

Study on the Teaching Methods of Public Japanese

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Abstract: public Japanese teaching, which differs from professional Japanese teaching and Japanese as a second foreign language has unique characters. There are some problems in public Japanese courses, such as less teaching hours, heavy teaching tasks, high requirements, less motivated students, lack of devoted time and so on. This paper introduces several teaching methods on how to enrich students' cultural knowledge and improve their language abilities while they are majoring in their profession.

1. Introduction

There are many researches on Japanese as a second foreign language teaching for foreign language majors. With the increasingly frequent cooperation between China and Japan and the emergence of more and more Japanese funded enterprises in China, there is an increasing demand for compound talents who can not only speak Japanese but are also professional in a specific field. Therefore, many schools have added Japanese courses for some non foreign language majors. In this way, Japanese is not regarded as a second foreign language, but as a public foreign language. Therefore, public Japanese teaching has been put on the agenda.

Public Japanese is different from Japanese as a second foreign language. The former is aimed at non foreign language majors with the purpose of using Japanese to learn professional knowledge or broaden employment opportunities. At present, schools who set Japanese courses to enhance the students' competitiveness and increase the employment rate account for a larger proportion. The latter is to meet the national requirements of setting second foreign language majors for foreign language majors. Except for aiming at the future postgraduate entrance examination or professional title examination, the purpose to attend the course is not very clear. Teaching methods are determined on different purposes, the author will explore the teaching methods of public Japanese combining their own Japanese teaching experience in recent years.

2. Discussion on Teaching Methods

2.1 Cultivate Interest and Stimulate Learning Motivation

Interest is the best teacher. We should start from cultivating interest in teaching. At present, the culture exchanges between China and Japan are very frequent especially in social entertainments. TV programmes, movies and songs from Japan have a great influence on Chinese teenagers. Making good use of such trend can help teachers grasp the students' concentration at very first. For example, to describe a singer who is popular, we use "ninki" in Japanese. For another example, the sign of "stores" which can be seen everywhere in super malls, means "uliba" in Japanese. There are also some phrases like "kawaii" (beautiful and lovely) and "sugoi" (powerful and great) which are often used in movies. Teaching vocabularies in this way can get students attracted all at once, making students discover that there are large amount of Japanese loanwords in Chinese. So that learning Japanese can be very popular and modern.

On this basis, according to the characteristics of college students' learning motivation, this paper uses the theory of learning motivation to stimulate students' learning motivation, and tells students that foreign language is only a tool, and learning more than one foreign language is equal to learning more than one way to make a living. Japan enjoys the third largest economy around the world, with advanced science and technology, developed economy and culture. By learning Japanese, we can learn a lot about Japan. In addition, from the economic aspect, learning Japanese means being easier to find a job in the future and serve in Japanese funded enterprises with high income and good treatment. When the external learning motivation is transformed into internal learning motivation, the learning initiative will be enhanced.

2.2 Flexible Use of Teaching Materials According to Teaching Needs

Generally speaking, the class hours of public Japanese course are not arranged too much, but there is a lot of knowledge to be taught. In this way, it is particularly important for teachers to flexibly handle and reasonably excavate the teaching materials. When dealing with teaching materials, we can appropriately add, decline and change the contents according to the teaching contents and purposes. Some of the contents can be covered simply, while others need to be practiced repeatedly. In this way, we must add and delete appropriately according to the specific situation of students. For example, if the lessons focus on improving students' oral ability, the dialogue part can be emphasized when using the textbook of *New Standard Japanese of Exchanges between China and Japan*. Although grammar explanation is important, it is more important to let students speak. The purpose is to enable students to make use of what they have learned, to use Japanese as a tool in their future professional work, and to promote the smooth progress of work.

2.3 Teaching in Fun and Interaction between Teachers and Students

To a great extent, the teaching result depends on whether the students actively participate in the class, which results from whether they are interested in the teacher's teaching. According to the teaching characteristics, the author thinks that some teaching games and methods in Japanese language schools can be used for reference. For example: prize answer, listen and act out, Japanese word solitaire, Japanese riddles and so on.

2.3.1 Prize Winning Answer

The teacher can prepare some small gifts (can be chocolate, key ring, etc.) as prizes and ask questions for students to answer. The more questions there are, the better. Such as words recitation, sentences translation, etc. The teacher can also demonstrate some actions, such as eating, drinking, sleeping, walking, jumping, running, throwing and so on. Let the students rush to answer what the

action is using Japanese. If it is correct, there will be prizes. This can greatly promote the enthusiasm of students during class teaching.

2.3.2 Follow Instructions

When learning human organs, we can use the game of listening to instructions and acting. For example, the teacher says “me (eye)” and the students point to the eyes quickly. Say “hana (nose)” and quickly point to the nose. Many Japanese words like “mimi”, “te (hand)”, “kuchi (mouth)” can be memorized easier in this way.

