

# An analysis of ways to cultivate cultural self-confidence in Japanese second Foreign Language teaching for English majors in higher vocational colleges

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**Abstract:** With the rise of Japanese college entrance examination, at this stage, more and more English majors choose Japanese as a second foreign language. Under the ideological and political background of the curriculum, professional courses have put forward requirements for education while achieving the teaching objectives. In the teaching of Japanese as a second foreign language for English majors, teachers are required to compare the knowledge points related to Chinese and Japanese cultures, cultivate students' confidence in their own cultures from the perspective of cultural confidence in the course design, and understand the cultural differences between China and Japan. In the course of teaching, teachers should establish the concept of thinking and politics, combine Japanese teaching with ideological and political education, and give full play to the educational role of the second foreign language Japanese course.

**Key words:** English major in higher vocational colleges; Japanese second foreign language; cultural confidence.

With the expansion of vocational colleges, English majors are still popular among students. In the curriculum system of English major in our country, the second foreign language is an essential subject. Among the second foreign language subjects, Japanese is the most used language among the minority languages, and many colleges and universities offer Japanese as the second foreign language courses for English majors. Under the background of ideology and politics in the curriculum, compared with the traditional classroom, the education of contemporary college students is no longer just a cramming education, but a combination of classroom and education, so as to achieve the teaching goal of cultivating morality and cultivating people. As for ideological and political education in the curriculum, teachers should integrate the content of ideological and political education while teaching the course well. Foreign language discipline is to explore the ways and methods of ideological and political education in foreign language teaching through the study of foreign language, to understand the cultural customs of other countries, and to strengthen the self-confidence of domestic culture, which is the firm goal of the ideological and political education of the second foreign Japanese course at the present stage.

## I. The characteristics and difficulties of English majors in higher vocational colleges

With the expansion of enrollment in higher vocational colleges, more and more students choose English majors. By the time they enter college, many students have studied English for 9 to 12 years. Freshmen are able to master basic grammar. However, compared with undergraduate English majors, vocational college students have a less solid foundation and a gap in understanding ability between them and undergraduate students. But after a year of systematic study, they can lay a good foundation and begin to learn Japanese as a second foreign language. Japanese has many similarities with Kanji, but the meaning is completely opposite. This needs to be emphasized when learning Japanese. However, students often equate Japanese kanji with Chinese kanji, which has an impact on learning Japanese. In addition, the problems of word order and grammar in Japanese are related to those in Chinese, which can easily lead to comprehension errors. After systematically learning English, English majors are more inclined to European and American expressions and thinking in addition to their mother tongue, and have a certain understanding of European and American culture. When learning Japanese, they are not only affected by their mother tongue, but also influenced by English. Compared with English, Japanese has more ambiguous expressions. In addition, the pronunciation of foreign words in Japanese is difficult for English majors. This makes it difficult for students to master the pronunciation rules and grammatical order of Japanese in a short period of time, which leads to a decline in interest in learning Japanese, a loss of confidence in the local culture, and an inability to learn and use Japanese in depth.

## II. It is necessary for English majors in higher vocational colleges to show their cultural confidence in Japanese teaching as a second foreign language

After systematically learning English, English majors in higher vocational colleges have a further understanding of European and American cultures. In the course of teaching, it is necessary to integrate appropriate ideological and political content. Understanding foreign culture, integrating the vocabulary and habits of foreign languages, and telling Chinese stories and spreading Chinese culture well in Chinese are the necessary skills for contemporary language students. When understanding the way of thinking of foreigners, students are required to establish correct values, have the ability to distinguish right from wrong, and increase their own national cultural confidence. The history of Japan and China, the learning of Japanese as a second foreign language and other languages there is special. In ancient times, China introduced culture, economy and literature into Japan. After improvement and development, Japan has its own unique culture, which is relatively convenient for students to learn Japanese. In addition, with the development of Japanese animation, animation and other cartoon characters, the contemporary young people's interest in learning Japanese has been enhanced, but arowana is mixed with other cartoon characters. Teachers still need to grasp the primary and secondary in the course of teaching, give correct guidance, improve students' cultural self-confidence, guide students to face the impact of foreign culture from the perspective of social value, take the essence and discard the

dross, do a good job in their own cultural self-confidence, and go international. To achieve the goal of all-round education.

