

Cultivation of Cross-cultural Awareness in Japanese Teaching in Higher Vocational Colleges

Contemporary Education and Teaching Research
2022, Volume 3(1)20-22
DOI: [10.47852/bonviewCETR2022030104](https://doi.org/10.47852/bonviewCETR2022030104)



BON VIEW PUBLISHING

Bingqing Zhao^{1,*}

¹Department of Aviation Services, Liaoning Vocational College of Light Industry, Dalian, China

Abstract: There are many cultural similarities between China and Japan, but there are also many differences. In the process of Japanese teaching in contemporary higher vocational colleges, whether teachers can cultivate students' cross-cultural awareness in Japanese teaching and enable students to learn Japanese from the perspective of cultural differences and cross-cultural communication is of great help to cultivate students' cross-cultural awareness and improve their Japanese learning ability. This paper will summarize and explore the cultivation of cross-cultural awareness in Japanese teaching in higher vocational colleges.

Keywords: Japanese teaching; Cross-cultural awareness; Sino-Japanese culture

1. Introduction

It is the sum total of material wealth and spiritual wealth formed by cultural people in the process of understanding and transforming the world, while the languages of different countries and nations bear their cultures. Therefore, in Japanese teaching, it is difficult to grasp the essence of Japanese flexibly if we only learn the language unilaterally and neglect the understanding of the cultural inside the language. Cross-cultural awareness refers to the ability to accept other countries' languages and cultures based on a rational and inclusive attitude after recognizing the cultural phenomena of differences and conflicts between our own culture and other cultures. Therefore, in the process of Japanese teaching in higher vocational colleges, attention should be paid to cultivating students' cross-cultural awareness, which can not only improve students' Japanese learning efficiency, but also enable students to rationally look at the cultural differences between China and Japan and deepen their understanding of Japanese culture, so that students can learn and use Japanese from the perspective of cultural exchange.

China and Japan belong to the East Asian cultural circle, and there are many similarities in culture, but there are also some differences. The formation of this cultural difference is related to many factors such as history and geography. However, in the process of Japanese teaching in higher vocational colleges, in order to cultivate students' cross-cultural awareness, we should not only focus on the similarities between the two cultures, but also take into account many cultural differences between the two countries. Therefore, in the process of teaching, teachers can fully combine the geography, history, culture and national thinking of the two countries to summarize and compare the characteristics of Chinese and Japanese cultures, so that students can rationally look at Japanese culture, gain insight into the strengths of Japanese culture, criticize the shortcomings of Japanese culture, and rationally look at cultural differences in a dialectical way, so as to cultivate students' cross-cultural awareness [1].

2.2 Suitability principle

The core purpose of cultivating cross-cultural awareness in Japanese class is to lead students to understand the cultural differences between China and Japan and improve students' cross-cultural communication ability, so that students can learn Japanese better. However, in the process of teaching, teachers

2. Principles of Cultivating Students' Cross-cultural Awareness in Japanese Teaching in Higher Vocational Colleges

2.1 Contrastive principle

Corresponding Author: Bingqing Zhao. Department of Aviation Services, Liaoning Vocational College of Light Industry, Dalian, China

Email: tsing.1990@163.com

©The Author(s) 2022. Published by BON VIEW PUBLISHING PTE. LTD. This is an open access article under the CC BY

License (<https://creativecommons.org/licenses/by/4.0/>).

should avoid blindly explaining Japanese culture. Instead, on the basis of determining that teaching can meet the socialist core values, they should take students to systematically understand Japanese culture from a cross-cultural perspective, and combine the teaching materials with other teaching materials. Secondly, the cultivation of cross-cultural awareness is essentially to help students master Japanese knowledge and improve their ability to use Japanese. Therefore, it is necessary to adapt to the actual situation of the major and pay attention to explaining the cultural differences in life, social interaction, thinking and lifestyle between China and Japan to students, which will help to improve students' comprehensive quality [2].

3. Strategies of Cultivating Students'

Cross-cultural Awareness in Japanese Teaching in Higher Vocational Colleges

3.1 Pay attention to the breadth and depth of cultural differences between China and Japan.

Cultural differences between Chinese and Japanese cultures are reflected in all aspects, but there are some similarities between them. When cultivating students' cross-cultural awareness through Japanese teaching, we should grasp the breadth and depth of Sino-Japanese cultural differences. That is, help students understand some distinctive and representative features of Sino-Japanese culture, so that students can understand the cultural differences and compare Chinese and Japanese cultures to a certain extent from a more macroscopic perspective, which can not only arouse students' interest, but also lay a foundation for cultivating cross-cultural awareness. Therefore, in Japanese teaching, teachers can lead students to understand the cultural differences between China and Japan from a broad perspective from the aesthetic cultural differences between China and Japan.

