The Application of Discourse Analysis in Japanese Reading Teaching

Ling Zhuang

Qiannan Normal University for Nationalities, Guizhou Duyun 558000

Abstract: At present, in Japanese reading teaching, teachers need to make clear the value of discourse analysis for students to carry out effective reading activities. Discourse analysis theory refers to enabling students to gradually master the structure of the text through the coherence of the text and to connect words, meanings and other contents. When using discourse analysis theory reasonably to carry out Japanese reading teaching activities, teachers also need to make the interpretation of the article problematic, contextualized, active, and visualized, so as to build a good support for students to analyze the article in depth, so that students can be in discourse Under the promotion of analysis as a whole, master the main idea of the article, understand the connotation of the article, acquire the knowledge system, and finally achieve a good effect of applying what you have learned. In view of this, according to the literature comparison method and theoretical analysis method, this paper first summarizes the relevant theories of discourse analysis in Japanese reading teaching, and secondly puts forward the application measures of discourse analysis in Japanese reading teaching, including providing background knowledge, activating the original schema, and analyzing the structure of the chapter and the content of the connection for reference.

Keywords: Japanese reading; Discourse analysis; Teaching application

Introduction:

As the core course of Japanese major, Japanese reading course is mainly aimed at Japanese major students and is set up in the second academic year of college Japanese. In the Japanese reading course, the teaching content includes reading, vocabulary, Japanese reading and writing sentence analysis, paragraph reading and so on.

1. Research background of discourse analysis in Japanese reading teaching

Discourse analysis is a new research method that emerged in the 1960s. "Discourse Analysis" is a theoretical system proposed by Zelin Harris in 1952. Halliday, the founder of Systemic Functional Grammar, believes that discourse is a linguistic unit. Therefore, the application of discourse analysis theory, that is, the text as the basic unit, and through the analysis of sentences and paragraphs, to clarify its cohesion, logical coherence, thus grasping the theme of the text to achieve the excavation of background knowledge and knowledge structure. It can be said that the general analysis students can grasp the knowledge of the article as a whole, and based on the perspective of the subject of the text, further understand the author's views and intentions, and conduct a comprehensive analysis and evaluation.

2. Measures for the use of discourse analysis in Japanese reading teaching

2.1 Provide background knowledge and activate the original schema

In the teaching of Japanese reading, reading takes the Japanese language as the carrier, and reflects the content of history and customs in the article. In actual teaching, in order to highlight the connotation of the article, so that students can reasonably grasp the structure and theme of the article, and avoid problems such as relying on language knowledge to understand its cultural background. In reading teaching, teachers need to clarify the application value of discourse analysis, thus providing students with background knowledge of reading texts, and briefly introducing the social environment and social atmosphere, so that students can better understand the connotation and general structure of the article [1].

For example, in the teaching of "Costume Etiquette" of "Business Etiquette", teachers should provide students with background knowledge of this article, so that students can understand the similarities and differences between Chinese culture and Japanese culture, so as to better Carry out the following teaching activities.

For example, let the students know ". The original sentence of the text is as follows: what is the line. The teacher can then let the students express the culture embodied in this paragraph in the process of paraphrasing, that is, Beijing opera is a kind of opera popular in Beijing in the 18th century, taken from Beijing's Beijing characters, in this way, from a cultural perspective, students can better carry out reading learning activities under the promotion of background knowledge [2].

Secondly, teachers should realize that in order to implement the theory of discourse analysis, teachers can provide students with rich extracurricular reading resources. At the same time, teachers can make students actively discuss the background knowledge of the articles they read through various ways such as questions, objects and pictures, thus ensuring the improvement of Japanese reading teaching efficiency and quality. When students are exposed to a variety of reading resources, students can understand the writing structure and cultural background knowledge of different articles through comparison and analysis. After clarifying the similarities and differences, the teacher can let students try to complete the continuation of a certain article Writing activities, thus achieving the effect of applying what they have learned, stimulating students' Japanese reading thinking, and promoting the improvement of students' knowledge system and knowledge structure [3].

2.2 Analysis of Text Structure and Cohesive Content

In the process of Japanese teaching, the content of reading discourse analysis is different from Chinese and English. The object of Japanese discourse analysis is often a coherent "discourse", which is a language composed of a group of coherent paragraphs or sentence groups, which includes connection, cohesion, etc. Among them, the establishment of "cohesion theory" means that when the explanation of one component in the discourse depends on the explanation of another component in the discourse, there is cohesion. Cohesion is the key to discourse features, which is reflected in the internal metaphor and surface structure of Japanese reading discourse articles.

For example, when teaching two reading articles, "The National Burden" and "Maple Bridge Night Mooring" and Hanshan Temple ", the specific teaching measures of discourse analysis are as follows:

(1) Import and set up communication situations

Since the founding of the People's Republic of China, China has been in a state of reform. It's a great deal. China's future.

Japanese high school, Chinese language, Chinese poetry, Chinese poetry, Chinese poetry, Chinese poetry. College students will sing "maple bridge at night" secretly.. The Chinese language is sung in secret. Maple Bridge Night Mooring Means Japanese Description. The history of Hanshan Temple is known.

(2) Interpretation

In discourse analysis, teachers should ask students to find an article or thing from the situation. By listening to the recording and reading the words and phrases in the text, students can better understand and master the knowledge they have learned. For example, on the "Himalayan" platform, use the CD attached to the textbook to listen to and read the original text; then listen to other college students read the original text through the "Himalayan" platform. When comparing different pronunciations and phonetic features, teachers should let students pass their own The recitation comes to experience the historical changes in China over 70 years. In the subsequent interpretation process, teachers should guide students to understand the ideological and political elements contained in these two texts according to the consciousness of discourse analysis. In this process, teachers should use fast reading methods and combine the designed problems to enable students to think better, thereby deepening the connotation of reading articles (China is developing rapidly and has undergone tremendous changes; the spirit of contemporary Chinese young people Face; China's future.)

The original text: the modern city, Xi 'an, the streets, the streets, the hopes, the hopes. Many if the overseas exchange, China and the future of the image. In the 21st century, China and the era of China [4].

Another example is the teaching case of the text "Beijing Airport". The teaching goal of this lesson is to master the use. "I think about it" is used to state my thoughts to others. Even if the Japanese are convinced of a certain point of view, they try to avoid using absolute statements when stating to others, and add "I think about it" after the sentence (simplified) to ease the tone. First of all, teachers need to introduce the knowledge point based on discourse analysis, so that students can gradually develop a sense of cohesion structure. This process can also allow students to have a deeper understanding of Japanese thinking and let them develop The habit of thinking and expressing in Japanese thinking [5].

In this process, teachers should train students to ask and answer questions in a group-based way (Q 1: Japanese, and I think about it. Q 2: Japan, I think about it. Q 3: University canteen, I think about it.). Through sufficient practice, the knowledge framework of natural output is constructed, and the teacher can encourage students to carry out extensible reading under the guidance of discourse analysis, and consciously construct and activate the existing background knowledge, so as to help students understand the text in depth.

Concluding remarks: In summary, for Japanese reading teaching, the rational use of discourse analysis for reading is more critical. It can not only cultivate students' ability to analyze language macroscopically on the discourse plane, but also through cohesion, structural analysis, and connotation mining. It can also ensure that students can master skills on the sentence plane, so that they can freely understand the connotation of the article as a whole, this improves students' analysis and understanding of Japanese reading articles, which is conducive to improving students' Japanese expression ability and learning ability.

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About the author:

Ling Zhuang 1982.11 Female Hui Postgraduate Associate Professor Japanese Education