

The Development Course and Reflection of Japanese Direct Teaching Method

From Late 19th Century to Mid 20th Century*

Jiasheng Bian

Preparatory School for Chinese Students to Japan
Northeast Normal University
Changchun, China 130117

Qiao Jiang

Foreign Languages College
Changchun University
Changchun, China 130000

Abstract—The article conducts a detailed study of the origin, development and booming of Japanese Direct Teaching Method between the late 19th century and the middle 20th century from the perspective of Genealogical Study. By listing and analyzing the main thoughts of the Japanese educators in the three stages, the article presents the major features of the Japanese Direct Teaching Method from the three aspects of politics, psychology and teaching. At the end of the article, four inspirations to foreign language teaching are offered: emphasis on multicultural understanding; learner-centered; stress on language communicative competence; the localization of foreign language teaching theories.

Keywords—*Japanese; Direct Teaching Method; development reflection*

I. INTRODUCTION

At present, the foreign language teaching theories have developed rapidly with each passing day. New foreign language teaching methods, such as immersion program and task-based teaching, have been tried for use in some foreign language classes. However, the Japanese direct teaching method (hereinafter referred to as the "Japanese direct method") is still young and shows strong vitality. For example, in the national young Japanese teachers' teaching skills competition organized by the Japanese teaching society of China in recent years, young teachers who adopt the Japanese direct teaching method have repeatedly scored good results. Therefore, the research of Japanese direct method has certain practical significance in this context. The following paper will take the end of the 19th century when the Japanese direct method came into being as the starting point and the mid-20th century as the research endpoint in order to explore the development and changes of Japanese direct method on this time axis. On this basis, this paper will explore the characteristics emerged in the development of Japanese direct method and point out its practical significance for today's foreign language teaching.

II. JAPANESE DIRECT TEACHING METHOD IN TIME DIMENSION

Looking at the development sequence of Japanese pedagogy, Guan Zhengzhao believes that it can be divided into three periods, namely, the germination period of Japanese educational research (1895-the end of Dazheng), the popularization period under the aggressive policy (the end of Dazheng-the end of World War II) and the revival period of Japanese education after World War II (the end of World War II till now).^{[1] 117-125} After inspecting the development situation of Japanese direct method, drawing lessons from Guan Zhengzhao's division of the development period of Japanese education and combining with the time when Japan began the war of aggression against China (when China was the major area where Japan carried out colonial enslavement education), the author deems that Japanese direct method can also be divided into three similar periods: (1) germination period (late 19th century to 1930s); (2) booming period (1930s to before the end of World War II); (3) renewed booming period (1950s).

A. Formative Period of Japanese Direct Method

The Japanese direct method takes on two development paths in its formative period, which originated from the Japanese teaching practice in the colonial education period of Taiwan of China, with its major representative being Ichiro Yamaguchi. It is formed in the Japanese teaching practice that missionaries in Japan and overseas students from China and Korea act as the teaching object, with the main representatives being Yoshiro Okakura and Kojiro Matsumoto. The formation of the above-mentioned representatives' viewpoints on Japanese direct method has something in common, that is, they are influenced by the thoughts of modern western language educators to some extent.

1) *Ichiro Yamaguchi and the "Yamaguchi-type Direct Method"*: In 1895, Japan occupied Taiwan that is China's treasure island, carried out colonial rule and enslavement education, and launched so-called "mandarin education" (i.e. Japanese education). Against this background, Ichiro Yamaguchi was selected and trained as the second batch Japanese teacher who was sent to Taiwan in 1896, and then he began his lifelong Japanese education. In the early days of

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Ichiro Yamaguchi's teaching, the so-called "mandarin education" carried out in Taiwan still adopted translation method. In 1898, Ichiro Yamaguchi's colleague Hirohiro Hashimoto discovered the English version of *The Art of Teaching and Studying Languages* written by Francois Gouin who was French. Taking it as an opportunity, Ichiro Yamaguchi carried out a series of teaching practices using the method of Francois Gouin.[2]²³⁷⁻²⁴⁸

