

# Problems and Improvement Measures in College Japanese Teaching

## — Taking Guizhou University of Commerce as an Example

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**Abstract:** Taking Guizhou University of Commerce as an example, the author pointed out the problems in current Japanese language teaching in universities and proposed improvement measures from three aspects, aiming to explore a suitable path for Japanese language teaching in commerce colleges.

**Keywords:** College Japanese; Teaching; Problem; Measure

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### 1. Overview of College Japanese Curriculum

Among various universities in China, the offering of Japanese language courses in universities has begun to take shape. However, due to the large number of universities in China, influenced by factors such as geography and faculty strength, the teaching mode of this course exhibits a regional and diversified characteristics. In particular, the newly established undergraduate colleges have not yet formed a guiding unified model in terms of curriculum design due to their short running time, lack of experience and other factors, and the quality of college Japanese teaching needs to be improved.

### 2. The Current Situation of Japanese Language Teaching in Guizhou University of Business

The Japanese language course at Guizhou University of Commerce is a compulsory course for general education (parallel to college English), and is one of the compulsory foreign languages for all majors in the school. The college Japanese course started in 2019 and runs through the first and second semesters. The course is aimed at undergraduate students from various majors in the college, and the foreign language used in the college entrance examination is Japanese. In universities, university day courses have been selected to replace college English courses. The advantage of this group of students is that they have accumulated a certain foundation in Japanese during their high school years. They already have a certain level of basic Japanese knowledge and have mastered a certain knowledge system of Japanese vocabulary, grammar, and other aspects. The deficiency lies in the uneven level of students and the phenomenon of two-level differentiation; The number of students is small, making it difficult to carry out graded teaching, and implementing a mixed class teaching system throughout the school; The vast majority of students are still in the most basic stage of proficiency; Difficulty in listening and speaking, unable to use Japanese for basic daily communication.

### 3. Problems in Japanese Language Teaching at Guizhou University of Commerce

#### 3.1 Fewer course resources

Compared to college English course resources, the resources for Japanese language courses in universities are much less, such as textbooks, audio-visual and oral materials, teaching aids for CJT-4, MOOCs, etc. This is not only a problem faced by Japanese language teaching at Guizhou University of Commerce, but also the same problem faced by the entire university. Although the number of Japanese students in the college entrance examination has grown rapidly in recent years, and the research and development of university Japanese textbooks and the distribution of various materials have increased, overall resources are relatively scarce, with

most textbooks being outdated and lacking corresponding exercise question banks. Especially for the College Japanese Test Band 4 and Band 6, there is a lack of resources, and it is difficult to find corresponding tutoring and practice materials besides past exam questions.

### **3.2 The teaching mode, methods, and means of teachers are single and outdated**

The teaching of Japanese in universities adopts a relatively traditional teaching mode, mainly based on simple lectures. The teaching order is generally based on the traditional vocabulary, grammar, text, and after class exercises, which lacks innovation. Considering the uneven foundation level of students and the lack of implementation of graded teaching, classroom teaching is generally taught by teachers, and students practice this teaching method of "teaching method+practice method". Due to the poor foundation of some students and the emphasis placed on grammar teaching by teachers, students find it boring and lack interest in learning. Although classroom teaching may also use multimedia and other teaching equipment, some new teaching platforms have lower usage rates compared to new teaching platforms such as Xuetong and YuClassroom. Therefore, teaching is limited to classroom teaching and it is difficult to extend modern teaching methods beyond classroom teaching.

