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Exploring the path to the sustainable development of public Japanese language education in higher education

Jing Li, Kun Li *
Zhaoqing University,Guangdong, China
*Corresponding author

Abstract

Along with the strengthening trend of globalization in social development, the education sector is gradually heating up with concern for the sustainable development of higher education. As an essential part of general education in colleges and universities, the teaching of Public Japanese suffers from unclear course orientation and teaching objectives, outdated teaching concepts and teaching modes, outdated teaching resources, incomplete professional development of teachers, and imperfect assessment systems, which affect the sustainable development of the course itself and talent cultivation. To address the above problems, it is proposed that, based on clarifying the orientation and teaching objectives of the Public Japanese course, the sustainable development of public Japanese language education in colleges and universities should be promoted by introducing a hybrid teaching mode, updating online learning resources, enriching offline classroom practice, adjusting the focus of teaching contents, optimizing the assessment system, and helping teachers' professional development.

Keywords

public Japanese; sustainable development; pathways; blended learning model

Introduction

Since the 21st century, along with the strengthening trend of economic globalization, the internationalization of China's social development has accelerated, and the scale of foreign exchanges has gradually expanded. As close neighbors, China and Japan have long maintained extensive and in-depth cooperation in the political, economic, and cultural fields. Comprehensive talents fluent in Japanese and familiar with Japanese culture play an essential role as a bridge in the exchange process between the two sides. According to statistics, as of 2018, the number of Japanese language learners in China has reached 1,004,625, an increase of 5.4% from 2015, of which 575,455, or 57.28%, participated through higher education(International Exchange Foundation,2020). This shows that universities have become essential for training Japanese language talents.

In November 2015, the 38th UNESCO General Conference was held, and 193 Member States unanimously adopted 17 sub-goals on eradicating poverty and hunger, providing quality education, protecting climate and environment, and innovating economic development models into the 2030 Agenda for Sustainable Development(17 Goals to Transform Our World,2016). Among these, the Education Sustainable Development Goal (SDG4) focuses on higher education and lifelong learning by stating: "Significantly increase the number of youth and adults with relevant skills for employment, decent work, and entrepreneurship, including technical

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and vocational skills." By 2030, ensure that all those who learn have the knowledge and skills they need for sustainable development" and "significantly increase the number of qualified teachers" target(Quality Education,2016).

As a component of foreign language teaching and a necessary means of training Japanese language talents, the Public Japanese course plays a vital role in universities' general education. The number of candidates taking Japanese as a foreign language subject in the college entrance examination has exploded in recent years due to the influence of the policy on the selection of minor languages for the college entrance examination and the number of people taking the Public Japanese course in various universities has increased year by year. For example, in the author's university, the number of students taking the system has been 46, 124, and 790, respectively, in the three years since it was introduced in 2019. Compared to Japanese language majors, the students enrolled in the Public Japanese course have a particular gap in language foundation, communicative ability, and familiarity with foreign cultures. Still, they are more likely to have professional skills other than Japanese, with more explicit technical and vocational goals, a more comprehensive range of employment fields, and a larger scale of employment. For this reason, the introduction of the concept of sustainable development and the cultivation of lifelong learning habits must be reinforced alongside foreign language education to meet society's demand for "Japanese + X" composite talents who are "professional and communicative."

In April 2022, the Guide to Teaching Japanese at University (2021 Edition), prepared by the Japanese Language Group of the Steering Committee for Teaching Foreign Languages in Universities of the Ministry of Education, was released. The new edition of the Guide, in conjunction with the Teaching Requirements for University Japanese Language Courses, shows more clearly and explicitly the importance attached to learners' language application ability and the concern for the sustainable development of foreign language education in terms of teaching objectives, teaching requirements, teaching resources, and teaching staff. For example, in terms of teaching purposes, it is clearly stated that "to cultivate students' ability to use the Japanese language in a comprehensive manner, to enhance intercultural communication awareness and communication skills, to enhance independent learning ability, to improve overall cultural literacy, to cultivate humanistic spirit and critical thinking skills, and to enable students to use the Japanese language appropriately and effectively in their study, life and future work to meet the needs of the country, society, school and personal development needs." In terms of teacher development, universities are required to "establish and improve teacher training systems and incorporate regular training into the overall planning of teacher teaching development centres, build platforms for the professional development of university Japanese language teachers, strengthen the planning and guidance of teachers' careers, and support teachers' further study and learning activities at home and abroad"(Japanese Language Group of the Steering Committee for Teaching Foreign Languages in Universities,2020) etc. These goals and requirements have much in common with the Sustainable Development Goals for Education (SDG4), further highlighting the need for innovative teaching concepts and methods and sustainable development education in public Japanese language education at universities.

