Application and Research of Cognitive Linguistics Theory in Japanese Teaching in Colleges and Universities

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Abstracts: The traditional scattered teaching mode based on generative grammar in college Japanese teaching can help students find the connection between scattered knowledge, but due to the lack of context influence, students' Japanese learning efficiency is not high. The theory of cognitive linguistics provides a new way for Japanese teaching, emphasizing the cultivation of students' cognitive thinking. Its application in the teaching of Japanese vocabulary, grammar and communication will help students more deeply remember and understand the complex knowledge of Japanese vocabulary and grammar, and lay a solid foundation for skilled use of Japanese in the future. This paper mainly introduces the theory of cognitive linguistics, points out the shortcomings of cognitive linguistics theory in research, and discusses and studies the practical application of cognitive linguistics theory in Japanese teaching in colleges and universities from many aspects, so as to improve the level of Japanese teaching in colleges and universities.

Keywords: Cognitive Linguistics Theory; Japanese Teaching in Colleges and Universities; Application and Research

Cognitive linguistics is the integration of cognitive theory and language, which belongs to a new interdisciplinary theory. In recent years, cognitive linguistics has been widely used in foreign language teaching, especially in Japanese Teaching in Colleges and universities.

1. Cognitive linguistic theory

As a new interdisciplinary theory, cognitive linguistics realizes the integration of cognitive theory and linguistic knowledge. It believes that human language communication ability is not a simple independent ability, but closely related to people's social experience, of which the most important content is semantics. Cognitive linguistics is not only a kind of theoretical knowledge, but also a new research perspective to explain the relationship between language and general cognitive ability.

Cognitive linguistics connects the form of language expression with the concept of meaning, and pays attention to the internal relationship of thinking language. Therefore, cognitive linguistics theory is skillfully applied in college Japanese teaching, combining language with people's sensory experience, and changing the traditional boring language research into more interesting from cognitive semantics cognitive pragmatics and cognitive psychology help students better understand the difficulties of Japanese knowledge. In view of some very special language phenomena in Japanese teaching, we can also explore new teaching methods and deeply think and understand Japanese teaching content from the

standpoint of cognitive linguistics.

2. The deficiency of cognitive linguistics theory in research

Based on experiential philosophy, cognitive linguistics has significant guiding value for Japanese teaching. However, there are some deficiencies in the practical research of cognitive linguistics, which need to be solved urgently.

First, the prototype category of cognitive linguistics theory. Prototype category theory is based on family similarity. It holds that there is one prototype as the central member in the prototype category, and other non central members are formed by extending from the center to the outside. However, in the practice of Japanese teaching, it is found that the central meaning of a word overlaps with the basic meaning and original meaning, which can not effectively distinguish and distinguish the prototype members.

Second, the semantic chain of cognitive linguistics, although theoretically speaking, can associate semantics through the principles of similarity and relevance, and it is not necessarily fully applicable to all. At the same time, this rigid concept can not explain the coexistence of polysemy, homonymy.

Third, the experiential nature of cognitive linguistics is influenced by complex and changeable language phenomena. When we expand the research object from semantics to sentence meaning, and then to discourse, people's experiential nature has certain limitations on language learning and mastery.

Fourth, relevance theory of cognitive linguistics, which mainly explains translation from the perspective of cognition, has some limitations. There are differences in cognitive context between the translator and the original author. They can only achieve convergence as much as possible. It is impossible to achieve a high correlation between the translation and the original text.

In linguistics teaching, cognitive linguistics is different from other linguistic theories and is not enough to explain all language phenomena, which needs us to practice and revise constantly in teaching.

3. The application of cognitive linguistics theory in Japanese teaching in colleges and universities

3.1 Application of cognitive language theory in Japanese auxiliary verb teaching

In College Japanese teaching, we can make full use of cognitive language theory in the difficult study of the meaning of auxiliary verbs. The teacher will explain the usage of a case auxiliary word one by one in teaching. Although the students knew and recognized the knowledge points learned at that time, when the auxiliary verbs appeared in various forms and rich meanings, it was difficult for students to classify and summarize the auxiliary verbs, which was not conducive to students' memory, then we can't make better use of cognitive linguistics theory in practical application.

