

Strategies for Cultivating Intercultural Communication Ability in Japanese Language Teaching in Universities

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Abstract: With the vigorous implementation of China's opening-up policy, Japanese language teaching in universities has become an important component of the education industry. How to effectively cultivate high school students' cross-cultural communication skills has become an important research topic for high school schools. At present, Japanese language teaching in universities is easily influenced by traditional educational concepts, with teaching models biased towards tradition and unreasonable arrangements for cross-cultural communication activities. In view of this, the author delves into the main content of Japanese language teaching and cross-cultural communication in universities, elaborates on the prominent issues in cultivating high school students' cross-cultural communication abilities in Japanese language teaching, and proposes various teaching strategies for educational staff to refer to and learn from.

1. Introduction

Currently, China and Japan have increasingly frequent exchanges in various aspects such as economy and culture, making the country increasingly in need of high-quality and high-quality Japanese language professionals. Universities are the cradle for cultivating professional Japanese language talents. In order to meet the needs of society and the country in the future employment of high school students, it is necessary to focus on cultivating their practical application ability in the process of Japanese language teaching. On the basis of imparting theoretical knowledge, relevant knowledge points about Chinese and Japanese culture should be infiltrated, thereby promoting the improvement of high school students' cross-cultural communication ability.

2. On Japanese language teaching and cross cultural communication in universities

2.1. Japanese language teaching in universities

The so-called cross-cultural communication ability mainly refers to the ability of different countries, regions, and ethnic groups to communicate and exchange smoothly. Specifically, cross-cultural communication skills require language communication with other ethnic groups, regions, and countries, as well as understanding the customs, values, language taboos, and other aspects of the language and culture of other ethnic groups, regions, and countries. That is to say, cross-cultural

communication is related to many aspects such as language, values, cultural ideas, etc.[1] The main purpose of cultivating high school students' cross-cultural communication skills in Japanese language teaching in universities is to avoid cultural conflicts between China and Japan, ensure friendly communication between both parties, promote mutual cooperation, and achieve a win-win situation.

2.2. Main content of cross-cultural communication

The teaching content on cross-cultural communication in Japanese mainly revolves around two areas: cross-cultural and communication. Firstly, in Japanese language teaching in universities, teachers need to cultivate the humility of high school students, give each other the right to speak during communication, and pay attention to civilized language and communication expressions, so that each other can receive the necessary respect, in order to promote the communication relationship between both parties. Secondly, teachers need to improve the communication skills of high school students, enable them to understand the life, habits, hobbies, and many other aspects of their communication partners and integrate them into communication to bring them closer to each other., For example, in business meetings, fully understanding each other's preferences can promote the success of cooperation and bring them closer together. Finally, teachers need to train high school students' adaptability in Japanese teaching in colleges and universities. To maintain a high level of sensitivity in communication, high school students need to fully understand the differences between Chinese and Japanese cultures, timely identify sensitive words in communication, and resolve awkward situations through reasonable means to ensure smooth communication [2].

3. On the factors influencing the cultivation of high school students' cross cultural communication ability in Japanese language teaching in universities

3.1. The teaching mode is influenced by traditional concepts

The cultivation of cross-cultural communication skills among high school students in Japanese language teaching in universities is a gradual process. Due to the influence of traditional concepts in the teaching mode, teachers have the problem of valuing theory over practice. Japanese is a language discipline, and teachers mainly cultivate high school students' Japanese learning abilities through listening, speaking, reading, writing, and translation. Among them, teachers pay more attention to the reading and writing aspects of high school students, and tend to impart theoretical knowledge to them. There is a certain degree of neglect in the explanation of listening, speaking, and translation, which leads to the inability of high school students to fully apply their theoretical knowledge to practical life and effectively improve their communication skills. Furthermore, universities place too much emphasis on exam taking abilities.[3] At present, language subjects such as English and Japanese require qualification certificates to prove the language abilities of high school students and the quality of language subjects in universities. This has led to universities paying too much attention to the explanation of theoretical knowledge, and high school students' learning goals will also be placed on the exam, without paying attention to cultivating their comprehensive abilities.