Review of the literature

In China, the concept of sustainable development of higher education was first proposed at the beginning of the 21st century and is currently defined more diversely in the education field, with the more representative definition being: "Sustainable development of higher education is based on ensuring the sustainable devel-

opment and use of educational resources, on the premise of coordinated development with the economy and society, on the premise of establishing a green educational ecological environment and university intellectual ecological environment as the core, to achieve the coordinated development of scale, structure, quality and efficiency and the sustainable development of talent cultivation, and ultimately to achieve the coordinated development of people, nature and society. (Zhao Qingnian, 2001)" Pan discusses the connotation of sustainable development of higher education as the following two aspects: on the one hand, how higher education can serve the sustainable development of society and economy, such as, exploring the reasonable layout and development mode of higher education, establishing the reasonable operation mechanism of higher education(Pan,2007). cultivating both theoretical knowledge, practical ability and international vision of (Tang, 2017), cultivating interdisciplinary quality talents with theoretical knowledge, practical ability and international vision (Gao Zhonghua, 2005), etc.; on the other hand, higher education carries out its own reform according to the theory of sustainable development, such as the rational setting and construction of various disciplines in higher education, the enrichment and optimization of teaching organization forms and means (Liang, 2014), the continuous increase and sharing of teaching resources, the updating and optimization of teaching contents, the professional development of education implementation subjects, etc. professional development, etc. (Pan, 2007)

As an essential part of general education in higher education, public foreign language education occupies an important position in the sustainable development of higher education. In the framework of the above definition and connotation, Sun (2016) takes the university English course as the research object and proposes the concept of sustainable development of talent cultivation in terms of cultivating students' "awareness of global citizenship and intercultural communication, awareness of preserving and passing on Chinese culture, the ability of thinking and discernment, attitude and spirit of correct treatment of cultural differences and academic literacy." Starting from the concept of sustainable development of talent cultivation, proposes to optimize the curriculum by adding modules on intercultural communication etiquette, comparison of Chinese and Western cultures, Chinese philosophy, English debate, history of Eastern and Western civilizations, and academic English to the University English course, providing new ideas for sustainable development of talent cultivation and curriculum(Sun,2016). On the other hand, Liu (2015), from the perspective of promoting teachers' overall development in knowledge, ability, and personality, constructed an "I-CARE" community consisting of a "cooperation model, autonomy model, inquiry model and experience model" based on the concept of humanism. It provides a reference for the sustainable development of teachers and all community elements(Liu,2015).

Throughout the existing studies, the research around the sustainable development of higher education is relatively macro, and there is a lack of in-depth research on micro-curricular areas such as curriculum setting, integration of knowledge across disciplines, and assessment methods(Tang, 2017). In particular, the number of existing studies on the sustainable development of public foreign language education in colleges and universities is relatively tiny. Although there are occasional discussions on talent training, curriculum setting, and teachers' sustainable development, they mostly stay under the traditional teaching mode, lacking the introduction of information technology and the updating of teaching modes and methods, etc. The teaching effects and reform benefits cannot be verified yet.

The blended teaching mode combines the advantages of online learning and classroom teaching. It is a strategy that integrates different learning theories, different technical means, and different application methods to implement teaching (Wang, 2017), which improves the convenience of knowledge acquisition, effectively expands the time and space of knowledge transfer, realizes the reconstruction of traditional classroom teach-

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ing activities and course assessment methods It has been used in various disciplines in universities to achieve good results (Guan, 2020; Cheng, 2017; Xing, 2020). This model provides new ideas for implementing sustainable development goals in public foreign language education in universities, solving the problems of limited teaching resources, lack of language application skills development, and a short introduction of intercultural communication knowledge under the traditional public Japanese teaching mode, and helping learners to master the knowledge and skills needed for sustainable development.

Existing problems of public Japanese language education in the context of sustainable development of higher education

In comparison with the definition and connotation of sustainable development in higher education described in the previous section, and taking into account the current situation of teaching the Public Japanese course, the existing problems of public Japanese language teaching in universities can be summarised as follows.

