

The Application of Positive Psychology in Japanese Teaching

Ting Zhang

School of Foreign Studies, Yangtze University, Jingzhou 434023, China

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Abstract: Using positive psychology to guide students to have interest in learning, from “forced learning” to “active learning” is a very effective teaching method in recent years. However, in Japanese teaching, there are some problems in Japanese teaching practice, due to a variety of factors. Because of lacking the correct guidance and the interest in learning, students are tired of learning. At the same time, in the process of teaching, students are lack of initiative, which are the problems that teachers are facing now. In view of the related problems, we need to start from students, teachers and students' learning environment to solve the problems from the root.

1. Introduction

With the increasing cultural exchange among countries, China attaches more importance to foreign language education of domestic students, and provides corresponding courses for many foreign languages to improve students' foreign language communication ability. As a part of foreign language learning, Japanese plays a certain role in the learning and development of students. However, because of the influence of students' personal factors and the weak role of teachers' guidance, the development of Japanese teaching is smooth, but the teaching effect is very poor. The practical application of positive psychology in Japanese teaching can create a good learning environment for students, and simultaneously change their attitude towards Japanese learning, so that students can face Japanese learning with positive psychology. How to use positive psychology to guide students, and how to improve the teaching initiative of teachers has become a problem to be solved to improve the teaching effect of Japanese. This paper mainly discusses the problems existing in Japanese teaching in practice, and focuses on how to apply positive psychology to solve the existing problems.

2. The Research on the Problems in Japanese Teaching in Practice

2.1 Students Lack Interest in Learning and Have Strong Weariness to Learn

Students are weak in compressive ability and lack of interest in Japanese learning. Because many students are only children under the family planning policy, the growing up environment is relatively good since childhood, and parents are more spoiled. This leads to many students in school learning difficulties. It is difficult to find a reasonable way to solve, and will not effectively seek

help from teachers. While Japanese learning needs the correct guidance of teachers, students will not communicate with teachers, encountered many difficulties, and strive to get effective learning results. Over time, it's easy to lose confidence, reduce or even lose interest in Japanese learning. [1]

The school does not pay attention to this situation; teachers do not carry out reasonable guidance; students will be slow to learn Japanese. Japanese is a relatively small language. Compared with English, it is rarely used in daily life, which makes the school not pay much attention to Japanese teaching to some extent. Because of the influence of school environment, teachers still have no progress in teaching for a long time, so they will have negative emotions. In ordinary teaching, they seldom guide students effectively, and seldom interact with students, which leads to students' aversion to learning Japanese, and the teaching effect will be difficult to be better. In addition, some students will think that the relationship between China and Japan is not good, and learning Japanese is not good. This emotion is not guided by the teacher. For a long time, students naturally take it useless to learn Japanese, which has a great negative impact on the improvement of Japanese learning quality.

2.2 Teachers Lack Initiative

The particularity of teachers' profession leads to the less opportunities for teachers to promote, which greatly reduces the interest of Japanese teachers. The teacher profession itself is within the system, and the teacher team is extremely large in China. Many teachers themselves are excellent talents. However, due to the rare opportunities for promotion and appointment, the work is fixed for a long time. In addition, the economic and social aspects are developing continuously, but the salary of teachers is still not greatly improved, which greatly affects the teachers' sense of responsibility and interest in the process of teaching. Although the promotion opportunities are low, it's the stable work, so many teachers have psychological grievances, and face teaching with the mentality of "a secure job" and so on. This is extremely unfavorable for students' study.

Many unreasonable arrangements in the school restrict the effective use of innovative teaching methods, which makes it difficult for teachers to play their initiative. Nowadays, the school has strict requirements on teachers in teaching methods and student assignment arrangement. It is necessary to reduce the burden for students and improve the teaching quality of teachers. As a result, many teachers are not afraid to let go of their own teaching contents and teaching methods in the process of teaching and explaining classroom knowledge for students, so as to drive students to get learning interest. At the same time, the school has a very precise deployment in the teaching of teachers, which greatly limits the effective play of their own role. [2] Many knowledge needs to be updated teaching methods to play the effect. However, due to the restrictions of school rules, teachers can not fully use it, which greatly hinders the development of Japanese teaching.