Among them, the biggest difference between China and Japan in aesthetic culture is sense of things and sorrow of things. The so-called sense of things is an important part of Chinese aesthetic culture, which refers to the emotional changes caused by a touch of things on people's hearts, while sorrow of things is a kind of empathy generated when describing the natural environment. That is, feeling the scene, and most of the time, sorrow of things is full of seclusion. Two different aesthetic cultures have created great differences between the two countries in culture, especially in literary creation. Chinese literary creation under the sense of things emphasizes expressing ambition and more social responsibilities, and at the same time pays attention to the

concept of harmony between man and nature, while literary creation under the sense of things emphasizes more emotions, and in the view of Japanese culture, seasonal changes and changes in the growth law of all things can be connected and induced with inner thoughts. Under this aesthetic culture, Besides the differences in aesthetic culture, there are many similarities and differences in tea culture between China and Japan. Therefore, in Japanese teaching, teachers can explain to students the major differences between Chinese and Japanese cultures in teaching activities, so that they can understand the differences and differences in some core aspects of the cultures of the two countries from a macro perspective, thus enhancing students' interest in learning through teaching extension, enabling students to understand cultural differences from a broad perspective, and thus laying the foundation for cultivating students' cross-cultural awareness.

3.2 Pay attention to optimizing the course arrangement.

Japanese teaching in higher vocational colleges in China mainly involves basic Japanese, Japanese listening and speaking, Japanese writing, etc. In this case, teachers need to use limited time to help students better master Japanese knowledge. However, for the cultivation of cross-cultural communication awareness, it is difficult for teachers to effectively cultivate students' cross-cultural awareness only by relying on the existing class hours, which will undoubtedly limit students' deep mastery of Japanese. Therefore, in the process of implementing Japanese teaching, we should fully combine the actual situation, and hold a course related to Chinese and Japanese cultures every month. The course content can cover the differences in living habits, aesthetic taste, national character and so on between China and Japan. This advantage lies in that students can have a systematic understanding and comparison of the cultures of the two countries through certain courses. After systematically understanding the differences and differences between Chinese and Japanese cultures, students can learn Japanese more easily. In addition, in the students' spare time, students in the class can also be organized to set up corresponding study groups. The groups need to know the business etiquette, life etiquette and way of thinking of China and Japan in their spare time, and make corresponding summary after understanding, and sum up and share the learning results of the study groups in Japanese class, which can not only improve students' cross-cultural awareness, but also significantly improve students' comprehensive quality.

3.3 Pay attention to the innovation of teaching methods.

In the past, Japanese learning methods in higher vocational colleges mainly focused on reading, writing and memorizing, and teachers' preaching and indoctrination. Under such circumstances, it is naturally impossible to cultivate cross-cultural awareness. Therefore, it is necessary for Japanese teachers to improve teaching methods in the process of Japanese teaching, so as to ensure the integration of Japanese teaching and the cultivation of cross-cultural awareness, so that while helping students master Japanese knowledge, students can understand the cultural differences between the two countries in daily teaching [4]. For example, after the teaching activities are carried out, some Japanese words with the same meaning as Chinese words but different cultural angles are interpreted at the cultural level, so that students can not only master the meaning and grammar of words, but also understand their inherent cultural meaning. And there are many euphemistic words in Japanese, which are used relatively frequently. Euphemistic words in Japanese reflect the introverted part of Japanese character. Therefore, when teaching Japanese, we can use these euphemistic words to interpret Japanese character and thinking mode, and compare them with Chinese, so as to show some differences in culture and character between the two peoples through words and sentences, so that students can understand cultural differences more directly.

4. Conclusion

All in all, in Japanese teaching in higher vocational colleges, we should not only pay attention to the study of basic language knowledge, but also pay attention to the cultivation of students' cross-cultural awareness, which will help to improve students' Japanese learning ability and comprehensive quality, thus providing support for their future career path.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

References

- [1] Xu Zhoulian. Cultivation of students' intercultural competence in Japanese teaching in higher vocational colleges under the background of ideological and political courses-Take General Situation of Japan course as an example [J]. *New Curriculum Research*, 2021,(36):17- 19.
- [2] Cui Xuelian. Analysis on the cultivation of intercultural communicative competence in Japanese teaching in higher vocational colleges [J]. *Journal of Liaoning Higher Vocational College*, 2021,23(8):63-66.
- [3] Xu Juan. Exploration of the application of experiential teaching method in Japanese teaching in higher vocational colleges [J]. *Journal of Yanbian Institute of Education*, 2021,35(4):90-93.
- [4] Zhang Lu. Exploring the application of experiential teaching mode in Japanese teaching practice in higher vocational colleges [J]. *Knowledge Library*, 2021,(11):70-71.