### III. Japanese second foreign language teaching situation analysis

#### 1. Class arrangement

The second Japanese course for English majors in most colleges and universities is offered in the second semester of the sophomore year, a total of about one academic year. The teaching time of each semester is 16 weeks, 4 class hours per week, a total of 64 class hours for one semester. English majors who learn Japanese as a second foreign language are generally students with no basic knowledge of Japanese, so it is difficult to teach and master Japanese listening, speaking, reading and writing in the course of one academic year. Vocational college students have three years of schooling, and in the second semester of their junior year, they will have the entrance examination and internship, so it is difficult for them to master the knowledge level and practical application ability required by the syllabus. In addition, due to the high requirements of the main course, students spend more time in the main course, and because the foreign language subject of the entrance examination can only apply for English, so it is impossible for students to take into account the second Japanese course.

#### 2. The students' goal is not clear

English majors in higher vocational colleges are not clear about their learning goals, and their attitude towards learning needs to be strengthened. Students will have a strong desire to learn Japanese at the beginning. However, with the deepening of learning, the number of grammar and words that need to be memorized will increase, and the students' understanding of some grammar is not enough, and they do not make efforts to memorize and memorize the words, and gradually they will not keep up with the rhythm of the teacher's class, resulting in the idea of giving up learning. In addition, some students tend to be distracted and unable to digest what they have learned because the class is a big class. They will gradually decrease their interest in Japanese after learning.

#### 3. The tradition of teaching mode

According to the traditional teaching concept, the second foreign course is only an auxiliary course. As English majors in higher vocational colleges, it is very important for students to study their major, not only professionally, but also to work hard for English subjects in the college entrance examination, so they spend more time and energy on professional subjects. There are certain restrictions in the teaching and the arrangement of the course of the second foreign language. Due to the small number of teaching hours and a lot of teaching content, in fact, to a large extent, teachers can only talk about grammar and sentence pattern explanation in class, lack the interaction of students, and have a great lack of students' listening and speaking ability, and lack students' independent expression ability in the teaching plan. With the deepening of the learning difficulty, the amount of words and grammar increases, which may lead to the inability to understand and keep up with the class, leading to the abandonment of in-depth Japanese learning.

#### 4. Insufficient attention to language and culture

It is well known that the cultures of China and Japan are similar and unique. Language is the basis of communication between countries, but while learning the basis, it is necessary to have a certain understanding of the culture of the country. If students do not understand the Japanese culture and the way of thinking used by Japanese people, it will be difficult for them to express Japanese. Japanese pays special attention to more euphemistic expressions, for example, when you want to invite him to do something together, the expression when refusing is not directly “timeがありません.” Instead, it's “ちょっと...” To use a more euphemistic tone to let you understand, and the customary expressions of language need to be understood to avoid some mistakes in understanding.

### IV. The reform of Japanese second foreign language teaching suggestions

#### 1. Course arrangement

As for the course arrangement, the class hours of Japanese Second Foreign Language can be appropriately increased, or the course arrangement of Second Foreign Language can be set from the second semester of freshman year, so that students can adapt to it early, and meet the basic needs of teaching, from the four aspects of listening, speaking, reading and writing to meet the needs of students. Teachers have plenty of time to arrange the curriculum and enrich the teaching links, so that students can digest the knowledge learned in the class, reduce the burden of students after class and improve the teaching quality.

When learning the Japanese second foreign course, the learning content is more general and not detailed enough. Set up corresponding courses, such as listening and speaking courses, which need practical use, so as to contribute to students' future study. In addition, different teachers can teach courses in different categories, which can not only enhance students' adaptability, but also enable students to find out what they are good at for further study. Different teachers explore different aspects, see different Japanese culture and Japanese social forms, and enable students to think and compare in various and multi-dimensional ways to enrich students' knowledge.

