Cultivation of Intercultural Communicative Competence in Japanese Teaching in Colleges and Universities Based on Computer Aid

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Abstract. Intercultural communication ability is an important factor in learning a foreign language, which can help us to have better daily communication. Therefore, to improve the intercultural communication ability of Japanese majors has become a hot topic of social concern, which is in urgent need of the reform of the current teaching mode in Universities. Through various ways, such as refined classroom teaching, extracurricular practice, micro class, MOOC class, etc., students can better understand Japanese culture, which will improve their intercultural communication ability. In computer-assisted Japanese teaching in colleges and universities, language teaching and cultural teaching are two independent systems, which have not been well integrated. Therefore, universities must improve the cross-cultural communication ability of Japanese students, which will meet the needs of the society for diversified and Applied Japanese talents. First of all, this paper puts forward the focus of intercultural communication in Japanese teaching. Then, this paper puts forward some questions. Finally, some suggestions are put forward.

Keywords: Japanese Teaching, Cross Culture, Communicative Competence, Computer Aid

1. Introduction

With the rapid development of economic globalization, the communication between China and Japan is more and more close, which requires universities to export a large number of Applied Japanese talents. However, although Japanese major has been set up in Universities, there is no clear stipulation for the evaluation of students' various aspects of Japanese ability, such as language practice ability, Japanese literature, Japanese social culture, etc., which is an important part of the cultivation of cross-cultural communication ability. At present, although universities have strengthened the Japanese teaching, it still stays in listening, speaking, reading, writing and other aspects. Therefore, most of the Japanese major students in our country only have ordinary Japanese communication ability, they do not have cross-cultural communication ability. Therefore, universities should strengthen students' learning of Japanese native culture, which will improve students' good Japanese
ability. By defining the focus, we can make clear the importance of Japanese teaching tasks.

2. The key points of intercultural communication in Japanese teaching

In Japanese teaching, teachers should make clear the main content of intercultural communicative competence, as shown in Figure 1.

![Diagram](image)

**Figure 1.** The key points of intercultural communication in Japanese teaching.

2.1. *Flexibility ability*

When communication, we must respect our communication objects, which requires students to have flexible coping ability. In the actual communication process, students should uphold a fair, just and equal mentality. By respecting the cultural differences between them, we can create a good communication environment. Based on the cultural background between China and Japan, we can understand the differences in regional environment and language characteristics, which will better achieve an effective level of communication.

2.2. *Environmental adaptability*

In communication, we should have the ability to see others and adapt to the environment. The communicators should have agile thinking, which will have good imagination ability. Communicators should have the ability of empathy, which will improve the overall quality of individuals. Empathy is usually reflected in the ability to think from the perspective of others and consider the feelings of others. In the actual communication process, the communicators should have insight into each other's life habits, which will build a reasonable communication strategy.

2.3. *Deal with emergencies ability*

In communication, we have the ability to deal with emergencies, which is also an important factor in cross-cultural communication. In the process of cross-cultural communication, it is easy to encounter emergencies or communication problems, which requires both sides to adopt effective methods to ensure the smooth communication. Therefore, Japanese majors should have the ability to deal with emergencies, which will improve the quality of communication between the two sides.

2.4. *Cultural connotation*

When communication, we should have a systematic connotation of Japanese culture, which will better understand the characteristics of the communicators. Through communication, students can fully understand the characteristics of various aspects of Japan, such as growth environment, regional customs, speech characteristics, etc., which will be better integrated into the communication environment. At the same time, Japanese majors should constantly learn the cultural connotation of Japan, which will better grasp the personality characteristics of the exchange objects. In the context of harmonious communication, we can comprehensively improve our intercultural communication
ability.

3. The cultivation of intercultural communication ability in Japanese teaching

This paper is based on the field survey. 600 formal questionnaires were sent out, 591 effective questionnaires were sent out, and the effective rate was 98.5%.

3.1. Backward teaching concept and mode

Most Japanese majors are carrying out teaching reform, which will improve the teaching quality of universities. However, there are still many problems in Japanese teaching. According to the survey results, the main problem is backward teaching concept, accounting for 63.7%. The second is too much emphasis on Japanese grammar, accounting for 54.1%. Details are shown in Figure 2.

![Figure 2. Backward teaching concept and mode.](image)

3.2. Low comprehensive quality of Teachers

The awareness of cross-cultural communication is a two-way awareness, which requires Japanese teachers to have strong cross-cultural communication ability. However, some Japanese teachers have many problems. According to the survey results, the main problem is locking of intercultural communication awareness, accounting for 73.0%. The second is low Japanese cultural connotation, accounting for 61.9%. Details are shown in Figure 3.

![Figure 3. Low comprehensive quality of teachers.](image)

4. Training strategies of intercultural communication ability

4.1. Participation in extracurricular practical activities

Only relying on theoretical knowledge can't improve students' intercultural communication ability, so it must be obtained and improved in practice. Classroom learning can help students master some basic skills, including reading, listening, speaking, writing, translation and so on. Extracurricular practice can improve the communication ability of students, such as participating in some Japanese exchange activities, Japanese exchange with Japanese friends, etc. In practice, students can not only find out
their own shortcomings, but also increase their understanding of Japanese culture. Extracurricular practice is a learning process. In class, it is impossible for a teacher to impart all knowledge to his students. In practice, students can learn a lot of knowledge that they can't touch in class. Therefore, extracurricular practice is a social classroom, which can help students improve all aspects of ability. By participating in extracurricular practical activities, students can improve their intercultural communication ability.

4.2. building a cross-cultural teaching faculty

Universities should pay more attention to the teaching staff of Japanese. By building a cross-cultural teaching team, universities can systematically improve the level of Japanese teaching, which will improve the efficiency of classroom teaching. The cultivation of intercultural communication ability mainly depends on Teachers' own cultural literacy. Therefore, universities continue to improve the level of teachers' teaching, which will be conducive to the optimization of teaching content and teaching methods. Through regular lectures on Japanese communication, colleges and universities can guide students to collect some Japanese cultural materials, which will deepen students' memory. In addition, universities should actively carry out Japanese lectures, which will improve the importance of teachers and students to improve their intercultural communication ability.

5. Conclusion

The computer-assisted Japanese teaching in our country pays too much attention to the learning of traditional language knowledge. We should cultivate talents with the ability to use Japanese, so as to cultivate Japanese talents with cross-cultural ability. Japanese teachers should pay attention to the effect of cross-cultural communication when they teach Japanese. Through in-depth study of cross-cultural communication, teachers can improve the quality of teaching through a variety of methods, which will cultivate and improve students' ability.

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