Ichiro Yamaguchi realized the advantages and disadvantages of Gouin's method in the process of teaching practice by using Gouin's method.[3]405-417 (1) Advantages: Gouin compiled teaching materials and carried out classroom teaching that centered on vocabulary and sentences describing the objective world; at the same time, carrying out teaching focusing on verb sentences according to the sequence of action occurrence could skillfully and orderly organize vocabulary in teaching materials and teaching activities. (2) Disadvantages: Organizing teaching materials according to a series of actions led to unbalanced learning content in each lesson, and the duplicated emergence of vocabulary and sentences was caused by the consideration of the echoing between content and the title of each lesson. In addition, Ichiro Yamaguchi also pointed out that Gouin overemphasized the sequence of action occurrence time and neglected the spatiality. Based on the reflection on the practice of Gouin's method, Ichiro Yamaguchi put forward the "Yamaguchi direct method. The Yamaguchi direct method is different from the Gouin method in the following two aspects. (1) Teaching material content composition: ① Yamaguchi direct method focused on organizing content according to time sequence and considered the nature of things that existed in space at the same time. ② Yamaguchi direct method did not follow Gouin to break down the coherent movements in detail according to the teaching purpose and effectively prevented the emergence of too much related content. ③ Yamaguchi direct method incorporated various forms of grammatical and rhetorical change into conversation. (2) Teaching methods: ① Yamaguchi direct method excluded Gouin's method that uses the dictation of teaching materials in their mother tongue to arouse learners' conceptual awareness of things, gave questions, and used question-and-answer method to summarize learners' conceptual awareness of things and eventually form teaching materials. ② Yamaguchi direct method used direct observation methods such as physical objects, pictures and body movements in the introduction and application exercises. ③ The teaching procedure is similar to Gouin's method. First, the professors taught nouns that constitute the subject and complement of a sentence; second, the professors taught the whole sentence intuitively, and finally extracted verbs to carry out practical exercises that Gouin has not developed.

2) *Kojiro Matsumoto and Yoshiro Okakura*: At the end of the 19th century, many famous pioneers of Japanese education appeared in Japan. In the practical activities of Japanese teaching, Kojiro Matsumoto and Yoshiro Okakura both opposed the traditional translation method and advocated the direct method of giving priority to listening and speaking. Kojiro Matsumoto has been actively engaged in Japanese education activities for Chinese overseas students all his life,

including Zhou Enlai and Lu Xun. He has played an important role in the history of educational exchanges between China and Japan in modern times. Kojiro Matsumoto's Japanese education career begins at the Hongwen Academy that is founded by Jigoro Kano. In 1908, Kojiro Matsumoto went to China to serve in Beijing School of Law and Politics. In 1914, he co-founded East Asian Preparatory Higher School (renamed East Asian School after 1935) with his friends, since then, he had been carrying out Japanese education activities based on this school. Chen Fanghua quoted Zhang Jintu's doctoral thesis pointed out that the formation of Kojiro Matsumoto's viewpoints on Japanese teaching method benefits from the teaching methods he learns in his youth. These teaching methods includes "heuristic teaching method", "systematic education idea" in the United States, the English teaching method of giving priority to grammar in Kanmawa Iwazawa and the foreign language education thought of giving priority to pronunciation by Streit.A, an American English teacher. Kojiro Matsumoto has gradually formed the "Matsumoto-based teaching method" by applying the above-mentioned teaching method into the long-term teaching practice of overseas students. Its main characteristics are as follows: (1) it adopts the direct method for children and the translation method for adults. The main reason is that children's memory and receptivity are better than adults', and they are apt to acquire foreign languages naturally without any exclusion; while adults are better than children in understanding, so grammar explanation is more conducive to learning. (2) It attaches importance to pronunciation. Kojiro Matsumoto attaches great importance to phonetic learning. He believes that the fifty-tone chart is the foundation of Japanese phonetic rhyme, the root of Japanese and the embryo of grammar. (3) It attaches importance to grammar. Kojiro Matsumoto believes that grammar is second only to phonetics. If one does not learn grammar well, he cannot understand articles and discourse well, and the learners themselves cannot correctly choose words to make sentences. (4) Correcting learners' mistakes immediately after they are discovered. Kojiro Matsumoto deeply influenced by Streit.A believes that by correcting learners' mistakes quickly can impress learners with their own mistakes deeply and avoid fossilization of language learning.[4]¹³⁷⁻¹⁴⁵

