

How to Cultivate Students' Habit of Speaking Japanese

Yuanxing Li

School of Drama, Film and Television, Nanjing University of Media and Communication, Nanjing, China

Email: 13770735316@136.com

Manuscript received December 2, 2023; revised December 30, 2023; accepted January 16, 2024; published March 15, 2024

Abstract—With the development of economic globalization, the proportion of the Japanese yen in business and trade is increasingly increasing, and the issue of cultivating Japanese language talents is also in front of us. This article focuses on cultivating students' interest, building their confidence, and cultivating habits of speaking and memorizing; The teaching forms of Japanese are rich and diverse; The characteristics of cultivating students' habit of speaking Japanese will be elaborated on through relevant and beneficial extracurricular activities. For students, they not only need to fully master Japanese pronunciation habits, but also need to proficiently use the vocabulary they have learned for fluent oral dialogue. In the trend of economic globalization, oral communication is a very important existence for students learning Japanese. This requires teachers to be more meticulous and proactive in mobilizing students' interests in their teaching methods, which is the charm of language teaching. Overall, the future of Japanese language teaching is foreseeable.

Keywords—speaking, reciting, cultivating, Japanese, habits

I. INTRODUCTION

As is well known, Japanese is a widely recognized language among Chinese people that involves learning. However, when it comes to important situations, as a member of the Altaic language family, Japanese has a wide variety of suffixes for word stems, making it difficult for students to speak and becoming a phenomenon of so-called mute Japanese. Therefore, students' language learning time is limited to listening to the teacher's corresponding class hours every day, immersing themselves in watching comedies, and forgetting all the class content after class, failing to achieve the expected learning effect and progress. So, how can we achieve the habit of encouraging students to actively learn Japanese?

II. CULTIVATE STUDENTS' INTEREST IN SPEAKING JAPANESE THROUGH REPEATED LISTENING TRAINING DAY AFTER DAY

In the dry and uninteresting teaching process, the teaching form and content should gradually become interesting, transformed into listening content, and cultivate a strong interest in learning for students. Students' lack of concentration in class may occasionally occur, and factors that affect learning transfer include similarity in learning materials, similarity in learning contexts, and conscious guidance from teachers. In the teaching process, teachers should help students discover commonalities between different fields of knowledge or contexts, and stimulate their ability to summarize and summarize. In addition, teachers should also guide students to apply the principles they have learned to solve practical problems, require them to integrate the knowledge they have learned, and teach learning methods to promote the occurrence of positive transfer. Through this approach, teachers can effectively guide students to explore

the mysteries of knowledge and improve learning outcomes. Therefore, teachers can often organize some interesting teaching activities. Only by fully mobilizing students' deep passion for Japanese language learning, can teachers develop a strong interest in the dull and uninteresting language learning day by day. Bin can gain enough fun from it and evoke a sense of inner fulfillment [1]. For example, in the teaching process, by organizing students to play foreign characters for multiple dialogues or rehearsing plays, students' oral and vocabulary proficiency can be improved. Such behavior as the above can fully stimulate students' enthusiasm for language learning, cultivate their interest in Japanese language learning, and stimulate their subjective initiative in language learning. It will be the best guidance teacher for overcoming difficulties in the future.

III. DEVELOP THE HABIT OF STUDENTS MEMORIZING WORDS EVERY DAY AND MEMORIZING A JAPANESE LISTENING ARTICLE EVERY WEEK

We only need a little courage to rush towards that unique tomorrow. In language learning, the use of words and grammar is particularly important, appearing frequently in students' minds every day. However, when it comes to educating students, many teachers seem to be at a loss for targeted and practical operations. So, how should effective teaching be provided to students in order to cultivate good habits of Japanese language learning? Students should be committed to self-regulation, accumulating experience, pursuing happiness, and exercising their comprehensive abilities to achieve comprehensive development. Self-regulation encompasses cognitive, emotional, and behavioral adjustments aimed at maintaining mental health. The principle of experience focuses on promoting mental health through positive and meaningful experiences. Happiness focuses on the satisfaction of life and the process of experiencing it. Finally, the principle of comprehensive development highlights the importance of individual development, including multiple aspects such as physical health, psychological skills, social participation, and autonomy [2]. Assign students an appropriate amount of written homework based on the number of class hours per day, and then memorize the words silently while memorizing them. This will deepen students' memory of themselves and make them more profound. In the process of recitation, starting from a small essay, going from small to large, and extending to a paper, when reading fluently, it requires the sedimentation of multiple articles. The habit of speaking every day can determine the efficiency and progress of students learning Japanese, and learning habits determine their destiny.