3.2. The teaching ability of Japanese teachers needs to be improved

At present, the teaching ability of Japanese language teachers in most universities needs to be improved. In Japanese language teaching, the development of cross-cultural communication teaching is relatively slow, and teachers tend to mistake the cultivation of students' dialogue and reading abilities for cultivating students' cross-cultural communication abilities, resulting in the quality of Japanese language courses not reaching the predetermined effect. At the same time, although

Japanese teachers possess rich theoretical knowledge of Japanese, they lack practical skills in cross-cultural communication. Both China and Japan belong to Eastern countries. Although Japan has similarities in some aspects due to the influence of traditional Chinese culture, there are also cultural differences. Therefore, Japanese language teachers recruited by universities need to have life experiences such as studying in Japan in order to better explain the differences between China and Japan to high school students through their own experiences. However, based on the current actual teaching situation, a large number of Japanese language teachers are still in the exploratory stage of Japanese culture and Japanese language skills, and have no opportunities to study or travel to Japan. Therefore, conducting Japanese language teaching lacks insight, and the explanations are dull, which affects students' interest in learning Japanese.

3.3. Problem with course arrangement

In current Japanese language teaching in universities, there are generally few courses on cross-cultural communication teaching arrangements. Teachers focus on explaining theoretical knowledge such as grammar and vocabulary in cross-cultural communication courses, and also need to help high school students understand the differences between Chinese and Japanese cultures. Through teaching in listening skills, translation, and other aspects, they can continuously improve their cross-cultural communication abilities. However, due to the limited scheduling of cross-cultural communication courses and the fact that theoretical knowledge is explained much more than practical application, the cultivation of high school students' cross-cultural communication skills is hindered, and it also affects the final quality of Japanese language teaching. At the same time, Japanese language textbooks are not comprehensive enough. Currently, Japanese language textbooks in universities lack relevant cases and specific scenarios for communication, leading to a vague understanding of high school students' learning of Japanese. The use of Japanese language for communication is too rigid, and it is also unable to cultivate high school students' cross-cultural communication skills. Furthermore, the development of Japanese practical activities is not proactive enough, and the cultivation of cross-cultural communication ability mainly emphasizes the communicative practical ability of high school students. Although many universities are currently carrying out activities such as Japanese debate meetings and Japanese exchange days, the effectiveness of the activities is not ideal. Overall, high school students lack practical opportunities for participation and remain superficial in Japanese culture.

4. An effective plan for cultivating high school students' cross cultural communication ability in Japanese language teaching in universities

4.1. Innovative teaching mode

In the context of the new curriculum reform, universities must change traditional teaching concepts and continuously innovate teaching models based on the existing theoretical teaching according to the needs of the subject. Firstly, teachers need to create a good cultural and linguistic environment. In daily teaching, it is necessary for teachers to integrate Japanese culture into the curriculum, such as the tea ceremony and other life cultures in Japan. Regarding theoretical teaching knowledge, teachers should conduct scientific infiltration and select key points for high school students to master, in order to help high school students acquire more knowledge of Japanese culture, so as to enhance their interest in Japanese culture and promote their Japanese communication skills. At the same time, universities need to transform their approach to exam oriented education, reduce the use of questioning tactics by teachers, and help high school students establish three-dimensional Japanese language teaching objectives. This will enable high school students to continuously deepen their

learning of Japanese from four aspects: language communication, social participation, and theoretical, cultural, and emotional foundations. Through this approach, high school students' Japanese proficiency has significantly improved, allowing them to quickly understand the development trends and cultural differences between China and Japan, cultivate their sense of social responsibility, and strengthen their cross-cultural communication skills.

4.2. Building a more excellent teaching staff

In the process of Japanese language teaching, teachers are the key guides to guide high school students to master Japanese. This means that teachers must improve their teaching quality and professional level in order to further cultivate the cross-cultural communication level of Japanese among high school students. Based on this, universities need to pay attention to the construction of the teaching staff for Japanese language majors. First of all, teachers need to improve their bilingual literature literacy. Japanese teachers need to enrich their knowledge about Japan by means of various ways on the basis of enriching their own culture. For example, read more classic Japanese literary works to understand the cultural differences between the two countries, and further understand the relationship between Japan and China through the development of Japan's economy, trade, and other aspects. At the same time, universities should also provide opportunities for teachers to go abroad to Japan for training, so that they can further experience Japanese culture and enrich their cross-cultural communication language experience. For individual teachers, taking advantage of the opportunities of winter and summer vacation to visit and travel to Japan, communicating and exchanging ideas with Japanese cultural workers, reading Japanese cultural books, can quickly accumulate experience related to Japanese culture, and promote understanding of Japanese culture.

