



# Reflections and Explorations on the Construction of Virtual Teaching and Research Office for Basic Japanese Courses

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**Abstract.** The virtual teaching and research office for basic Japanese courses represents a breakthrough in traditional teaching and research formats, facilitating collaborative teaching reforms, research, and practical teaching activities across regions and institutions. This new grassroots teaching organization in higher education is significant for constructing Japanese courses, teaching reforms, and teaching practices. In the process of establishing a virtual teaching and research office for basic Japanese courses, it is essential to adhere to the principles of continuous improvement, collaborative sharing, and dynamic openness. Efforts should be made in faculty development, platform construction, content development, and mechanism establishment to build a virtual teaching and research office for basic Japanese courses. This aims to enhance the construction of basic Japanese courses, improve teaching quality, and better promote the development of the Japanese major.

**Keywords:** Basic Japanese Courses; Virtual Teaching and Research Office; Collaborative Teaching and Research.

## 1 Introduction

Teaching and research offices are grassroots teaching organizations in colleges and universities, serving as platforms for teachers to engage in teaching exchanges, curriculum development, innovation in teaching methods, and academic research. They are crucial for enhancing teachers' teaching and research capabilities and improving the quality of teaching and research in higher education. With the advancement of information technology, virtual teaching and research offices have emerged as a new form of teaching and research organization. Utilizing online platforms for teaching research and communication, they break through traditional offices' geographical and temporal limitations, providing a platform for teachers to collaborate, communicate, and conduct research, offering new tools and methods for education. In July 2021, the Department of Higher Education of the Ministry of Education issued the "Notice on Carrying Out the

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Pilot Construction of Virtual Teaching and Research Offices" (Jiao Gao Si Han [2021] No. 10) , which called for "thoroughly implementing the spirit of the National Education Conference and 'China's Education Modernization 2035,' building a variety of dynamic and open virtual teaching and research offices, strengthening grassroots teaching organizations, guiding teachers to return to teaching, love teaching, and research teaching, and providing strong support for the high-quality development of higher education." [1] The Ministry of Education also listed "promoting the pilot construction of virtual teaching and research offices," "deeply exploring the construction of virtual teaching and research offices," and "promoting the intelligence of teaching and research, including the empowerment of information platform construction and teaching and research pilot construction with artificial intelligence" as key work points for 2022, 2023, and 2024, respectively. Through the construction of virtual teaching and research offices as a new type of grassroots teaching organization, the principles, pathways, and operational mechanisms are explored for the construction of new grassroots teaching organizations in the "Intelligent +" era.[1]

The basic Japanese course teaching and research office is mainly responsible for providing education at the introductory and basic stages of Japanese learning, ensuring that students can master basic grammar, vocabulary, pronunciation, and daily conversation in Japanese. It follows the teaching philosophy of "learning Japanese at the basic stage, and learning in Japanese at the advanced stage," guiding students to learn and master the basic knowledge of Japanese solidly and is committed to cultivating students' four basic language skills of listening, speaking, reading, and writing, laying a solid foundation for students' in-depth learning and practical application in the future. The basic Japanese course teaching and research office has provided students with comprehensive and systematic basic Japanese education. However, with the development of information technology and society, it must continuously innovate and improve to adapt to educational development and changes in social needs.

The "Teaching Guide for Undergraduate Japanese Major in General Colleges and Universities" (April 2020, hereinafter referred to as the "Guide") clearly proposes the diversity of talent cultivation, stipulating course varieties based on core courses to adapt to the social demand for Japanese talents. At the same time, the "Guide" proposes the diversity of talent cultivation methods, pointing out the importance of modern teaching methods such as MOOCs, micro-courses, the use of electronic dictionaries, network technology, AI, etc.[2] Therefore, the basic Japanese course teaching and research office, in accordance with the requirements of the teaching guide and in combination with the actual needs of teaching reform, continuously innovates in teaching, teaching research, and teaching reform using information technology. It is also a major trend to improve the construction of Japanese and professional courses. Constructing a virtual teaching and research office for basic Japanese courses is also an important experiment and exploration in line with the development of the times and the needs.

