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# Research on Micro-course Construction for Basic Japanese Course under the Background of “Three Enterings”

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**Abstract:** Under the background of “Three Enterings”(San Jin) , how to organically integrate ideological and political elements into Japanese teaching to enhance students’ learning interest and effectiveness has become a crucial reform topic for Basic Japanese Course. This paper summarizes the advantages of micro-courses in Japanese language teaching, explores the construction plan for Basic Japanese Micro-courses under the background of “Three Enterings,” aiming to enrich online resources for Japanese courses, stimulate students’ learning interest, improve students’ cross-cultural communication skills and the ability to tell China’s stories well in Japanese,thereby promoting the development of blended teaching for Japanese majors and providing references for Japanese teaching reform under the background of “Three Enterings.”

**Keywords:** Three Enterings; Basic Japanese Course; Micro-course Construction; Curriculum-based Ideological and Political Education

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## 1. Introduction

In major universities in China, the practice and exploration of blended learning have been fully implemented. It has become the main trend of higher education, and achieved fruitful results. Good teaching resources are very important for blended learning. Among them, micro-course are widely used as an effective tool to support blended learning. Research on micro-course construction and application for Japanese major courses is also growing<sup>[1]</sup>.

The goal of foreign language majors in universities is to cultivate international talents for society, and students in these majors have more opportunities for international exchange and spreading Chinese culture<sup>[2]</sup>. Therefore, as an important part of university courses, foreign language courses shoulder significant responsibilities and missions in the construction of curriculum-based ideological and political education.

In 2019, the Publicity Department of the CPC Central Committee organized the“Three Enterings” campaign for the multilingual versions of Xi Jinping: The Governance of China, namely into universities, textbooks, and classrooms. The Japanese version has become an important resource for the construction of curriculum-based ideological and political

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education in Japanese majors<sup>[3]</sup>.

Organically integrating the content of the Japanese version into the micro-course construction for Japanese courses will significantly promote the progress of curriculum-based ideological and political education oriented by moral education in Japanese majors, inject new vitality into the development of the courses<sup>[4]</sup>. Among them, political terminology, allusions, four-character idioms, the other relevant vocabulary and grammar are the key contents in the micro-course construction for Basic Japanese Course.

## 2. The Importance of Micro-course Construction for Basic Japanese Course

Micro-course resources are an important resources of to the current teaching model. Micro-course teaching can break the limits of traditional teaching, meet students' need to learn Japanese anytime and anywhere, and also support students' personalized learning of different knowledge points. Students can learn according to their own needs through micro-courses<sup>[5]</sup>. They can preview lessons in advance and lay a solid foundation for classroom learning. They can also review effectively and repeatedly, find and fill in knowledge gaps, and strengthen what they have learned. Micro-course teaching can also help students expand their learning, improve their self-study ability, and make learning more interesting. All of this helps improve students' learning results and makes education more effective.

Basic Japanese Course is a core foundational course for Japanese majors. and one of the most basic and important courses for achieving the the goals of Japanese major talent cultivation. So the learning results of Basic Japanese Course directly affect the success or failure of the whole Japanese major talent cultivation system<sup>[6]</sup>. But now Basic Japanese Course faces issues including extensive knowledge points with limited class hours, monotonous traditional explanations of vocabulary and grammar, and student problems such as “unwillingness to memorize vocabulary,” “incorrect grammar usage,” and “passive learning,” and traditional classroom teaching time alone cannot meet the requirements of the syllabus and the actual needs of students.

The construction and application of Basic Japanese Course micro-courses under the Background of “Three Enterings” can provide suitable online teaching resources for the blended online and offline teaching model of this course, and transform both the teaching model and the students' learning model. It can also help students build confidence in their learning, achieve fragmented learning and focused learning, enable to become “willing to memorize vocabulary,” “proficient in grammar usage,” and “active in learning,” change from passive learning to active learning, improve cross-cultural communication skills and the ability to tell China's stories well in Japanese<sup>[7]</sup>. Thereby it can effectively solve the problems faced by Basic Japanese Course.

