

# Research on Strategies for Introducing Japanese Culture in College Japanese Teaching

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**Abstract:** Language is the carrier of culture, and culture is the connotation of language. Cultural introduction can stimulate students' interest and have a positive impact on language learning. In the course of college Japanese teaching, it is necessary to introduce both knowledge culture and non-knowledge culture, and it needs to be introduced in various links such as phonetic teaching, vocabulary teaching, grammar teaching, conversation teaching and reading teaching. According to the theory of cultural adaptation mode, in view of the problems existing in Japanese teaching, this paper proposes the following cultural introduction strategies: the Japanese teaching process follows the principle of cultural introduction. The cultural introduction is differentiated in stages; colleges use experience Japanese culture with extracurricular activities. Teachers use modern teaching methods to assist in cultural introduction.

## 1. Introduction

Japanese teaching is a kind of cross-cultural language teaching. Only when students fully understand the culture embodied in Japanese can they truly master the language. Japanese teaching should strengthen Japanese cultural differences. China and Japan are separated by a strip of water and across the sea. The long and splendid Chinese culture nourishes Japanese culture. Japanese culture originated from China's Tang Dynasty, especially the tea culture and etiquette culture, which have very similar factors to China. Japanese culture as a whole is more subtle and full of charm, and is good at absorbing and integrating traditional Chinese culture, forming a unique "hybrid" culture. After World War II, some American culture was learned, and traditional culture and modern culture, foreign culture and self-culture were organically combined to form a Japanese "hybrid culture" with regional characteristics. This synthetic "hybrid culture" has the characteristics of subjectivity and openness, dominance and selectivity, integration and conservation.

In the course of college Japanese teaching, if Japanese and Japanese cultural phenomena are organically combined to form a complete teaching system, it will play an important role in improving the quality of teaching. When communicating with Japanese people, Japanese culture will affect the accuracy of language expression. Infiltrating Japanese culture in Japanese teaching can effectively improve the ability to use Japanese accurately. The introduction of Japanese culture in the Japanese teaching process can make the teaching process more lively and interesting, and facilitate students' understanding of knowledge. It can organically combine Japanese culture with the content of textbooks, so that students can learn more about Japanese culture while studying the content of textbooks. It can open up students' vision that allows students to learn foreign cultures independently under the guidance of interests. Studying the relationship between Japanese culture and Japanese teaching, the symbiotic effect of Japanese culture and Japanese teaching, and introducing cultural factors to Japanese language teaching can effectively improve the quality of Japanese teaching.

## 2. Contents of Introducing Japanese Culture in College Japanese Teaching

According to the function of culture in communication, it is divided into knowledge culture and

communication culture. Knowledge culture refers to a culture that does not affect the transmission of information when people communicate in two cultural backgrounds. Communicative culture refers to a culture that affects the transmission of information when people of two cultural backgrounds communicate, including verbal communication culture and non-verbal communication culture. Knowledge culture is relatively stable, but communication culture changes with the social background. In the course of college Japanese teaching, we must introduce both a knowledge culture and a non-knowledge culture.

(1) Knowledge culture introduction. To learn a language, you must understand the culture behind the language and the deep-seated ideas of the society. Without understanding the culture behind the language, you cannot communicate at a deep level. Knowledge culture includes society, politics, economy, history, literature, art, philosophy, religion, science and technology, etc., and is an important guarantee for improving students' professional quality and cultural literacy. Knowledge and culture teaching is to allow students to acquire knowledge, and the purpose of introduction is to let students understand the Japanese way of thinking and values, and enhance cultural literacy and cultural awareness. The Japanese are an open way of thinking, thinking from different perspectives and angles, with distinctive characteristics and personality, with greater openness and initiative, focusing on unity and responsibility, and emphasizing the interests of the group. The introduction of knowledge and culture is very suitable for classroom teaching. To regard Japanese cultural background knowledge as the basic content of cultural literacy, teachers are required to have keen observation ability, a good knowledge reserve, and rational objective analysis ability, and have a deep understanding of Chinese and Japanese cultures.

(2) Introduction of communication culture. Communicative culture is a special cultural factor that implicitly reflects a nation's psychological state, values, lifestyles, ways of thinking, moral standards, non-standards, customs and aesthetic tastes in the language system. A person's language ability is not only the ability to speak grammatical sentences, but also the ability to use the language properly under certain circumstances, that is, the ability to successfully communicate with different people on different occasions. Japanese communication culture is divided into non-verbal communication culture and communication environment culture. Non-verbal communication refers to all communication means except language, including body language, clothing, hairstyle and makeup, etc., which are directly used to express attitudes, exchange ideas and express emotions. Communicative environment refers to the objective factors that make up linguistic communication. The time, place, occasion, object, and context surrounding linguistic communication are all linguistic communication environments. We must pay attention to the communication environment when communicating. Communicative culture is more important than the cultivation of language communicative competence, which is very suitable for practical teaching.

