

Innovative Strategies for Training Models of Intercultural Communicative Competence in Japanese Teaching

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Abstract: As an important content of the school education system, Japanese helps to cultivate Japanese talents. The goal is to cultivate students' cross-cultural communicative competence, promote the innovation of Japanese teaching mode, and improve the quality of Japanese teaching. In this regard, based on the insufficiency of cross-cultural communicative competence training in Japanese teaching, the innovative value of cross-cultural communicative competence training model in Japanese teaching is analyzed, and the innovative path of cross-cultural communicative competence training model in Japanese teaching is proposed.

1. Introduction

Under the guidance of the “One Belt, One Road” strategy, China's frequent exchanges with international trade have made the cultivation of Japanese talents more important. The Japanese teaching model based on the cultivation of cross-cultural communicative competence can point out the direction for Japanese teaching innovation, improve the quality of Japanese teaching, cultivate Japanese talents for social development, and promote the strategic thinking of the “Belt and Road” with the strength of talents. The implementation of this policy will strengthen our country's comprehensive national strength. Therefore, in the Japanese teaching practice, it is important to pay attention to the cultivation of students' cross-cultural communication ability, so as to achieve the effective mode of Japanese teaching practice.

2. Issues in the Cultivation of Intercultural Communicative Competence in Japanese Teaching

2.1 The Japanese Teaching Model is Single

In the practice of Japanese teaching, students integrate into it to improve their Japanese language output ability, so that students can better use Japanese information to explain their own ideas and opinions. From the current situation of Japanese teaching, there is a backward problem in Japanese teaching, which makes the Japanese teaching model single, which is not conducive to the students to learn Japanese knowledge well. For example, some teachers still attach importance to the transmission of Japanese vocabulary, Japanese grammar and other information, and the teaching method is single, which makes students passive in the learning of knowledge, which is not

conducive to the cultivation of students' Japanese language output ability. At the same time, under the background of educational informationization, the existence of insufficient use of modern technology and methods in Japanese teaching also affects the cultivation of students' cross-cultural communication skills.

2.2 Lack of Penetration of Cultural Content

In the practice of Japanese teaching, teachers pay more attention to the transmission of Japanese information and ignore the integration of cultural content. This is not conducive to the improvement of students' Japanese comprehension ability, but also affects the cultivation of students' Japanese intercultural communication ability. For example: In Japanese language teaching, the integration of Japanese cultural information and humanistic information is insufficient. At the same time, some teachers pay more attention to the integration of Japanese culture in the cultural integration, and rarely integrate into the localized culture. This is not conducive to the cultivation of students' cultural self-confidence, and the results of Japanese teaching practice are not high.

3. The Innovative Value of the Intercultural Communicative Competence Training Model in Japanese Teaching

3.1 Optimize Japanese Teaching Mode

In Japanese teaching, emphasis is placed on the cultivation of students' cross-cultural communicative competence. Based on the current situation and problems of Japanese teaching, the Japanese teaching model should be re-adjusted to give full play to the cultural cultivating nature of Japanese teaching, thereby fostering students' cross-cultural communicative competence and realizing the Japanese teaching model. The purpose of optimization. On the one hand, promote the innovation of Japanese teaching concepts, practice the concept of quality education, and promote the integration of multiculturalism into Japanese teaching under the guidance of the One Belt One Road strategic thinking, enhance the inclusiveness of Japanese teaching, use Japanese teaching methods, and promote the transmission of multiple information. It enables students to acquire both Japanese vocabulary and grammatical information, as well as humanistic information in Japanese teaching, to help students grow; on the other hand, to innovate Japanese teaching methods, provide students with a Japanese cross-cultural communication platform, and enable students to use the Japanese language. Enhance students' Japanese language practice ability, so as to cultivate students' cross-cultural communicative ability.

3.2 Cultivate Students' Core Literacy

The Japanese teaching model oriented towards the cultivation of cross-cultural communicative competence helps the cultivation and improvement of students' core literacy. In Japanese teaching, cultural information and humanistic information are integrated into it, which can enrich the content of teaching, visualize Japanese words and grammar information under the support of culture, and facilitate the understanding and application of students, and provide students with a cultural perspective. Create a language situation for students to output language, which can cultivate students' independent learning ability, language practice ability, cooperation ability, inquiry ability and problem-solving ability, and provide guarantee for students' core literacy.