Unclear course orientation and teaching objectives

Public Japanese is a compulsory course for university students. However, in the face of the steep increase in the number and diversity of students in recent years, the teaching management of universities has not yet made a scientific and reasonable design. Moreover, due to the short course duration, the large number of students taking the course, and the shortage of teachers, the course is mainly taught by teachers of the Japanese language. As a result, universities often overlook the course's generalist nature and misunderstand that public Japanese language teaching is equivalent to Japanese language teaching. At the same time, the development of information technology has dramatically enriched how learners can acquire foreign language knowledge, and foreign language learning is no longer confined to the offline classroom. This situation further exacerbates the marginalization of Public Japanese courses.

The above-mentioned inappropriate positioning of the values of public Japanese language education and the marginalization of the course has a direct impact on the teaching effectiveness of the course. Furthermore, the lack of clear national standards has led to a large degree of arbitrariness in setting the teaching objectives of the Public Japanese language course in universities for a long time. As a result, the course does not help students to build a systematic and reasonable knowledge structure that can support lifelong development, which hinders the subsequent lifelong development of their foreign language skills and vocational skills. It is also not conducive to the sustainable development of the course itself.

Backward teaching philosophy and teaching mode

As the theoretical foundation of higher education, teaching philosophy significantly impacts the cultivation of composite talents for sustainable development. However, in the current public Japanese language education, the teaching philosophy has not yet been updated to the needs of the times. It remains in the traditional state of attaching importance to the transmission of knowledge and neglecting the internalization of knowledge, lacking emphasis on sustainable development of talent cultivation, and indoctrination teaching are everywhere. On the other hand, the teaching philosophy determines the choice of teaching mode and teaching methods. Under the traditional teaching philosophy, teachers spend much time on input-based teaching activi-

ties such as vocabulary analysis, grammar explanation, sentence analysis, and expression practice, neglecting the development of students' intercultural communication skills and the introduction of elements of Japanese culture and communicative culture. Students are often supervised, managed, and guided, and their learning is primarily passive. In the traditional teaching mode, teachers are often unable to create a communicative environment due to the length of teaching time and the objective conditions of the teaching environment. The lack of a communicative language environment not only fails to meet the needs of students to improve their intercultural communication skills but also fails to implement the training of technical and vocational skills related to the Japanese language, which affects the sustainability of the "Japanese+Professional" category of highly qualified personnel to the society.

Outdated content of teaching resources

Currently, only a limited number of textbooks are used to teach the Public Japanese course in colleges and universities, mainly including Standard Japanese, Everybody's Japanese, and Basic Japanese for College Students. Although these textbooks were published earlier and revised several times, they have a fixed structure. They are primarily based on memorization of vocabulary, grammar, sentence patterns, and application exercises, while written texts dominate. As a result, the teaching resources are not practical and weak and do not reflect the new requirements of the current development trend and the concept of sustainable development. At the same time, although the content of the teaching materials covers the background knowledge of Japanese culture and cultural conflicts, it is confined chiefly to introducing knowledge and culture, such as local customs and social culture. The above neglects the role of intercultural communication awareness and competence in the sustainable development of individuals, leading to a disconnect between what students have learned and the actual application environment, insufficient attention to intercultural communication knowledge, and the inability to understand cultural diversity more profoundly based on their native culture, which affects the development of global citizenship in sustainable human resources.

Inadequate professionalism and professional development of teachers

Due to the small number of students taking the course, the low teaching requirements, and the severe tendency of the course to be marginalized, the number of teachers currently teaching the Public Japanese course in Chinese universities is limited. Most of them are young teachers with low academic levels or are part-time teachers of the Japanese language. Due to the general lack of evaluation and incentive mechanisms for teachers of foreign language subjects, and the need to upgrade their qualifications and titles, the public Japanese language teaching team is highly mobile and unable to form a stable and sustainable professional teaching team, which hinders the quality of the course and the cultivation of talents. At the same time, under the traditional education model, teachers are restricted in their teaching space, and the simple repetition of basic knowledge in teaching does not stimulate teachers' passion for teaching, which hinders the formation of distinctive teaching characteristics and the updating of course content and models. In addition, most of the young teachers are non-teaching graduates of Japanese language majors in colleges and universities. Their studies and researches before joining the profession are primarily on language and cultural knowledge such as the Japanese language, Japanese literature, or Japanese culture. The severe lack of experience in teaching philosophy updating, teaching design optimization, and teaching problem solving, coupled with the shortage

