

Research on Culture Introduction in Japanese Teaching

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Abstract. Language is the carrier of culture, culture cannot be separated from language, and language is inseparable from the culture, the development of the formation of language and culture. In view of the present Japanese teaching middle school students' ability of language and cultural disjunction problem, imported Japanese culture become the effective way to improve teaching quality. This paper analyzes the cultural differences between China and Japan, studied the content and methods of cultural import, put forward the way to file import. The specific ways include: cultural import method, a large number of literature reading, the use of modern teaching methods, cultural compatibility between China and Japan. Actual teaching process, not only need to attach importance to learning the language itself, more understanding the cultural meaning behind it, cultivate and improve the sensitivity of language.

Introduction

Culture includes language, language is a special kind of cultural phenomenon. Language culture is not only a kind of cultural phenomenon as a part of, but also the carrier of culture. Language is the human way of thinking and cultural exchange of one of the most main way, human way of thinking and cultural exchange is actually cultural formation and transmission performance, due to human thinking and in social practice, gradually created the culture, and is constantly spreading their ethnic culture in language communication [1, 2]. The formation of the language and cultural development. Deeply understand the relationship between language and cultural relations can help foreign language learning, only by constantly to understand the culture of the target language countries or regions, and it can really grasp and use of a language.

Often occurs in the Japanese teaching, the students write the words and grammar from the sentence completely correct, but couldn't express the original meaning of Japanese. The cause of this situation is in the long-term of Japanese teaching, only pay attention to the pronunciation, vocabulary, grammar and language ability training, and ignored the teaching of Japanese culture, students' language skills and the ability to culture the disconnect, only simply according to the analysis of language problems, rather than from the perspective of Japanese culture to learn and use Japanese, limit the students to correctly use Japanese, influence the learning effect and Japanese communication skills improve. In teaching Japanese imported Japanese culture become the effective way.

Cultural Differences between China and Japan

China is a continental country, the Yellow River is the cradle of Chinese culture, the good farming conditions, make the rulers to scorn, "saying" claims become rulers governing the only evaluation standard. Chinese culture with Confucianism as the core, advocating the virtue-building, Confucian and rule of man, emphasize moral influence. It also combines Taoist accord with the nature and laissez-faire, and legalism of the rule of law society. Emphasizes the harmony of man and nature, harmony between people and nature and harmony between nature, therefore the Chinese extremely pays attention to harmony.

Japan as a typical ocean country, enjoy the sea of, because these areas of islands or peninsula is relatively narrow, contributed to the overseas development ambitions. Cruel natural disaster test of the survival of Marine national willpower, and then conquer the oceans and conquer nature's morale is incorporated in the blood of the Japanese people, formed the intrepid, open, outgoing, bravely and militant nation character. Collectivism is the concentrated reflection of Japanese culture, and absorptivity and innovation are the typical characteristics of Japanese culture.

Cultural differences between China and Japan in five aspects: first, the rule of the cultural differences, Japan region narrow, resource-poor, it also makes the Japanese culture branded with the invasion and expansion of the brand; Second, the diet culture differences, the Japanese provide frugal, like cold food, taste sweet; Third, the cultural differences in education, Japan of the basic education is the most popular countries in the world, is also the most attaches great importance to the education of the country; Fourth, the religion cultural differences, Japan is a belief in natural people; Fifth, foreign cultural differences, the Japanese have a group of internal, in exchanges with the outside world, has a strong sense of "home country", any diplomatic incident involving Japan individual destiny, will be in a very short period of time will be the whole Japan involved.

Contents on Culture Introduction

According to the classification of culture, cultural introduction in college Japanese teaching content can be divided into the introduction knowledge culture and communication culture.

(1) Introduction knowledge culture. Knowledge culture import purpose is to let students understand the Japanese way of thinking and values, enhance the cultural quality of college students and cultural awareness. The Japanese is an open way of thinking, thinking, from the viewpoint of different azimuth and with distinct characteristics and individual character, with greater openness and initiative, pay attention to unity and sense of responsibility, emphasis on the interests of the group, think the power of the collective is very strong [3]. Values is a nation of doing things for a long time in the formation of the unique ideas, collectivism is Japanese core values, the company as a "family", willing to work for the company spares no pains to show in the work spirit of collaboration with each other and learn from each other. In daily teaching, to the Japanese cultural background knowledge as the basic content of literacy, requires teachers to have keen observation ability, good ability of knowledge reserves and rational objective analysis, understand culture between the two countries, and improve the students' culture knowledge.

