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Analysis of the Effective Cultivation of Students' Oral Ability in Japanese Language Teaching in Universities

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Abstract

As a neighboring country to ours, Japan has had numerous cultural and economic exchanges, resulting in a significant demand for professionals proficient in the Japanese language in China. In professional university settings, Japanese language courses are favored by many students as a minor language course. In the process of teaching Japanese courses, special attention needs to be paid to cultivating students' oral proficiency. This will enable them to develop strong Japanese speaking skills and meet the requirements of oral communication. Based on this, the article first analyzes the problems that college students face in speaking Japanese and explores the shortcomings of their Japanese speaking skills. Then, starting from this point, I will further reflect on the shortcomings of Japanese oral teaching. Finally, I will propose teaching strategies to cultivate students' Japanese oral ability. I hope that the analysis in this article can provide some reference for Japanese language teachers in universities. It aims to promote the optimization of Japanese oral teaching, build a more efficient oral teaching system, and improve students' Japanese speaking ability.

Keywords

Universities, Japanese language teaching, Oral proficiency, cultivate

Japanese is a language course, essentially a form of phonetic writing, which differs greatly from Chinese. In the process of teaching Japanese courses, in addition to explaining basic Japanese knowledge, it is also necessary to pay attention to the cultivation of corresponding language abilities. Language ability mainly includes aspects such as listening, speaking, reading, and writing, especially oral expression, which is related to students' Japanese communication. In teaching, special attention should be paid to this and effective measures should be taken to strengthen the cultivation of students' oral ability.

1. Problems in Japanese Oral Expression among College Students

By observing the specific situation of students' Japanese learning, it can be found that many students have problems with Japanese oral expression, and the problems of different students also have differences. In summary, students' problems with Japanese speaking mainly include the following points:

1.1 Inaccurate pronunciation

Japanese is a form of phonetic writing, so in oral expression, it is important to pay attention to accurate pronunciation. If the pronunciation is not accurate, it may lead to a deviation in the meaning expressed. From the perspective of students'

actual learning, some students have the problem of inaccurate oral pronunciation. For example, in Japanese, there are voiceless and voiced sounds, and some students pronounce voiceless sounds too heavily, resulting in the problem of voiced sounds. For example, "xing", "xing", "father", "mother", and so on are areas where pronunciation may be inaccurate.

1.2 Syntax error

There are many differences between Japanese grammar and Chinese grammar. Influenced by Chinese thinking, students are easy to substitute Chinese thinking for Japanese learning, which leads to the problem of Chinese Japanese in oral expression. For example, in the most basic word order, Chinese generally has a subject-verb-object structure, such as; I love Xiao Wang. In this sentence, I am the subject, love is the predicate, and Xiao Wang is the object. In Japanese expression, the word order is usually the subject-object predicate, with the object placed before the predicate, such as "private", "king", "love". Many students have the problem of Syntax error in their oral expression, which leads to unclear meaning (Yang & Guo, 2021).

1.3 Improper wording

Japanese expression focuses more on the language environment, and language expressions of the same meaning may use different sentences in different environments. For example, the simplest 'thank you' is often used in oral communication, and the expression used is not the same in different environments. For example, for friends and colleagues, it is usually 'thank you', and for elders and superiors, it is usually 'thank you'. Many students lack sufficient distinction between language environments in their studies, resulting in inappropriate language usage.

2. Reflections on the Problems of Japanese Language Teaching in Universities

The various problems that college students encounter in Japanese oral expression are directly related to teaching activities. The teaching activities themselves have some limitations and have poor effects on cultivating students' oral abilities, leading to various problems for students. Specifically, the main problems in Japanese language teaching include the following:

2.1 Insufficient teaching practice

To achieve a high level of Japanese speaking ability for students, it is not limited to theoretical explanations. It is necessary to guide students to practice more through practice in order to continuously improve their speaking ability. However, in reality, in Japanese language teaching in universities, most of the practice is used for explaining theoretical knowledge, and there is not enough oral practice set for students. As a result, students' oral practice is insufficient, and their oral proficiency level will naturally be lower.

2.2 Lack of expansion in teaching

The essence of Japanese is language, which constantly develops and changes with life. Especially in the current Internet Age, Japanese is in constant development, and many new words and expressions have emerged. However, for Japanese language teaching in universities, the knowledge explained to students is limited to textbooks and lacks expansion. However, the content of the textbook itself lags behind the development of Japanese, which leads to discrepancies between the Japanese knowledge learned by students and their current practical application, resulting in the problem of students' backward use of Japanese oral expression.

2.3 Insufficient teaching interest

To enable students to develop a high level of Japanese speaking ability, it is necessary to stimulate their learning initiative and encourage them to actively participate in learning. However, in terms of current Japanese language teaching in universities, the lack of interest in teaching activities has made them unattractive to students, resulting in some students wandering outside the classroom and not participating seriously in learning, thereby affecting the development of oral proficiency (Tian, 2021).

3. Suggestions on Strategies for Cultivating Students' Oral Ability in College Physical Education Teaching

As Japanese language course teachers, we should take appropriate measures to optimize teaching in response to the

problems of students' Japanese expression and the shortcomings of Japanese language teaching.

3.1 Set up diversified Japanese-speaking practices

Practice is an important foundation for cultivating oral skills. In Japanese language teaching, it is necessary to appropriately reduce the proportion of theoretical teaching hours, increase the proportion of practical teaching hours, and provide students with diversified oral practice activities.