IV. PAY ATTENTION TO BUILDING STUDENTS' CONFIDENCE

Firstly, in terms of Japanese pronunciation, there are fifty notes for both the flat and false sounds, as well as various pronunciations and aspirated sounds. The requirement for mouth shape is high, and mastering the pronunciation rules of Japanese words proficiently can lay a foundation for better learning Japanese in the next step. If students can proficiently master the basic stage, they can lay a solid foundation for deeper Japanese language learning.

Secondly, teachers should comprehensively control students' learning situation and ensure familiarity with Japanese textbooks. It is particularly important to strictly demand and encourage students to submit homework or course responses every day, maintain sufficient confidence in resisting setbacks, and start step by step from quantitative to qualitative changes. Timely cultivation of students' oral communication skills is particularly important. If an organization relies on genius or superhuman management, it may be difficult to sustain. On the contrary, an institution needs to rely on a leadership collective composed of ordinary people in order to operate normally. In other words, the mystery of management lies in its ability to enable a group of ordinary people to create extraordinary achievements. Therefore, the core issue faced by management is how to inspire extraordinary efficiency among ordinary people, rather than seeking unique talents [3]. People often say "everyone gathers firewood, the flame is high", and the same goes for it. Through the teacher's demonstration and students' repeated training every day, students feel that learning Japanese is not difficult. Only through continuous practice can students dare to speak up. Encouraged by such confidence, students will gradually speak up and enhance their motivation for learning.

V. ENRICHMENT AND DIVERSIFICATION OF TEACHING FORMS

Many teachers around me are always enthusiastic when it comes to teaching. When teachers have this kind of experience, most of them are teaching with common experience, which is to diversify and enrich the teaching forms. This method can also be used when students imitate the sound changes and pronunciation of Japanese. Regarding the psychology of the masses as the research object, scholars have delved into the collective behavior reflected in social phenomena such as fashion, customs, public opinion, and legends. They argue that the common psychological phenomena that people exhibit in social life stem from the influence of suggestion and imitation. They attempt to explain all social behaviors and psychological characteristics of people through suggestion and imitation. Adolescence, which lasts from the age of eleven or two to seventeen or eight, is an important stage of life development. In Erikson's theory of self-development, "identity" is a crucial concept with rich connotations. It can be understood as the integration of society as a whole and individuals, as well as the integration of the subjective and objective selves, or the unity of historical task understanding and subjective desires. In addition, it can also be understood as the realization of a comprehensive understanding of one's past, present, and future, that is, the ability to be aware of the subjectivity of

one's own consciousness and actions in any situation, or to grasp oneself, which can also be called the "true self" or the "core self". During this period, as long as the right methods can be used, the efficiency of students' learning will continue to improve.

A. Japanese Texts are Mostly in the Form of Conversations, Allowing Students to Take Turns Performing

Teachers can go from simple conversations to portraying clips of popular Japanese dramas. If students do not speak during a conversation, it will disturb other students, allowing all students to practice together. Secondly, more responsive content can allow more active and active students to interpret, which can effectively enhance their language sense and vocabulary during the process. This can be referred to in 1958, when W. Schutz proposed a three-dimensional theory on interpersonal needs. He believes that in the process of interpersonal interaction, each individual exhibits three basic needs, including the need for inclusion, the need for dominance, and the need for emotions. These basic interpersonal needs not only determine an individual's behavior in communication, but also guide how to describe, explain, and predict the behavior of others. It is worth noting that the formation of these three needs is closely related to the individual's early growth experiences.

