Exploration of Curriculum Reform of Main Japanese Courses Focusing on Curriculum Ideology and Politics and Online Teaching
-- Take "Business Japanese Listening" as an example

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Abstract: The application of generative artificial intelligence tools in the field of education, especially in the online course construction, has attracted more and more attention. These tools can provide customized learning resources and feedback according to students 'personalized needs, so as to effectively improve students' learning effect. At the same time, foreign language education can use digital technology to better serve the moral education of people, and AIGC technology gives us more technology and means. Taking the construction of "Business Japanese Listening" as an example, by using AIGC tools such as voice generation and AI digital human, we can quickly and conveniently produce dynamic business listening materials and animated sections of Chinese cultural stories, which can help students improve the efficiency of listening practice and promote cultural education. The production process itself can also help teachers grow up, so that teachers can realize the transformation from "content teacher" to "content producer" in the digital age. Therefore, innovation in course content through AIGC tool is an important path for the online teaching reform of foreign language courses, including Japanese.

Keywords: AIGC; Online teaching; Foreign language audio-visual curriculum; Curriculum Ideology and Politics

1. Introduction

Currently, with the rapid development of social science and technology, information education has become one of the important directions of teaching reform. As an important part of higher education, foreign language education has also been deeply influenced by information education. The teaching practice based on emerging information technologies such as artificial intelligence, the Internet of Things and 5G communication is gradually developing in the learning fields such as biology, geography, chemistry and vocational education, and foreign language professional education will certainly follow.[1]

In the past few years, the research achievements of foreign language professional intelligence education, the development trend of AIGC era and university foreign language education informatization have become increasingly rich. Hu Jiasheng et al. have discussed the foreign language education in China in depth in the ChatGPT era, and put forward the view of seeking change and strain.[2] In addition, the development of foreign language education under the perspective of language intelligence, the breaking and upgrading of foreign language talent training under the impact of AIGC technology, and the reshaping of the learning environment have also caused hot discussions in the academic circles.

In terms of teaching practice, Jiang Xiaojuan and other scholars have made practical exploration of the online and offline mixed teaching mode, and conducted in-depth research on specific courses as an example.[3] In addition, Ana Stojanov's research shows that using ChatGPT 3.5 as a more knowledgeable other for learning is also feasible.[4]

In the era of AI, foreign language education can use the "digital intelligence" technology to better achieve the goal of moral education. Artificial intelligence technology has expanded the opportunities and means of cultivating people by virtue, and enhanced the personalization and interactivity of moral education. Foreign language teachers can use AIGC technology to provide personalized educational content and resources according to students' interests, abilities and learning style, so as to deliver moral education information more accurately.[5]

To sum up, the current about foreign language professional core curriculum reform, online teaching and ideological education research achievement is rich, about the use of AIGC tools for foreign language audio-visual curriculum reform, also has a certain practice and research, such as using Chatgpt as a dialogue tool to simulate foreign language conversation, using Grammarly grammar error correction software

homework, etc. However, these practices mainly focus on the design of classroom activities, and have less application of course content construction. Although language intelligence has begun to be widely used, our daily life and work is more intelligent, but the foreign language professional teaching has not yet realized the organic integration between the language intelligence technology, still with traditional teaching methods, supplemented by PPT, multimedia and MOOC teaching methods such as computer aided teaching. Speech synthesis technology is rarely used in foreign language professional teaching to provide students with the demonstration of foreign language reading.[6] In the era of digital and artificial intelligence, with more abundant resources and more diverse tools, teachers begin to change from the role of "teaching" to "teaching person" + "guidance of tools". Some people believe that the role of teachers is becoming more and more weak. However, the author believes that it is precisely in such an era of rich resources and tools that teachers should actively adapt to the upgrading of science and technology, give full play to their subjective initiative, and actively use AIGC and other tools to carry out the construction from the bottom design of the course content.

2. Case description

The following author will explain the production process of the online course of "Business Japanese Listening" as an example. The training of listening ability has its own unique characteristics and difficulties in foreign language learning. It involves a wide range of professional terms and industry knowledge, and students need to have a certain background knowledge to understand the content of the dialogue. Therefore, in the teaching process, we should pay attention to the explanation of professional terms and the simulation of practical application scenarios to help students to get familiar with and master these terms.

Secondly, the listening speed is fast, the amount of information, students need to have high listening skills and reaction ability. According to relevant studies, the average speed of business Japanese listening is about 150 to 200 words per minute, much higher than that of general Japanese listening. This requires students to accurately capture the key information and understand the core content of the dialogue in a short period of time. Therefore, teachers need to help students improve their listening speed and accuracy through a lot of listening exercises and skill guidance.

In addition, business Japanese listening also involves the understanding of the cultural background and context. Due to the differences between China and Japan in business habits, etiquette norms and other aspects, students need to understand and adapt to these differences in order to better understand the business Japanese dialogue. For example, in Japanese business culture, it is important to be polite and humble, while direct, frank expression may be seen as impolite. Therefore, teachers need to pay attention to the introduction of the cultural background and the analysis of the context in the teaching process, so as to help students to better integrate into the context of business Japanese. In short, the restoration of scenes is very important to the construction of the listening course content. The practice of asking professional actors to shoot related business scenes is not advantageous in cost and operability.

