it difficult to scientifically evaluate the effectiveness and quality of ideological and political construction, which in turn affects the adjustment and optimization of subsequent construction methods and weakens its overall planning and actual effect.

In view of the above problems, it is the key to construct a scientific and perfect evaluation system of ideological and political teaching. The system should adhere to the principle of "teacher-oriented and student-centered", and devote itself to exploring diversified and procedural evaluation paths, focusing on the three core dimensions of evaluation subject, evaluation standard and evaluation form. Teachers should play the main role and fully implement the process evaluation through self-evaluation, peer evaluation, teacher-student evaluation and student self-evaluation and

mutual evaluation. Dynamic teaching monitoring can be realized with the help of internet technology, and the problems existing in the integration of curriculum and ideological and political education can be identified and adjusted in time. At the same time, a comprehensive evaluation model of "process+result" is constructed to promote the spiral development of curriculum ideological and political education [9].

In addition, the evaluation system should always be "student-centered", which should not only comprehensively reflect students' learning effectiveness, but also pay attention to their sense of gain and actual teaching effect in ideological and political learning. On the practical level, teachers should create a real and natural communication environment close to students' actual study and life, set output-oriented and practical evaluation tasks, and give full play to students' subjectivity. In students' language output, ability embodiment and value judgment, it is evaluated whether students can embody the values internalized in their own behaviors, so as to "match words with deeds" and consciously practice core values [10].

3. Case Analysis of Ideological and Political Teaching Design of College Japanese Course

The series of teaching materials of "New Generation College Japanese" take "sustainable development" as the core concept to construct the overall framework, showing distinct coherence characteristics in the structural design of teaching materials. Not only do the volumes form a closely connected organic whole, but also within a single volume, between units and between different courses in the same unit, the content is closely related through the interlocking of writing links, which lays the foundation for systematic teaching.

However, there is still room for optimization in the arrangement of specific content in the course. The content structure in some courses is relatively scattered, and the connection with the theme of the course is not close and coherent enough, so it is difficult to form a complete content system around the theme. This feature puts forward higher requirements for teachers' teaching design. In the actual teaching process, teachers should give full play to their subjective initiative and rearrange and integrate the scattered contents in the class, so as to realize the parallel development of ideological and political

education goals and language skills training, and let them merge and promote each other in teaching.

Based on the characteristics of the above-mentioned textbooks and teaching requirements, the author will take the third lesson in the second volume of "New Generation College Japanese" as an example, and launch a concrete case study of teaching design, with the core of discussing how to realize the organic combination with ideological and political education in college Japanese teaching. It should be noted that the course "Holding Hope in Life" covers a wide range of fields, including famous sayings related to the theme of "hope", the current education situation in China, the labor curriculum standards for compulsory education, and people's values in the Internet age. Therefore, the key point of this instructional design analysis is how to effectively integrate these seemingly unrelated contents, so as to transform them into holistic and progressive teaching contents with clear context and strong pertinence, and provide practical ideas for the integration of Japanese teaching and ideological and political education.

3.1 Teaching Objectives

This course constructs a target system around knowledge, ability and ideological and political education, and realizes the coordinated development of language learning and literacy improvement. In terms of knowledge objectives, students need to master the sentence patterns of substitution, opportunity and purpose in Japanese, as well as the expressions of judging positions and expressing feelings, and at the same time accumulate new words to consolidate the language foundation. In terms of ability goal, improve listening, speaking, reading, writing and translation skills through dialogue, reading, writing and translation activities; Guide students to master scientific methods and cultivate autonomous learning ability; With the help of class discussion and group tasks, exercise the ability of critical thinking and teamwork. The goal of curriculum ideological and political education is divided into three dimensions. Firstly, on the self-level, let students perceive the life value of hope through texts and discussions; Secondly, at the level of self and others, we should integrate emotional scenes and teach students to encourage others and build good social relations in Japanese. Finally, at the

level of self and society, combined with cultural comparison, help students to establish a positive attitude towards life and a sense of national identity, enhance their self-confidence, and learn to convey China's position and culture in Japanese.

3.2 Teaching Methods and Means

In order to adapt to the diverse characteristics of Japanese teaching content, it is necessary to adopt differentiated teaching methods with the core principle of "teacher-led, student-centered", promote the transformation of teaching activities from "teaching" to "learning", help students change from "passive learning" to "active learning", and realize the coordinated improvement of ability and literacy.