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of in-service education resources after entry, further restricts the sustainable training of complex talents. In addition, teachers' weak will for personal, and professional development, limited means of self-improvement, and an inadequate and lacking necessary support system within the university likewise affect the sustainable development of the teaching force of the Public Japanese course (Leng, 2019)

Inadequate assessment system and incomplete assessment content

In traditional public Japanese language education, the assessment methods are primarily final examinations, which lack supervision and examination of students' learning process, resulting in students studying only in advance of examinations, which hurts the development of independent learning and lifelong learning habits. At the same time, the content of these examinations is mainly based on the mastery of language knowledge. However, there is no examination of intercultural communication skills and cultural elements, contrary to the sustainable development of human resources training in counterbalancing teaching by examinations. In addition, some universities use the passing rate of the National Japanese Language Proficiency Test or the International Japanese Language Proficiency Test as a criterion for evaluating the quality of teaching in their courses, leading teachers to unconsciously link their teaching objectives to these tests in the course of their teaching, which adds a solid educational dimension to their daily teaching and increases the passive learning burden of students.

Constructing a sustainable development path for public Japanese language education in universities

Follow the guidelines of the Guide and clarify the orientation and teaching objectives of the curriculum

A clear and accurate course orientation and teaching objectives are the prerequisites for designing teaching modes and programs. They are of positive significance in ensuring the sustainable development of the course itself and the cultivation of talents. in early 2022, the Steering Committee for Teaching Foreign Languages in Universities of the Ministry of Education issued the Guide to Teaching Japanese in Universities (2021 Edition), which clearly describes the orientation of the course as "Public Japanese is foreign language education and is a public foundation course that most non-Japanese majors must take or take at this stage of their education, and has an important role in the cultivation of talents." [4] At the same time, it is pointed out that "each university should refer to the Guide for a reasonable positioning to serve the school's objectives, the faculty's talent cultivation goals, and students' individual development needs."(Japanese Language Group of the Steering Committee for Teaching Foreign Languages in Universities,2020) The positioning of the courses in the Guide can be interpreted from two aspects. On the one hand, the course in Public Japanese is the same as the course in Public English, which is part of university foreign language education and has the same critical role in cultivating talents. On the one hand, the course is part of the same foreign language education as Public English and has the same critical role in cultivating talents. On the other hand, based on the accurate positioning of the curriculum, the Guidelines further clarify the requirements of the curriculum in terms of the sustainable development of talent training - to serve the individual development needs of students and to provide a theoretical basis for the teaching of "skills related to employment, decent work and entrepreneurship."

It provides a theoretical basis for teaching "skills for employment, decent work, and entrepreneurship."
In terms of teaching objectives, the Guide describes them as "to develop students' ability to use Japanese comprehensively, to enhance intercultural communication awareness and communicative competence, as well as to enhance independent learning skills, improve overall cultural literacy, and develop humanistic and critical thinking skills, so that students can use Japanese appropriately and effectively in their studies, lives and future work, and meet the national, social, school and personal development needs." (Japanese Language Group of the Steering Committee for Teaching Foreign Languages in Universities,2020) From the above clear teaching objectives, we can see that the Guidelines take complete account of the lifelong development of individual students and the sustainable development of talent training and provide guidance for universities to arrange their curricula reasonably.
The release of the new edition of the Guidelines clarifies the curriculum orientation and teaching objectives of public Japanese language courses reflects a full awareness of sustainable development, solves the problem of the lack of theoretical foundation that has long plagued public Japanese language education, and provides a clear guide for the updating and improvement of teaching concepts, teaching modes, teacher training, and other elements. It is necessary for universities to pay more attention to this in their curriculum planning and daily teaching and to integrate students' learning, growth and development into the whole teaching process to achieve sustainable development of the curriculum and talent training.

Update the teaching concept and introduce a blended teaching model.

