

Innovative Path of Japanese Teaching in Universities from the Perspective of Cultural Confidence

Jun Jiang

*Jingdezhen Vocational University of Art, Jingdezhen, Jiangxi, 333000, China
277470315@qq.com*

Keywords: Teaching Innovation Path, College Japanese, Cultural Confidence, Oral Fluency

Abstract: Japanese teaching in colleges and universities is faced with the challenge of cultivating students' language ability and intercultural communication ability. It is of great significance to study Japanese teaching in colleges and universities by taking cultural self-confidence as the guiding principle and concept. Using the methods of literature review and case analysis, this study collected and analyzed relevant literature and practice cases to explore the perspective and innovation path of cultural confidence in Japanese teaching in colleges and universities. The research showed that under the training of the teaching innovation path in this paper, students' oral fluency was as high as 0.8 and as low as 0.5, which significantly improved their oral expression ability compared with the traditional teaching methods. Cultural confidence is an important guiding principle and concept in Japanese teaching in colleges and universities. Through the integration of language and culture, cultivating students' understanding and respect for Japanese culture can stimulate students' interest and motivation in learning Japanese and improve their learning effect and performance.

1. Introduction

The importance of cross-cultural communication and language ability is self-evident in today's social environment. As an important link to cultivate students' language ability and intercultural communication ability, Japanese teaching in colleges and universities is facing new challenges and opportunities. However, the traditional Japanese teaching mode often focuses on the cultivation of language skills, while the understanding and respect for Japanese culture are relatively weak. In order to better meet the learning needs of students and improve the teaching effect, it is necessary to explore an innovative path that can integrate language and culture, so as to cultivate Japanese learners with cultural confidence and intercultural communication ability. This paper uses the perspective of cultural confidence to study the innovative path of Japanese teaching in colleges and universities, which has great significance and value. First of all, cultural confidence, as an educational concept and guiding principle, emphasizes the interrelationship between language learning and cultural learning, which helps to cultivate students' understanding and respect for the target language and culture. Secondly, through studying the perspective of cultural confidence, innovative teaching methods and strategies that meet contemporary teaching needs and students'

development needs can be explored. Finally, the research results of this paper will provide theoretical basis and practical reference for the improvement and promotion, and help to improve students' learning motivation, learning effect and cross-cultural communication ability.

This article will be divided into the following parts to discuss. First of all, we will review relevant research and literature, introduce the current situation and existing problems of Japanese language teaching in colleges and universities, as well as the theoretical framework and practical value of cultural self-confidence. Then we will elaborate on the research methods of this article in detail, including literature review and case analysis, as well as the process of data collection and analysis. Then the research results and findings of this article will be presented, and the application and effect of the perspective of cultural self-confidence will be discussed. Finally, the main conclusions of the research will be summarized, and relevant suggestions and prospects will be put forward.