The teaching application of cognitive linguistics theory is to explain the meaning of auxiliary verbs as notional words, and introduce the transformation mechanism and grammatical function of notional word virtualization to students after students can clearly distinguish the meaning. In this case, the meaning and usage of notional words will not change. Students divide auxiliary verbs into different categories according to the meaning and characteristics of notional words to facilitate students' memory. It is a more efficient method for teaching and learning.

3.2 Application of cognitive language theory in the teaching of other verbs

For students learning Japanese from scratch, the grammar of self other verbs in Japanese is the most difficult to understand. Usually, self other verbs use their own unique fixed case auxiliary words, but there are also cases that do not follow this law. In classroom teaching, teachers often simplify the knowledge points in order to facilitate students' mastery and memory, but there will also be various special situations in practical application.

Therefore, the introduction of cognitive language theory into the teaching of self other verbs provides a shortcut to solve this problem in teaching. Teachers can explain grammatical phenomena from the prototype meaning, make a gradual explanation of semantics, and then uniformly answer the specific problems.

3.3 Application of cognitive linguistics theory in Japanese vocabulary teaching

Cognitive linguistics is divided into metaphor, metonymy and metonymy. The first is metaphorical. In Japanese vocabulary teaching, students understand and learn Japanese vocabulary with the concept of their mother tongue, and memorize and understand the vocabulary again; The second is metonymy. In Japanese vocabulary teaching, while learning basic vocabulary, it is extended to another epitaxial word with similar or related concepts, which is not only convenient for memory, but also expand students' vocabulary; The third is the way of metonymy. In Japanese vocabulary teaching, we should use the general meaning of words to express their deep meaning and usage, deeply understand Japanese vocabulary and achieve twice the result with half the effort.

In addition, in Japanese vocabulary teaching, we should let students understand and master the vocabulary of basic level categories, which are divided into upper category and lower category. Students build a clear learning system in their mind and learn to be good at summarizing and classifying vocabulary.

3.4 Application of cognitive linguistics theory in Japanese conversational communication teaching

The languages of China and Japan belong to different language and cultural communities. The differences in the way of thinking between the two countries lead to various problems in the process of using Japanese conversation and communication. Because Japanese mainly shows the Japanese way of thinking, it is very easy for us to encounter some incomprehensible phenomena in the process of learning and understanding, and it also brings difficulties to the practical application of Japanese. Therefore, the best way to solve the problems caused by the way of thinking in Japanese teaching is to deeply understand the deep cognitive characteristics of Japanese language and apply the theory of cognitive linguistics to teaching.

Generally, Japanese language is in a small "high context" environment, which is concise and concise. For example, in basic Japanese teaching, there are often no new words or grammar in a short sentence, so students can't master its meaning. Usually, the simpler and more concise sentences express more diverse meanings. Starting from the cognitive language theory, we should let students understand the cognitive characteristics and expression characteristics of Japanese, break the existing thinking set, and apply basic Japanese expression with Japanese thinking mode and habits, which will significantly improve students' Japanese conversational communication ability.

4. Conclusion

The theory of cognitive linguistics brings a new idea to the innovation of teaching methods. The introduction of cognitive linguistics knowledge into Japanese teaching in colleges and universities can solve the problems encountered by students in learning Japanese from the perspective of cognition and thinking. This paper discusses cognitive language theory, points out its shortcomings in research, and finally puts forward countermeasures on how to apply it in college Japanese teaching from the aspects of grammar, vocabulary and communicative conversation, so as to promote the application of cognitive linguistics theory in Japanese teaching practice, stimulate students' enthusiasm and initiative in learning Japanese, and significantly improve the quality of Japanese teaching.

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