

# Research on Problems and Countermeasures of Basic Japanese Grammar Teaching

Yingxin Zhao

College of Foreign Languages, Bohai University, Jinzhou, 121013, China

zyx365@126.com

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**Abstract:** Grammatical rules are the main components of language, and they are the basic rules of language composition. Without a solid grammar as the basis, language communication is prone to a large number of grammatical errors. The traditional Japanese grammar teaching is not conducive to the cultivation of cognitive thinking ability and creative thinking ability. Aiming at the problems existing in basic Japanese grammar teaching, the corresponding countermeasures are proposed: the combination of grammar teaching and culture, the interest in grammar classroom teaching, different explanation methods in different stages, the use of migration theory to guide teaching practice, and the teaching based on empathy design, apply image schema-assisted grammar teaching, improve the application ability of Japanese grammar, introduce multimedia into grammar teaching, and adopt a combination of deductive and inductive.

## 1. Introduction

The reason why language can be a convenient communication tool is because of its systemic nature. The systematic nature of language is reflected in the strong regularity. Grammar rules are the main components of language, the basic law of language composition, and one of the fundamental conditions for language to become a language. Grammar is one of the most distinctive aspects of language. To learn a language, you must learn its grammatical knowledge, because grammar is a combination of rules for making sentences. Although mastering grammar does not mean mastering the ability to use language, lack of grammar will have a negative impact on the accurate use of language.

Grammar teaching has experienced a process from esteem to abandonment to rational understanding in language teaching. Basic Japanese grammar teaching is not only an important part of Japanese teaching, but also a part that is difficult for college students to master and understand. In the traditional Japanese grammar teaching, teachers only pay attention to the teaching of sentences and word structure. Students can only memorize the grammar knowledge under the rigid teaching mode, cannot understand the meaning of some abstract grammar, and limit the students' creative thinking and divergent thinking. As a basic Japanese course, it is generally necessary to complete the study task within two years. Many college students do not have much knowledge of Japanese before entering the university. It is very arduous for the students to complete the five skills training tasks of "listening, speaking, reading, writing and translating" in a short time. In order to cultivate more high-quality Japanese talents and improve the quality and efficiency of basic Japanese grammar teaching, this paper proposes corresponding teaching strategies.

## 2. Characteristics of Japanese Grammar

Japanese grammar is a summary of Japanese language rules. The characteristics of Japanese grammar can be summarized as follows: First, Japanese is a sticky language, and Japanese word classes are divided into two major categories: words and auxiliary words. Second, from the sentence structure of Japanese, the predicate is at the end of the sentence. Third, in general, a noun must be combined with a helper to make a sentence component in the sentence. Fourth, the arrangement of

sentence components has certain rules, for example, the object is before the predicate, and the modifier is before the modifier. Fifth, Japanese grammar is the study of meaningful sentences formed by the combination of words and auxiliary words. In other words, the combination of words and auxiliary words in meaningful sentences must follow a certain law, which is Japanese grammar.

### **3. Existing Problems of Japanese Grammar Teaching**

Through investigation and research, it is concluded that the following problems exist in Japanese grammar teaching:

(1) The teaching model is not scientific. The importance of grammar learning is unquestionable, but many teachers go to extremes, especially grammar knowledge, spend most of their time and energy on grammar knowledge transfer, and turn living language materials into dry language points. A grammar rule is instilled in the student. The real role of grammar is to convey the sense of language, lose the sense of language, and the grammar rules lose the foundation of the application. The excessive grammar monitoring of students during the learning process directly suppresses the normal language experience of students, violates the law of language learning, limits the development of students' language learning and language application ability, and the efficiency of grammar teaching is low.

(2) Do not pay attention to cultural teaching. In Japanese teaching, it is often the case that the words and grammar in the sentences written by the students are completely correct, but they do not express the original meaning of Japanese. It is because in the long-term Japanese teaching, only the pronunciation, vocabulary, grammar and language ability are cultivated, but the teaching of Japanese culture is neglected, which causes the students' language ability and cultural ability to be seriously out of touch. They can only analyze the problem according to the language, not the language. Learning and using Japanese from the perspective of Japanese culture limits the correct use of Japanese by students, affects the learning effect and the improvement of Japanese communication ability, and also affects the deep understanding of grammar.