(2) Communication culture introduction. College Japanese teaching communication culture introduction also can be divided into a specific language communication culture and environmental culture communication. Nonverbal communication is point to in addition to the language of all means of communication, including body language, dress, hair and makeup, and etc. As a way of communication, can be directly used to show that attitude, exchange ideas and express emotions and conceal inner states, to enhance communication effect. To be more of the Japanese to nonverbal communication, more is to observe and understand other people's words, attitude, sense motive, use flattery exchanges insight, through body language and communication tone into each other's mood. Social environment refers to the objective factors constitute the language communication, around the time, place, situation of language communication, context and object is language communication environment, and must not be overlooked when communicating according to the communication environment. After entering the words of the specific activities, the meaning of the language is very rich and very complex, both of the meaning of language itself, and to have the environment of the special language meaning, can not only understand the meaning from the language itself, must contact and depend on the language environment, in order to eliminate the vague and ambiguity in verbal communication [4].

Methods on Culture Introduction

Cultural import methods varied, through teaching practice of Japanese culture import method is as follows:

(1) Solutions of class view [5], including three kinds of methods: first, the vocabulary. Vocabulary is the basic component of language. Will for a long time, college Japanese teaching students' memory vocabulary as the basic principles of lexical explanations usually just pay attention to the meanings, idiomatic phrases, and derived meaning itself, ignoring the cultural connotation. Teachers should complement and emphatically introduce the relevant cultural background knowledge, let the students not only understand the surface meaning, but also fully understand the cultural connotation; Second, the grammar explanation. In the teaching practice, usually through repetitive oral practice to make the students master the basic sentence patterns, students of language application. Teachers can be set through the language environment, make the students understand the language considerations and application scope, context simulation at the same time, from the language level experience of Japanese culture, cultivate the Japanese way of thinking; Third, the chapter. Lack of cultural background knowledge is important reasons for reading difficulties. In discourse teaching, not only let the students grasp the article aim, learning a language knowledge, language skills, but also excavate cultural information, so that the students in learning a language at the same time, broaden the cultural horizons. Teachers should try to find out the cultural content related to the article, or prepare some extracurricular reading for students, deepen the impression of the text and the understanding of the culture, learn to ponder the question based on the idea of cross-cultural.

(2) The classroom practice method, practice teaching is the theory with practice, cultivate the students master the scientific method and improve the ability to apply important platform. In the process of classroom teaching, teachers should not be constrained by the teaching material content, but in combination with the cultural background of the Japanese teaching plan, teaching syllabus and teaching plan. In the process of prepare to think about the cultural content and language material together, to arouse the students' interest and motivation for language learning. Concrete implementation, you can collect some Japanese goods and pictures, such as broadcast TV and video information to students intuitive feeling, make the student to the Japanese actual use are exposed; In addition, can also be learned knowledge dialogue performance and simple impromptu speech, made students feel the language and culture, as it were, and after the students practice to give guidance and comments, let students know oneself are used appropriately, improve the enthusiasm of students, deepen the student to the Japanese the understanding of the values and way of thinking and so on.

(3) Special interpretation of the law, in the process of teaching through specialized explains reach the purpose of culture teaching. First, the cultural background, if students don't understand the era background of the story, it is difficult to accurately understand the hero psychological change process. Therefore, it comes to historical drama and literary fiction, the characters and background and character description content such as special explanation; Second, the news, in the process of teaching the appropriate with the current hot topic, the analysis of different views because of cultural differences. First of all, let the student read, have a general knowledge of the event. Then, let the students discuss between, published their own views. Finally, teacher in-depth explanation, analyzes the cultural background, to explore the cultural issues; Thirdly, cultural lectures, each course is composed of a series of related project, cultural lectures can be fragmented information integration structure, system relevant cultural information, from the aspects of cultural consciousness to understand Japanese language and culture background.

(4) Effective communication method, through the staff to communicate with native speakers as Japanese and import of Japanese culture. College students during the period of school, to come into contact with the Japanese opportunity is limited, the current widely used have the following forms: first, open a Japanese Angle, Angle of a fixed time every week to open Japanese school, a Japanese teacher to lead students to play a game to practice speaking, let students feel the culture is near, the ubiquitous language use; Second, develop the tourism projects, organize economic condition good students to Japanese tourism, in the process of tourism local conditions and customs, and language contact real Japanese culture; Third, the organization summer camp activities, summer camp activities between the colleges and universities, can be a Japanese students to China, also can be

Chinese students to Japan, China and Japan between students communicate with each other; Third, through the network communication, in the Internet age, students are encouraged to make full use of network with direct communication, this is a kind of economical and convenient way of communication, have very good culture into effect.

