

Study on the Cultivation of Students' Awareness of Intercultural Communication in Japanese Teaching

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Abstract: In the context of economic globalization, the exchanges between China and Japan are increasingly close and frequent. In this context, the demand for Japanese professionals is increasing rapidly. In the process of Japanese teaching in higher vocational colleges, it is not only necessary to cultivate the basic application ability of Japanese, but also the intercultural communication ability and awareness of students, so as to meet the needs of the current society for Japanese professionals. Based on the necessity of cultivating students' awareness of intercultural communication in Japanese teaching, the author probes into the ways and measures of cultivating students' awareness of intercultural communication for reference.

With the continuous development of regional economic integration and economic globalization, the economic trade and cultural exchanges between China and Japan are getting closer and closer. Under this development background, the demand of the society for Japanese talents with intercultural communication ability and awareness is increasing rapidly. According to the employment survey of Japanese students in our school, more than 80% of them hope to work in Japanese enterprises in the future, but they think as long as they can speak Japanese and understand and master Japanese habits. In fact, most Japanese enterprises do not regard language competence as the main criteria for job recruitment, but pay more attention to students' cultural literacy and communicative competence.

Culture is not only a historical phenomenon, but also a representative of social phenomenon, a product of people in different historical periods and social backgrounds, reflecting people's historical background, social life and geographical environment. Intercultural communication refers to the communication activities of people of different languages. In real life, if people want to master a language, they must have a deep understanding of its cultural background. Intercultural communication awareness is an important content of language learning. Therefore, in Japanese teaching, we should timely let students understand some non-corporate culture, and cultivate students' awareness and ability of cross-cultural communication.

1. The importance of cultivating students' awareness of intercultural communication

In the process of Japanese teaching, we should attach great importance to cultivating students' awareness of intercultural communication to effectively improve students' ability of intercultural communication. We should take the cultivation of students' awareness of intercultural communication as an important goal of Japanese teaching, and fundamentally improve the quality of Japanese teaching so as to meet the needs of the society for Japanese professionals. It is necessary to cultivate students' awareness of intercultural communication in Japanese teaching. We analyze from the following two aspects:

1.1 China-Japan exchanges have become increasingly frequent, and the requirements for talent quality have been constantly improved

In recent years, the economic, cultural and political exchanges between China and Japan have been increasing, so is the social requirements for Japanese professionals. From the perspective of Japanese teaching objectives, it is necessary to cultivate students' practical ability, which can provide enterprises and institutions with compound and applied talents. Therefore, students who

major in Japanese should not only have solid language knowledge, but also pay attention to understand and master Japanese culture, and its language background and national characteristics. Only in this way can they better use and understand Japanese and realize no barriers in cross-cultural communication between China and Japan.

1.2 Clarify cultural differences to meet the actual work needs

Due to different cultural backgrounds, there are great differences between Chinese and Japanese culture. Some languages are difficult to understand without understanding cultural backgrounds. For example, Japanese would say “I’m going to eat” before dinner while there is no such habit in China. In this case, students need to understand the culture behind the language. The Japanese show their gratitude and respect for workers and nature with such expressions when eating. From this language, we can feel Japanese people's love for life and nature. If students understand this culture, they will feel deeply the feelings of the Japanese in the communication, which will make the communication more smooth. On account of some historical reasons, Japan has many of its own characteristics. Only if by deeply understand of Japanese culture can students mobilize their passion and enthusiasm for Japanese language learning. This is also the premise and basis for cultivating students' intercultural communication ability which can avoid the limitations of students' cultural understanding and truly realize the cross-cultural communication ability of cultivating Japanese teaching.

2. Ways and Measures for Cultivating Students' Intercultural Communication Awareness in Japanese Teaching

In the new historical development period, cross-cultural communication ability becomes more and more important. The main goal of Japanese teaching is the cultivation of intercultural communication ability and consciousness. As a Japanese teacher, it is necessary to provide a correct guiding role for students to cultivate cross-cultural communication awareness, which also puts higher demands on Japanese teachers' own cultural literacy and language ability. Also firstly, we must realize the importance of cultivating cross-cultural communication awareness, introduce the concept and awareness of cultural teaching in the class, collect relevant information in many ways, integrate effective information into Japanese teaching practice, and correctly handle language teaching. The relationship with cultural awareness, thereby increasing students' cultural literacy while improving cross-cultural communication awareness.