3. Analysis of Relevant Measures of Applying Positive Psychology to Solve Problems

3.1 To Guide Students to Have Positive Psychology and Improve Their Interest in Learning

It's necessary to give students more opportunities to perform in class and increase their confidence. Teachers want to see the effect of students' learning; they need to give students more opportunities to express themselves in the classroom, so that students have more confidence in learning Japanese. For example, in the class of explaining the commonly used tools in life, the teacher can give the students a certain amount of time to memorize the words in the book after explaining them, and then ask the students who have already remembered to raise their hands to interact with the teacher. The teacher holds the corresponding teaching props, such as pens, rulers, pencil bags, etc. The teacher holds the pens and asks the students in Japanese, "what is this? What

do you usually use it for? “ Then the teacher can ask the students to answer in Japanese. The excellent students and teachers should be praised, and the relatively poor students and teachers should be encouraged to avoid students' inferiority complex and loss of confidence in learning. [3]

It's necessary to code students' Japanese learning and create conditions for students to improve their memory ability. In psychology, the main factors affecting students' memory are students' psychological state in learning and teachers' processing degree of teaching contents and methods. The former refers to whether the students take the learning content seriously and spend the corresponding time in learning, while the latter refers to whether the teachers effectively integrate the teaching content before teaching, so as to make the teaching content lively and simple. For example, in the process of Japanese classroom teaching, the teacher's teaching content is the words from Monday to Sunday in Japanese. In order to help students memorize, the teacher needs to process these seven Japanese words effectively, and use the “sentence and word series method” to help students memorize. The Monday to Sunday in Japanese is connected in one sentence, and the Japanese word for Monday is “月曜日”. If the moon is very good on Monday, you can stay up late to see the moon. The Japanese word for Tuesday is “火曜日”; you can assume that because you stay up late to see the moon on Monday, you will get angry on Tuesday. [4] By analogy, using appropriate examples to connect the events of the whole week, and embedding the words from Monday to Sunday in Japanese, we can make the learning and memory of Japanese words vivid and interesting, not boring, and students are more comfortable in using them. As time goes by, students will achieve better results in Japanese learning and improve their confidence, and then they will learn Japanese better Interest.

3.2 To Improve Teachers' Sense of Happiness and Give Full Play to Teachers' Guiding Role

We should relax the teaching control of teachers and give full play to our guiding role. Schools should give teachers appropriate space, so that teachers can give full play to their teaching functions. Japanese teaching itself should be relaxed and lively, so when teachers have their own innovative teaching methods, schools should give appropriate encouragement to create reasonable conditions for teachers to carry out teaching. In this way, teachers feel the school's trust in themselves and will be more patient and responsible in their normal teaching.

Teachers should strengthen their own learning, and take the initiative to communicate with students. Teachers should always reflect on their own problems in normal teaching, and constantly improve their professional quality according to the performance of students. In normal teaching, because students are rarely willing to actively communicate with teachers, teachers should take the initiative, pay attention to carefully observe the learning situation of students, and take the initiative to solve problems for students. At the same time, teachers should create more opportunities for students to communicate in Japanese in class. For example, after learning a chapter about situational dialogue, the teacher can divide the students into different groups, play the roles in the text, and let the students use the dialogue in the text to communicate with each other. When the students encounter difficulties in communication, the teacher should give reasonable guidance, which can become the other side of the role play and effectively guide the students to use the dialogue boldly Japanese communication. For a long time, students will gradually adapt to the environment of Japanese communication, so as to improve their Japanese learning ability. [5]

4. Conclusion

The liveliness of Japanese teaching itself requires the joint efforts of schools and teachers to actively use effective ways to guide students and improve their interest in learning, so as to achieve

the corresponding teaching quality. Positive psychology can effectively guide students to get rid of learning weariness, strengthen the learning of Japanese, and solve the problems of Japanese teaching from many aspects. Therefore, in the process of carrying out Japanese teaching in the future, positive psychology can be effectively integrated into the Japanese teaching classroom, making Japanese teaching easier and more effective.

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