4. Innovative Path of Intercultural Communicative Competence Training Model in Japanese Teaching

4.1 Changing Teaching Concepts

In Japanese teaching, the cultivation of students' cross-cultural communicative competence can be realized by changing the concept of Japanese teaching. First, review the current deficiencies of Japanese teaching, and take the cultivation of students' cross-cultural communication skills as the guide, establish the concept of humanistic Japanese teaching, and promote the good implementation of Japanese teaching. Secondly, in Japanese teaching, take cross-cultural communicative competence as the goal of Japanese teaching, strengthen the awareness of the cultivation of cross-cultural communicative competence, and make teachers and students realize the importance of cultivating students' cross-cultural communicative competence, and take this as an opportunity. Under the vision of multicultural integration, we will create a cross-cultural communication platform for students to promote the cultivation of students' cross-cultural communication skills. Finally, establish a Japanese networked teaching thinking, promote the use of modern technology in Japanese teaching, such as multimedia tools, use multimedia tools to develop interesting and contextual Japanese teaching activities, so that students can integrate into Japanese teaching and obtain more Japanese language information.

4.2 Enriching Teaching Content

The cultivation of students' intercultural communicative competence in Japanese teaching can be realized by enriching the content of Japanese teaching. Through the enrichment of Japanese teaching content, the integration of diverse Japanese, cultural and other information is promoted, and the Japanese teaching content is more targeted, so as to strengthen student education and guidance, and provide guarantee for the cultivation of students' cross-cultural communication skills. First of all, pay attention to the use of Japanese culture, enrich Japanese information with Japanese culture, and enhance students' understanding of Japanese teaching information. For example: attach importance to the integration of cultural information such as customs and humanities, and use cultural information to enhance students' language practice ability. Secondly, attach importance to the use of local culture in Japanese teaching, take local culture as the guide, explore Japanese cultural information, carry out cultural comparison activities, promote students' cognition of local culture, and also give play to students' subjective initiative to shoulder the important task of cultural inheritance. Finally, it pays attention to the integration of life information and takes culture as the direction to carry out Japanese language communication activities, so that students can base themselves on life, use Japanese information to explain their own views and ideas, and then realize the effective training of students' cross-cultural communication skills.

4.3 Innovative Teaching Methods

The Japanese teaching model oriented towards the cultivation of students' cross-cultural communicative competence can provide students with a platform for Japanese language communication and information acquisition through innovative Japanese teaching methods, give full play to the subjectivity of students, promote good learning of language information, and improve Japanese The quality of teaching implementation. For example: using the flipped classroom teaching method, based on its teaching characteristics, based on the network platform, to develop and design online Japanese teaching activities, including students' autonomous learning stage, autonomous language information application stage, language information practice stage, etc.,

to promote students' Master the teaching information of Japanese. In classroom teaching, teachers carry out Japanese Japanese teaching activities based on the actual situation of online Japanese teaching, including Japanese group discussion activities, Japanese contextual teaching activities, Japanese language, cultural exploration activities, etc., so that students can acquire Japanese under the guidance of teachers Information and cultural information, deepen students' understanding of Japanese teaching information and use Japanese language, so as to achieve the innovative purpose of Japanese teaching methods and improve the results of Japanese teaching practice, helping to cultivate students' cross-cultural communication skills. In the innovation of Japanese teaching methods, there are multiple teaching methods that can be used, including introduction teaching methods, debate teaching methods, case teaching methods, etc. Teachers use these teaching methods according to the specific mode of students' cross-cultural communication ability training, and then train students Core literacy.

4.4 Extend the Teaching Carrier

In Japanese teaching, the carrier of Japanese teaching is extended to help the cultivation of students' cross-cultural communicative competence. For example: relying on the network platform to develop a network of Japanese teaching carriers to create a Japanese teaching space on the Internet, including Japanese resource information (covering Japanese culture, Japanese textbook teaching content, Japanese life content, etc.), Japanese practice space (creating multiple Japanese spaces , Living space, workplace space, etc.), leading students to practice Japanese language, enabling students to acquire, analyze, practice, discuss, and explain Japanese information in a diverse Japanese teaching space, thereby demonstrating the significance of the cultivation of students' cross-cultural communicative competence in Japanese teaching .

5. Conclusion

The innovation of the training model of cross-cultural communicative competence in Japanese teaching is guided by the cultivation of students' cross-cultural communicative competence, promotes the innovation of Japanese teaching, optimizes the Japanese teaching model, improves the quality of Japanese teaching, and provides guarantees and enhancements for students to learn Japanese well. Students' humanistic literacy promotes students' recognition of culture, improves students' ability to communicate in culture, and enables students to learn Japanese effectively, thus demonstrating the value of innovation in Japanese teaching practice.

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