2. Related Work

Many scholars have studied the Japanese language teaching environment. Zhang Ruishu believes that in Japanese teaching, we should make full use of modern multimedia technology in classroom teaching, constantly explore and develop new rules of Japanese language learning, constantly practice the positive interaction of various teaching methods, build a new model of Japanese classroom teaching with students as the main body, teachers as the leading role, combining theory and practice, placing equal emphasis on knowledge and ability, and transform the evaluation mechanism into a new model of Japanese classroom teaching with the integration of process evaluation and result evaluation [1]. Gao Xuejie analyzed the application value of tea culture in public Japanese class, and understood the influence of Chinese tea culture on Japanese tea ceremony. By clarifying the goal of talent cultivation, mobilizing learners' desire for knowledge based on the second class, and enhancing teachers' professional quality, Gao Xuejie innovated Japanese textbook texts by using tea culture comparison, reshaped Japanese teaching arrangements, enhanced the penetration and influence of tea culture, and helped learners of public Japanese class enhance their cultural self-confidence [2]. By combining TPR teaching method, Zhang Lei aimed to innovatively apply the Can-do mode of JF standard in basic Japanese teaching and introduce and improve e-learning archives, so as to promote the improvement of learners' cross-cultural communication ability. At the same time, she also built a basic Japanese teaching model conducive to learners' subjective initiative by building a learning community between teachers and students, innovating teaching content and exploring multi-dimensional teaching [3]. Guo Qian analyzed the necessity of the optimization reform of Japanese teaching in high school under the background of "Internet +", and proposed several specific strategies to optimize teaching based on the current teaching situation, aiming at promoting further reform and innovation of Japanese teaching in high school and realizing the important educating effect of language teaching [4]. Lin Lin proposed that the development of teaching content based on JFS Reading Comprehension Activities would be the first step in the reform of Japanese extensive reading curriculum, and at the same time pay attention to the effective use of student-centered participatory teaching methods such as problem teaching, task-based teaching method and multi-reading method, and carry out horizontal cooperation with conversation, listening and writing courses [5]. Oghly J S comprehensively introduced the basic principles of physics learning and teaching, covering acquisition theory, teaching methods, classroom management and assessment, etc., which had important guiding significance for teachers to understand students' language learning process and design effective teaching strategies [6]. Taking Japan and Finland as examples, Moberg S summarized various factors and teaching strategies that affect students' learning outcomes [7]. Based on teachers in Japan, South Korea and

Singapore, Kim T proposed educational methods and strategies for cultivating multiple intelligences, and encouraged teachers to design diversified teaching activities to meet the learning needs of students with different types of intelligences [8]. Fikri M A A explored how the support of Islamic learning teachers and peers could promote students' cognitive ability and learning outcomes [9]. Putra A S proposed the mediating effect of organizational learning to provide meaningful and purpose-based learning experiences to promote students' active learning and deep understanding [10]. These studies have provided inspiration for the innovation of Japanese teaching. This paper will propose some innovative ways of teaching Japanese in universities from the perspective of cultural confidence.

3. Method

3.1 Textbook Design and Development

From the perspective of cultural confidence, textbook design should be based on cultivating students' confident attitude and in-depth understanding of Japanese culture [11-12], so as to improve their language learning effect and cross-cultural communication ability. In the process of compiling textbooks, it is necessary to introduce rich native cultural elements, such as Japanese traditional festivals, literary works, music and art, so as to show the unique cultural charm of Japan. At the same time, the textbooks should cover a variety of topics and topics, including social, economic, scientific and technological fields, to meet the interests and needs of students in different fields. The content of the textbook should be closely combined with the actual situation of students, encourage students to participate and think, and cultivate their critical thinking and creativity. In addition, the textbook design should also make full use of multimedia resources and Internet technologies, such as audio-visual materials, online resources and interactive teaching tools, in order to provide diversified learning experiences and interaction opportunities. The practice and application of teaching materials should pay attention to the combination of classroom teaching and independent learning, and stimulate students' learning interest and motivation through well-designed classroom activities and tasks [13-14]. In order to continuously improve the quality of teaching materials, teaching materials evaluation and feedback is an essential link, through the feedback of students and teachers, timely revision and update of teaching materials to meet the needs of students and the development of the times. In short, the design and development of teaching materials in the innovative path of Japanese teaching in colleges and universities from the perspective of cultural confidence should pay attention to the introduction of cultural elements, the exploration of diversified themes and topics, the support of multimedia technology, and the close combination with the actual needs of students, so as to provide students with a dynamic and creative learning experience and cultivate cross-cultural communication ability and cultural confidence [15-16].