This paper will consider and explore the virtual teaching and research office for basic Japanese courses' connotation and characteristics, construction significance, construction principles, and construction pathways, hoping to provide a reference for its construction.[3][4][5]

## 2 The Connotation and Characteristics of the Basic Japanese Course Virtual Teaching and Research Office

The Basic Japanese Course Virtual Teaching and Research Office is a new type of grassroots teaching organization in colleges and universities. It takes cultivating virtue as its fundamental task, relies on modern information technology, and focuses on improving talent training. It breaks through traditional teaching and research forms and carries out collaborative teaching reforms, teaching research, and teaching practice across regions and schools through course group teaching and research activities. It aims to improve students' comprehensive Japanese ability and quality cultivation and is of great significance for the training of Japanese talents, promoting teachers' professional development, and achieving resource sharing, with the following three characteristics.[1][3]

Firstly, the Basic Japanese Course Virtual Teaching and Research Office has the characteristics of the times in teaching reform.[5] One of the important missions of foreign language teaching in the new era is to cultivate socialist builders and successors who are well-rounded in morality, intelligence, physical fitness, aesthetics, and labor. Foreign language teaching should impart language knowledge and inherit and promote the excellent traditional Chinese culture, enhance students' cultural confidence and national identity, and cultivate talents with an international perspective. Therefore, Japanese teaching needs to keep up with the pace of the times, adhere to the fundamental task of cultivating virtue, update the concept of foreign language teaching with the times, integrate the goals of ideological and political education, pay attention to the organic integration of Japanese knowledge and ideological and political elements in curriculum content design, cultivate students' critical thinking ability in a subtle way, and encourage students to think independently. At the same time, improve teachers' digital literacy, be familiar with the use of network platforms, adopt diversified teaching methods according to students' aptitude, stimulate students' interest in learning, cultivate students' comprehensive Japanese ability, and improve the educational effect of ideological and political education.

Secondly, the Basic Japanese Course Virtual Teaching and Research Office has the characteristics of collaborative and open teaching research.[6][7][8] By using modern information technology and giving full play to the role of "wisdom +" technology, it can contact national-level teaching teams, famous teachers, and demonstration courses on the network platform, break through the constraints of traditional physical teaching and research offices, and carry out normalized teaching and research training activities across schools and regions. Moreover, it is more flexible and pragmatic regarding teaching and research themes, personnel structure, and organizational form. Between regions and schools, they can share resources, break through the barriers between schools and courses, integrate each other's advantages in basic Japanese courses, improve the quality of course construction, and promote the development of Japanese major construction. As a part of professional construction, the Basic Japanese Course can also use the virtual teaching and research office platform to explore the professional construction model of "Japanese + X" (Japanese plus the school's advantageous

disciplines), close to the school's educational positioning, improve students' comprehensive abilities, and better serve regional economic development.

Finally, the Basic Japanese Course Virtual Teaching and Research Office has the personalized characteristics of teaching students in accordance with their aptitude in teaching practice. Although teachers can collaborate through the virtual teaching and research office platform, build courses together, and share resources, each school has a different educational positioning, and students have different characteristics with uneven levels. Therefore, when practicing teaching, it is necessary to make corresponding adjustments according to the school's positioning, professional training goals, and student characteristics. Teachers should keep in mind the fundamental task of cultivating virtue, adhere to the requirements of "three-dimensional education," use the platform to collect and analyze students' learning situation data, conduct a learning situation analysis and teaching reflection, understand students' learning foundation, learning motivation, and learning habits, provide students with personalized learning paths and resource recommendations, and meet the learning needs of different students.

