

Study on the Cultivation of Intercultural Communicative Competence in Japanese Teaching

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Keywords: Intercultural communicative competence; Japanese teaching; W-W-H model;

Abstract: Under the background of economic globalization, the economic, political and cultural exchanges between China and Japan are becoming more and more frequent. As a result, there is a growing demand for Japanese talents, especially those who have mastered certain intercultural communication skills. This puts forward new requirements for Japanese teaching in Colleges and universities. This paper starts with the necessity of cultivating students' intercultural communicative competence, and then develops a W-W-H model of intercultural communicative competence. Finally, this paper puts forward some suggestions for the common problems in Japanese teaching.

1. Introduction

The "intercultural communication" comes from "intercultural communication" in English, which is the communication between people in different cultural backgrounds. Cross-cultural communicative competence is mainly as follows. People of different cultural backgrounds have multicultural awareness when communicating with each other. At the same time, in order to avoid mistakes caused by the influence of unit culture, people use comprehensive competence to successfully complete communication. Cross-cultural communication can be a communication activity between countries, nations and individuals. Its content can also involve policies, political views, values, customs, courtesy, Appellation and so on. Language is an important communicative tool for human beings and a tool for thinking and transmitting information. In College Japanese teaching, although some students have acquired better comprehensive abilities of listening, speaking, reading, writing and translation after several years of study, communication barriers still exist. Therefore, modern Japanese teaching is not only the imparting of language knowledge, but also the cultivation of students' intercultural communicative competence.

2. The necessity and "W-W-H" model

2.1 The necessity of cultivating intercultural communicative competence

With the rapid development of internationalization and informationization, economic, political and cultural exchanges between different nationalities and countries are becoming more and more frequent. After China's entry into WTO, the foreign exchanges between official organizations, non-governmental organizations, enterprises and individuals are also increasing, and cross-cultural

communication has become a common phenomenon. Japanese culture is deeply influenced by the Central Plains culture, but Japanese culture has formed its own characteristics in the long historical process. In the course of communicating with the Japanese, we can only communicate smoothly by understanding and respecting their unique customs, social activities and business activities. If we do not understand Japanese national culture and have no intercultural communication skills, it will be very difficult for us to communicate with Japanese people normally. In the process of intercultural communication, it is very important to understand the cultural background behind the language. This kind of intercultural communicative competence is an important task in foreign language teaching.

2.2 The “W-W-H” model of cultivating intercultural communicative competence

The training model of intercultural communication ability is W-W-H. "W-What" means what culture we want to learn. "W-Why" means why we accept different cultures independently. "H-How" means how to learn and develop our intercultural competence. That is to say, what skills should be used to improve the ability of intercultural communication? The structure of the W-W-H model is shown in Figure 1.

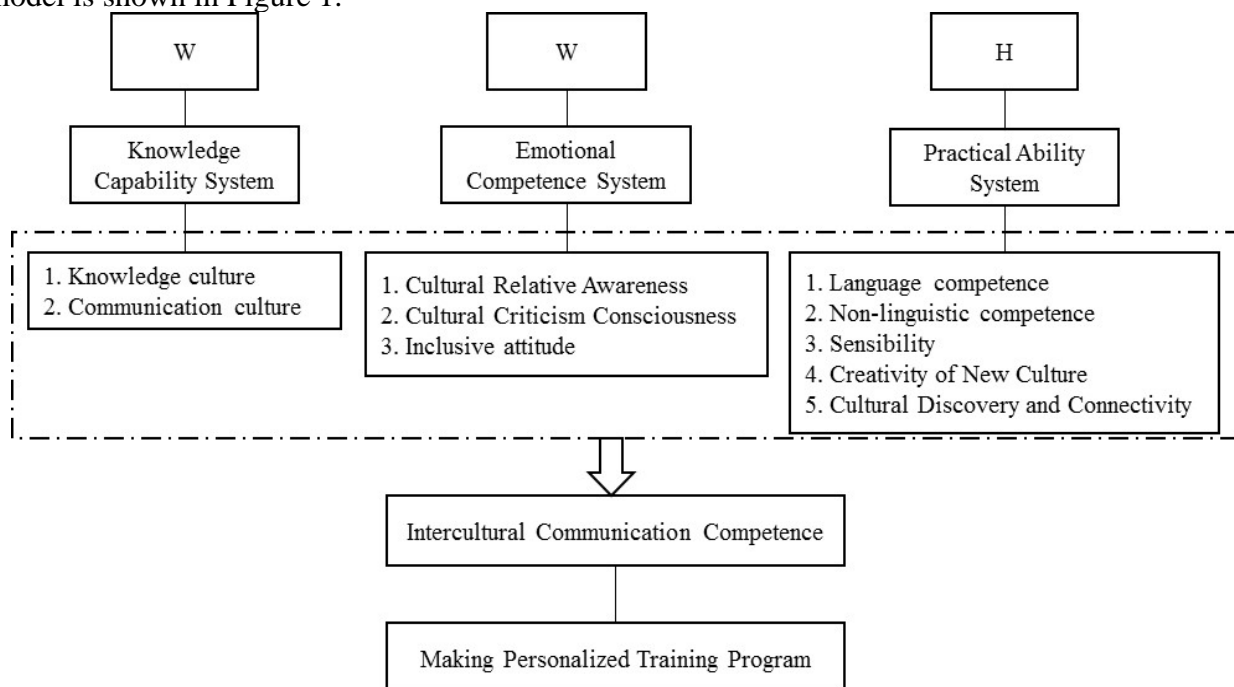


Figure 1: The “W-W-H” model of cultivating intercultural communicative competence

The "W-W-H" model is completed in the order of "knowledge-emotion-skill". In the actual education scene, we must fully realize the three stages of guidance. Under the training model, which level should students be trained through cross-cultural education, and then the training objectives of cross-cultural communication competence should be specified.