For words, sentence patterns and other theoretical contents, the mode of "teaching method+multimedia assistance" is adopted. Through courseware, rich use cases are displayed, and abstract grammar is visualized, which helps students intuitively understand the main points of knowledge and consolidate the language foundation.

For difficult words, new contents of the text, controversial topics or social hotspots, use the "discussion method". Guide students to communicate around the theme in groups, exercise the ability of analyzing and solving problems and teamwork in thinking collision, and strengthen the logic and proficiency of Japanese expression. When teaching vocabulary discrimination and other contents that need deep thinking, the "discovery teaching method" is adopted. Instead of giving an answer directly, students' thirst for knowledge is stimulated by inspiring questions and creating question situations, which leads them to explore language rules independently, form personalized cognition and improve their autonomous learning ability. In order to integrate the value guidance, the "situational teaching method" is used. For example, the video of New Year speech in 2025 will be played, and students will be guided to understand the spirit of forging ahead by Japanese learning, so as to establish a positive and enterprising life concept and realize the integration of language learning and ideological and political education. In addition, through the "cooperative learning method", students' subjectivity can be brought into full play, so that students can complete classroom discussion and homework in groups, deepen their knowledge

understanding in cooperation, and cultivate team awareness and communication skills.

3.3 Teaching Process Design

3.3.1 First class (90 minutes): Focus on the theme of "hope" and consolidate the basic vocabulary sentence patterns.

(1) Introduction (about 20 minutes)

First, through the discussion of "what is hope", tell Lu Xun's life in Japanese, cultivate students' oral expression ability in Japanese, and inherit Chinese excellent traditional culture simultaneously; Then use UMU to display and analyze the results of the "hope" questionnaire before class, accurately grasp the students' ideological trends, and combine the answers of textbook exercises to derive the topic of Japanese young people's despair, so as to cultivate the ability of comparative research between China and Japan; Finally, a video showing Japanese young people's "low desire" will be played to guide students to perceive the importance of hope to life. Then organize group discussions to explore the reasons why Japanese young people lose hope and the countermeasures to regain confidence, so as to stimulate curiosity and critical thinking ability; The summary leads to traditional cultural topics such as "I am born to be useful", and finally, the role-playing of "encouraging those who have lost hope" is carried out, focusing on cultural elements and communication norms in conversation, helping students to establish cultural self-confidence, learn to encourage others with traditional culture, and build good social relations.

(2) Vocabulary explanation (about 25 minutes)

Adopt the mode of "independent research before class+interactive teaching in class". Before class, let students collect the use cases of difficult words and summarize their usage with the help of the internet and Japanese corpus; In the class, for the key words, the fixed collocation and application scenes are supplemented by PPT display and blackboard writing; In view of difficult vocabulary, I use specific use cases to inspire thinking, organize group discussions, and learn to master the learning situation in real time by publishing vocabulary application questions and learn to master the learning situation in real time by publishing vocabulary application questions. This link helps students to deepen their vocabulary understanding, improve their critical thinking and analysis and summary ability, and initially master the comparative

language research methods.

(3) explanation of sentence patterns (about 43 minutes)

Advance in the mode of "preview before class+accurate teaching in class". Before class, let students watch videos of learning general knowledge points and complete translation exercises to cultivate their autonomous learning ability. Based on the students' translation, the sentence patterns of this class are explained by example sentences that fit the theme of ideological and political education, such as talking about the construction of low-carbon society in China and talking about the opportunities of the times, which not only improves students' language use ability, but also enhances their positive emotional experience and "four self-confidences", and also guides students to correctly express China's position. Finally, consolidate knowledge by issuing sentence pattern multiple-choice questions in learning.

(4) Assignment (about 2 minutes)

Design tasks around knowledge consolidation and ability improvement, so that students can review word sentence patterns, draw mind maps, recite the text and lay a solid foundation; Write comparative compositions in combination with the living conditions of young people in China and Japan to deepen the comparative cognition between China and Japan; Complete textbooks to expand reading, further improve language application ability, and at the same time strengthen "four self-confidences" through writing.

3.3.2 Second class (90 minutes): Deepen value guidance and expand practical application.

(1) Introduction (about 10 minutes)

Play the news video of Japanese Cabinet Office in April, 2023, which is entitled "Investigation on the Consciousness and Life of Children and Young People", so that students can listen to key information and complete listening exercises, which not only improves their Japanese listening ability, but also guides students to pay attention to the awareness and education status of Chinese teenagers through video content, paving the way for subsequent teaching.