In human society, the need for individuals to establish and maintain connections with others can be categorized into three categories: the need for inclusion, the need for dominance, and the need for emotions. These three major needs together build a rich and colorful interpersonal network, adding color to our lives. Firstly, inclusive needs are seeking belonging and security. Inclusive needs refer to the individual's desire to interact, communicate, integrate into a group, and establish and maintain a satisfactory relationship with others. This demand stems from humanity's natural pursuit of a sense of belonging and security. In real life, we achieve inclusive needs through various forms such as family, friendship, and teamwork, thereby feeling the warmth of being closely connected to others. Secondly, controlling needs is to control power and respect. Dominant demand refers to the need for individuals to control or be controlled by others in power relationships. This demand prompts us to seek power and status in social interactions, and to establish or maintain satisfactory interpersonal relationships with others. Dominating needs can be manifested in leadership, influence, etc., which help us play a role in the team, win respect and recognition. Emotional needs are the desire to love and be loved. Emotional needs refer to the individual's desire to love or be loved by others in interpersonal communication. This demand stems from the human desire for intimate emotional connections. By caring and being cared for, we establish deep friendships with others, bringing endless warmth and joy to life. The manifestations of emotional needs include family, friendship, love, etc., which are all indispensable parts of our lives. In summary, the three major human needs in interpersonal relationships are composed of inclusive needs, dominant needs, and emotional needs. Understanding these needs helps us better interact with others and establish harmonious social relationships[4].

B. In Language Learning, Students Can Practice Famous Japanese Drama Clips, such as “Class A of Three Years” and “Masked Knight”, which are Well-Known to the Public

Set aside one or two performances during each class to stimulate students' interest in learning. From the perspective of students, this activity is most famous in Japan for its voice actors and actors, which can immerse students in drama, improve learning efficiency, and gradually break through their own selves. In this situation, the entire classroom will be filled with a positive atmosphere, with the teacher being the director and the students being the actors. The students will actively imitate facial expressions and tones for pronunciation, making it lively and interesting, thus achieving twice the result with half the effort.

C. Carry Out Meaningful Extracurricular Activities to Make Students Happy to Speak

Teaching practice is an auxiliary means of daily teaching, which is beneficial for relieving physical and mental stress and expanding one's own perspective. Regular, purposeful, and organized extracurricular practical activities for students can sustain their enthusiasm for Japanese learning, cultivate their interest in Korean, and enrich their dull learning life. Therefore, conducting beneficial extracurricular practical activities can stimulate students' enthusiasm for active learning and is an effective means to improve their Japanese proficiency. The types of activities can be diverse, such as watching Japanese singer concerts, hosting Japanese opera dubbing, and so on. Teachers should plan, summarize, and purposefully carry out each activity, effectively enabling students to make progress in learning on a zero pressure basis. The application of scientific methods enables the autonomous resolution of the organizational system of college students. This system consists of a group of young, flexible, open, and curious college students, each with unique personalities and the ability to be subjective and self adjusting. The role of education should not be limited to making college students “listen to their teachers”, but should guide them in self-discovery, self-education, self-management, and self-service based on their individual characteristics, thereby enhancing their confidence. In college life and learning, they should be taught to handle competition and collaborative relationships between groups, in order to achieve a high level of organizational ability and stimulate their creativity. Contradictions are everywhere, and for student managers in universities, when dealing with internal conflicts in college dormitories, they should try to avoid direct intervention and guide them to solve them independently to prevent conflicts from escalating or intensifying. The classroom itself is also an organization, and conflicts within the organization are inevitable. Only by correctly understanding oneself and seeking solutions to self-contradictions can we achieve internal balance within the organization. The process of resolving organizational conflicts is also the process of creating harmonious interpersonal relationships, which is necessary for their healthy personality growth. In the collective life of the dormitory, if there are misunderstandings or contradictions, learning to resolve them is a growth and experience in life. This experience will make them more mature and better able to face the challenges of future society [5].