Yoshiro Okakura is regarded as one of the representatives of the initial stage of Japanese English education. The formation of his foreign language teaching ideas is mainly influenced by Ollendorff and Wilhelm Viëter. In 1891, a Japanese school was opened in Jingcheng of Korea (today Seoul) with Koreans as the teaching object and Yoshiro Okakura was employed as a Japanese teacher to teach in this Japanese school, thus involved in Japanese education. Yoshiro Okakura's thoughts on English education are mainly embodied in his book *The Latest Teaching Method of Foreign Languages* and his thoughts on Japanese education are mainly influenced by the thoughts on English education. In this paper, the author combines the research results of Guan Zhengzhao, Pinggao Shiye and Takashi Kuizhiro, and summarizes Yoshiro

Okakura's thoughts on Japanese education as follows: (1) it attaches great importance to mother tongue and believes that mother tongue is the foundation of learning foreign languages. (2) It emphasizes that language learning from simplicity to complexity, from facts to abstraction, and from learners' known knowledge to unknown learning content. (3) It opposes the use of translation method to carry out language teaching and advocates teaching grammar by induction. (4) It attaches great importance to voice guidance. (5) It emphasizes that the significance of language learning lies in its instrumentality, and its purpose is to use the acquired language skills to learn other knowledge.

B. The Development Period of Japanese Direct Method

In the 1930s, as a part of increasing aggression and expansion, the Japanese government began to make great efforts to promote Japanese education and cultural colonization. In this context, the Japanese direct method has entered a rapid development period, and the specific reasons for contributing to its rapid development are as follows. (1) The Japanese direct method has been approved. At the "mandarin countermeasure and agreement conference" held in June 1937, delegates agreed with Ichiro Yamaguchi that Japanese teaching should begin with the direct method at least. In July of the same year, the Japanese Ministry of Education gave instructions on Japanese teaching methods abroad, which were even rarer. They believe that direct method should be adopted in Japanese teaching. (2) In order to better coordinate with the aggressive policy of the country, a unified Japanese education institution has been established at the national level. In August 1941, the Ministry of Education, Culture, Sports Science and Technology integrate the official and non-governmental Japanese educational institutions at home and abroad to establish the affiliated "Japanese education revitalization association".^{[8]¹⁵⁵⁻¹⁷²} Therefore, Japanese direct method has also entered a rapid development period during this period. In addition to Ichiro Yamaguchi, the main representatives of this period also include Dachu Zhengdu, Changzhao Zhixiong and Matsuoko Miping.

1) *Failure of Yamaguchi-type direct method and "fast-track teaching method"*: In the process of colonial education carried out by the Japanese government, Yamaguchi-type direct method has achieved good educational results in Taiwan and North Korea, but it has encountered "unconformity" in Northeast China. According to Bian Jiasheng and Jiang Qiao, the main reasons include: (1) compared with Taiwan and North Korea, which are regarded as part of Japanese territory: there is a lack of outside-classroom Japanese environment in Northeast China. (2) At that time, the Japanese language in Taiwan and North Korea has already been defined by Japanese colonists as the "national language" that must be used in daily life, and the learners are generally younger. Although Japanese education is compulsorily carried out in Northeast China, most of the learners are adults, so it is difficult to guarantee the learning time outside the classroom. (3) The Yamaguchi-type direct method requires all-Japanese teaching, which requires higher teachers. But at that time, many Chinese Japanese teachers

with outstanding Japanese ability in Northeast China become government officials, which results in a shortage of excellent teachers.

In view of the above situation, Dachu Zhengdu put forward the "fast-track teaching method" to carry out teaching practice in Northeast China and achieved success. "Fast-track teaching method" advocates: (1) it takes adults as the object and focuses on the acquisition of short-term learning effects. (2) The starting point of choosing the content of teaching materials is to ensure that learners can effectively and fully carry out language practice and publication, and pay attention to the refinement of content, ideological content and the frequency of daily use. (3) In order to ensure effective pre-class preview, besides classroom teaching materials, preview teaching materials with Chinese translation and annotation and explanations have been compiled for learners. (4) Pre-class preview is the premise of achieving good classroom teaching effect. It is strictly prohibited to use Chinese in classroom teaching, and follows the principle of concise teaching and more practice. Classroom time is mostly used for dialogue exercises and publication out of the teaching materials. (5) It adds words related to the content of each lesson to enable learners to practice more fully. Compared with the Yamaguchi-type direct method, the fast-track teaching method mainly focuses on adult-learners, explores how to achieve the results of Japanese teaching in a short time and does not exclude the role of mother tongue in Japanese learning.