### **3. Links of Introducing Japanese Culture in College Japanese Teaching**

To introduce Japanese culture into college Japanese teaching, it needs to be introduced in various links such as phonetic teaching, vocabulary teaching, grammar teaching, conversation teaching, and reading teaching:

(1) Phonetic teaching. According to the kana syllabary and phonetic items, the phonetic knowledge is divided into phonetic items such as vowels, unvoiced sounds, voiced sounds, and dial, as well as pronunciation skills. During teaching, students are repeatedly practiced to achieve mastery of pronunciation knowledge and the purpose of the trick. The Japanese pronunciation contains important cultural information. Japan originally had no text, but only passed on it orally. The diplomats to the Tang Dynasty convey the excellent Chinese culture to Japan. He used Chinese characters to represent the pronunciation of Japanese, so it was called "Kana". Hiragana evolved from the cursive script in Chinese, and katakana evolved from the radicals of the regular script.

(2) Vocabulary teaching. Vocabulary is the most sensitive and connotative part of the elements of language, that is, the part that best reflects the characteristics of national culture. Japanese vocabulary is very rich, and it is rich in cultural knowledge, which is also the focus of Japanese learning. There are vocabulary that cannot be directly translated in Japanese, vocabulary with the

same meaning but extended meaning, and vocabulary with a certain cultural meaning at different stages. In vocabulary teaching, students are guided to use Japanese thinking to think about problems, while teaching the literal meaning of words, through comparison and explanation, they can make students understand the cultural connotation behind vocabulary and deepen their understanding of vocabulary.

(3) Grammar teaching. Japanese passive sentences can best reflect the influence of culture on grammar. Frequently expressed language content is analyzed from the perspective of grammar without errors, but it does not conform to language expression habits. Because the study of language rules precedes the formation of a fixed grammatical thinking mode, it is difficult to capture the deep meaning through the surface structure. Only by fully understanding the characteristics of the Japanese language, analyzing the cultural differences between the two languages, and clarifying the relationship between cultural thinking and language expression, as well as the different expression modes brought about by the differences in thinking, can the cultural connotation express it perfectly in another language.

(4) Conversational teaching. Conversation is an important ability in Japanese learning, and it is also an important indicator for determining the comprehensive level of Japanese learners, including grammatical ability, social language ability, conversation ability, communication strategy ability, and cultural knowledge ability. When teaching Japanese conversation, do good jobs of explaining the cultural background related to conversation, bring students into the scene, deeply understand the cultural information behind the content of the conversation, experience the Japanese psychology, and guide the students to guess what the dialogue person wants next. The content of the expression, and finally let the students simulate the situation, so as to master the conversation on the basis of understanding.

(5) Reading teaching. Some of the influences of national culture on language are dominant factors, but they are more implicit factors and play an important role. No matter from the perspective of linguistics or from the perspective of pedagogy, there is a large amount of tacit knowledge in Japanese articles. Accurately grasping the tacit knowledge behind the language is the key to understanding Japanese correctly. In the Japanese reading teaching process, not only the text and grammar, but also the tacit knowledge of society, history, and culture hidden behind the text should be explained to improve students' understanding of the content of the article, enhance Japanese cultural literacy, and help students complete the tacit knowledge which is transformed into explicit knowledge.

#### **4. Strategies of Introducing Japanese Culture in College Japanese Teaching**

Schumann's theory of cultural adaptation models emphasizes that social and cultural background knowledge is the most important factor affecting second language acquisition, and builds a "cultural introduction model" on this basis, advocating that culture should be properly integrated into teaching in foreign language learning. Based on this theory, in view of the current problems of Japanese teaching, the following strategies for introducing Japanese culture to university Japanese teaching are proposed:

(1) The Japanese teaching process follows the principle of cultural introduction. Specifically includes four aspects: First, the principle of permeability. The introduction of culture in Japanese teaching is not simply cultural indoctrination. It consciously gives students hints, or it is reflected in language communication and emotional expression, allowing students to acquire cultural knowledge implicitly. Second, the principle of cognition, a comprehensive understanding of the unique style and connotative culture of Japanese language, and the students should be given knowledge of cultural connotation while teaching the language. Third, the content of cultural introduction must be carefully screened to highlight the key points. The imported content should not be too much; otherwise it will take up too much language teaching time. But it should not be too small; otherwise the learners do not know enough about cultural factors and affect the smooth progress of cross-cultural communication. The fourth is the principle of advancing with the times. Culture is the product of socio-political and economic development, and it is of an era and

timeliness. Japanese teachers should pay attention to the accumulation and renewal of their own cultural knowledge, look at issues from the perspective of development, and impart the latest and most effective culture to students.