VI. CONCLUSION

Learning a language requires necessary listening, speaking, reading, and writing skills to achieve a unity of knowledge and action [6] Teachers need to use various methods to train and inspire students' enthusiasm for learning based on their thirst for knowledge, interests, and habits, combined with the requirements of today's society for talent, and guide them to exercise their pure expression skills day after day [7]. It is not necessary to let students master knowledge, but also to let them learn to apply it [8]. Only by using the knowledge they have learned can they be used freely, Only then can one reach the realm of perfection, but all of this comes from a person's good learning habits. Therefore, in the teaching process, the role of a teacher is not only to impart knowledge, but also to guide students to actively learn. Teachers should be student-centered, pay attention to students' individual differences, and teach students according to their individual characteristics, so that they can achieve comprehensive development in the learning process [9]. Teachers should attach importance to the instrumental and humanistic nature of Chinese language, so that students can fully develop their emotional attitudes and values while mastering knowledge, laying a foundation for their future learning and development. Teachers should fully play the role of thinking in the teaching process, conduct in-depth research on teaching content, in order to enhance students' interest in learning and better achieve teaching objectives. Teaching is not only a process of imparting knowledge, but also a process in which teachers guide students to think and stimulate their interest in learning. Secondly, teachers are required to be adept at handling the relationship between textbooks and students, pay attention to students' learning needs, update teaching concepts, adopt diverse teaching methods, and make the teaching process lively and interesting. In summary, teaching activities are an interactive process of mutual development between teachers and students. Teachers should respect and protect students' learning interests, and actively participate in teaching activities to improve students' learning efficiency [10]. Teachers should strive to create an equal and harmonious teaching atmosphere, stimulate students' interest in learning, and make them happy to learn. Teachers should also attach importance to creating a classroom atmosphere, enabling students to actively participate in classroom activities in a happy mood, and cultivating students' spirit of cooperation. Finally, teachers' language expression ability, psychological quality, and language art have a significant impact on students' learning outcomes. Teachers should have good language expression skills to enable students to clearly understand the teaching content; Good psychological qualities to stimulate students' interest in learning; And good language art enables students to feel the charm of teachers, thereby improving teaching effectiveness. In summary, teachers should pay attention to the individual differences of students in the teaching process, take students as the center, fully mobilize their learning enthusiasm, use rich teaching methods, create a lively and interesting teaching atmosphere, and achieve efficient teaching goals. At the same time, teachers should have good language expression ability, psychological quality, and language art to improve teaching effectiveness.

CONFLICT OF INTEREST

The author declares no conflict of interest.

REFERENCES

- [1] L. Han, "The application of informationization teaching methods in Japanese language teaching in vocational schools," *Modern Vocational Education*, no. 12, 2020.
- [2] Y. Qiao, "Research on the reform of Japanese language teaching in higher vocational colleges from the perspective of "Internet+"—Taking the Japanese language proficiency test as an example," *China New Communications*, no. 5, 2022.
- [3] J. Xu, "Application analysis of flipped classroom in Japanese language teaching in vocational colleges," *Journal of Jiangxi Electric Power Vocational and Technical College*, no. 9, 2020.
- [4] G. Xu, "Analysis of basic Japanese teaching mode based on internet technology," *Electronic Technology*, no. 4, 2021.
- [5] S. Zhang, "The construction of Japanese language teaching model under the background of 'Internet Plus'—Review of 'Research methods and applications of Japanese language teaching'," *Journal of Tropical Crops*, no. 3, 2021.
- [6] D. Liu, "A brief discussion on the reform and exploration of business Japanese curriculum in the context of informatization 2.0," *Journal of Beijing Institute of Graphic Communication*, S1, 2021.
- [7] S. Guo and C. Yu, "Talent demand of Japanese enterprises and the reform of business Japanese education," *Journal of Kaifeng College of Education*, no. 11, 2018.
- [8] Y. Zhang, "Analysis of countermeasures for contemporary business Japanese teaching innovation," *Research and Practice of Innovation and Entrepreneurship*, no. 23, 2018.
- [9] S. Sun, "A preliminary study on the teaching status and strategies of the translation of business Japanese correspondence," *Science & Technology Vision*, no. 19, 2019.
- [10] Y. Zhang, "Business Japanese teaching design based on cross-cultural communication competence training," *Journal of Heilongjiang Institute of Education*, no. 9, 2018.

Copyright © 2024 by the authors. This is an open access article distributed under the Creative Commons Attribution License which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited ([CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)).