2) *Matsuoko Miping's Japanese teaching methodology*: In 1893, Matsuoko Miping began five-year Japanese teaching activities while preaching and the teaching object was American missionaries, which was regarded as the beginning of Matsuoko Miping's Japanese education. Matsuoko Miping's educational achievements are as follows: (1) He is hired as the teaching and discipline director of the representative Japanese school established by Sakatani Yoshio who is the honorary principal and the then mayor of Tokyo. (2) Since 1914, an annual lecture on Japanese teaching methodology has been held, with the purpose of training and ensuring the teacher level in Japanese schools. (3) In 1921, Matsuoko Miping resigned from his position as the teaching and discipline director and established Matsuoko Japanese School. (4) Matsuoko Miping and his son cooperated with the Japanese Ministry of Education to supply teachers and compile teaching materials for Japanese colonial education of the Japanese government.

Like Ichiro Yamaguchi, Matsuoko Miping is a firm advocate of direct method teaching and advocate completely avoiding learners' mother tongue and using Japanese to carry out teaching. Unlike Ichiro Yamaguchi and others, the formation of Matsuoko Miping's Japanese education ideas and thoughts is mainly due to years of Japanese teaching practice. In 1936, the Japanese Language Teaching Method was published, in which Matsuoko Miping expounded his own principles about Japanese teaching. Because the research materials are limited, this paper elaborates on Matsuoko Miping's viewpoints on Japanese teaching methodology based on Jigang Yingxing^{[11]¹⁰³⁻¹²²} and Guan Zhengzhao's^{[12]¹⁴⁵⁻¹⁴⁸} research results and his views on Japanese teaching method are

mainly embodied in the following points: (1) Japanese teaching should cultivate learners' Japanese thinking ability. (2) Classroom teaching is carried out by the use of direct method: in addition, teaching materials with English grammar interpretations are distributed for learners' self-study. (3) It should pay attention to practice, follow the principle of from easy to difficult, from simplicity to complexity, and improve learners' Japanese level in an unlimited way. The concrete operating modes are as follows: ① carry out knowledge introduction through dialogue; ② put listening first, speaking later and understanding finally. On this basis, the practice of "reading" and "writing" is carried out sequentially.

3) *Naoto Nagasaki and "Nagasaki-type Japanese Teaching Method"*: From the Pacific War, World War II to the post-war renaissance, Naoto Nagasaki spends his whole life in Japanese education sticking to the consistent concept of education. Naoto Nagasaki serves as an assistant to British linguist Palmer H for a long time and is deeply influenced by Palmer. H's foreign language education thought and teaching method theory. During this period, Palmer.H introduces him to the American Embassy as a Japanese teacher. Under the influence of long-term Japanese teaching practical research and Palmer's foreign language teaching thought, Naoto Nagasaki forms the "Nagasaki Japanese teaching method" that has been accepted as an improved direct method or question-and-answer method by Japanese education circles in many countries, represented by the United States.

With regard to Japanese education, Naoto Nagasaki believes that learners should form Japanese thinking as much as possible through Japanese teaching and be able to exchange ideas in Japanese. However, the realization of this goal is closely related to the compilation of teaching materials and the choice of teaching methods. First of all, as for the compilation of teaching contents, the following points should be followed: (1) the compilation of teaching materials should take into account the factors such as learners' learning goals, learning time, ability, teacher training level and class arrangement. (2) Pay attention to every learner. In the compilation of teaching materials and the choice of teaching contents, we should consider the ability level of most learners, not only consider those with high quality and ability. (3) Develop learners' listening and speaking ability in the natural context. (4) The choice of the teaching material content should consider the frequency and scope of use in daily life. When it comes to content arrangement, it is necessary to proceed step by step, consider the difficulty of learners' acceptance and advance sentence pattern learning from easy to difficult. Second: about teaching methods. (1) It has the characteristics of oral method. Nagasaki-type Japanese teaching method is developed on the basis of Palmer. H's oral grammar. Therefore, ① it attaches importance to learners' pronunciation and language appearance; ② it also attaches importance to oral practice and imitation. (2) Do not avoid learners' mother tongue. Although only Japanese is used in classroom teaching, vocabulary and grammar books that are explained in the mother tongue are distributed for learners to review. (3) Question-and-answer method is used in classroom teaching activities. Sentence pattern introduction is conducted in a natural way of conversational question-and-

answer in the set scenario, and pays attention to introducing new content by using both learned vocabulary and sentence patterns.