### **3 The Significance of Building a Basic Japanese Course Virtual Teaching and Research Office**

The construction of a teaching and research office plays a significant role in promoting educational reform, enhancing teaching research, and facilitating teaching practice. The Basic Japanese Course Virtual Teaching and Research Office complements and enhances the physical teaching and research office, holding the following main significance in educational reform, teaching research, and teaching practice:

Firstly, the Basic Japanese Course Virtual Teaching and Research Office is a beneficial exploration of the forms of teaching and research activities.[6][7][8] As a supplement to the physical teaching and research office, through the construction of the virtual office, teachers can conduct teaching and research activities across regions, schools, and disciplines, breaking down barriers between the basic courses of the Japanese major and other courses, as well as between different foreign language specialties. It can also integrate the construction of the Japanese major with the characteristics of the industry in the school's region, exploring the integration of education and industry to serve the area's economic development.

Secondly, the Basic Japanese Course Virtual Teaching and Research Office can promote educational reform. As a platform for experimentation and innovation, it advances the reform of teaching content, methods, and means to meet educational development needs in the new era. With the help of the Basic Japanese Course Virtual Teaching and Research Office platform, teachers can conduct more in-depth teaching research on the group of basic Japanese courses, strengthen the awareness of teaching and research, and provide feedback on Japanese teaching practices to improve the quality of teaching. The online collaborative teaching and research of the virtual office can also enhance teachers' awareness and ability to teach research, and while building a good basic Japanese course, it can better promote the development of the Japanese major.

Lastly, the Basic Japanese Course Virtual Teaching and Research Office can enrich teaching practice and significantly narrow the educational gap between different regions and schools.[8][9]Due to different economic developments, school levels, and educational levels, constructing the Basic Japanese Course Virtual Teaching and Research Office can concentrate on high-quality teaching resources and excellent teaching staff. Through online collaborative teaching and research, it can jointly explore and study teaching methods, enrich teaching practice methods, promote teachers' growth, optimize teaching design, improve teaching quality, and promote balanced educational development between regions and schools.

## **4 Principles and Pathways for the Construction of the Basic Japanese Course Virtual Teaching and Research Office**

### **4.1 Principles for the Construction of the Basic Japanese Course Virtual Teaching and Research Office**

The construction of the Basic Japanese Course Virtual Teaching and Research Office should follow the general requirements of virtual teaching and research offices while also integrating professional characteristics and course features, complying with the construction rules of the basic Japanese courses. Therefore, it is necessary to adhere to the principles of continuous improvement, collaborative sharing, and dynamic openness.[3][4][5][8]

Firstly, adhere to the principle of continuous improvement. With the rapid development of information technology, the modernization of education has become an important direction for global educational reform. As a part of the modernization of education, the virtual teaching and research office needs to continuously adapt to new technological developments and teaching demands and then improve successively. To this end, the Basic Japanese Course Virtual Teaching and Research Office will start from reality, take the construction of the course group as the carrier, strengthen the management and quality control of the teaching and research activities of the office, establish a comprehensive quality monitoring mechanism, and ensure the quality of teaching and research activities and course resource construction. It is also necessary to continuously optimize teaching and research activities and resource construction according to the results of the monitoring, promptly discover problems in the construction process of the Basic Japanese Course Virtual Teaching and Research Office, and perfect them in synchronization to ensure the teaching quality and effectiveness of the office to meet the needs of teaching practice, improve teaching quality, lay a solid foundation for senior learning, and better support the construction of the Japanese major.