Firstly, a "Japanese relay" activity can be set up, where students can be divided into groups to sing Japanese songs in a relay style and improve their oral skills. For example, there are many famous singers in Japan, such as Mika Nakashima (なかし　ma　みか), Miyuki Nakajima (ナカジマミユキ), Hikaru Utada Guang (ヒカル), Ayumi Hamasaki Bu (ゆみ), etc. In the classroom, the songs of these singers can be introduced to build a relay game, allowing students to exercise their Japanese speaking skills during the song relay.

Secondly, set up a "thematic debate" that combines social and current events to create a theme, and then allow students to engage in debates in Japanese to achieve the effect of oral practice. For example, during the World Cup, when Japanese fans were watching a game, they took the initiative to pick up garbage after the game was over. Is this behavior really about cleanliness and hygiene, or is it simply showing in front of the media? Using this as the theme, divide the students into two groups, positive and negative, debate in Japanese, present their respective viewpoints, and engage in confrontation with the other party. Through debate activities, students' oral skills can be effectively exercised (Zhao, 2018).

Thirdly, set up a "Japanese dubbing show" activity, prepare materials such as Japanese anime, movies, or TV dramas, and play them in the classroom. First, let students watch them, and then let them play the characters and dub them in Japanese. Most students who choose to learn Japanese have a strong interest in Japanese and also have a great interest in Japanese anime, such as "Naruto", "Pirate King", "Crayon Shin", "Doraemon" and other anime films, which are all popular among students. Therefore, in the classroom, some interesting and classic clips from these animations can be introduced, and students can be divided into groups to substitute the characters in the animations for voice-acting activities.

3.2 Effectively expanding teaching and introducing new knowledge

The development and changes of oral expression itself are relatively fast, and based on the role of the Internet, many new forms of expression will continue to emerge. In Japanese language teaching, it is necessary to break through the limitations of textbooks and textbooks, introduce novel Japanese knowledge and content from outside the classroom, effectively expand teaching, and enable students to master more novel Japanese knowledge and improve oral proficiency. On the one hand, various new Japanese films and television dramas or anime can be used to start with the lines of the dramas and anime, and through line analysis, Japanese knowledge can be excavated. For example, in the classic Japanese drama "Naoka Banzawa", the protagonist Naoka Banzawa has many classic lines, such as "people's kindness, trust, and return"! Double return! A private flow meter is installed. Although I believe in the goodness of human nature, if someone offends me, I will repay them with a tooth and double the amount! This is my principle of doing things. For example, banks, umbrellas on sunny days, loans on rainy days, and withdrawals on rainy days. Starting from these lines, analyze the Japanese grammar and strengthen students' mastery of basic knowledge. On the other hand, we can start from the Internet Personal media to find some Personal media in Japanese teaching, collect Japanese materials from these Personal media, and apply them to teaching activities. For example, there are many Personal media bloggers learning Japanese on Station B, such as "Teacher Afei who teaches Japanese", "Hujiang Japanese", "Goda Japanese Channel", "Carpenter's Japanese Class", etc. These Personal media Japanese materials can be introduced into teaching to assist in teaching activities (Sun& Bian, 2021).

3.3 Interesting teaching to stimulate students' interest

To improve students' oral proficiency, it is also necessary to stimulate their interests, strengthen their individual learning initiative, and ensure that they can exert their energy to participate in Japanese oral learning, ensuring that good results can be achieved. Firstly, implement situational teaching. In order to exercise students' oral skills, specific language contexts can be constructed in the classroom, allowing students to integrate into specific contexts for oral communication. This can strengthen students' experience and help improve their oral proficiency. For example, from multiple different perspectives such as tourism, business, culture, and translation, various Japanese oral communication contexts can be constructed, allowing students to use their spoken language in different contexts to solve problems in the context. Through diversified situational oral practice, it helps to improve students' oral proficiency. Secondly, gamified teaching. Students generally have a strong interest in games, so in classroom teaching, some games can be set up to permeate oral teaching. For example, role-playing and life simulation can be created in a gamified way to permeate the teaching of Japanese

speaking and effectively exercise students. Finally, other interesting Japanese-speaking activities can be designed to stimulate students' interest in learning and provide rich opportunities for oral practice. For example, encouraging students to hold Japanese language promotions on campus or independently shoot Japanese short dramas to enhance learning outcomes through fun activities.

3.4 Relying on online platforms to expand oral teaching

In terms of spoken Japanese teaching in colleges and universities, in the current era, we need to pay attention to the new development trend of Internet plus education, rely on E-learning platforms, expand spoken Japanese teaching, create a broader Learning space for students in spoken Japanese, and help students achieve better development. First, create an E-learning platform. On the one hand, you can choose some ready-made online course platforms or learning platforms as online channels for learning the Japanese spoken language, such as NetEase online courses, Tencent WeChat courses, DingTalk online courses, etc. On the other hand, teachers can also independently develop E-learning platforms based on their own teaching needs. For the E-learning platform, functions should be set from two aspects: teacher teaching and student learning to meet the needs of teachers and students. Secondly, set up E-learning activities. For the utilization of online platforms, different learning activities can be set up from the pre-class and post-class stages. For example, before class, preview tasks can be set up, and combined with the teaching content in Japanese textbooks, follow-up tasks can be set up for students. Teachers can understand students' oral pronunciation through the background. After class, students can set up oral exercises through online platforms, assign oral practice tasks, and complete exercises on their own through the online platform (Fan, 2018).

4. Conclusion

In Japanese language teaching at universities, cultivating students' oral ability is of great importance and a crucial teaching goal that must be achieved. In teaching practice, it is necessary to establish a variety of practical activities, effectively broaden teaching methods, adopt engaging teaching techniques, and create online platforms to enhance oral instruction. By implementing a combination of various strategies, we can effectively enhance students' Japanese-speaking ability and achieve better outcomes in Japanese-speaking instruction.

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