

The Reflection of Japanese Cultural Characteristics in Japanese—— Introduction of Cultural Content into Japanese Teaching

Na Du

Dalian Jiaotong University, Dalian 116000, Liaoning, China.

Abstract: Japanese learning is closely related to Japanese culture. If students don't understand Japanese language and culture background, they can't really understand Japanese, and they can't achieve the expected learning effect. As a Japanese teacher, when carrying out teaching work, we should pay attention to guiding students to understand Japan's national conditions, social conditions, customs and traditions, cultural habits and other contents, so that students can feel the connotation of Japanese culture, and continuously improve the efficiency and level of Japanese learning. This paper focuses on the reflection of Japanese cultural characteristics in Japanese, and deeply studies the introduction of Japanese culture in teaching.

Keywords: Japanese Cultural Characteristics; Japanese Teaching; Cultural Content; Introduction

1. Introduction

Japanese culture is the Japanese in the long history of development, constantly absorbing the essence of Chinese culture and other foreign culture, and the result of localization has obvious cultural differences. Therefore, if we only study Japanese, we can't learn this language well. We must grasp the law of Japanese development in combination with Japanese cultural background, and improve the quality and level of Japanese learning through the introduction of cultural content. In the following, the cultural content into Japanese teaching is discussed.

2. The reflection of Japanese cultural characteristics in Japanese

A prominent feature of Japanese culture is "distance". Specifically speaking, the Japanese attach great importance to maintaining proper "distance" in social intercourse, emphasizing social order and maintaining good relations among all walks of life. Another prominent feature of Japanese culture is "harmony", which is based on the premise of the pursuit of harmony and unity between things, which is an ideal state. For example, the Japanese nation is also known as the "Taihe" nation. Language is the embodiment of material in ideology, and Japanese plays an important role in Japanese cultural characteristics.

It is very important for Japanese beginners to understand and master case auxiliary words. Due to the lack of this corresponding concept in Chinese, students need to compare the notional words corresponding to Chinese and Japanese, and they will mistakenly think that Japanese case auxiliary words are redundant and negligible. This is due to the students' desire for simplicity when they first come into contact with Japanese, and more importantly, their unfamiliarity with Japanese cultural characteristics. The case auxiliary word in Japanese is very important. It can prove the composition and position of the word in front of it in the whole sentence. In this way, it reflects the spirit of "distance". With the case auxiliary word, the relationship between different components in the sentence is very obvious, which also explains why there is no common division of

Copyright© 2021 Na Du

doi: 10.18686/ahe.v5i4.3560

This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

sentence components in Japanese examination.

In Japanese expression, as long as the appropriate collocation is carried out, then “give” and “receive” will be clear at a glance. In order to keep “distance” unchanged, we should optimize the collocation with the help of case auxiliary words and giving receiving auxiliary words. On the contrary, case auxiliary words and giving and receiving auxiliary verbs can also maintain different subjects of “distance”, and their expressions will be different.

If case particle, honorific and giving and receiving auxiliary words show the characteristics of “distance”, then based on this, Japanese presents the features of concession, tact and ambiguity, which fully embodies the spirit of “he” in Japanese culture. Language is an important way to optimize interpersonal relationship. Japanese attach great importance to language expression, and hope to realize the harmonious development of society by optimizing language. For example, Japanese stores always hang words such as “in preparation” before they open, which makes customers feel that they are preparing to provide services for the public. A large number of Japanese expressions fully demonstrate the culture of “harmony”.

Therefore, when carrying out Japanese teaching, teachers should properly integrate the Japanese local culture and historical background when explaining the cultural content, so that students can understand the language and cultural background, better understand and master the language knowledge and cultural content, and constantly improve the quality and level of Japanese teaching. The following will elaborate the countermeasures of cultural content introduction in Japanese teaching from two aspects.

3. The concrete countermeasures of cultural content introduction in Japanese teaching

3.1 Chinese culture teaching based on Japanese cultural connotation

Japanese teaching includes five parts: “listening”, “speaking”, “reading”, “writing” and “translation”, which are closely related to Japanese culture. Without the teaching of Japanese culture, it is difficult for students to really grasp the connotation of each teaching department. However, the current Japanese teaching has always been carried out around the “intensive reading course”, without realizing the importance of the subjects related to the national conditions of Japan, and the intensive reading course is mostly separated from the specific context. As a result, the teaching of listening, speaking, reading, writing and translation is not closely related to Japanese culture, resulting in poor teaching effectiveness. In order to introduce Japanese culture into Japanese teaching, we should start from the following points.