C. The Renaissance of Japanese Direct Method

After World War II, Japan not only lost overseas colonies, but also its mainland was also occupied by the armed forces led by the United States. In this context, not only Japan's overseas Japanese education must stop, but also the Japanese education of domestic overseas students is in a stagnation state.^{[16][13]} This change of this situation took place in 1951 when the San Francisco Treaty was signed in September, which enabled Japan to gain independence and to rise rapidly after the war. In order to develop its economy and expand its national influence, Japan began to provide technical and economic assistance to Southeast Asian countries to receive overseas students. As a result, Japanese education revived and flourished after a short period of low tide in Japan after World War II. As a propulsive measure, the Japanese government has established the Tokyo Japanese School affiliated to the institute of language and culture and the Japanese school of the alumni international association in order to cultivate the Japanese ability of overseas students who study in Japan. At the same time, the Ministry of Foreign Affairs (equivalent to the Ministry of Foreign Affairs of China) has re-established the Ministry of Cultural Undertakings and the International Exchange Fund to actively promote Japanese education abroad.^{[16]¹⁴¹⁻¹⁴⁹}

The renaissance of Japanese education has promoted the research on Japanese direct method teaching. Naoto Nagasaki and Naoko Suzuki, as the main representatives of Japanese direct method after the war, have made great contributions to the development of Japanese education and Japanese direct method. For example, Naoto Nagasaki holds public lectures on Japanese teaching methods every summer in order to improve the teaching level of Japanese teachers.^{[13]⁶}

As the Nagasaki-type Japanese teaching method has been elaborated above, it will not be repeated here. Naoko Suzuki entered the international alumni association in 1936, from then on, he began his Japanese education career. After the resumption of the Japanese education career of the international alumni association in 1951, Naoko Suzuki returned to the international alumni association to engage in Japanese education again. During this period, the Japanese Conversation (translated by the author, originally named "NIHONGO NO HANASIKATA") and Japanese Reader (1-4) written by him and teaching materials compiled by Naoto Nagasaki were widely used at home and abroad for a long time, which had a wide impact.^{[5]¹⁰⁴⁻¹⁰⁵} Afterwards, Naoko Suzuki compiled the teaching material Japanese (1-3) based on Japanese Conversation. Ito Fangzhao believes that these three volumes of Japanese teaching materials reflect Naoko Suzuki's intention to break the stereotype of previous teaching materials and compile new teaching materials. In addition, the auxiliary teaching materials matching with three volumes of Japanese teaching materials include vocabulary books, exercise books, Chinese characters teaching materials and audio-visual textbooks etc.

The author will elaborate on Naoko Suzuki's teaching philosophy of Japanese direct method based on the three volumes of Japanese and the research results of Suzuki Sakai. Naoko Suzuki's direct method philosophy is influenced by Fries. C's audiolingual method to a certain extent that emphasizes that listening and speaking are the priority in language learning and that pays attention to the acquisition of structural features of language by students in the process of language practice and use. Its philosophy is as follows: (1) it attaches importance to sound learning, with special audio teaching materials and phonetic learning stages. (2) It emphasizes that language learning should be from concrete to abstract in content expression and from near too far in spatial indication. The learning content of middle and advanced stage covers daily life, literature, culture, society, science and other aspects. (3) The learning goal of the primary stage is to master the basic Japanese structure, and the content is mainly about the specific people and things; the learning goal of the middle and advanced stage is to cultivate the learners' Japanese thinking ability and the ability to live and learn in Japanese. (4) It attaches importance to sentence pattern learning and incorporates Japanese structural features into sentence pattern expression. (5) Learners' learning and understanding of sentence patterns emphasize habit formation and situational understanding. The habit formation means of sentence pattern expression are mainly imitation, memory, substitution, replacement and application expansion. Then, the deep understanding of sentence pattern and grammar knowledge is carried out in the practice of question-and-answer sentences or articles with situations. (6) It pays attention to listening and speaking exercises. Introduction and exercises should be completed in the oral way, followed by reading and writing.