Teaching philosophy has a vital role in influencing teaching quality and talent development. Against the backdrop of increased awareness of sustainable development in education and the release of the new edition of the Guidelines, public Japanese language courses should take into account the characteristics of the times, change the original consensus and perception of traditional education, take the promotion of talent development as the starting point for teaching, use modern information technology as the support, take the initiative to introduce modern teaching development concepts, extend the teaching space and platform, highlight the leading position of students, adhere to the orientation of vocational needs and lifelong development of students In addition to attaching importance to the development of students' language skills, the programme also places greater emphasis on the development of practical skills such as vocational skills, life skills and study skills, so as to maximise the nurturing function of the programme and help learners to develop lifelong learning habits and achieve lifelong development. However, due to the time and space constraints of learning in the traditional teaching mode, it is difficult for the course to implement such concepts. The blended teaching mode relying on information technology provides new ideas to solve this problem.
The blended teaching mode mainly includes online pre-class learning, offline classroom teaching, course assessment, and other aspects, in which the concept of sustainable development can be introduced to help the sustainable development of the course and talent training. The specific design framework and implementation path are as follows.

(1) Enrichment of online preschool learning resources

In the blended teaching model, knowledge transfer tasks are often flipped through pre-course catechisms, micro-lessons, SPOCs, and other forms. Based on the original textbook content, the number and range of

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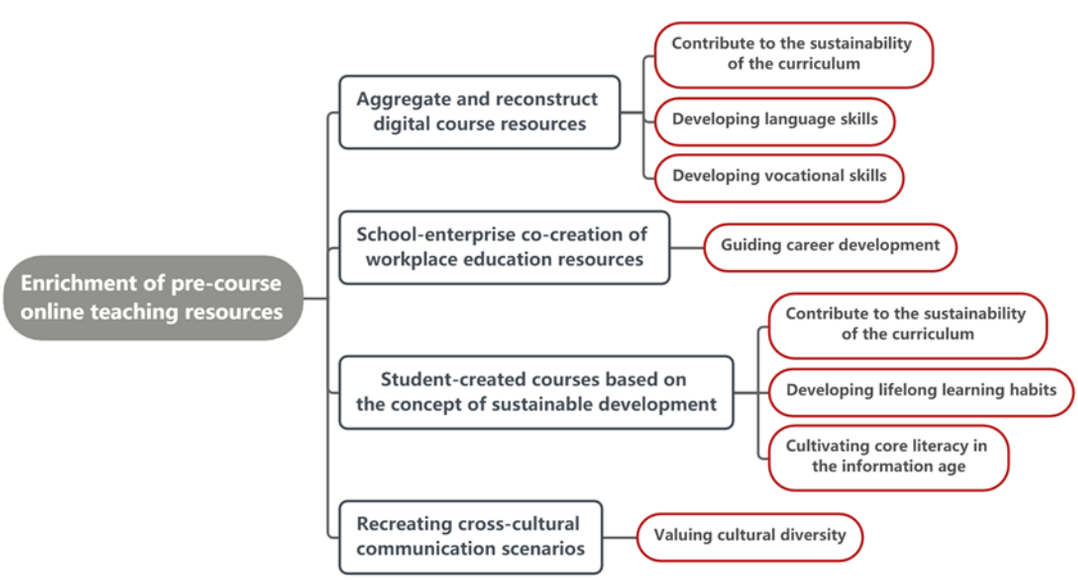
learning resources for students are extended and enriched. There are xx Japanese language-related catechisms on domestic catechism platforms such as China University Catechism, Xue Tang Online, and Love Course. Teachers or teaching teams can make full use of the high quality and accessibility of online teaching resources, take advantage of information technology, highlight learner-centredness, discover, aggregate, and reconstruct digital course resources that are closely related to the Japanese language, intercultural communication, and students' career development, and increase The teaching team can also invite students from universities and colleges to participate in the course. At the same time, the teaching team can also invite the person in charge of the university's partner units or experienced graduates in the workplace to act as course tutors, providing cases of workplace development and personal development advice in the form of online interviews and lectures, Etc., and jointly producing relevant and vivid natural teaching resources. In addition, during the teaching process, teachers can also divide the concept of sustainable development into themes and ask students to collect learning materials and produce and share their learning outcomes in the form of group discussions and video presentations to stimulate students' desire for knowledge and exploration and to achieve the renewable updating and accumulation of teaching resources.

Information technology enables a more profound integration of teaching resources for Public Japanese in terms of form and content, creating a cross-cultural communicative environment in addition to language knowledge, and creating a quality teaching environment in terms of visual, auditory, and linguistic environment. In addition to learning the language, students can also acquire a broader range of workplace skills and life development knowledge, adapt to lifelong learning models, acquire core information age literacies and develop independent and lifelong learning habits through independent learning and participation in the creation of resources before classes.

