

Innovative Exploration of Japanese Teaching Model from the Perspective of Culture

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Abstract: The traditional Japanese teaching mode can no longer meet the requirements of the era of globalization. Under the new situation, Japanese talents with both good foreign language ability and intercultural communication ability are needed, and teachers' teaching ideas and teaching modes need to be reformed under the new training goal. In this paper, based on the theory of cultural linguistics, the reform of Japanese teaching mode, the design of teaching strategies and teaching methods aiming at cultivating Japanese intercultural communicative competence were discussed. This study has certain reference significance for foreign language teaching.

1. Introduction

The 21st century is an era of globalization and internationalization, so people with different linguistic and cultural backgrounds will have more and more frequent contacts. People will also be more involved in cross-cultural exchanges at work. Under the new situation, what is needed is talents with good foreign language ability, profound cultural accomplishment, pragmatic ability and behavioral ability, that is, talents with intercultural communication ability. In China, Japanese teaching started late. Many universities still adopt outdated and backward teaching methods, emphasizing language forms and ignoring cultural factors. Therefore, single-type foreign language talents are increasingly unable to meet the requirements of the times. Teachers' teaching ideas and teaching models need to be reformed. Besides the task of Japanese language teaching, attention should also be paid to the cultivation of students' intercultural communicative competence. In this paper, through the study of intercultural communicative competence, Japanese teaching based on intercultural communication is proposed. Combined with the teaching environment and teaching needs of modern society, diversified teaching modes are put forward. This paper has certain reference values for Japanese teaching or other foreign language teaching.

2. Concept and Current Situation of Intercultural Communicative Competence

Western scholars mostly discuss intercultural communicative competence from sociological, psychological and communicative perspectives, while Chinese scholars mainly discuss intercultural communicative competence from the perspective of foreign language teaching [1]. Some scholars divide intercultural communicative competence into communicative competence and intercultural competence. Among them, communicative competence includes linguistic competence, pragmatic competence and strategic competence, while intercultural competence includes sensitivity to cultural differences, tolerance to cultural differences, and tolerance to deal with cultural differences. The macro objective of foreign language teaching is "sociocultural competence", which includes linguistic competence, pragmatic competence and the ability to develop and discard coherence. Intercultural communicative competence includes linguistic competence, pragmatic competence and cultural competence. For a long time, under the examination-oriented education of Japanese proficiency test, Japanese teaching emphasizes the imparting and learning of language knowledge points, while ignoring the whole cultural system that language depends on [2]. Students' learning emphasizes passive listening and reading, so they often copy rigidly in conversation practice, ignoring the object and occasion of speaking. The relevant cultural courses offered by schools are limited, and some schools are unable to carry out basic courses such as General Situation of Japan

and History of Japan because of the lack of teachers. Language and culture are interdependent and interactional unity. Language is the carrier of culture and culture is the important content of language expression. The knowledge and ability of language system are important, but facts have proved that the talents trained by the teaching of language and culture are lack of intercultural communication ability and can not meet the requirements of the era of globalization. For those who hold the "Japanese instrumentalism", if they do not have relevant knowledge of Japanese society and culture, they may not be competent even in general translation [3]. Therefore, while teaching language, schools and teachers must also attach importance to the cultural education attached to language and the cultivation of students' intercultural communicative competence. Language is regarded as a symbol system with cultural value. Learning a foreign language means learning a whole set of cultural world it constructs.

3. Cultural Teaching in Japanese Teaching

In order to cultivate students' intercultural communicative competence, teachers should first have good intercultural communicative competence, so as to cope with the training of intercultural competence. Teachers should take scientific research as the guide and promote the further development of teaching reform through research. Secondly, schools should attach importance to cultural teaching. Besides offering specialized and sufficient Japanese culture courses, teachers should consciously infiltrate cultural education in language teaching, which includes five aspects: culture carried by means of language communication, culture carried by means of non-language communication, communicative customs and etiquette, social structure, interpersonal relationship and values [4]. Specifically, Japanese learners need not only to understand the rules of language, but also to understand the function of language as a cultural symbol and to decipher its cultural code. In dealing with Japanese people, we must be familiar with their speech habits. Twenty years ago, Japanese experts pointed out eight characteristics of Japanese language expression habits: harmony is the most precious, not confrontation; implicit and oblique speech; different expressions of honor and abbreviation are distinguished in daily communication according to internal and external relations for upper and lower relations, and whether there is a beneficiary relationship; reasons are explained first, then proposals are put forward; courtesy is often used to show concern for each other; if there is a conflict of opinions between the two sides, they should express their opinions at most once [5]. In communication, besides paying attention to linguistic factors, we should also pay attention to non-linguistic factors such as expression, posture and sight, which also concerns the smooth progress of communication.

