

# Exploration of Practical Approaches to Cultivate Students' Intercultural Communicative Competence in College Japanese Teaching

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**Abstract:** In the past Japanese teaching in colleges and universities, teachers generally emphasized the technical level of pronunciation standard, accurate grammar and appropriate translation, but they did not receive enough attention in cultural and language application. Under such a classroom teaching mode, students' cross-cultural communication ability and Japanese learning ability will decline, and due to lack of communication ability, students cannot adapt to the actual requirements of Japanese talents in our country. The "Syllabus for the Basic Stage of Japanese Majors in Colleges and Universities" clearly puts forward the teaching goal of basic Japanese teaching in colleges and universities, that is, to reasonably cultivate students' cross-cultural communication ability. It can be seen from this that the teaching goal of Japanese majors in colleges and universities has shifted from emphasizing language ability and communicative ability to cultivating students' cross-cultural communication ability so that they can have the learning effect of using language for communication. Therefore, how to cultivate students' cross-cultural communication ability in the teaching of Japanese major in colleges and universities is an important topic in the current Japanese teaching in colleges and universities.

**Keywords:** Japanese in colleges and universities; Cross-cultural communication ability; Cultivation

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## Introduction:

Based on cross-cultural communication ability, in order to reasonably cultivate students' cross-cultural communication ability in Japanese teaching in colleges and universities, teachers should clarify the core of cross-cultural communication theory and practice teaching, and take the basic concepts of culture, communication and cross-cultural communication as the teaching focus. Here, let students experience the differences between Chinese and Japanese languages, non-language and social customs in the process of learning. After students have the awareness of cultural differences, they can effectively improve their cross-cultural communication skills.

## 1. The goal of cultivating cross-cultural communication in college Japanese teaching

In the process of Japanese teaching in colleges and universities, teachers should clearly define the cultivation objectives of cross-cultural communication ability, including helping students understand cultural phenomena, adapt to cultural differences and improve cross-cultural communication skills. Through the teaching of this course, students can master the basic concepts, basic theories and basic methods of cross-cultural communication; on the basis of respecting the multiculturalism of the world, strengthen critical cultural awareness, and be able to explain and evaluate various cultural phenomena; Appropriate and effective cross-cultural communication, cross-cultural communication with the Japanese, so that they can understand the excellent cultural concepts of our country <sup>[1]</sup>.

## 2. Measures to cultivate students' cross-cultural communicative competence in college Japanese teaching

### 2.1 Add Cultural Experience Space to Increase Interest

In Japanese teaching in colleges and universities, in order to reasonably cultivate students' cross-cultural communication ability,

teachers can add cultural experience space to enhance students' interest in Japanese learning. In the cultural space, teachers can let students understand Japanese culture, including corporate culture and folk culture [2]. For example, when students understand Japanese corporate culture, the new curriculum will increase the activity space for students to explore, think, and cultural experience independently, and enhance students' enthusiasm and initiative in learning, so as to achieve the effect of cultivating students' cross-cultural communication skills.

For example, in the class of "Costume Etiquette" or "Business Etiquette", teachers should reasonably cultivate students' cross-cultural communication skills and let students understand the similarities and differences between Chinese culture and Japanese culture. Teachers can use flip class assignments to let male students learn to wear ties and female students learn makeup and hair tied, and submit videos and photos as homework. The above picture shows a list of assignments published on the Internet and examples of student assignments actually recovered.

At the same time, when improving students' cross-cultural communication skills, teachers can use cultural communication scenes to help students master the usage of Japanese in various situations through "situational conversation", thereby improving the level of Japanese expression. In addition, by understanding the differences between China and Japan in the working environment, we can understand the similarities and differences between our corporate culture and the Japanese company, so as to improve students' comprehensive social ability of cross-cultural communication [3].