(2) Expanding offline classroom activities and integrating various teaching methods

Figure 1 Pre-course online learning model and targeting



In the traditional teaching mode, Japanese public courses are limited by the short teaching time and many teaching targets. As a result, classroom teaching activities mainly involve oral questions and answers between teachers and students, sentence training, and reading aloud texts or conversations. On the other hand, in the blended teaching mode, teachers have significantly more flexible classroom time at their disposal, as the task

of knowledge transfer is completed before class. Under these conditions, teachers can actively expand and update the form of teaching activities, treating students as developable individuals and focusing on the development of their abilities, introducing project-oriented methods, problem-oriented methods, scenario-based teaching, cooperative learning, and other teaching methods, and providing students with opportunities to think and communicate in Japanese in the form of group discussions, collaborative presentations, and classroom debates. As a result, students are encouraged to participate in learning activities and develop a sense of creativity, problem-solving, logical thinking, and practical skills, which are essential for the sustainable development of human resources. At the same time, teachers can set up teaching activities based on the concept of sustainable development, such as "whether to abandon nuclear power plants," "whether to implement plastic restriction," and "whether to recognize the legality of euthanasia "This will highlight the harmonious development of human beings, society, and nature, as well as the awareness of cultural diversity, and help cultivate a sustainable worldview and values.

On the other hand, in the offline classroom of the blended teaching model, teachers can also use information technology to create a variety of language application environments (virtual dialogue scenarios, dubbing of real-life communication films and videos, workplace copywriting, Etc.), increase the number of practical teaching activities that develop students' output skills such as conversation and writing, strengthen the communicative and intellectual aspects of teaching activities, reinforce the development of communicative and practical language application skills, and lay the foundation for sustainable development at the language learning level. This will strengthen the communicative and intellectual aspects of the teaching activities and enhance the development of communicative and practical language skills, thus laying the foundations for sustainable development at the language learning level. At the same time, teachers analyze and comment on errors of expression, usage, and modality in intercultural communication that are contrary to the norms of communication, using practical examples from students to increase the target-oriented nature of the knowledge acquired and guided students to develop an appreciation of the principles of intercultural communication and respect for cultural diversity.

In addition, extra-curricular activities, as a deepening and essential supplement to classroom teaching, can also be reasonably designed for the Public Japanese course by using information technology to build an online learning community consisting of students, teachers, and experts and to expand students' knowledge, enhance their interest and relevance in learning Japanese, and enrich practical opportunities through online lectures by corporate tutors, virtual classroom Q&A sessions with experts, Japanese language corners and book clubs. This will help develop communicative skills and comprehensive practical skills.

(3) Adjust the focus of teaching content and pay attention to the introduction of intercultural communication knowledge

In the traditional teaching mode, due to the need for students to take the Japanese Language Proficiency Test and the International Japanese Language Proficiency Test after the course, the teaching content of the Public Japanese course is often biased toward language knowledge such as vocabulary analysis, sentence pattern explanation and article analysis. Although Japanese culture and other contents are covered, they are mostly limited to the teaching of declarative knowledge, such as local customs and people. Non-linguistic knowledge such as usage, context, and body language, and Non-linguistic knowledge such as usage, context, gestures, and intercultural communication knowledge is conspicuously absent. Under the blended mode of teaching, the linguistic knowledge has been completed through pre-course catechism and SPOC, and students

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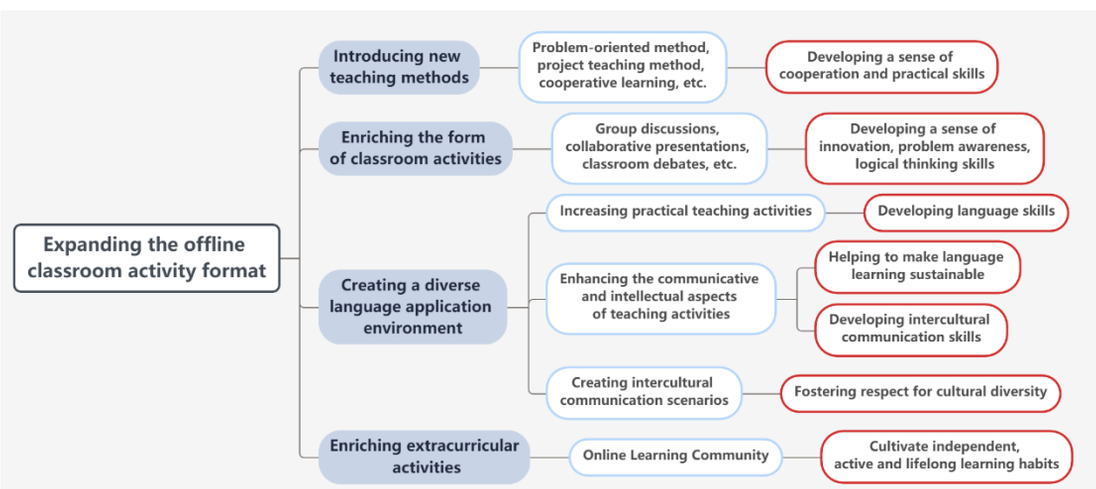
can already form a general grasp of the course content before participating in the offline course. In addition to the transfer of non-linguistic cultural knowledge such as customs and habits, ways of thinking, and living environment, teachers can use their academic expertise to compensate for students' cognitive deficiencies in intercultural communication.