3.2 Teaching Methods and Activity Design

Teaching methods and activity design should emphasize cultural experience and interaction to improve students' learning effect and intercultural communication ability [17-18]. By playing different roles or simulating actual communication situations in specific situations, students can use the Japanese they have learned in a real language environment to cultivate their language application ability and cross-cultural communication ability. Students can choose a topic of Japanese culture that interests them and share it with the class in the form of a presentation, speech or group discussion to enhance their understanding and appreciation of Japanese culture. Multimedia tools such as audio-visual materials, video, audio and online resources provide students with rich language input and cultural experiences to stimulate their interest in learning. Through the

use of social media platforms, online collaboration tools or language learning applications, students are encouraged to interact with Japanese language and culture in a virtual environment, expanding their learning space and language practice opportunities. Organizing group activities for students, encourage them to cooperate, communicate and share knowledge with each other, and cultivate teamwork and communication skills. Colleges and universities organize students to carry out cultural investigation activities, such as visiting Japanese cultural exhibitions, watching Japanese movies, tasting Japanese food, etc., so that students can personally experience and feel Japanese culture and deepen their understanding and identification of culture. Students are encouraged to engage in creative project design, such as making short films, designing posters, writing diaries, etc., to demonstrate their understanding and use of the Japanese language and culture.

3.3 Teacher Training and Professional Development

Teacher training and professional development aim to improve the teaching level and professionalism of teachers to meet the changing educational needs [19-20]. In order to achieve this goal, schools can adopt a variety of methods for teacher training. One of these is the provision of regular professional development workshops that focus on updating teaching strategies, curriculum design and assessment methods. Through these workshops, teachers can learn about the latest educational trends and teaching techniques and apply them to their own teaching practices. Schools can also organize internal observation and exchange activities, so that teachers can observe and learn from each other, share successful experiences and challenges, and thus promote each other's growth and development. Teachers are encouraged to participate in external training courses, seminars and academic conferences in order to expand their professional horizons and knowledge. These opportunities allow teachers to network and collaborate with other education practitioners, to explore educational issues in depth, and to gain inspiration and inspiration from them. At the same time, schools can also establish a mentor system, allowing experienced teachers to serve as mentors and supporters of new teachers, providing personalized guidance and feedback to help new teachers better adapt to the teaching environment and role. The professional development of teachers also needs to establish a continuous reflection and evaluation mechanism. Through teaching observation, peer review and student feedback, teachers can understand their own teaching effect and room for improvement, and carry out further professional development. Teacher training and professional development should be a comprehensive process, combining internal and external training opportunities, teacher cooperation and mentor guidance, in order to continuously improve teachers' professional competence and teaching quality, and provide students with quality education services.

4. Results and Discussion

Two classes with similar basic level of Japanese were selected, one of which was to teach Japanese under the innovative path of this paper, and the other was to teach according to normal teaching conditions. Each class had 20 students and conducted a one-semester test. The experimental group introduced multimedia teaching resources, online courses, video teaching and interactive applications to increase students' learning interest and participation, and emphasized the cultivation of communicative competence, promoting students' oral expression and communication ability by organizing activities such as role playing, group discussion and practical situational exercises. During the experiment, students' participation, learning interest and interaction were recorded through teaching observation. Students' homework, classroom performance and project results were collected regularly to evaluate their learning progress and outcomes. At the end of the experiment, a final assessment was made, including a comprehensive language proficiency test. Oral fluency, pronunciation accuracy and Japanese test scores were used as experimental evaluation

indicators in this paper, and the students were tested at the end of the semester.

4.1 Oral Fluency

By assessing oral fluency, teachers can understand the level of ability and development of students in oral Japanese. This helps teachers adjust teaching strategies, provide targeted oral training and exercises, help students improve their oral fluency, and promote the overall development of their Japanese communication skills. Table 1 shows the oral fluency weight evaluation table:

Table 1: Weight evaluation table

Evaluation Criteria	Weight	Assessment Criteria
Fluency	0.4	Whether the speech is fluent, without incoherence or pauses
Speaking Rate	0.3	Whether the speech rate is moderate, neither too fast nor too slow
Pronunciation & Intonation	0.2	Accuracy and naturalness of pronunciation and intonation in speech
Grammar Accuracy	0.1	Whether the speech demonstrates grammatical correctness and lacks frequent grammatical errors