Approaches on Culture Introduction

Combined with the related references [6-9], this paper puts forward the cultural import way is as follows:

(1) Choose the classic original teaching materials. Teaching materials play an important role in the teaching process, is the realization of the basis of the teaching goal. In order to achieve the cultural import of Japanese teaching, improve students' comprehensive qualities in the Japanese culture, in the teaching material choice, should actively seek the original materials. Original teaching materials in terms of curriculum setting and content arrangement, is more close to the practice of the Japanese thinking mode has a unique advantage, the Japanese cultural background describe more clear. At the same time, also can avoid the deviation of the teaching material appeared in the process of translation and understanding errors, teachers can according to the original Japanese teaching material content for effective culture teaching. In the teaching material in use process, according to the need for appropriate supplementary teaching material content, in order to make the content of the teaching material more in line with the students need and close to the real life. If the student foundation is good, can expand and extend the teaching material on, maximum limit to tap students' potential; If the student foundation is bad, can according to the feedback information to supplement and screening, in the original basis to further improve students' ability.

(2) A large number of literature readings. By reading literary works, newspapers, magazines or online reading, accumulate the Japanese cultural background, social customs, and social relations and related cultural knowledge materials. Encourage students to a large number of extracurricular reading, especially reading famous Japanese literature, is also a kind of important means to learn about Japanese culture. Because no matter which ethnic literature is the essence part of national culture, is the accumulation of traditional culture, is to understand the character of a nation, the inner world, cultural background, customs, habits and social communication and so on the most vivid one of the most abundant materials. In addition, online reading to get the latest information in Japan, also understand Japan's current social dynamics, social problems and social relations the most direct and efficient way.

(3) The use of modernized teaching means. Modern teaching means can give full play to the computer to text, graphics, images, animation, video and audio, and other media the advantage of comprehensive processing capacity, as well as the characteristics of flexible man-machine dialogue, fully embody the intuitive teaching principle, meet the demand of the students' senses. In teaching greatly active classroom atmosphere, enrich and enriching the content of classroom teaching, and stimulate students' learning interest and thirst for knowledge, and can make the students more focused, effectively improve the teaching quality and effect of the classroom. Use of modern teaching means, can show various aspects of social life, Japanese students can intuitively understand the local conditions and customs of Japanese society, interpersonal relationship and the way of thinking, help to improve students' listening and speaking skills in Japanese and cross-cultural communication ability.

(4) The Sino-Japanese culture compatible. The three elements of Japanese teaching for the Japanese language, Japanese culture and native culture, be short of one cannot, thus it can be seen in the Japanese teaching into the importance of local culture. In Japanese students in the learning process, often encounter this kind of circumstance, can express the meaning of the very good understanding of Japanese, but cannot use the correct fitting Chinese expression. Investigate its reason, is because of Japanese culture, we know little about Chinese culture, Chinese traditional culture theory of literacy is not high. Japanese majors in colleges and universities have opened the modern Chinese courses, but with less class hour, shallow, did not cause enough attention to teachers and students. Intercultural communication is a two-way communication of culture, the two

countries students only in the profound understanding of native culture and the target language culture, on the basis of realize the real meaning of two-way communication. Imported Japanese culture teaching is not only the Japanese culture, but compatible with culture between China and Japan.

Conclusion

Modern Japanese teaching is often understood as a pure language education, emphasis on the explanation of grammar, pronunciation correct, expansion of vocabulary, repeatedly asked the students to practice the sentence pattern and memorizing vocabulary, using a large number of "listening, speaking, reading and writing, practice" pattern of students through the efforts can achieve very good result, but the practical application of language ability is poor. The reason is that in Chinese culture way to express the Japanese, Japanese communication cultural differences in the time of communication. Not grasp the cultural influence on language, result the disconnection between language and culture. The input of culture in Japanese teaching is a complicated system project, how to make it with the traditional teaching method can effectively is Japanese teaching is faced with new challenges [10]. In this paper, the research achievements of the key to solve the awl the Japanese teaching, the key problems to promote teaching plays an important role in Japanese. Actual teaching process, not only need to attach importance to learning the language itself, more understanding the cultural meaning behind it, cultivate and improve the sensitivity of language.

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