Teachers need to actively carry out teaching and research activities and adjust teaching methods. During this period, teachers need to change traditional teaching methods and actively introduce discussion methods, case studies, etc. into Japanese language courses, making the entire boring classroom more lively and interesting. At the same time, teachers need to actively involve high school students in the classroom, create a friendly and interactive learning environment between teachers and students, and continuously strengthen high school students' cross language communication abilities through Japanese case studies and oral communication events. In addition, teachers need to innovate teaching methods and improve the quality of Japanese cross-cultural communication teaching through blended teaching methods, personalized teaching methods, etc. Of course, teachers should guide high school students to learn Japanese cultural knowledge through multiple channels and further master cross-cultural communication strategies by comparing Chinese and Japanese cultures. Furthermore, in order to improve the teaching level of teachers, it is necessary for universities to incorporate relevant assessments of cross-cultural communication skills into the assessment indicators of teachers. By analyzing teachers' Japanese proficiency, communication ability, and other factors, it is continuously promoted to enhance their cross-cultural communication ability, and thus cultivate a group of excellent Japanese teachers and build a more outstanding teaching team.

4.3. Actively carrying out Japanese practical communication activities

To improve the discourse and cultural communication abilities of high school students, it is necessary to actively carry out communication activities related to Japanese practice, so that high school students have more opportunities to communicate in Japanese. Firstly, universities need to actively carry out practical teaching activities and promote the development of communication activities such as Japanese situational dramas and Japanese manga festivals based on actual situations, so as to enable high school students to have a more intuitive experience and understanding of Japanese customs and culture. At the same time, teachers can add Japanese interactive links in various activities,

allowing high school students to communicate through Japanese, in order to continuously strengthen their communication skills and subtly improve their impression of Japanese culture. Meanwhile, universities need to screen resources related to cross-cultural communication textbooks. Teachers should choose textbooks that are close to real life through diverse paths based on their mastery of existing Japanese teaching materials, and guiding high school students to have a more comprehensive understanding of Japanese culture. Of course, in Japanese language teaching, teachers can continuously enrich the textbook content through case scenario teaching, allowing high school students to improve their oral communication skills. In addition, teachers need to write relevant lecture notes based on the textbook to make up for the shortcomings of the current textbook. Colleges and universities with conditions can write textbooks suitable for the development of their own schools based on the employment needs of Japanese high school students, in order to fully utilize the value of the textbooks.

In the process of strengthening cross-cultural communication practice teaching in Japanese, it is necessary for universities to strengthen cooperation between schools and enterprises, allowing high school students to practice in Japanese speaking enterprises. At the same time, it is necessary for teachers to organize high school students to participate in extracurricular Japanese communication activities, so that high school students can build a more comprehensive Japanese cultural knowledge structure based on their participation in campus activities, understand the standards for using Japanese in different environments and times, and gain a deeper understanding of knowledge in various fields of cross-cultural communication. This will help high school students break away from rote learning methods, gradually strengthen their oral communication skills, and become brave enough to speak Excellent Japanese language talents who dare to do it. Conclusion

In summary, in today's reform and opening up, economic and cultural exchanges between China and Japan are becoming increasingly frequent, and society needs more and more talents who are skilled in translation and communication in Japanese. In this regard, it is necessary for universities and teachers to attach importance to the development of Japanese language teaching, break traditional educational concepts, and continuously innovate teaching models. At the same time, it is necessary for universities to build a more excellent teaching staff and continuously strengthen the professional abilities of Japanese language teachers. Of course, universities should also actively carry out Japanese language practical communication activities, so that high school students can fully understand Chinese and Japanese culture and customs, continuously improve national self-confidence, and actively spread Chinese culture, tolerate Japanese culture, and improve high school students' cross-cultural communication skills, so as to promote high school students' future entry into society, lay a stable foundation in Japanese language skills, and meet the needs of the country.

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