Oral fluency evaluation items include fluency, speech speed, intonation and grammatical correctness. Each evaluation item has a weight associated with it, which is used to represent the importance of the item to the overall oral fluency. The sum of weights is 1. Figure 1 shows the oral fluency test:

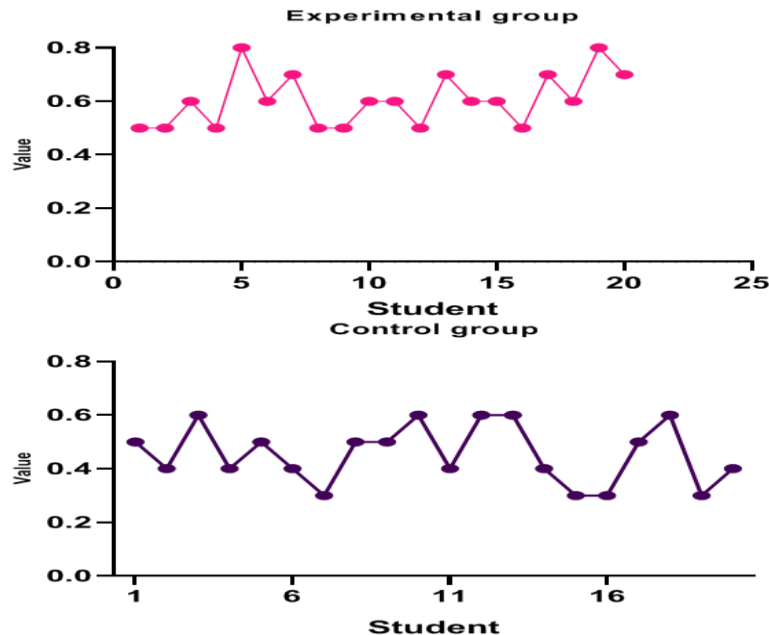


Figure 1: Oral fluency

In the test of oral fluency, the fluency of student No.5 in the experimental group was the highest, 0.8, and 0.5, with more students. In the control group, the highest fluency was 0.6 with 5 students, while the lowest fluency was 0.3 with 4 students. The overall range of oral fluency of the experimental group is higher than that of the control group, indicating that the innovative teaching path in this paper has played a role in improving students' oral fluency.

4.2 Pronunciation Accuracy

Pronunciation accuracy reflects students' ability in pronunciation. Japanese has a specific pronunciation rules and phoneme system, and accurate pronunciation can ensure that students can correctly identify and express phonemes in Japanese, so as to achieve effective language communication. Figure 2 shows the evaluation of pronunciation accuracy:

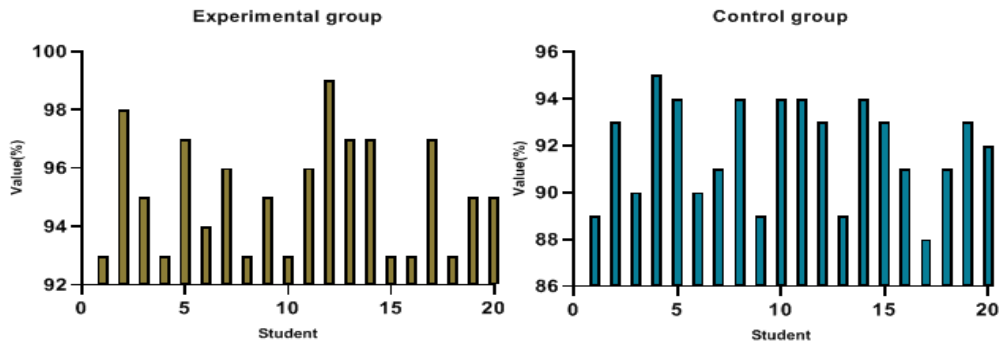


Figure 2: Pronunciation accuracy

As shown in Figure 2, the pronunciation accuracy of the experimental group is between 93% and 99%, while that of the control group is between 88% and 95%. The pronunciation accuracy of the experimental group is higher than that of the control group, which shows that the method in this paper has a good effect in teaching effect, and greatly improves the pronunciation accuracy of students.