## 3. Micro-course Construction on Political Terminology

As a key component of the political discourse system, political terminology can accurately reflect the new concepts, new strategies, and new measures in China's governance in the new era. In Xi Jinping: The Governance of China, there are a large number of Political Terminology with Chinese characteristics, such as “Socialism with Chinese Characteristics” (中国の特色ある社会主義), “Chinese-style modernization” (中国式現代化), “Core Socialist Values” (社会主義の核心的価値観), “A Community with a Shared Future for Mankind” (人類運命共同体), “Harmony between Humanity and Nature” (人間と自然との調和的共生), “Lucid Waters and Lush Mountains are Invaluable Assets” (緑の山河は金山銀山である), “Supply-side Structural Reform” (供給側構造改革), “Five-sphere Integrated Plan” (五位一体), “Four-pronged Comprehensive Strategy” (四つの全面), “Law-based Governance” (法に基づく国家統治), “Moderately Prosperous Society” (小康社会), “One Country, Two Systems” (一国二制度), “The Five Principles of Peaceful Coexistence” (平和共存五原則).

Now, most political terminology have established fixed Japanese translations. Incorporating political terminology and

their Japanese translations into micro-course construction for Basic Japanese Course can help students accurately master the Japanese expressions of political terminology, gain a deeper understanding of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, and enhance the ability to tell China's stories and spread Chinese culture.<sup>[8]</sup>

#### 4. Micro-course Construction on Allusions

Allusions are an important part of traditional Chinese culture, carrying the wisdom of the Chinese people and reflecting the spirit of the Chinese nation. “Xi Jinping: The Governance of China” quotes a large number of ancient Chinese allusions, such as “Things are born to be different” (物の齊しからざるは、物の情なり), “The upper part and the lower part, this side and that side—these are natural pairings” (上があれば下があり、これがあればそれがある), “A rock can be smashed, but its hardness cannot be taken away; Cinnabar can be ground, but its color cannot be taken away” (石は割れても、その硬さは失われることはない。丹砂は磨かれても、その赤色は失われることはない), “A person who aspires to be a sage will become a sage; and a person who aspires to be a virtuous person will become a virtuous person” (志を立てて聖たらんとすれば聖たらん。志を立てて賢たらんとすれば賢たらん), “Heaven and earth coexist with me, and all things are one with me” (天地我と並び生ず、而して万物と我とを一と為す)。

Incorporating these allusions and their Japanese translations into micro-course construction for Basic Japanese Course can help students deeply understand the close integration of traditional Chinese culture with modern governance concepts, appreciate the profoundness of Chinese culture, and strengthen their cultural identity.

For example, When explaining the Japanese word “覆す,” incorporating the allusion “While the water can carry the boat, it can also overturn it” (水は舟を載せ又船を覆す) can help cultivate students' dialectical thinking.

When explaining the Japanese word “施す,” incorporating the allusion “Do not do to others what you do not want others to do to you” (己が欲せざるところ、人に施すなかれ) can help students develop a sense of social responsibility, cultivate empathy, learn to respect others and cultural diversity, and deepen their understanding of the concept of a community with a shared future for mankind.

When explaining the Japanese hypothetical form of verbs, incorporating the allusion “The upper part and the lower part, this side and that side—these are natural pairings” (上があれば下があり、これがあればそれがある) can guide students to deepen their understanding of materialist dialectics while learning grammar.

When explaining the Japanese passive form of verbs, incorporating the allusion “A rock can be smashed, but its hardness cannot be taken away; Cinnabar can be ground, but its color cannot be taken away” (石は割れても、その硬さは失われることはない。丹砂は磨かれても、その赤色は失われることはない) can guide students to identify the passive forms in the example sentences and explain their specific usage. In this process, students can deepen their understanding of the usage of the passive form and the importance of staying true to their original aspiration and upholding their beliefs.

#### 5. Micro-course Construction on Four-character Idioms

Four-character idioms are a unique linguistic form in Chinese, carrying the rich connotations of Chinese culture. with a neat structure and vivid imagery. They are characterized by neat structure and vivid imagery. Xi Jinping: The Governance of China employs a large number of four-character idioms, thereby enhancing the expressiveness and appeal of the language, such as “hard-won” (容易に得られたものではない), “stand together through storm and stress” (一つの舟に乗り風雨をしのぐ), “unity is strength” (団結すれば城のように強固である), “harmony without uniformity” (和して同ぜず), “benefit future generations” (後世に恩恵を与える), “uphold the right path” (正しい道を厳守すべきである), “take history as a mirror” (歴史を鑑とする)。

The understanding and translation of Chinese four-character idioms are difficult points. Incorporating Chinese four-

character idioms and their Japanese translations into micro-courses can help students understand and use Chinese four-character idioms better, establish a correct worldview, outlook on life, and values. It can also improve students' Japanese expression skills, and promote cultural exchange and mutual learning between China and Japan. Productive learning stimulates students' desire and enthusiasm more effectively than receptive learning, and leads to better learning outcomes<sup>[9]</sup>.