3. The Problems in Japanese teaching

3.1 Single teaching content and method

Japanese teaching should not only master the language form itself, but also understand the cultural factors behind the language. Students should be able to communicate across cultures in

different situations, objects and needs. However, Japanese teaching in Colleges and universities generally emphasizes language forms and ignores the cultivation of students' language communicative competence. The teaching method adopted by most teachers is still the traditional indoctrination mode. They emphasize the explanation of grammar and vocabulary and the oral listening training, but ignore the application of context, especially cultural factors. Teachers spend a lot of time on vocabulary explanation, grammar analysis, sentence pattern training, listening training, etc. When evaluating the teaching effect, it is often from whether the students can correctly make sentences or translate them. The results of this teaching model are as follows. Some students lose interest in learning, and the learning effect is not good. Some of the students with good academic performance can successfully pass the International Japanese Competence Examination. However, many students lack basic intercultural communicative competence and skills in their daily communication with Japan, and the practical application is far from satisfactory.

3.2 Insufficient second classroom settings

In Japanese class, students can not spend much time in the simulation of communication scenes and conversation practice. By setting up the second classroom, Japanese majors in some schools neglect the setting of the second classroom which plays an auxiliary role in teaching. Specific performance in the following questions. For example, The University seldom invites the managers of Japanese enterprises to hold special cultural lectures. Colleges and universities can not hold regular lectures on comparative culture between China and Japan or teacher-student seminars. In addition, there is a lack of daily activities such as Japanese recitation, speech, song contest, Japanese drama performance, Japanese corner, Japanese film and television appreciation, etc. The inadequacy of the second class results in a less enthusiastic learning atmosphere for students. The way of learning by rote or inscribing naval battles neglects the study and understanding of Japanese culture. As a result, cross-cultural communication can not be smoothly carried out in the practical use of Japanese in the future.

4. Strategies for intercultural communicative competence in Japanese teaching

4.1 Consciousness cultivation of transnational culture

Cultural communicative competence is a kind of ability that is not bound by the language and culture system of the nation, and actively understands the lifestyles and thinking modes. Students need to broaden their horizons and strive to cultivate flexible and diverse cultural environment skills. The goal of Japanese teaching is that students can use language knowledge comprehensively to communicate. Therefore, students should know more about other countries' political, economic, cultural and social systems and human feelings. Teachers should pay attention not only to the cultivation of students' linguistic competence, but also to the cultivation of cultural differences. In the actual communication culture, both communicators will have a kind of subconscious self-control and self-cognitive ability, which is the subconscious formed by the accumulation of peacetime. Therefore, teachers can be trained in all aspects and three-dimensional ways. Contrastive analysis of different cultures can better improve students' sensitivity and comprehension, such as different words and grammar.

4.2 Second classroom activities

The second classroom activity is an important way to cultivate students' intercultural communicative competence. Colleges and universities can carry out a variety of activities, such as

Japanese Corner, Japanese Reading Competition, Speech Competition, Japanese Drama Performance, Japanese Food Festival, Sino-Japanese Cultural Exchange Festival, etc. These second classroom activities can arouse students' interest in learning and learning atmosphere, so students can learn Japanese and Japanese culture in practice. At the same time, Japanese teachers can establish Wechat public platform and QQ group sharing language and cultural knowledge with students on the Internet. This is also a new way to improve students' intercultural communicative competence.

4.3 Construction of teachers' team

We can cultivate students' intercultural communicative competence in the following ways. First, improve teachers' intercultural communicative competence. Japanese teachers in Colleges and universities should change their teaching concepts and learn the theory of intercultural communication. Only when teachers improve their own cultural literacy can they better deal with the relationship between language teaching and cultural teaching. Secondly, we should attach importance to the role of foreign teachers. Colleges and universities should encourage foreign teachers to organize second-class activities, such as singing Japanese songs, making Japanese sushi and enjoying Japanese movies and television. In extra-curricular time, schools should organize foreign teachers and students to conduct actual conversational exercises.

4.4 Enhancing Cultural Identity

In Japanese teaching, misunderstandings in language communication are easy to occur. How to make students avoid misunderstandings in daily communication has become the most worthwhile problem for Japanese educators. Teachers need to pay attention to the differences between Chinese and Japanese cultures, which will help students effectively enhance cultural identity. Teachers can adopt situational teaching method to organize students to communicate effectively in different situations. Through Sino-Japanese exchanges, teachers need to pay attention to the interaction of cultural differences. In addition, it is necessary for teachers to guide Japanese learners to participate actively in Japanese culture learning. So, cross-cultural education can penetrate into learners' lives and help students to enhance their cultural identity.

5. Conclusions

There are many ways to cultivate Japanese intercultural communicative competence. At present, the intercultural communication in Japanese teaching has been taken as a key research project in Colleges and universities, and many attempts have been made. Japanese teaching is no longer a simple traditional language structure teaching, we should focus on cross-cultural communication. Only by making great efforts to cultivate students' intercultural communicative competence in Japanese, can students really play a high level and good quality in the practical application of Japanese in the future.

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