4.3 Japanese Language Score

Japanese scores can reflect students' mastery of basic Japanese knowledge, including vocabulary, grammar, sentence structure and so on. A high score means that students have a good grasp of these aspects and can understand and use the basic language rules of Japanese. The full score of this setting is 40 points. Figure 3 shows the score of Japanese language:

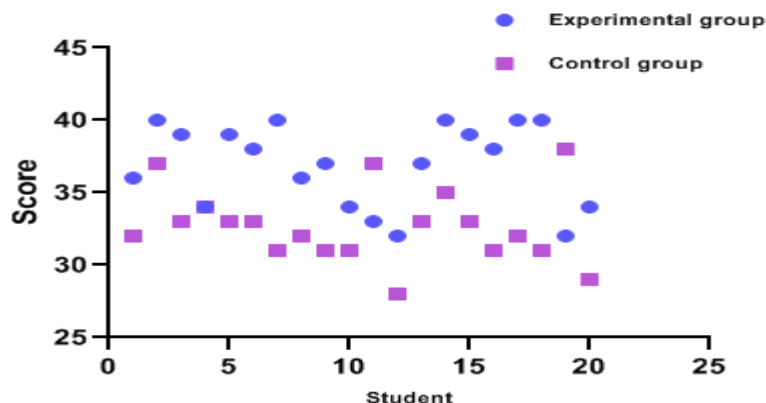


Figure 3: Japanese score

In the Japanese achievement test, the scores of the students cultivated through the teaching innovation path in this paper ranged from 32 to 40, while the scores of the control group ranged from 28 to 38, which was significantly lower than that of the experimental group. It shows that the teaching method adopted by the experimental group is more effective and can better promote

students' learning and understanding, including more targeted teaching strategies, optimization of teaching resources, differentiation of learning activities, etc. The high score of the experimental group implies the effectiveness of the teaching method.

5. Conclusion

Cultural confidence is an important guiding principle and concept. By fully exploring and teaching the cultural connotation behind Japanese language and cultivating students' understanding and respect for Japanese culture, students' interest and motivation in learning Japanese can be stimulated, and their learning effect and performance can be improved. Therefore, it should focus on the integration of language and culture, and build a teaching environment that can cultivate students' cultural self-confidence, cross-cultural communication ability and innovative thinking through the design of teaching content, the innovation of teaching methods and the professional development of teachers. This includes the introduction of diverse teaching resources and hands-on activities such as cultural experiences, exchange programs and field trips to provide a richer learning experience and comprehensive cultural learning opportunities. At the same time, teachers should constantly improve their own cultural literacy and teaching ability, so as to better guide students to understand and use Japanese language and culture, and promote the development of students' comprehensive ability. Such an innovative path will help cultivate well-rounded Japanese language learners with deep language skills and cross-cultural communication skills, providing a broader space for their future academic, professional and interpersonal development.