## **2.2 Cultivate Students' Awareness of Cultural Differences and Improve Students' Cross-cultural Communication Ability**

China and Japan are separated by a strip of water and have similar cultural backgrounds. However, due to geographical environment, social environment, religious beliefs, customs and other reasons, the cultural differences between China and Japan are quite large. In Japanese teaching in colleges and universities, teachers should let students realize that the cultural differences between China and Japan are manifested in behavior and logical thinking in addition to language performance. The cultural differences between China and Japan will have different communication perspectives for people under different cultural backgrounds, which will also affect the expression of language. Therefore, teachers should start from cultivating students' awareness of cultural differences and gradually improve students' cross-cultural communication ability. Chinese scholars pointed out that cultural communication ability mainly refers to "the ability to use language, sensitivity to cultural differences, and the ability to adapt to cultural differences, so as to point out that the most basic way to cultivate students' cross-cultural communication skills is to cultivate Students' awareness of cultural differences [4].

For example, when teaching lesson 8 "late autumn and China", the specific teaching contents are as follows:

(1) Through this article, students can understand the Japanese's admiration for Chinese traditional culture (poetry) and the development of modern Chinese society. The future development of Sino-Japanese relations. Chinese traditional culture is a broad and profound culture with a long history. It plays an important role in the formation and development of Japanese culture. Sino-Japanese relations have always adhered to the ideas of peace, development, cooperation and win-win results, and strive to establish new international relations and build a community with a shared future for mankind.

(2) In actual teaching, teachers should let students understand Japanese culture with a sense of cultural differences. In this process, specific cases can be combined to discuss "Sino-Japanese friendship. In the student discussion, the difference between Chinese culture and Japanese culture is clearly recognized, and then the students' cross-cultural communication ability is gradually improved.

## **2.3 And reasonably introduce culture to cultivate students' ability to use foreign languages for cross-cultural communication.**

In Japanese teaching in colleges and universities, teachers need to understand that the lack of students' cross-cultural communication ability not only includes their own reasons, but also is related to the design of teaching courses and teaching methods. The main problem is: Japanese teaching in colleges and universities often uses traditional teaching methods such as explaining vocabulary and analyzing grammar., Practice sentence patterns and other traditional teaching methods have caused the emphasis on language structure, and the cultivation of pragmatic ability: cultural teaching content is single, limited to literature, history and geography knowledge, lack of communication culture introduction [5]. At present, Japanese educators have a better understanding of this and believe that the ultimate goal of foreign language teaching should be to cultivate students' ability to communicate across cultures.

For example, by practicing the sentence patterns of Chinese Peking Opera, we can understand ". The original sentence of the text is as follows: what is the line. The company will be able to decide whether to win or lose. Here, Chinese Peking Opera culture and other contents can be replaced for students to translate. Chinese: Peking Opera is a kind of opera that prevailed in Beijing in the

18th century. It is taken from Beijing's Beijing characters, commonly known as Peking Opera. Translation: Peking Opera is a classic repertoire that has flourished in Beijing since the late 18th-century. Beijing Beijing takes Peking Opera.

Another example: use "... " to make sentences. The original sentence of the text is as follows: sumo wrestlers, Japan's national skills, and Japan's national skills. Teachers can ask students to try to translate the following sentences. English: Because it is an opera with Chinese characteristics, many foreigners like Beijing opera very much. Translation: China's representative's performance of the drama, Beijing opera, overseas people, attention.

It can be seen from the above cases that after the teacher introduced culture to carry out teaching courses, students not only learned about the differences between Chinese culture and Japanese culture, but also used Japanese to explain the characteristics and charm of Chinese and Japanese culture to foreign friends, and further clarified that foreign friends should understand the excellent Chinese culture and attach importance to the spread of culture, which achieves the teaching effect of cultivating students to use foreign languages for cross-cultural communication<sup>[6]</sup>.

## Conclusion

Based on the perspective of cross-cultural communication, Japanese teaching in colleges and universities not only puts forward the importance of cross-cultural communication ability to students, but also puts forward certain requirements for teachers to carry out Japanese teaching. Japanese teachers in this university need to guide students to have a sense of cultural differences in order to continuously improve their cross-cultural communication skills. In this process, students not only understand the cultural differences between China and Japan, but also have the ability to use Japanese to spread our country's excellent culture abroad. When improving students' cross-cultural communication skills, they have really achieved the effect of cultural inheritance and development, which can make more people know China and fall in love with China.

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