In addition, when dealing with Japanese people, we must consider the characteristics of Japanese culture and understand the traditions and changes of Japanese behavior, habits and values. Generally speaking, the speaker is easily bound by his own cultural orientation and values. In the process of communication, he treats different cultures with his own cultural psychology, behavioral norms and cognitive standards, which will inevitably lead to misunderstanding and interference, and even to the failure of communication. As for the main features of Japanese culture, the authoritative viewpoints are as follows: Japanese culture has the characteristics of shame culture, group consciousness, vertical society, shrinkage tendency, ocean island culture, spoiled consciousness, and harmony is the most precious and heartfelt national tradition [6]. Therefore, setting up cultural courses to systematically sort out and introduce them will help students to deepen their understanding of the typical characteristics of Japanese culture and increase their knowledge, thus improving their communicative competence.

4. Teaching Model of Cultivating Intercultural Communicative Competence

4.1. Thoughts on the teaching model of intercultural communicative competence

The social demand for foreign language talents has been diversified, so the training goal of foreign language teaching in colleges and universities has changed from the past academic talents to

the talents with strong foundation, wide caliber, compound and comprehensive application ability. In other words, schools are now based on the cultivation of high-quality talents who are highly culturally sensitive and proficient in foreign languages. In order to cultivate students' intercultural communicative competence, teachers should pay attention to the appropriateness, practicality, science and relevance of imparting cultural knowledge, and follow the principle of stages in teaching. At the primary stage, it is advisable to cultivate students' cultural awareness and cultural sensitivity. In the process of teaching, teachers should not only pay attention to students' grammar and oral fluency, but also pay attention to the appropriate use of language. In the middle and advanced stage, besides offering special cultural courses, teachers should adopt the method of cultural infiltration to cultivate the depth and breadth of students' intercultural awareness.

The design of teaching strategies is very important. Interest is the best teacher, so the concept of open classroom can arouse students' interests. Based on the situation, teaching can be life-oriented. By communicating in language teaching, students can experience language communication in real situations. Problem-based teaching means that teachers organize teaching with problems as a link and encourage students to bring problems into the classroom [7]. By designing scenarios, virtual communicative scenes, questioning and discussing problems, teachers can deepen the depth of the problem and stimulate students to explore the culture carried in the means of language communication. It is feasible to introduce various teaching media and assistant tools. Textbooks are not the only resources for Japanese learning, so the content of teaching should not be limited to textbooks. As long as things can be used, teachers should make intuitive teaching aids, prepare physical objects, use slides, audio, video and other multimedia courseware as far as possible, so as to serve teaching. The overall teaching method should be changed. The study of abstract linguistic knowledge should be expanded to image, lively and vivid cultural learning; the cramming teaching based on teachers should be transformed to student-centered heuristic teaching; and the examination-oriented education should be transited to quality-oriented education. The design of specific teaching activities should also be paid attention to. There are five basic research methods in cultural linguistics: cultural symbol analysis, cultural thinking identification, cultural background investigation, cultural differences comparison and cultural psychology revealing [8].

4.2. Teaching model of intercultural communicative competence

The first is the teaching method of cultural experience. In oral class, Japanese foreign teachers can teach Japanese songs, Japanese cuisine and traditional meals, and teach tea ceremony and flower arrangement. These teaching methods can link language learning with real life, so as to guide students to consciously learn culture in life and improve their intercultural communicative competence. Lexical psychological revelation is also feasible. In the vocabulary teaching of intensive reading, teachers should reveal the connotation of typical cultural symbols, and assign homework so that students can collect and classify language materials widely. The second is the penetration of customs and habits. Before the listening class, the teacher can spend 5 minutes to greet the students and introduce the origin, history and activities of a Japanese festival. The third is performance learning. Combining the reading texts in intensive reading and extensive reading textbooks, teachers can prepare props and arrange the stage background, and instruct students to perform some Japanese folk stories, short plays and so on. The fourth is the comparative method of cultural differences. Teachers can choose a theme to organize students to have a comparative discussion between Chinese and Japanese cultures, such as the similarities and differences of Chinese and Japanese Dragon Boat Festival and Mid-Autumn Festival, as well as the similarities and differences of digital culture, color words culture and animal outlook [9]. Through the study of differences, teachers can reveal the cultural roots of differences. The fifth is the lecture method. The school may invite experts to give lectures and introduce Japanese cuisine, kimonos, traditional Japanese sports, Kabuki and Haiku that students are interested in. The purpose of this approach is to introduce culture systematically. The sixth is multimedia simulation scenario teaching method. In oral class, teachers can play movies and TV plays about Japan. Teachers can guide students discuss and analyze some scenes of cultural conflicts, so as to deepen the understanding of Japanese culture

[10]. The last one is topic research method. Teachers can instruct some students who have strong interests in Japanese culture to use questionnaires, oral interviews, and consulting materials to learn Japanese well.

5. Conclusion

For a foreign language learner, if he has only linguistic competence and lacks appropriate understanding of communicative competence and different cultures, then language is only a shell. Only high-quality talents with both linguistic competence and intercultural communicative competence are the subjects of ideal personality, the ultimate goal of foreign language education, and can they meet the needs of the times. Students' language competence is no longer the only criterion for evaluating learning outcomes. Japanese educators should change their old concepts and teaching methods in time. How to make bold exploration in theory and practice to cultivate students' intercultural communicative competence is a new topic for teachers. Other elements involved in intercultural teaching, such as curriculum design and textbook reform, need to be further studied in the future.

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