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From Cultural Awareness to Communicative Confidence: Diagnosing and Developing Intercultural Communicative Competence in Chinese University Japanese Majors

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Abstract: ***As an important talent-training base, colleges and universities need to cultivate high-quality Japanese professionals to provide strong support for friendly exchanges between China and Japan. Influenced by cultural differences, many students find Japanese learning difficult and lack enthusiasm, and this motivational deficit is empirically substantial: a survey of Chinese Japanese majors found that 78.48% had experienced motivational decline, attributable to factors including difficulty in applying knowledge, insufficient sense of achievement, and the gap between learners' origins and urban contexts. At the same time, students' intercultural knowledge is unevenly developed—questionnaire data show that learners have relatively deep awareness of Sino-Japanese differences in verbal communication styles and social etiquette, but insufficient understanding of nonverbal behavioral differences and underlying Japanese social values, because their exposure to intercultural content is confined largely to three courses, namely Intercultural Communication, Japanese Overview, and Basic Japanese; instruction relies predominantly on textual analysis and audiovisual cases, with few practical activities or comparative-cultural instruction, even though students explicitly expect interactive formats such as group discussion.***

Keywords: Japanese majors, Intercultural communicative competence, Cultural differences, Motivational decline, Intercultural sensitivity.

1. INTRODUCTION

With the deepening of reform of English education in college, the cultivation of language skills for English learners are turning the focus away from traditional reading and writing and shifting the focus to the comprehensive development of the skills of listening, speaking, reading, writing and translating. The formulation of listening and speaking lessons in college English teaching is to develop the ability of using the language in the real conversation for college students, especially non-English majors, which determines that the teaching of English listening and speaking should be carried out on the basis of the theory of pragmatics, particularly Cooperative Principle, one of the important theories in pragmatics. The application of Cooperative Principle can to some extent provide support for the cultivation of listening and speaking capacity for non- English majors, as well as offer some insights in the teaching design for teachers so as to help the students to better understand the implicature of language and improve the efficiency and effectiveness of teaching.

In the light of Manner Maxim, English teachers are supposed to standardize their own language use in English class before they teach the students how to use the language properly. In students' listening and speaking practice, teachers should pay close attention to their expressions and give them instant feedback, either to correct their mistakes or recognize their performances to help them express logically and clearly and gradually improve their listening or speaking ability. Besides, teachers can also introduce English TV series and movies to the students, such as Friends and The Big Bang Theory, and present detailed analysis of the words and expression to help students understand the proper use of English language of native speakers in the real life.

2. AN OVERVIEW OF INTERCULTURAL COMMUNICATION COMPETENCE

This ability mainly refers to the communication ability between the native language and the non-native language. In fact, cultural difference does not refer to the simple language difference, but also involves a lot of cultural content, such as cultural background, so it is very important to cultivate people with cross-cultural communication ability. With the development of globalization economy, our country and Japan have more trade and cultural

contact. To promote more in- depth communication between the two countries, we should pay more attention to the cultivation of Japanese major teaching talents in colleges, so as to ensure the communication to be closer and smoother, thus realizing a good communication.

Lack of Authenticity in the Contents of Conversation Quality Maxim highly emphasizes the authenticity of the contents in the conversation, which forbid the information lacking trueness or sufficient evidence to be provided in the conversation. Language serves the purpose of communication, hence the authenticity of English oral conversation and authentic expression of emotions of students are the fundamental elements for students to carry out the conversation effectively. However, in the conversation of real English class, teachers often ignore the authenticity of the contents in pursuing more output of students and set out untrue situation for students to practice their listening and speaking. As a result, in the practice of listening and speaking, non-English majors sometimes carry out the conversation merely for the sake of finishing the task, lacking the input of personal emotion [2]. The actions of both teacher and students hinder the development of the conversation among students and are harmful for the cultivation of students' language ability in the long run.

3. BASIC CONTENT

For colleges and universities, they should have the awareness of cultivating students' intercultural communication ability, and apply effective measures to improve students' intercultural communication ability, so as to strengthen the communicative effect of both sides. In this regard, this paper will deeply discuss the basic content of intercultural communication competence.

Based on Relation Maxim, teachers should provide relevant information for the students before the listening and speaking practice. Students should acquire the knowledge first before they are expected to express themselves. Teachers should present some words, phrases or sentences patterns related to the given topic, then they can guide the students to understand them and remember them. Next, teachers can practice the topic with the students together by the use of the words, phrases and sentence patterns. Only in this way, can the students understand the conversation completely and know how to apply the knowledge in the real conversation. What's more, for the intercultural communication, students should also be provided with the knowledge of customs, values and cultures of the English-speaking countries, for comprehensive understanding of authentic English conversation.