(2) Text comprehension (about 48 minutes)

Deepen the learning effect through diversified activities. First, carry out rapid response exercises in Chinese-Japanese translation of the text, check the recitation before class, consolidate knowledge and improve expression ability; Then confirm the students' understanding

of the text in the form of questions and answers; Later, we expanded the discussion on "whether there is no hope in life if you can't go to a prestigious school" and "the influence of smart phones on teenagers" to guide students to look at things from a dialectical point of view and correct vague understanding; The conclusion link leads to the conclusion that "a strong teenager leads to a strong country" and emphasizes the importance of correctly guiding the growth of teenagers. Play a short video of 2025 New Year speech to guide students to be full of hope for the future, and combine personal ideals with national development to establish a correct outlook on life.

(3) Expanding the challenge (about 30 minutes)
Focus on the theme design activities of labor education. Let students publish topics such as "smart phone generation values" and "compulsory education labor curriculum standard content" in class first, check the effect of autonomous learning before class, and cultivate oral expression ability; Then organize a group discussion on "labor education and adolescent growth"; Finally, it summarizes the significance of labor education, pointing out that it is an important way to inherit the traditional labor spirit, help the development of teenagers, prevent social problems such as "squatting at home", and guide students to admire and love labor.

(4) Assignment (about 2 minutes)
Give consideration to foundation consolidation and practical ability training. Let the students review the content of this lesson to check for missing and filling in the gaps; Taking "the labor consciousness of young people in China" as the theme, the interview video was uploaded to Xuetong, and the multi-evaluation system of self-evaluation, inter-group evaluation and teacher evaluation was adopted to cultivate the ability of teamwork and spreading China's voice; Complete the unit self-evaluation and test the achievement of learning objectives.

3.4 Teaching Design Innovation

Trinity training, giving consideration to ability and accomplishment. "Basic knowledge+professional skills+humanistic quality", all teaching links pay attention to the coordinated improvement of the three. The initial "hope" topic discussion in class and the Japanese narration of Lu Xun's life not only consolidate Japanese expression knowledge,

exercise oral skills, but also infiltrate humanistic quality; Questionnaire analysis and textbook practice check, improve reading and writing ability by combining theoretical knowledge such as grammar and vocabulary, and cultivate cross-cultural cognition by comparing China and Japan; Video viewing and group discussion, with listening and speculative expression as the carrier, deepen the humanistic thinking about "hope"; Role-playing comprehensively uses conversational skills and integrates traditional cultural elements to realize the balanced development of knowledge, skills and literacy and meet the all-round needs of students.

Blended teaching can improve the learning effect. With the help of learning communication and UMU interactive platform, online and offline integration can be realized. Issue questionnaires before class, push preview resources and support autonomous learning; In the class, UMU interactive platform is used to show the questionnaire results, and offline discussion and role-playing are combined to enhance interaction; After-class resources can be reviewed repeatedly, reducing teachers' repeated teaching and improving the effect. At the same time, through role-playing, micro-video production and other activities, students are guided to achieve rational cognition, emotional resonance and behavioral identification in experiential thinking and practice, and the teaching effect is optimized. Ideological and political design closely follows the theme and progresses step by step. Ideological and political work takes "hope" as the core and its context is clear. From discussing "what is hope", to perceiving its importance through the case of Japanese young people, to studying the countermeasures to regain hope and encouraging others with traditional culture, the deep expansion of "theory+practice" is formed. And follow that spiral upward principle of "self, others and society". Pre-class questionnaire grasps students' (self-) thoughts and guides positive outlook on life in class; Encourage others (self and others) through role-playing learning and build good social interaction; Through cultural inheritance and self-confidence, social value recognition, and accurate ideological and political guidance in all links, the goal of educating people is achieved.

4. Conclusion

Under the background of multicultural blending and deep penetration of Internet technology, the

ideological and political construction of college Japanese course is not only an inevitable requirement to implement the fundamental task of "cultivating people by virtue", but also a key path to improve the quality of foreign language teaching and education. By systematically analyzing the practical dilemma of ideological and political education in current teaching, this paper puts forward an integrated construction idea of "goal integration-content optimization-evaluation innovation", and combined with the teaching case of "New Generation College Japanese", verifies the feasibility of the coordinated promotion of language knowledge teaching, cross-cultural ability training and ideological and political value guidance. In the future, we can explore the application of artificial intelligence in the excavation of ideological and political resources, promote the development of curriculum ideological and political education from "effective integration" to "deep integration", and cultivate compound talents with both language ability and feelings of home and country.

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