III. RECOGNITION OF THE DEVELOPMENT OF JAPANESE DIRECT TEACHING METHOD

The preceding part of the text combs the development and changes of Japanese direct teaching method from the end of the 19th century to the middle of the 20th century from the time dimension. It emphatically elaborates on the characteristics of direct teaching method in the three development stages and the viewpoints and ideas of the main representatives in this time context. However, we can see the following characteristics of the development and evolution of Japanese direct method in this period from different perspectives once again.

A. Political Perspective: Implementing National Soft Power and Promoting International Understanding

The "real world" is unconsciously established on the linguistic habits of a community to a great extent... What we see, what we hear and experience acquired in other ways is mostly based on some presupposition in the language habits of our society. Sapir's remark reflects the important relationship between language, culture and psychology. Through long-term field research, his student Wolf believes that Hopi grammar is intrinsically related to Hopi culture and there is an internal connection between the grammar of European language and "Western" or "European" culture, thus indicating that the concepts of "time", "space" and "material" are partly

determined by the structure of a particular language, and that there is a close relationship that can be tracked between cultural and behavioral norms and the main language forms.^{[20]132}

The teaching practical activities carried out by Japanese educators such as Ichiro Yamaguchi, Mihiko Matsuyama and Naoko Suzuki and the teaching concept proposed by them are the best commentary on Sapir's and Wolf's viewpoints. They all advocate the cultivation of learners' Japanese thinking ability that can help learners to better understand Japanese culture and Japanese spirit. Of course, the above-mentioned viewpoints of Japanese scholars are to help the Japanese government carry out cultural colonization when it invades and expands overseas, which is what we should criticize and take precautions against. In the current peacetime, it contributes to the Japanese government to promote its own "soft power" and assists learners to understand different cultures and expand their international visions. At the same time, it also has active role in enhancing the international understanding of today's world.

B. Theoretical Perspective: The Connotation of Japanese Direct Method Is Constantly Enriched with the Development of the Times

The development of Japanese direct method reflects that Japanese direct method is not completely different from the current definition of foreign direct method in academic circles, and its connotation has been enriched with the development of the times from the day of its formation. The formation of Japanese direct method is based on the criticism of translation method, and its continuous development is to achieve effective classroom teaching and promote the development of learners. As Naoto Nagasaki pointed out, Japanese direct method is different from general direct method elaborated by Fries. C, but is an improved direct method. [19]⁹⁶

In the process of continuous improvement and development of Japanese direct method, there is no doubt that the practical efforts and theoretical contributions made by Japanese native scholars themselves, but it is more important to emphasize that the contributions of foreign language teaching theories in Europe and America cannot be ignored. These theories include the early Gouin's method, Ollendorff's Method, Fietto's spoken language teaching and the oral method and the audiolingual method that have exerted great influence in the world foreign language educational circle. Today, Japanese direct method still continues to draw on new theoretical achievement of foreign language education, such as the teaching center of overseas students' Japanese at Tokyo University of Foreign studies drew relevant teaching ideas from the communicative language teaching approach (CCLT) in the construction of Japanese direct method teaching mode.

C. Teaching Perspective: Taking Learners as the Starting Point to Realize Effective Classroom Teaching and Promote Learners' Development

As mentioned above, the impetus for the continuous development of Japanese direct method lies in the realization of effective classroom teaching to promote learners'