It is worth mentioning that native language culture, as the basis and reference for foreign language learning, is not sufficiently introduced in foreign language teaching at this stage. As a result, learners are more inclined to have a perceptual and fragmented understanding of it. Therefore, constructing and introducing an excellent native language culture system will be more conducive to understanding the target language culture (Qu, 2013). Based on this, teachers should also increase the introduction of elements of Chinese culture in the teaching content of the Public Japanese course, taking the elements of values, linguistic behavior, non-lin guistic behavior, and socio-cultural background as an outline to reconstruct a knowledge framework in which the culture of the target language and the culture of the mother tongue go hand in hand and deepen students' understanding and application of communicative cultural knowledge.

Figure 2 Design and targeting of offline classroom activities



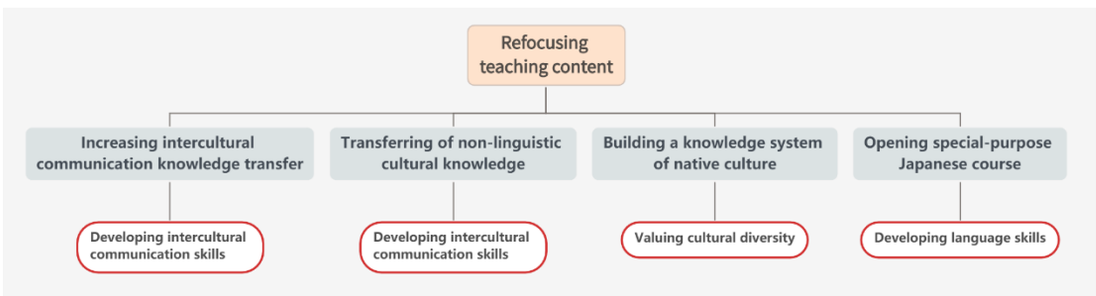
In addition, the content of the course can be linked to the requirements for the training of human resources in each specialty, and courses such as "Japanese for business," "Japanese for automobiles," and "Japanese for tourism" can be offered in different specialties on the premise of building a solid foundation in the language. "In addition to increasing the linguistic specialization of the field of study, the courses will also enhance the ability to acquire specialist knowledge through the Japanese language, thus supporting the sustainable development of the individual.

(4) Optimising the assessment system and enriching the forms of assessment

In the assessment aspect of the blended teaching mode, on the one hand, the assessment and evaluation system should be reconstructed and improved to strengthen the examination of students' learning process, taking the length of online learning, participation in learning community discussions, pre-course learning effects, participation in classroom activities and completion of teaching tasks as the basis for process assessment, to strengthen students' attention to the learning process, maintain long-term learning motivation and cultivate independent learning and active learning This will support lifelong learning at the end of the course. On the other hand, in addition to the traditional written examinations such as the Japanese Language Proficiency

Test and the final examinations, there is a need to enrich the format of the examinations, to add language application skills such as conversation and listening, and to add elements of intercultural communication to the content of the tests, and to strengthen the evaluation of practical skills and comprehensive literacy. Through the countervailing effect of the examinations on teaching, students will be guided to attach importance to the integration of Japanese language and vocational skills and the learning of intercultural communication knowledge in the learning process, and thus develop excellent vocational literacy and global perspective that will support their sustainable development.