Innovate the way of Japanese world education. At present, many students don't realize the importance of learning Japanese world situation when they learn Japanese. They often learn Japanese world situation course perfunctorily, and use traditional “indoctrination” theory teaching mode. The teaching is boring and mechanical. However, the specific class hours are arranged according to the requirements of the syllabus, which cannot be deleted casually, so it is necessary to innovate the teaching methods. At present, many teachers in explaining Japanese history class, Japanese situation class, etc., mainly focus on theoretical explanation, mainly to introduce new words, complex sentences, so that students learn by rote, and do not understand the true meaning of knowledge. This not only reduces the teaching effect, but also limits the improvement of students' enthusiasm and initiative, as a result, many students will have resistance, weariness.

Most of the Japanese majors in most colleges set up Japanese world class in their sophomore year. Most of the students are exposed to Japanese knowledge in their freshman year. They have the knowledge of vocabulary and grammar. They also recognize the differences between Chinese and Japanese, and are willing to take the initiative in oral expression. The teaching of world situation course in Japan should start with “reading”, which can detect students' vocabulary reserve and help them understand Japanese expression skills. After reading, students should be organized to discuss the known information, compare and analyze the world situation in Japan and the situation in China, so as to consolidate the understanding and mastery of the existing knowledge. It is worth mentioning that teachers should fully respect students' dominant position in teaching, strengthen the communication and discussion between teachers and students, and broaden students' horizons and enrich knowledge reserves, so as to continuously improve the effectiveness of Japanese teaching.

As a teacher, we should innovate the teaching method of Japanese world situation course in combination with the actual situation, fully respect the students' teaching subject status, and guide students to play their subjective initiative, so as to

creatively adopt the problem-based teaching method and situational teaching method. Social culture has strong characteristics of personal understanding. For different individuals, there will be different understanding of the same social phenomenon, so there is no “same face” Japan in society. Based on this, teachers should fully explore the Japanese social phenomenon, social culture in life, and compare with their own social culture and their own experience, so as to effectively explore “what kind of culture is Japan? What kind of society is it? ”. Through this thinking, the effectiveness of Japanese teaching can be constantly improved.

3.2 Innovating the teaching method of intensive reading

Under the traditional mode, intensive reading course of Japanese teaching mainly focuses on grammar, but when explaining grammar, it mainly focuses on imitation sentence making and repeated practice. Based on this, although many students can write sentences that conform to grammar rules, they will not know what sentence patterns to use and how to use them in daily writing and communication with Japanese, which also seriously affects the effectiveness of Japanese teaching. Under the new situation, when explaining the grammatical sentence patterns, teachers should pay attention to guiding students to master what kind of sentence patterns are applied to when and where, and how the use of this sentence pattern will convey the mood of the speaker, what changes the listener will have, etc., in this way, the quality and level of grammatical sentence pattern teaching can be effectively improved.

When explaining Japanese words, it is not good to only explain the meaning, part of speech and usage of words. We must pay attention to mining the potential cultural phenomenon of words, guide students to master the phenomenon and characteristics of Japanese culture, and realize the deeper memory of words. This can not only improve the effectiveness of Japanese teaching, but also help students understand more Japanese culture. Therefore, teachers themselves must have a wealth of knowledge reserves, strong professional ability and level, not only master Japanese language teaching skills, but also have a deep understanding of Japanese culture, teachers need to have a deeper research, so as to better carry out the teaching of potential cultural phenomenon of words, so that students can really master and understand more Japanese culture.

4. Conclusion

In conclusion, due to the differences of national culture, thinking mode and values, Japanese teaching should help students master language knowledge and skills, and also understand Japanese culture. Therefore, teachers should correctly recognize the reflection of Japanese cultural characteristics in Japanese, and infiltrate Japanese social style, customs and customs, thinking mode and values in Japanese teaching from all aspects and from multiple perspectives, so that students can better master Japanese language knowledge on the basis of understanding Japanese culture.

References

1. Wang S. Contents and methods of cultural introduction in Japanese teaching. *Test Weekly* 2015; (94): 83-84.
2. Wen Y. An effective approach to the introduction of Japanese culture in Japanese teaching. *Human Resource Management* 2016; (10): 210-211.
3. Ma Y. An effective approach to the introduction of Japanese culture in Japanese teaching. *Chinese and Foreign Exchanges* 2018; (34): 54-55.
4. Liu C. On the introduction of culture in Japanese teaching——Taking the teaching of Japanese comprehensive course volume 5 as an example. *Examination Weekly* 2015; (34): 89-90.
5. Zhou G. Japanese teaching should be organically combined with Japanese cultural phenomena ——A review of theoretical research of Japanese linguistics and analysis of Japanese culture. *Leadership Science* 2019; (12): 212-213.
6. Zhang H. Research on the strategy of culture introduction in Japanese teaching. *Intelligence* 2019; (19): 132-133.