development. Today's foreign language education theory has developed to the situation where is guided by constructivism and learning situation theory. When we reexamine the various theoretical viewpoints in the development of Japanese direct method on the basis of today's foreign language teaching theory, we will find that some of the theoretical viewpoints at that time are quite forward-looking: (1) direct method teaching should be able to cultivate learners' Japanese thinking ability, and Ichiro Yamaguchi advocates that learners should be trained to have Japanese spirit and understanding Japanese culture through Japanese learning (it needs to be emphasized that in the background of the times, Ichiro Yamaguchi's idea is mainly for the Japanese government to carry out the idea of imperialization and cultural aggression)[13]³⁴, which reflects that a major goal of foreign language teaching or learning is to train learners to understand the culture of the target language and learn to think in the target language. (2) Pay attention to every learner from the actual situation of the learner. For example, Yoshiro Okakura advocates that language learning should proceed from learners' "known knowledge"; Dachu Zhengdu proposes a fast-track Japanese teaching method in practice based on the characteristics that the learners are adults; Naoto Nagasaki emphasizes that the quality and learning purpose of learners should be taken into account in the compilation of teaching materials, and the selection of teaching materials should be based on the ability level of the vast majority of learners, and the arrangement and choose of content should consider the difficulty of the learners and emphasize gradual progress. Similarly, it should be pointed out that Ichiro Yamaguchi advocates conducting individualized instruction through the launch of individual teaching,[27]¹⁶⁰ and the author believes that this idea is not different from the "individualized learning" advocated by the educational circles today. (3) Focus on the situationality of language learning. If Ichiro Yamaguchi asks for Japanese style in language learning classroom arrangement, Naoto Nagasaki will emphasize that exercises should be carried out in the set scenarios, while Naoko Suzuki also advocates that situationality should be noticed in the sentence pattern exercises. (4) Emphasize the communicative efficiency of language, avoid mother tongue and give priority to listening and speaking in classroom teaching, which reflects the general characteristics of the whole Japanese direct method teaching. Of course, this is also to achieve effective classroom teaching.

IV. ENLIGHTENMENT FROM THE RESEARCH ON THE DEVELOPMENT OF JAPANESE DIRECT TEACHING METHOD

The preceding part of the text re-examines the formation and development of Japanese direct method and reaches three characteristics from different perspectives. However, the author deems that these three characteristics have certain enlightenment significance for us to carry out foreign language teaching and even the teaching Chinese as a foreign language today.

A. Foreign Language Teaching Should Concentrate on the Cultivation of Learners' Multicultural Understanding

Multicultural understanding is a kind of understanding and respect for each other's cultures on the basis of recognizing

differences, and it is imperative to realize that cultures interact and complement each other. Such multicultural understanding is more conducive to facilitating peaceful and friendly exchanges between countries and between nations in the era of globalization than the understanding of different cultures. Therefore, concentrating on the cultivation of learners' multicultural understanding will ultimately be conducive to the cultivation of foreign language talents with global awareness and vision. The author deems that the following aspects should be done to cultivate students' multicultural understanding: (1) to cultivate students' cultural self-confidence to make them understand their own culture. (2) To cultivate students' understanding of different cultures in the process of language learning to make them understand and respect the target culture. (3) To enable students to understand the differences between native culture and target culture and recognize the excellence of different cultures through language learning, and ultimately develop students into talents with international vision and multicultural inclusiveness.

B. Foreign Language Teaching Should Be Learner-centered

Constructivism learning theory believes that learners are the center of learning activities and advocates keeping a watchful eye on learners and the situationality of knowledge learning, which has increasingly become the consensus of educational researchers and teachers. There is no doubt that foreign language teaching or learning is no exception. On account of this, the author deems that: (1) the choice of foreign language teaching mode and method should be based on learners. As suggested by Yoshiro Okakura, foreign language teaching should proceed from learners' "known knowledge" and fully take into full account learners' cognitive starting point, learning interest and learning purpose and others. (2) "Learner-centered" is also reflected in the ultimate goal of foreign language teaching is to promote the development of learners. The author deems that one of the manifestations of this development is that learners can have the thinking ability of the target language, the awareness and ability of multicultural understanding, and the globalization vision through foreign language learning. (3) Taking learners as the center of learning activities is also reflected in individualized foreign language learning. As Ichiro Yamaguchi pointed out that individual teaching is carried out for individualized teaching. With the rapid development of information technology nowadays, many advanced technologies have been applied to foreign language classroom teaching, which also has created external conditions for the individualized foreign language teaching. (4) The situationality of language learning should be considered in foreign language learning. Because foreign language learning occurs in non-target language learning environment, to create learning scenarios that are conducive to the use of the target language is very important for learners to acquire the target language. As mentioned above, Ichiro Yamaguchi requires that language learning classes should be decorated in Japanese style, while Naoko Nagasaki and Naoko Suzuki both advocate sentence pattern practice in certain situations, which reflects the importance of scenarios for foreign language learning.