Secondly, adhere to the principle of collaborative sharing. The virtual teaching and research office encourages different courses, schools, and majors to carry out cross-regional and cross-institutional teaching and research exchange activities. By breaking the spatial and even temporal limitations of traditional teaching and research activities, it is possible to achieve joint course construction, resource sharing, and complementary advantages. The Basic Japanese Course Virtual Teaching and Research Office can carry

out normalized teaching and research activities and encourage the application of consensus and discussion results reached in collaborative teaching and research activities to teaching reform, teaching practice, and course resource construction, thus transforming them into results. Through collaborative construction, teachers can jointly build a high-quality teaching resource library and excellent teaching cases (including teaching videos, electronic courseware, lesson plans, question banks, etc.), promote joint course construction, and achieve resource sharing. Of course, attention should also be paid to the source of materials during the construction process. A sense of copyright is demanded for screening and reviewing materials. In short, to encourage innovation and to eliminate infringement.

Lastly, adhere to the principle of dynamic openness. The Basic Japanese Course Virtual Teaching and Research Office uses modern information technology platforms to implement course sharing and collaborative teaching and research for the basic Japanese course group. Given the non-fixed nature of the participants and the non-single nature of the courses, the construction of the Basic Japanese Course Virtual Teaching and Research Office should adhere to the principle of dynamic openness, facilitating dynamic management and implementation of teaching and research activities, attracting teachers from different schools, regions, courses, and even different majors of the same type to participate in online teaching and research activities at different times to jointly build online courses, and share online resources. In this way, teachers can expand teaching and research methods, follow up and analyze dynamic learning data, carry out exchanges on the experience of online course construction, and achieve collaborative teaching research and teaching reform through cross-school and cross-regional course resource co-construction and sharing, and improve the construction level and teaching quality of the Basic Japanese Course. The subjects participating in the teaching and research activities should also be dynamically adjusted in real-time according to the actual needs of the course, teaching stage, and members of the teaching and research office, and the methods should be flexibly handled. Of course, teaching practice should also be improved in response to learning data.

#### **4.2 Pathways for the Construction of the Basic Japanese Course Virtual Teaching and Research Office**

The Basic Japanese Course Virtual Teaching and Research Office is a dynamic grass-roots teaching organization on the online platform, composed of teachers from different regions, schools, or different majors. It is a teacher community that jointly carries out collaborative teaching research and reform practice around the Basic Japanese Course Group. Therefore, the construction of the Basic Japanese Course Virtual Teaching and Research Office needs to be advanced from the aspects of the teacher team, online platform, construction content, and construction mechanism while taking into account the construction needs of the carrier of the construction - the Basic Japanese Course Group, in order to improve the teaching quality, better construct the Basic Japanese Course Group, and support the construction of the Japanese major.[5][8][9][10]

Firstly, in terms of teacher team construction. As the main body of the virtual teaching and research office construction, the teacher team is the main force in building the

Basic Japanese Course Virtual Teaching and Research Office. The person in charge of the virtual teaching and research office needs to be a famous teacher or an expert professor in the field who has influence and is expected to play the role of expert leadership and famous teacher demonstration. Since the carrier of the construction of the Basic Japanese Course Virtual Teaching and Research Office is the Basic Japanese Course Group, the core members of the virtual teaching and research office need to absorb the backbone teacher team undertaking the teaching tasks of the course group. The backbone teacher team of the course group is the backbone of the construction of the Basic Japanese Course Group, and their participation can ensure the sustainable development of the Basic Japanese Course Virtual Teaching and Research Office. As a part of the construction of the Japanese major, some teachers who are not in the basic Japanese courses can also be invited to participate to exchange ideas and information in the construction of other Japanese courses horizontally and vertically, to obtain different learning data, to communicate with each other, to stimulate each other positively, to break down the barriers between courses, and to promote the construction of the Japanese major better while building a good Basic Japanese Course Group. In addition, based on the characteristics of the virtual teaching and research office's informatization, while the members of the teaching and research office actively improve their own digital literacy, teachers who are proficient in network technology are also encouraged to join to provide technical support for the teaching and research activities of the virtual teaching and research office.