References

- [1] Zhang Ruishu, Li Ruijun. *Exploration and practice of innovative Second Foreign Language (Japanese) curriculum teaching in the context of transformation*. *Research in Innovative Education*, 2023, 11(12):3931-3938.
- [2] Gao Xuejie. *The application of tea culture in Public Japanese Classroom Teaching*. *Fujian Tea*, 2023, 45(12): 110-112.
- [3] Zhang Lei, Xu Shuying. *Exploration of Multi-dimensional Basic Japanese Teaching under "Can-do" model*. *Journal of Tonghua Normal University*, 2019, 44(5):133-139.
- [4] Guo Qian. *Optimization Model of Japanese Teaching in senior high school under the background of "Internet Plus"*. *China New Communications*, 2023, 25(15):215-217.
- [5] Lin Lin. *Reform and Innovation of teaching contents and methods of Japanese Extensive Reading under the Theory of Student Participation*. *Neijiang Science and Technology*, 2022, 43(1): 41-43.
- [6] Oghly J S Z. *A Japanese approach to in-service training and professional development of science and physics teachers in Japan*. *American Journal of Public Diplomacy and International Studies (2993-2157)*, 2023, 1(9): 167-173.
- [7] Moberg S, Muta E, Korenaga K, et al. *Struggling for inclusive education in Japan and Finland: teachers' attitudes towards inclusive education*. *European Journal of Special Needs Education*, 2020, 35(1): 100-114.
- [8] Kim T, Lee Y. *Principal instructional leadership for teacher participation in professional development: evidence from Japan, Singapore, and South Korea*. *Asia Pacific Education Review*, 2020, 21(2): 261-278.
- [9] Fikri M A A, Asbari M, Purwanto A, et al. *A mediation role of organizational of learning on relationship of hard skills, soft skills, innovation and performance: evidence at Islamic school*. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2020, 2(1): 398-423.
- [10] Putra A S, Novitasari D, Asbari M, et al. *Examine relationship of soft skills, hard skills, innovation and performance: The mediation effect of organizational learning*. *International Journal of Science and Management Studies (IJSMS)*, 2020, 3(3): 27-43.
- [11] Supriadi O, Musthan Z, Sa'odah R N, et al. *Did transformational, transactional leadership style and organizational learning influence innovation capabilities of school teachers during covid-19 pandemic*. *Systematic Reviews in Pharmacy*, 2020, 11(9): 299-311.
- [12] Goh E, Sigala M. *Integrating Information & Communication Technologies (ICT) into classroom instruction: teaching tips for hospitality educators from a diffusion of innovation approach*. *Journal of teaching in travel & tourism*, 2020, 20(2): 156-165.
- [13] Sedef S, Behçet O. *Investigation of classroom teachers' views towards innovative pedagogical practices*. *Participatory Educational Research*, 2021, 8(4): 253-273.

- [14] Asbari M, Purwanto A, Fayzhall M, et al. D., & Firdaus, RA (2020). *Hard skills or soft skills: Which are more important for Indonesian teachers innovation. Test Engineering and Management*, 2020, 83(2836): 2836-2854.
- [15] Eli T. *Students perspectives on the use of innovative and interactive teaching methods at the University of Nouakchott Al Aasriya, Mauritania: English department as a case study. International Journal of Technology, Innovation and Management (IJTIM)*, 2021, 1(2): 90-104.
- [16] Carvalho A, Teixeira S J, Olim L, et al. *Pedagogical innovation in higher education and active learning methodologies—a case study. Education+ Training*, 2021, 63(2): 195-213.
- [17] Nandiyanto A B D, Hofifah S N, Girsang G C S, et al. *Distance learning innovation in teaching chemistry in vocational school using the concept of isotherm adsorption of carbon microparticles. Journal of Technical Education and Training*, 2022, 14(1): 14-26.
- [18] Çatalbaş G, Solmaz O. *The investigation of English language teachers' use of literature and innovative technologies in the classroom according to various variables. Focus on ELT Journal*, 2024, 6(1): 24-40.
- [19] Waruwu H, Asbari M, Purwanto A, et al. *The role of transformational leadership, organizational learning and structure on innovation capacity: Evidence from Indonesia private schools. EduPsyCouns: Journal of Education, Psychology and Counseling*, 2020, 2(1): 378-397.
- [20] Shemer Elkayam T. *What is pedagogical innovation? Perceptions of teacher educators in Israel. Pedagogies: An International Journal*, 2023, 18(4): 728-745.