To solve the above problems. The course construction team of the author broke the traditional recording method and used a variety of AIGC tools to build. In the preparation stage of course production, the team went through three links of "chapter theme selection-chapter distribution-template making-script creation". The course consists of ten chapters and seven parts of each chapter. The first part is the introduction link, in which you will understand the theme and learning objectives of the current course. In the target setting, we have introduced the international evaluation system of Japanese JF-Can-do. Through the Can-do system, students can specifically understand the learning objectives of the course and objectively grasp their proficiency in Japanese. The second part is the "workplace warm-up", which includes a workplace etiquette explanation given by an AI digital person teacher and a reality workplace sketch. In the third to fifth parts, we show the listening problems in the form of animation to investigate and exercise students' business Japanese listening ability. The sixth part is divided into traditional Chinese stories. In the form of MG animation, it presents ten traditional stories, such as "Self-recommendation" and "Confucius's Way of treating people". We hope that students can learn how to better behave in modern society, especially in the future work, through these stories. The seventh part is the "ability test" promotion column, through the previous years of real questions to exercise everyone's listening ability.

The team members took the first chapter as the template to sample the seven parts of the first chapter in the slide format. After that, the team referred to the sample and made all seventy slide text and content scripts. So far, this is not different from the traditional course production process. However, in the formal production stage, the team will automatically generate all the explanation by AI digital person, combining AI digital person and real teacher explanation. 70% of the students taking this course feedback that this way is more interesting and more attractive than the simple teacher recording the screen explanation. The production of the dialogue part is divided into two steps: speech generation and MG animation synthesis. The voice generation website selected by the team supports multiple languages and genders, and supports the adjustment of voice and emotion. We believe that the output voice and intonation is very different from real people and can meet the

teaching needs of listening courses. After that, we will select the corresponding scenes and tasks on the MG animation platform, import the voice materials generated in the early stage, and restore the specific business scenes in the form of animation, so as to make the listening practice more vivid. Here I would like to emphasize that with the support of AI technology, the current MG animation platform is easier to start than Adobe Animate, and ordinary teachers can also start after a short time of learning, which is very meaningful for the production team with limited funds. Finally, through several months of efforts, the team produced 500 minutes of content, including 10 business knowledge explanations, 40 business dialogue scenes, and 10 short Chinese culture stories.

3. Conclusion

In the author's opinion, for the Japanese foreign language course, the advantages of using AIGC tools to build the course content are as follows.

First, through the AIGC tool to produce listening materials, the editing and updating of materials will be more flexible. The new generation of learning environment should be a student-centered, digital technology-based, dynamic, interconnected, and evolving ecosystem.[7] Traditional audio-visual course materials are mostly produced through the mode of "text material writing-foreign expert dubbing-audio recording and publishing", which has a long production cycle, poor editable and low substitutability. However, through the latest voice generation technologies such as Microsoft and IFlytek, teachers can simulate foreign language dubbing through artificial intelligence, which will greatly shorten the production cycle and improve the update speed and flexibility of teaching resources. This kind of speech materials generated through the latest technology can not only maintain high quality pronunciation accuracy, but also be modified and replaced at any time according to the needs of students and the development of The Times, making the teaching content more close to the actual needs and development trend of students.

Second, the production of listening materials through AIGC tools can improve the attractiveness of listening materials. With the progress of AI digital human technology and MG animation production technology, non-professional producers can also quickly start and make animation through software. At present, the vast majority of audio-visual teaching materials are mainly pure audio, which is lack of scene, and it is difficult to attract students' attention and improve their learning motivation, and the learning efficiency is low. However, by using AIGC tools to make animation, the attractiveness and learning efficiency of audio-visual teaching materials can be greatly improved. First of all, animation production can present more vivid and rich scenes and situations for students, and make the learning content more specific and intuitive. Through the combination of visual and auditory learning, students can better understand and remember the knowledge points, and enhance their learning experience and interest. Secondly, animation production can help students to better understand the application scene and context of language, and improve their language perception and comprehension ability. For example, by showing dialogue scenes in daily life, students can more easily learn various language expressions and pronunciation and intonation, and apply the learned content more smoothly and naturally in practical communication.

Thirdly, the development of AIGC technology can reduce the production cost of courseware. In the production process of the online course of "Business Japanese Listening" that I participated in, the team produced nearly 500 minutes of digital person and MG animation courseware videos through the animation production software. The average teacher learning time of the software was less than one week. Before this, relying on professional animation companies to produce courseware animation, the cost of each minute is more than 1,000 yuan, and the registration cost of animation production software is only tens of yuan per minute.

In general, the animation through AIGC tool can make the audio-visual listening materials more attractive and educational, stimulate students' interest and motivation in learning, and improve the learning efficiency and effect. This innovative teaching method not only enables students to better master language skills, but also to better stimulate their learning potential and creativity.

As the famous educator John Dewey said, " Education is not indoctrination, but guidance."The application of generative artificial intelligence tools just embodies this concept. They can not only provide students with more abundant and diversified learning resources and learning methods, but also can help students to better master the knowledge and skills, improve the learning effect and learning interest. In the future, with the continuous development and innovation of technology, it is believed that the application of generative AI tools in the construction of online course resources will be more extensive and in-depth.

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