2.3.3 Japanese Riddle Guessing

Japanese riddle guessing is also a kind of teaching form often used by the author in the teaching process.

For example, when learning the word “negi (green Chinese onion)”, instead of telling the students the Chinese meaning, ask them to guess the riddle first:

“katahou ga karappo	empty on one end
katahou ga gissirimmatteiru	full on the other end
katahou ga aoku	green on one end
katahou ga shiroimono”,	white on the other end

Through the guessing activities, students can grasp the word in a pleasant atmosphere. Japanese riddle guessing can adjust the class atmosphere, deepen students' memory, and practice students' thinking abilities.

The teaching methods mentioned above are not only relaxing but also simple to perform. What's more, the activities can inspire students' learning interest, activate the whole class, and fully mobilize the enthusiasm of every student.

2.4 Guide Students to Learn by Finding Common Ground between English and Japanese

Generally speaking, undergraduate students have more or less received systematic English education. We can make use of the fact to guide students with their Japanese learning.

For example, when teaching the simplest Japanese sentence pattern “kore ha hon desu”, tell the students that this is exactly the same as “this is a book”. “kore” corresponds to “this”, “hon” corresponds to “book”, and “desu” corresponds to “is”, so that we can see the difference between Japanese and English.

In Japanese, the subject is usually prompted by the auxiliary word “ha” or “ga”, but not in English; in Japanese, the predicate is placed at the end of the sentence, so “desu” becomes the end of the sentence, and the position of the predicate in English is the same as that in Chinese. Through the comparison between English and Japanese, we have mastered the basic sentence patterns of Japanese.

Another example is about “nanzi desu ka” and “icu desu ka”, in Japanese, both of them are used to ask time. But the difference between them are not clearly explained. In fact, “nanzi desu ka” is equal to “what time is it” in English while “icu desu ka” means “when...”. In this way, we can grasp Japanese through English, which is not only easy to understand, but also inspires students' enthusiasm.

The words mentioned above are about simple sentence patterns, now I will discuss how to use English to learn loanwords in Japanese. In the process of cultural exchange between Japan and the world in modern times, Japanese has been enriched with a large number of loanwords. According to statistics, 81.3% of Japanese loanwords come from English, so students who understand English have unique conditions to learn Japanese words, and take this opportunity to teach Japanese words

to students. For example, “sutoppu” in English is “stop”, “suta-to” is “start”, “konpyu-ta” is “computer”. Since they are from foreign language, their pronunciation are certainly similar, and their meanings are basically the same, except that they are written in katakana. When you come across Japanese loanwords, try to read them out and restore them to English, and the general meaning will come out. Students will find that learning English can promote Japanese learning, learning Japanese can also expand the English vocabulary, so the sense of closeness to Japanese is produced.

2.5 Appropriate Supplement of Relevant Professional Japanese Terms

Students who study Japanese as a public foreign language all have their own majors, such as ICT, automobile manufacturing and so on. Most of these students will be engaged in the work related to their major after graduation. Based on this, during the teaching process, teachers should supplement students with Japanese terms of certain majors and combine Japanese teaching with students' majors in advance, to lay a good foundation for their future work. When teaching ICT majored students, the author regularly adds related Japanese terms during classes, and makes sure the contents account for reasonable proportion in the examination in order to urge students to learn..

When talking with the students who have graduated, they agree with this teaching method, saying that through this method, they can combine Japanese with their major earlier than other students, and can adapt to work faster.

2.6 Introduce Japanese Cultural Customs Appropriately.

Unlike Japanese majors, public Japanese course does not have classes like intensive reading, extensive reading, listening conversation and so on, which help understand the culture and history of the target language. There is only one course in public Japanese. Teaching textbooks only will undoubtedly make students feel boring, making learning process a dull burden. Therefore, we must introduce Japanese customs and culture to students through other ways (such as ppt). For example, why Japanese like sumo, why they love the environment and why they are so diligent. When talking about cherry blossom, the national flower of Japan, I prepared some videos to show how beautiful the scenery is, and how Japanese enjoy the grand view. The introduction of these things, on the one hand, can stimulate students to learn Japan better through Japanese as a tool, on the other hand, can help use cross-cultural teaching properly and promote the students motivation towards getting grasp of the target language. In this way, the classroom is not only lively and interesting, but also has a subtle influence on the students.

3. Conclusion

There is no fixed method in learning and no fixed rule in teaching. For the Japanese Teaching for non Japanese majors, we should change the boring language learning state and the bad habit of fruitless recitation in exam oriented education, increase knowledge practicing process, and effectively improve the comprehensive quality and practical ability of students, so that students can easily use the knowledge they have learned to work. Of course, there are many teaching methods of public Japanese, which will not be listed here. There are still many discussions about it, which need to be further explored.

References

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