Secondly, in terms of the construction of the online platform. The Internet platform is the base for constructing the Basic Japanese Course Virtual Teaching and Research Office. In recent years, with the government's attention, China has built a virtual teaching and research office information platform for colleges and universities and a national virtual policy experimental teaching course-sharing platform. The online platforms of publishing houses, such as the WE platform of Shanghai Foreign Language Education Press and the Unipus campus digital platform of Foreign Language Teaching and Research Press, have taken shape and have organized many themed virtual teaching and research office activities, covering professional and public foreign languages, and also involving teaching research and teaching design. The Basic Japanese Course Virtual Teaching and Research Office uses these increasingly mature network teaching platforms to carry out virtual teaching and research activities across regions and schools, to consult experts in the teaching and research office, to learn from each other among members, and to observe and learn from online demonstration classes, to learn from famous teachers, to promote teaching research and teaching reform, and to improve teaching quality, to maximize the role of the virtual teaching and research office, and to make up for the shortcomings of offline physical teaching and research offices.

Thirdly, in terms of content construction. Around the construction carrier of the Basic Japanese Course Group, teaching reform, teaching research, and teaching practice are important components of the construction of the virtual teaching and research office. In terms of teaching reform, to further improve the level of discipline construction and to accelerate the reform and development of Japanese language education and teaching, it is of great guiding significance for us to practice the educational policy of the new era and to deepen teaching reform in accordance with the "National Standard

for Undergraduate Teaching Quality of Foreign Language and Literature Professional in General Colleges and Universities" (hereinafter referred to as the "Standard") and the "Teaching Guide for Undergraduate Japanese Major in General Colleges and Universities" (hereinafter referred to as the "Guide").[2] In terms of teaching research, it is necessary to follow the concept of collaborative teaching and research of the virtual teaching and research office to strengthen the awareness of collaborative teaching and research among the members of the teaching and research office, to carry out teaching and research activities across regions, schools, and courses, to promote the construction of the Basic Japanese Course Group, to promote research in teaching reform and teaching practice among the members of the teaching and research office, to jointly build and share resources and achievements of the virtual teaching and research office, and to provide teachers with ideas and growth channels for teaching and research. In terms of teaching practice, language is a tool for human communication, so mastering the basics of language and training in basic language skills is the center of teaching at the basic stage of Japanese. Members of the teaching and research office can use the platform to observe demonstration classes and play the role of famous teachers in leading and demonstrating high-quality courses, and senior teachers can also use the platform for live teaching of basic Japanese courses.

Fourthly, the Construction Mechanism Aspect. A scientifically sound and rational construction mechanism is essential for the smooth operation of the virtual teaching and research office. Firstly, regular basic digital technology training should be provided to the teaching and research office members to keep them updated on and proficient with digital platforms, which forms the technical foundation for the operation of the virtual teaching and research office. Secondly, a normalized teaching and research mechanism should be established, with the formulation of semester or monthly teaching and research plans and the setting of routine teaching and research topics, while also allowing time for dynamically changing topics as needed to enhance communication and interaction between institutions and regions, and to promote the collective progress of the members of the teaching and research office. Lastly, an effective evaluation and feedback mechanism should be established. Activities of the teaching and research office should be well-documented, reviewed, and regularly summarized, and channels for feedback should be set up. By collecting feedback in real-time, the construction of the teaching and research office can be continuously improved, forming a closed-loop quality monitoring system to promote the high-quality development of the Basic Japanese Course Virtual Teaching and Research Office.

## 5 Conclusion

This paper begins with considerations and explorations of the construction path for the Basic Japanese Course Virtual Teaching and Research Office, outlining its connotation and characteristics and the principles and pathways for its construction. It is hoped that this will provide some valuable references for the construction of virtual teaching and research offices for foreign language courses and offer some insights into collaborative teaching and research and the construction of basic Japanese courses. The Basic



Japanese Course is a core curriculum for the Japanese major, and the construction of its virtual teaching and research office is significant to the professional development of Japanese teachers in education, scientific research, curriculum development, and even the overall construction of the Japanese major.

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