Figure 3 Direction of refocusing and targeting of teaching content



Building a sustainable faculty

Teachers, as the main body responsible for teaching tasks and implementing teaching concepts, occupy an important position in developing the Public Japanese course and the sustainable development of talent training. In the face of the existing problems of the teaching staff, on the one hand, universities need to reasonably develop evaluation and incentive mechanisms to encourage teachers to improve their quality, create opportunities for teachers' professional development, increase targeted training in teaching concepts and teaching skills, improve teachers' educational concepts and teaching wisdom, and make up for the lack of pre-service education. At the same time, it is also necessary to formulate and improve the mechanism for introducing talents with a developmental perspective, optimize the structure of teachers and build a stable and exclusive teaching team for public Japanese language education with both professional skills and comprehensive education.

On the other hand, teachers should also develop a scientific view of teacher development and aim to be learning and research-oriented teachers. Therefore, while continuously consolidating and improving their language expertise through catechisms, books, and other vehicles, they should actively learn teaching-related methods, techniques, and tools to develop their excellent teaching qualities and practical educational skills. On this basis, they will learn advanced research methods in the fields of pedagogy, applied linguistics, and cognitive science, conduct teaching research based on real-life teaching problems, use the results of their research to feed their teaching, expand their theoretical base and academic horizons in Japanese public teaching, and achieve personal, professional development while improving the quality of their courses.

In addition, teachers should also follow the requirements of the Guidelines, update their teaching philosophy on their own, change their traditional thinking in the teaching process, and emphasize the training of vocat ional skills for lifelong development and the cultivation of correct values and worldview while teaching language, to achieve effective implementation of the concept of sustainable development of talents in the curriculum.

Figure 4 Optimisation paths and objectives of the appraisal system

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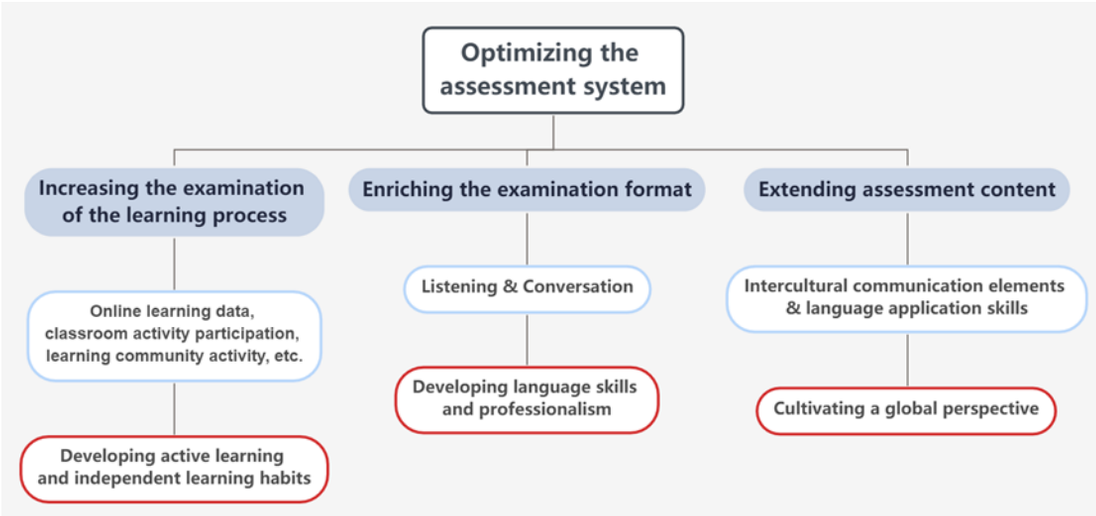

Conclusion

In the context of the implementation of the goal of sustainable development in education and the release of the new version of the Guidelines, this paper proposes a reform idea of a hybrid teaching mode in the face of the lack of sustainability in public Japanese language courses in universities in terms of course orientation, teaching objectives, teaching mode, and teachers' team, and constructs a clear course orientation, enrich teaching resources, expand classroom activities, emphasize the cultivation of practical skills, reconstruct the form of assessment. This paper is a fundamental theoretical study on "blended teaching mode to help achieve the goal of sustainable development in education." However, it has not yet been tested on the effectiveness of teaching. At the same time, the research area will be expanded to apply action research and empirical research to optimize and improve the teaching model and pathways to help achieve the goal of sustainable development in university foreign language education.

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[2] Zhaoqing University Research Project (No. QN202101)
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