Although they are both English majors in higher vocational colleges, there are still differences. Some students are not able to play properly in the college entrance examination due to partial subjects, but they are very good at language learning and can draw inferential examples and think by themselves. Therefore, for this group of students, it is necessary to set up higher level elective courses to meet the learning needs and provide convenience for the development of students.

#### 2. Teaching requirements for Japanese Second Foreign Language courses

As for the curriculum, schools should strengthen small-class teaching, increase the number of class hours, and provide Japanese books and learning materials, including audio and video materials. At the same time, Japanese teachers should be trained and provided with multimedia materials and teachers' books to improve their teaching level and make the class lively and interesting.

Students should be actively encouraged to listen, read and practice more, and set up correct values and clear learning goals. Students should realize the importance of learning Japanese well in career planning and employment, and improve the quality of their studies.

Teachers should improve their professional quality, treat non-professional courses with the attitude of professional courses, make good preparation for lessons, implement stratified teaching, maintain good interaction with students, understand students' confusion and answer their doubts. Teachers should also constantly update their knowledge, increase interaction with students, understand the current situation of Japanese society, guide students to spread Chinese knowledge and cultural confidence in Japanese, and pass on positive energy.

### 3. Changes in teaching methods

In today's era, with the development of electronic information technology, scripted classes have become a thing of the past. Making good use of diversified means in class, playing appropriate amount of topics related to textbooks can help students intuitively feel how Japanese express themselves in Japanese, as well as feel the development of Japanese society and culture, let students practice listening and speaking in a relaxed and pleasant atmosphere, mobilize students' enthusiasm in class in an all-round way, and improve students' learning efficiency. Only with interest can students enter the state to learn better.

## V. Study outside of class

In the existing teaching system, learning in the classroom can only be a part of guiding students to actively seek appropriate resources outside the classroom. On the Internet, there are all kinds of teaching materials, students can combine these materials to explore. Teachers can post some information resources on the Internet or create course information, online exercises and other means. Improve students' learning enthusiasm and effect. The resources on the network are combined with online teaching to create a combination of online and offline teaching methods, establish a complete Japanese second foreign course system, drive students to learn Japanese second foreign initiative, and gradually improve their Japanese level.

We can also hold regular presentations on Japanese culture, which is not limited to Japanese majors, increase the track of English majors in Japanese as a second foreign language, exercise students' expression skills, compete with Japanese majors, and provide a platform for communication between the two majors. While introducing Japanese culture, the culture of Chinese, English and Japanese can be compared to deepen the understanding of these three languages.

Teachers can also make use of their own resources, matchmaking, providing students with internship exchange opportunities, and creating face-to-face communication opportunities with Japanese people. Let students deeply feel the use of language to communicate with Japanese people.

## VI. Conclusion

The teaching of Japanese as a second foreign language in junior colleges and universities needs the cooperation of schools, students and teachers. Teachers play a leading role in education and teaching. With the development of The Times, teachers should change their teaching concepts, enrich teaching methods, reform teaching methods, improve students' performance, cultivate students' cultural self-confidence, and cultivate diversified and composite talents for the society. Teachers should also cultivate their own political quality, combine textbooks with ideology and politics, ensure that the content of ideology and politics in teaching keeps pace with The Times, and guide students to have confidence in their own culture. Under the ideological and political background of the curriculum, Chinese cultural elements should be incorporated into the Japanese second Foreign language curriculum, and students should be guided to objectively view the cultural differences and historical situations between China and Japan. To inform students that with the increasing demand of society, mastering two languages is a key skill for success. The reform and innovation in the teaching of Japanese as a second foreign language is an important turning point in the training of English majors. We need to recognize the cause of the problem, and actively innovate, so that students can get a sense of achievement, and provide a strong guarantee for the country to cultivate comprehensive talents.

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