As for how to improve the cultivation of students' intercultural communication awareness in Japanese teaching, we have carried out in-depth analysis and inquiry from many aspects based on the reality of social development. We aim to guide Japanese teachers and attach great importance to the role of Japanese teaching in improving the quality of Japanese teaching. On the basis of the realization of students' Japanese language cross-cultural communication awareness and ability development.

2.1 Designing specific scenarios and simulating Japanese practice exercises

In the teaching, set specific scenes and environments, and use the simulation practice method to comprehensively train the language knowledge and cultural knowledge that students learn. In class, students can be divided into several groups to conduct communication exercises in different identities. Finally, teachers and students will summarize the performance in communication, analyze the reasons for inappropriateness, and share excellent cases.

students can learn about Japanese culture and etiquette under different scenes, and experience the differences between Chinese and Japanese in languages and cultures personally, so as to effectively develop students' intercultural communication skills.

In the simulation teaching, the modern multimedia courseware can also be effectively used to let students watch some Japanese culture and etiquette through intuitive teaching methods, and to deepen their understanding through communication in class. In addition, students can also use their own collating materials for multimedia presentations and lectures to improve their enthusiasm and

enthusiasm for learning.

Develop second class activities

2.2 Make full use of teaching resources and set up cultural learning courses

In order to cultivate consciousness of intercultural communicative competence better after the students mastered the basic knowledge of Japanese theory, during the teaching process, teachers should make full use of good resources to break through the traditional teaching methods and teaching mode, and set up reasonable Japanese culture teaching course, make an in-depth analysis of Japanese culture, let the students can have systematic knowledge and understanding of Japanese culture. At the same time, the materials in multimedia teaching resources are used to play some Japanese films, so that the students can dub the roles in the films, create a good learning atmosphere, standardize the pronunciation in dubbing, and improve the language application ability of the students in different contexts, lay a good foundation for cultivating the awareness and ability of cross-cultural communication.

2.3 Enrich teaching forms and motivate students to study

In Japanese teaching, curriculum setting is very important, and it can play its teaching role better through reasonable curriculum setting. We set up Japanese courses from the following aspects to enrich the teaching form. One is to introduce foreign teachers. By introducing foreign teachers, students can understand Japanese as a non-native language better, its pronunciation and corresponding culture, etc. In the process of diplomatic communication, students can not only exercise their oral expression ability, but also comprehensively improve their intercultural communication ability; Second, organize the second learning class. The second Japanese class can be opened up in teaching. For example, organize students to participate in the Japanese culture salon, language corner, participate in Japanese companies, feel the Japanese culture atmosphere and also hold activities such as the Japanese Culture Week so that students can become the main body in the activities, improve their interest in Japanese communication skills learning; Japanese enterprise personnel entered the classroom. We can regularly invite relevant persons from Japanese-funded enterprises to enter the Japanese language learning class, and impart some knowledge of Japanese business etiquette and Japanese culture. Through face-to-face and real exchanges, students can have a comprehensive understanding and understanding of Japanese language talent requirements.

In summary, in the process of Japanese language teaching, we must take students' cross-cultural communication awareness as the top priority to better meet the needs of Japanese talents. To truly achieve this talent training goal, we must change the traditional teaching methods and concepts, innovate teaching ideas, make full use of teaching resources, and rationally set up our Japanese culture teaching curriculum.

3. Conclusion

Different ethnic groups, due to their different social, religious, material and ecological environments, have caused differences in social culture and language habits and other contexts. In Japanese teaching, cross-cultural communication awareness has a very rich connotation. As a Japanese teacher in the new era, we must fully recognize the importance of culture in language learning, and always take the cross-cultural communication awareness of students as the main theme of Japanese teaching. In the daily teaching process, we change our thinking, continue to innovate and explore and cultivate more language talents with language application ability and intercultural communication ability.

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