For example, when explaining the Japanese word “明らか,” we can incorporate the Japanese translation of the idiom “bear witness”（誰の目にも明らかである） into micro-course, ask students to figure out its Chinese four-character idiom, and then provide the answer. It can help students gain a deeper understanding of Chinese four-character idioms and become more confident in expressing themselves in both Chinese and Japanese.

For another example, When explaining the Japanese grammar “～とともに,” incorporating the example sentence “keep pace with the times”（時代とともに前進する） into micro-course can help students master grammar usage while understanding the Japanese translation strategies for four-character idioms, improve their comprehension and translation abilities<sup>[10]</sup>.

## 6. Micro-course Construction on Other Relevant Vocabulary and Grammar

The Japanese version of Xi Jinping: The Governance of China also uses a rich variety of other relevant Japanese vocabulary and grammar at different levels. By integrating these vocabulary and grammar into micro-courses, students can deepen their understanding of vocabulary and grammar. Students can also improve their ability to express accurately in Japanese.

First, vocabulary explanation. For example, when explaining the Japanese word “尽くす,” the following example sentence can be used into micro-course to help students understand its meaning and usage. It can guide students to focus on the mission of Chinese youth in the new era, learn how to express patriotism in Japanese, and strengthen social responsibility and patriotism.

Example sentence: 新時代の中国青年は党の話を聞き、党についていき、憂国憂民の心と愛国愛民の気持ちを胸に抱き、常に祖国と人民に奉仕し、生涯にわたって真心を尽くし、粘り強く奮闘することによって愛国主義の心情を表し、愛国主義の偉大な旗印が心の中で常に高くはためいているようにしなければならない<sup>[11]</sup>。

For another example, when comparing the two words “あらゆる” and “いかなる,” example sentences containing both words can be used into micro-course to contrast their differences and help students master their correct usage, and improve their ability to explain Chinese wisdom in Japanese.

Example sentence: 偉大な長征精神とは国を救い人民を救うために、いかなる困難・危険も恐れず、あらゆる犠牲を惜しまぬ精神である<sup>[11]</sup>。

Secondly, grammar explanation. For example, when explaining the Japanese grammar “～を中心に,” incorporating the example sentence containing ideological and political elements into micro-course can help students understand the meaning of the grammar and master the usage of the grammar. Students can also learn about Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era and traditional Chinese culture deeply. In addition, this can help students enhance ability to express China's path and wisdom more naturally, and strengthen national pride and confidence.

Example sentence: 共有理念の実質は人民を中心とする発展思想の堅持であり、反映するのは共同富裕の要求の段階的実現である<sup>[11]</sup>。

For another example, when explaining the Japanese grammar “～に伴い,” through the following long and complex sentence, students can not only master grammar but also analyze sentence components. At the same time, they can understand the principal contradictions and overall plan for China at the present stage, acquire the Japanese expressions of Chinese political discourse, and improve their comprehensive Japanese application ability and political theoretical literacy.

Example sentence: わが国の主要な社会矛盾が人民の日ごとに増大する素晴らしい生活への需要と不均衡・不十分な発展との間の矛盾へと変化していることに伴い、人民大衆の美しい生態環境に対する需要がこの

矛盾の重要な一部分となり、広範な人民大衆は生態環境の質が早急に向上するのを切実に望んでいるからである<sup>[11]</sup>。

## 7. Conclusion

Micro-course construction and application can enrich the teaching content of Basic Japanese Course, inject new vitality into it, and effectively address the problems of the extensive course content and limited class hours, as well as the monotonous and dull traditional approach to explaining vocabulary and grammar.

At the same time, integrating the Japanese version content of Xi Jinping: The Governance of China into the micro-course construction for Basic Japanese Course can improve students' cross-cultural communication skills and the ability to tell China's stories well in Japanese. This approach helps cultivate Japanese language talents with a strong sense of patriotism, global vision, cross-cultural communication skills, and the ability to tell China's stories in Japanese.

Furthermore, as a core basic course of the Japanese major, Basic Japanese Course is the foundation of all other Japanese courses and thus has a wide application. The construction and application of micro-course for Basic Japanese Course can lay a solid foundation for the micro-course construction of other Japanese courses.

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## Disclosure statement

The author declares no conflict of interest.

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