(3) One-sided understanding of grammar teaching. Some teachers believe that grammar learning has little effect on the whole language learning. The reason is that many Chinese have not systematically studied grammar, but still can use Chinese very well. As long as more meaningful communication is provided during the teaching process, the grammar will be automatically learned by the students. Affected by this view, the basic Japanese teaching in some colleges and universities only emphasizes the ability to practice listening and speaking, and teaches less grammar. On the other hand, some teachers believe that students only learn grammar and learn foreign languages. Therefore, most of the time and energy are used in the teaching of grammar knowledge.

(4) Ignore grammar basic teaching. Language is a tool of communication. During the teaching process, many teachers pay more attention to practical applications such as listening and speaking in Japanese learning, ignoring the basic role of grammar. The communicative method widely used in language teaching is to transform the law of learning language into the cultivation of the practical application ability of language. Teachers set a specific environment in teaching and carry out teaching in a certain language environment in order to improve the authenticity and ability of language expression. Without a solid grammar as the basis, language communication is prone to a large number of grammatical errors. Even if it is fluent, it is not a standard expression.

### **4. Countermeasures of Japanese Grammar Teaching**

In response to the problems existing in Japanese grammar teaching, the corresponding countermeasures are proposed as follows:

(1) Combination the grammar teaching and Japan culture. Language is the carrier of culture. Culture is inseparable from language. Language is also inseparable from culture. The formation of language and the development of culture are mutually constrained. A deep understanding of the relationship between language and culture will help foreign language learning. Only by constantly understanding the culture of the target country or region can we truly master and use the language.

The linguist Helms believes that the completion of communication requires grammar, psychology, social culture and the actual use of language, leaving the culture of using language, grammatical rules meaningless. It is extremely important to strengthen the teaching of the visual culture. The language errors caused by grammar problems are often tolerant, while the language problems caused by cultural dislocations are much more stringent. Japan has unique geographical conditions and national character. Understanding and respecting different cultures is an important prerequisite for the successful completion of communication tasks.

(2) Improve interest in grammar classroom teaching. The great scientist Einstein said: Interest is the best teacher. A variety of teaching methods make grammar teaching abandon monotonous and hard explanations and mechanical rigid exercises, adding to the fun of classroom teaching. Incorporating grammatical knowledge into Japanese songs and Japanese short plays, mobilizing students' enthusiasm and increasing their interest in learning will often achieve twice the result with half the effort. In the process of interesting grammar teaching, students are encouraged to follow the natural language learning rules, from the initial unfamiliar transition to grammatical familiarity, from the past confusion to the current epiphany, from the grammatical mastery to the flexible application of proficiency. In the classroom, grammar knowledge points and application are integrated with each other. Teaching and learning promote each other, which is beneficial to increase the interest of teaching, reduce students' tiredness of learning, and greatly improve the practicality of grammar teaching.

(3) Different interpretation methods at different stages. The primary grammar focuses on the common content in daily life, and provides students with a real environment for the use of Japanese language through short conversations, which is convenient for students to master and conduct actual analog communication. In the advanced stage, the grammatical content learned is mostly written. For the grammar commonly used in spoken language, it can still be carried out by providing a conversational scene. The grammar of written language uses the way of providing examples and reading articles, focusing on sentence context and helping. Students understand the context in which the grammar is used, the tone and mood of the speaker. In the process of teaching, pay attention to the connection between primary and intermediate grammar knowledge, introduce new meanings in the original basic grammar, and deepen the understanding of the overall meaning of grammar. Teachers should also be good at guiding students to make full use of existing and existing knowledge and acquire new knowledge.

(4) Use migration theory to guide teaching practice. Migration refers to the influence of learners' existing knowledge or skills on acquiring new knowledge or new skills during the learning process. Language migration is divided into positive migration and negative migration. Positive migration is beneficial to foreign language learning, while negative migration hinders foreign language learning. In Japanese teaching, in addition to teaching students the basic tense distortions and grammatical sentences, teachers should also study the relevant knowledge characteristics of Chinese linguistics, master the common principles and logical relations between Chinese and Japanese languages, and put them in the Chinese and Japanese. The study of the same sect of the same law migrated among them. In the teaching, the teacher guides students to explore the structure and logic between the two languages, and finds the inner relationship between the two, and uses the positive transfer effect of Japanese grammar learning to avoid the Japanese grammar learning. The effect of negative migration is to achieve the purpose of learning migration.