(2) Differentiate culture in stages. At different learning stages, students have different points of interest in language and culture, and introduce cultural differences in stages, which help students learn relevant knowledge in a step-by-step manner. In the initial stage, the main purpose is to introduce knowledge and culture, and carry out language teaching around students' points of interest, so as to narrow the distance between Japanese and students. The knowledge of Japanese celebrities, Chinese and Japanese character comparisons, the generation of pseudonyms and the evolution of corresponding Chinese characters that students are more concerned about are incorporated into Japanese studies. At the intermediate level, increase the introduction of communicative culture, solve various obstacles in cross-cultural communication, build students' confidence in using language communication, and enhance students' sense of achievement in Japanese learning. In the advanced stage, the introduction of aesthetic culture keeps students' learning interest long. The beauty of Japanese traditions, such as incense, tea ceremony, flower arrangement, and kendo, are closely integrated with language teaching, which is an effective way to stimulate students' interest in Japanese learning.

(3) Use situational teaching to introduce culture in different situations. Situational teaching means that in the teaching process, teachers purposefully introduce or create specific scenes with a certain emotional color and image as the main subject, which will cause students to have a certain attitude and experience, thereby helping students understand the teaching content and make students' psychology teaching methods with functional development. The use of scene teaching method in Japanese teaching, through the creation of a scene virtual Japanese language environment, allows students to understand the correct use of Japanese language, thereby improving students' ability to use Japanese in a subtle way. The situation depends on the teaching needs. You can choose videos, various advertisements, and instructions that match the teaching content or you can adapt to local conditions. Various festivals, weather conditions, classrooms, and students can become real situations. Real situations are accompanied by real activities. Japanese culture is felt in situations, and Japanese culture is learned in situations.

(4) Experience Japanese culture by carrying out extracurricular activities. The ultimate goal of language teaching is to use language. Teachers should promote the students' real practice under specific project tasks, enrich the Japanese teaching activities, eliminate the teaching disadvantages centered on language teaching, focus on innovative Japanese practice activities, and focus on diversified Japanese in order to improve the effectiveness of introducing Japanese culture in practical activities. Specific practical activities can include: special Japanese cultural lectures, regular Japanese cultural propaganda and exhibition activities, and thematic practical activities around Japanese cultural style, Japanese economy, and Japanese geography. The Japanese Corner allows students to talk face-to-face with Japanese teachers and experience the Japanese way of thinking and behavior. The school can also hold Japanese culture festivals, Japanese speech contests, Japanese stage plays, etc., through these practices to truly feel the difference between Chinese and Japanese culture, understand the values of Japanese culture, and stimulate the enthusiasm to learn Japanese.

(5) Use modern teaching methods to assist in cultural introduction. Modern teaching methods can give full play to the advantages of the computer's comprehensive processing capabilities of text, graphics, images, animation, video and audio and other flexible media, as well as flexible human-computer dialogue, which fully reflect the intuitive teaching principles and meet the sensory needs of students. Give full play to the characteristics of modern education technology such as sound and image, movement and stillness, distance and nearness, appearance and inside, imagination and reality, highlight the image and dynamics, and attract students to focus on vivid and vivid multimedia materials in order to create a sense of immersiveness, through the appropriate cultural background extension, to achieve a good cultural introduction effect. Modern teaching methods provide a broad platform for effective integration of cultural awareness. Rich multimedia

resources liberate students from dull and monotonous cognitive learning, mobilize the thirst for knowledge and autonomous learning, and help students enhance cultural knowledge in a subtle way.

## 5. Conclusion

Language is the carrier of culture, and culture is the connotation of language. You cannot really master language without understanding the social culture in language. The goal of Japanese language teaching is to cultivate Japanese talents for cross-cultural communication and to cultivate the Japanese language application ability of college students. College students attach importance to Japanese culture in ideology, understand the importance of Japanese culture in Japanese communication, and embody Japanese culture in the Japanese teaching process. The Japanese teacher is the imparter of Japanese language and the spreader of Japanese culture, and bears the dual responsibilities of language teaching and cultural teaching. To this end, Japanese teachers should improve their professional quality, constantly update their professional knowledge, improve their knowledge structure, increase their cultural knowledge reserves, and comprehensively improve their overall quality. Cultural introduction is an effective teaching method in Japanese teaching. In teaching practice, teachers must let students recognize the important relationship between Japanese language and Japanese culture, create an environment for Japanese learning and Japanese culture, and work hard to explore strategies and approaches, focusing on the cultivation of students' language and cultural skills, enhancing students' cross-cultural communication skills, and training students to become high-quality compound Japanese talents that meet the needs of the times.

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