Discussion on Effective Ways to Introduce Japanese Culture into Japanese Teaching

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Abstract: Language is an important part of culture, and has its unique cultural background and significance, which can better reflect the local conditions and customs. In the process of language learning, the introduction of culture is of great significance. Based on this, this paper first makes a simple analysis of the problems existing in the current Japanese teaching, then explains the significance of the introduction of Japanese culture in Japanese teaching, and finally gives an effective way of the introduction of Japanese culture in Japanese teaching from three aspects, so as to provide a reference for relevant people to communicate.

Keywords: Japanese teaching; Japanese culture; Cultural introduction; Effective ways
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1. Introduction

The wave of globalization has swept all countries. In this melting pot, the bridge of communication between people is language. Then, if you want to learn a language well, you must first understand the cultural background of the language. And only by thoroughly understanding it can we learn it better. Although China and Japan belong to Asia, their cultures are quite different. Japanese as a second foreign language, teachers should pay more attention to the introduction of culture in teaching, so that students can understand Japanese culture, so as to understand the meaning of Japanese more accurately in the process of learning Japanese, and improve students’ proficiency in using Japanese.

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2. Problems in Japanese Teaching at Present

(1) Unable to persist uninterrupted learning for a long time
In the past, learning a language was only a social requirement. Simply put, it was just taking an examination and did not pay attention to practical use. But with the progress of the times, people are more and more aware that language is used for communication. Gradually, learning a language has become a communicative need. Therefore, it is the primary goal of Japanese teaching to train people who are not native speakers of Japanese to speak fluent Japanese as well as people who speak Japanese as their native speakers. For students, the first contact with Japanese should be animation, and then to learn\(^{[2]}\). Japanese has a very similar appearance to Chinese characters, which is why most students choose Japanese as a second language at the beginning. However, with the in-depth study of Japanese, it will be found that the 50 tone chart and the combination of words and sentences will become more complex and change a lot. Slowly, the enthusiasm of students for Japanese learning gradually disappeared, and this language is more difficult to learn. Students begin to hate learning Japanese. With this mentality, it will be difficult to continue for them.

(2) No intention of Autonomous learning
In the daily Japanese teaching, the teacher simply tells the students what is in the textbook, and the students who are not interested in the dense Japanese feel that the course is monotonous \(^{[3]}\). In this way, students are less likely to take the initiative to learn Japanese. At present, on the Japanese class, most of the students’ learning state is very negative, only a small part of the students listen carefully in class. But even so, the small number of students who listen carefully in class seldom review what they have learned in class after class, let alone preview new knowledge. Because of this, even students who have a certain knowledge of Japanese in class can’t use Japanese well, let alone communicate. In view of this phenomenon, teachers lead students to review the knowledge points they have learned together in the classroom. Although the knowledge has been consolidated, it also wastes a lot of classroom time.

(3) Not for face-to-face communication
The function of language is to communicate with each other. The fundamental purpose of learning a language is to use it to communicate or even to think logically in that language \(^{[4]}\). Therefore, learning Japanese is the same. However, in the current Japanese course, students’ examination ability is very strong, as long as they don’t speak, they are excellent. For language, the most important thing is to say it and let others understand what you want to express. However, students at this
stage are not accurate in pronunciation and are unwilling to speak when learning Japanese. In the classroom, students will read Japanese only when the teacher is reading it. When the students read it by themselves, the students begin to resist, they are afraid that they can’t read it well. And they are so nervous that they break a sentence into several paragraphs.

3. The Significance of Introducing Japanese Culture into Japanese Teaching

Most students are motivated to choose this language because of their preference for Japanese culture when they study Japanese. It can be concluded that if we want to learn Japanese well, we must keep a loving attitude towards it. Among the second foreign languages, Japanese has the title that it’s easy to learn at the beginning, then it is difficult. Many students, based on their love for Japanese, felt that it was not difficult at the beginning of learning. Whether writing or pronunciation are very simple. But there are more and more things to learn, more and more complicated grammar, more and more words in the prosess, students’ love for Japanese has plummeted. In the face of this situation, teachers should adopt some special teaching methods to introduce Japanese culture into the classroom so that students can also understand Japanese culture in the process of learning Japanese, which will greatly enhance students’ interest in learning.

Language is a bridge between people. If you want to learn a language well, you must first understand the cultural background of the language. Only by doing this, can we really learn a language well and use it well. China is not far away from Japan, but there are great differences in culture. Therefore, teachers should introduce Japanese culture when teaching, which can better help students understand the meaning of Japanese, and also make students feel more involved when using Japanese for communication. Although China and Japan are very close, their cultures are quite different. In Japanese, there are many characters that are very similar to Chinese characters, but they are not a pronunciation or they do not have the same meaning. At this time, students need to pay attention to them when they study. In addition, the introduction of culture is conducive to the students’ clear understanding of Japanese culture, which is conducive to improving the overall language application ability and quality of students who learn Japanese.
4. An Effective Way to Introduce Japanese Culture into Japanese Teaching

(1) Rational use of advanced teaching equipment

With the continuous development of economy and technology, the teaching equipment in the school has become more and more advanced. Multimedia equipment has become the standard configuration of every classroom. In Japanese class, teachers can use multimedia equipment to teach, which can stimulate students’ interest in learning to a certain extent. When preparing lessons, teachers can make exquisite courseware by themselves, revise and check the courseware repeatedly, and then upload it to the multimedia equipment, and make preparations before class. In the courseware, teachers can add special effects and edited videos, which will attract the attention of a large number of students. During recess, teachers can play Japanese anime or Japanese songs, so that students are happy and have a good atmosphere to learn Japanese.

(2) Changing teaching methods

Contrast teaching method. Language is artistic. It can be used not only for communication, but also for appreciation. Therefore, in Japanese teaching, teachers should start from the most basic point, lead students to understand the connotation and essence of the language, so as to find out the rules of its use and learn Japanese better. Because Japanese is similar to Chinese characters in some characters, students will inevitably compare them. Teachers can use this point to carry out comparative learning, which can make students have a deeper impression. When making courseware, teachers can join in all kinds of contrast pictures between China and Japan, so that teachers not only realize efficient teaching, but also complete cultural introduction when explaining in class.

Associative memory. With the continuous in-depth explanation of Japanese courses, more and more phrases and grammars are used. The huge amount of knowledge makes students unable to digest in time, which will lead to the failure of teaching results. In order to avoid this phenomenon, teachers can use associative memory to help students digest knowledge. The teacher can present the origin of the phrase to the students in the form of Japanese classic stories. The interesting stories will leave a deep impression on the students, and they will remember the phrase naturally. This is also a method of cultural introduction. Students consciously enter the Japanese culture, understand the cultural background and allusions, and unconsciously remember knowledge points. They feel that learning Japanese is not as difficult as imagined, and naturally love learning.
5. Conclusion

To sum up, in the process of Japanese teaching, the introduction of culture is of great help to language learning. However, it is not enough to learn Japanese well by cultural introduction. Teachers and students should learn the internal structure of Japanese language while understanding the cultural background of the language in the process of teaching and learning. Only in this way can they improve the efficiency of learning Japanese, use grammar knowledge more skillfully and enhance the expression ability of Japanese. In addition, teachers should make students realize clearly that language is used for communication, not for exams. According to students’ own situation, teachers should take more interesting teaching methods to make students speak Japanese actively, gradually improve the ability of expression and communication of Japanese, and train students into comprehensive high-quality Japanese talents.

Works Cited