### **3.3 The ideological and political education of the curriculum needs further improvement**

Firstly, as a university Japanese language teacher, the concept of "ideological and political education in the curriculum" needs to be further strengthened. At present, Japanese language teachers in universities unilaterally believe that ideological and political work is the responsibility of ideological and political course teachers, and their own task is language teaching. As a foreign language teacher, I am not aware of the nature of humanistic literacy courses in university Japanese courses, and only value the cultivation of language ability, neglecting its goal of cultivating morality and cultivating talents. Secondly, there is insufficient research on ideological and political education in the curriculum, and insufficient exploration of the ideological and political elements contained in the textbooks. Regarding the current preparation of Japanese courses in universities, only the content of ideological and political courses specifically listed in the lesson plan has not been established, and there is a lack of complete and detailed curriculum design for ideological and political courses. Thirdly, the course of ideological and political education has not been extended. Although teachers have also incorporated ideological and political elements into their teaching, they are only limited to classroom teaching. And ideological and political education in the curriculum should not be limited to the classroom, but should also be extended to pre class and post class, only in this way can we better achieve the goal of cultivating morality and talent.

## **4.Measures for Improving Japanese Language Teaching in Guizhou University of Commerce**

### **4.1 Integrating Teaching Content and Resources to Integrate CJT-4 and CJT-6 into Classroom Teaching**

As a compulsory course in general education, college Japanese should meet the personalized needs of students at different levels and majors, and achieve a comprehensive integration of professional courses and basic knowledge, rather than just traditional language teaching. As a university Japanese language teacher, we should combine teaching with practice, innovate the content of university Japanese language teaching, and deepen the teaching connotation. At the same time, actively utilize online teaching resources, actively draw on and learn from the high-quality course resources of famous teachers from famous universities, such as the Chinese University MOOC Online Learning Platform and the Japanese version of People's Daily Online; Explore and collect teaching materials, teaching cases, teaching videos, and other university Japanese course learning resources. In accordance with the new business teaching requirements of Guizhou Business College, we aim to cultivate talents, combine students' professional directions, select excellent content, and enrich teaching resources. At the same time, in accordance with the needs of students in the College Japanese Test Band 4 and Band 6, this part of the content should be organically integrated into classroom teaching. By setting teaching objectives in the teaching syllabus, incorporating teaching content into lesson plans, integrating teaching content with test points, arranging after-school check-in, participating in after-school tests, and a series of methods and means to implement.

## 4.2 Guided by Chinese culture, further improving ideological and political education in the curriculum

Teachers should take "telling Chinese stories well and spreading Chinese culture" as the value guide, and fully explore Chinese cultural elements from teaching materials to enhance students' sense of identification and confidence in Chinese culture. For example, in this lesson, we will learn the honorific language in Japanese, using "honorific language" as a learning material to draw inspiration. Students will be invited to compare the cultural differences and similarities between Chinese and Japanese honorific languages, and also engage in group cooperative learning. Group discussions will be conducted to discuss the significant impact of Chinese Confucian culture on the formation of Japanese honorific language, thus leading to the introduction of ideological and political education in the course. It is also possible to gain a deeper understanding of Chinese culture and stimulate reflection through a comparison between China and Japan. For example, when teaching the course 'University Life', students can explore the differences between college students and campus life in China and Japan by consulting materials, watching videos, and reading cultural columns before class, thereby helping students establish correct life views and values, and spend a meaningful university life.

## 4.3 Reform teaching mode and innovate assessment methods

Adopting an "online+offline" teaching model, using task driven teaching methods as a means to encourage students to complete teaching through self-directed learning. Teachers collect teaching resources from various online platforms, upload videos and PPT through Learning Pass, set task points and deadlines, and enable students to complete relevant knowledge points online. In addition, make full use of online teaching functions such as homework assignment, topic discussion, and testing to meet students' learning needs, test the effectiveness of students' online learning, and stimulate students' awareness of self-directed learning.

The assessment method of college Japanese has also been appropriately adjusted, and the final exam course evaluation adopts a combination of formative assessment and summative assessment: the process assessment score accounts for 40% of the total semester evaluation score, and the summative assessment score accounts for 60% of the total semester evaluation score. This assessment method can comprehensively and timely track students' learning situation, run through the entire learning process, and better stimulate students' learning motivation.

## 5. Conclusion

In summary, the author takes Guizhou University of Commerce as an example to summarize the problems in Japanese language teaching in universities and propose corresponding improvement measures. The author will continue to summarize and improve in future teaching, and find a suitable path for Japanese language teaching in commerce colleges.

## References

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