C. Foreign Language Teaching Should Cultivate Learners' Language Communicative Competence

The primary expression of language communicative competence is to be able to communicate smoothly with people, however, the key to smooth communication lies in the understanding of the cultural customs of the target language and the smooth expression of the language. Ichiro Yamaguchi and other Japanese scholars advocate that learners should be able to understand Japanese culture through Japanese learning, which actually reflects the interdependence between language and culture. As for the relationship between language and culture, many scholars have discussed. Sapir indicates that the key to correct understanding of these words is to understand the culture behind them through his vocabulary research of Navajo and Apache.[23]¹⁵¹ When expounding the national characteristics of language, Humboldt also pointed out that "a language is constructed entirely by the nation to which it belongs".[24]⁷⁶ From the relationship between language and culture, it can be seen that foreign language learning is not purely language learning, but also embraces the learning and understanding of the culture behind the target language. On account of this, Wen Qiufang believes that culture teaching should be launched from four dimensions: theme, discourse, and context and language ontology.[25]^{1-7,13} In the study of language ontology, foreign language classroom teaching should concentrate on giving priority to the cultivation of learners' listening and speaking abilities in the context of the target language, and on the balanced development of the four skills of listening, speaking, reading and writing on the premise of cultivating learners' multicultural understanding. In the context of the target language, learners should avoid the use of their mother tongue, which is helpful for learners to understand the expression forms of the target language.

D. The Application and Development of Foreign Language Teaching Theories Should Be Based on Native Land

Nowadays, with the continuous development of foreign language teaching theories, Japanese direct teaching method still retains its youth and is widely used in Japanese classroom teaching practice both at home and abroad. From the development of Japanese direct teaching method, it can be seen that the key to the vitality of Japanese direct teaching method is that many Japanese scholars, such as Ichiro Yamaguchi, Kojiro Matsumoto and Dachu Zhengdu, have been based on the teaching front line in the long-term Japanese teaching practice, and constantly improve and promote the development of Japanese direct teaching method starting from the actual situation of Japanese teaching and learners. Today, new foreign language teaching theories and methods, such as task-based teaching, have been widely tried and applied. As a key position of Japanese education, Tokyo University of Foreign Studies has further enriched and perfected the connotation of Japanese direct teaching method. At the same time, it has put forward Japanese direct teaching method model under the background of the new era and further emphasized that the teaching method attaches importance to the characteristics of oral expression and communication. Foreign stones may serve to polish domestic jade, the development process of Japanese direct teaching method shows that only when foreign language teaching theories or teaching methods

are based on the native land and realize the localization development, can they really retain vitality. Meanwhile, they also can improve the effect of foreign language teaching and promote the development of learners.

V. CONCLUSION

This paper intercepts the period from the end of the 19th century to the middle of the 20th century from the time dimension, and analyses the development and changes of Japanese direct method in overseas and in Japan in this period of time, which believes that Japanese direct method is different from foreign language direct teaching method in the usual sense. As Naoto Nagasaki said, Japanese direct method is a continuous "improved direct method" to promote the development of learners. Many above-mentioned Japanese educators' researches and teaching practical activities have promoted the continuous enrichment and development of the "improved direct method" connotation. Up to this day, many Japanese educational institutions in Japan and Japanese majors in Chinese colleges and universities still adopt Japanese direct method to carry out classroom teaching, and the reason is that Japanese educators have precisely grasped the "change" and "invariability" in foreign language teaching. In the process of promoting the enrichment and development of Japanese direct method connotation, they constantly take "how to promote the development of learners" as the starting point, and explore how to realize effective classroom teaching to better cultivate learners' intercultural communicative competence and Japanese thinking. The reason for the continuous development of Japanese direct method is of great referential importance to our Japanese today and even to the whole foreign language teaching. First of all, in the today of globalization, foreign language teaching should cultivate learners' target language thinking ability and multicultural understanding that make learners can know and understand the target language culture on the premise of "self-confidence of native culture", so as to better promote understanding and friendly exchanges between countries. Second, we should not blindly believe new foreign language teaching methods and fashionable technology in order to achieve effective foreign language classroom teaching. The application of teaching theories and methods should be based on the native land and teaching line and should be "people-oriented". Meanwhile, it should start from learners and accurately grasp the cognitive starting point and learning demands of learners in foreign language learning, so as to carry out foreign language classroom teaching design and teaching.

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