(5) Instructional design based on empathy. Empathy is a process of psychological experience between people and people. Judge another person's feeling by others own is an indispensable psychological mechanism for understanding. Objectively, it is required to connect the inner world, including the emotional experience and the way of thinking, with each other, to experience and think about the problem from the standpoint of the other party, so as to communicate with each other emotionally and lay the foundation for enhancing understanding. Empathy helps to grasp and select the key points in Japanese grammar teaching, and increases the pertinence and practicality of teaching. Teaching design based on empathy, analyzing individual differences of students, starting from the needs of students learning Japanese grammar, replacing the original cognitive structure of

teachers with similar cognitive structure of students, thinking about problems, logic analysis and pushing the theory to re-recognize the cognitive rules of students.

(6) Application of image schema-assisted grammar teaching. The image schema will be abstracted at a higher level through the imagery obtained by the body, forming a cognitive structure model. Image schema is not expressed in language, but in the image of human thinking. Based on human experience and understanding, it carries the interactive experience of human and objective world. It has the characteristics of image and intuitiveness, and applies it to language teaching. Compared with verbal or written explanations, it is easier for learners to understand and remember which is conducive to the cultivation of cognitive thinking ability and creative thinking ability. The image schema is an important part of the teaching content by means of written and visual media. In Japanese grammar teaching, teachers can make use of the bridge to the concept, and reveal the similarities and differences between words and words in the grammatical environment, which helps to distinguish the meaning and usage of different helper words.

(7) Improve the application ability of Japanese grammar. The important symbol of Japanese grammar teaching and learning quality is the application skills of students to Japanese grammar. The exploration and innovation of the university Japanese grammar teaching mode should attach great importance to the application and understanding of students' grammar and the formation and development of basic skills. In the university Japanese grammar teaching, the grammar exchange activities between teachers and students, students and students are strengthened, and the teaching content of the Japanese grammar of the university is presented in a multi-angle and multi-level manner in the way that students like to see and hear, which stimulates the students' enthusiasm for applying Japanese grammar. This can improve the accuracy, communication and application ability of students' Japanese grammar expression. It is also necessary to set up the actual place and simulation environment for grammar use, to enhance the interest and vividness of Japanese grammar teaching, so that students can truly understand the inherent logic and laws of Japanese grammar in the actual application process, so as to use Japanese grammar more accurately. On the basis of, it can improve the quality of students' Japanese grammar learning.

(8) Introducing multimedia into grammar teaching. The influence of information technology on education is increasing, which promotes the comprehensive reform of the teaching system, which has profoundly changed the teaching objectives, contents, methods and forms. The application of information technology in teaching has unique advantages, which has a positive impact on the promotion of students' all-round development, and reflects and conforms to the requirements of future society for talent training. Among them, information technology represented by network and multimedia has played a positive role in teaching. Multimedia has rich teaching resources, is easy to save and carry, saves lecture time, and enhances teaching effect, diversified teaching methods, and vivid teaching content. Japanese grammar teaching introduces multimedia, uses background color and sound animation effects, activates classroom atmosphere, stimulates students' interest, inspires students to think, and increases the knowledge of teaching content, making grammar teaching content more abundant.

(9) Using a combination of deduction and phase induction. Deduction and induction are two common teaching methods. Deductive method is from abstract to concrete, from general to individual methods; induction is from concrete to abstract, from individual to general learning process. Deductive method, first display grammar rules, and then use examples to illustrate grammar rules, so that students can replace, generate and extend. The usual practice is to categorize the grammar rules into a number of sentence patterns, to concretize the sentence patterns into some sentences, first let the students touch the sentences, and then let the students master through imitation, analogy, substitution and practice. Inductive method, first display a certain number of examples, carry out a lot of exercises, and then guide students to summarize the grammar rules, and if necessary, can also derive representative grammatical structure formulas. The combination of deduction and induction, first use the deductive method, briefly reveal the grammar rules, and then through a lot of exercises, in the case of preliminary grasp of the grammar rules, further summarizing and deepening the understanding of the rules.

## 5. Conclusion

Simple Japanese grammar teaching is a boring process. If you only want to learn grammar, your interest will be reduced and your enthusiasm for learning throughout Japanese will be affected. Teachers must use a variety of conditions to turn the grammar classroom into the basis for learning more. Through grammar classroom teaching, students can learn all aspects of language, society, culture and technology. Through the study of Japanese grammar, students use grammar as a tool to directly understand all aspects of Japanese culture and social life in Japanese, and finally achieve the purpose of expressing ideas in Japanese. Japanese grammar is getting more and more difficult. There are many strange and distorted expression methods in practice. You must also pay attention to the habitual expression methods of Japanese and master grammar knowledge.

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