3.1 Proactive response

Cross-cultural communication ability to pay attention to develop the students' ability to deal with, it is indispensable in the ability of a communication activity, when the other party put forward their own ideas can actively deal with, and respect the culture of others, understanding cultural differences and avoid unnecessary disputes and contradictions, make sure that you can on the basis of mutual respect, to achieve effective communication and exchange.

At the National Symposium for Teachers of Ideological and political theory courses, general Secretary XiJinping pointed out that "The ideological and political theory course is the key course to carry out the basic task of establishing morality and fostering people... the key to running the ideological and political theory course is teachers, and the key is to bring into play teachers' enthusiasm, initiative and creativity."[1] The ideological and political theory course is the main channel for college students to have a world outlook and outlook on life and values, in order to achieve the actual effect of ideological and political education, we should make good use of the main position of ideological and political class. By using the teaching mode of sharing practice in the classroom of college students, we should stress the student-centered educational concept, give full play to the leading role of teachers and the main role of students, and improve the initiative of teachers and students, improving the actual effect of ideological and Political Education.

3.2 Understand each other's essential characteristics

Cross-cultural communication lies in knowing each other, so colleges and universities should pay attention to this point when carrying out Japanese major teaching, so as to ensure that students can understand the object of communication and realize the advanced connotation of the other's culture, so as to further clarify the nature of conversation and play the role of cross- cultural communication [3].

Relation Maxim of the CP requires that the information provided by the speakers should be relevant. The relevancy

of the information put forward by both sides of the conversation depends on the true and comprehensive understanding of the subject or the theme of the conversation for the participants. In the listening and speaking practice of English lesson, students who are involved in the same conversation may come from different majors and have different background knowledge and language ability, which may lead to the fact that one student can't truly understand the other, thus failing to reply to the other and ending the conversation. The above-mentioned problem is the common problem appearing in the English class, which should be valued and addressed by the teachers.

3.3 Having the ability to adapt to the environment

When carrying out teaching activities, the Japanese major in colleges and universities needs to cultivate students' ability to adapt to the environment, and requires students to have agile and active thinking, so as to better cope with various emergencies in the process of communication. In general, the students with high empathy tend to have strong quality, can stand on the point of view of others, considering the low empathy ability of students, on the other hand, less likely to stand on the point of view of others, so training scheme in combination with the actual situation of students, so as to have targeted training effect.

3.4 Having the ability to handle emergency situations

The communication process may be affected by many factors, such as cultural and regional differences. In view of these emergency situations, students need to be equipped with the ability to deal with emergency events, learn to break the awkward situation, ensure that the communication process is normal and will not be affected by various factors, so as to better cope with emergency situations [4].

4. STRATEGIES TO CULTIVATE STUDENTS' INTERCULTURAL COMMUNICATIVE COMPETENCE IN JAPANESE MAJOR TEACHING IN COLLEGES AND UNIVERSITIES

At present, it is of great significance to cultivate students' intercultural communication ability, especially in the teaching of minor languages. Therefore, colleges and universities should pay more attention to the reform of Japanese teaching, innovate teaching models and teaching methods, and encourage students to master more communication skills, so as to lay a solid foundation for future development.

According to Quantity Maxim, teachers should determine the quantity of the contents of listening and speaking teaching. For the students who have better listening and speaking skills, the quantity of contents can be greater and the requirements can be higher. As for the students who have weaker listening and speaking ability, the quantity of the contents should be less and the requirements should be lower [5]. In the interaction between teachers and students, teachers can offer chances for almost every student to answer the questions and show themselves, thus students can be involved in the actual conversation and gradually they can perform better in the English conversation. Besides, teachers can also choose interesting topic to arouse students' enthusiasm to speak bravely and confidently so as to improve the adequacy of expression in the conversation.

4.1 Reform the teaching model

First of all, colleges and universities should pay attention to the reform of the teaching model, break the limitations of the traditional teaching model, and pay attention to the construction of a rich language and cultural environment for students, so as to create a good learning atmosphere, so as to improve the teaching effect of Japanese major. Secondly, teachers can start from different teaching stages and integrate the teaching content into it. For example, Japanese emotional culture can be effectively integrated with Chinese tea ceremony and flower ceremony, which is conducive to reducing the difficulty of students' understanding and obtaining good teaching results. When students are interested in Japanese culture, they can focus on cultivating their Japanese communication ability, so as to strengthen their intercultural communication ability.

4.2 Optimize the space of language communication

The cultivation of intercultural communication ability should not attach too much importance to theoretical teaching, but should also consider enriching students' practical experience, so as to encourage students to

participate in rich practical activities, and then improve their intercultural communication ability in the process of practice. For example, colleges and universities can regularly organize comic-con, tea ceremony exhibition, cosplay and other activities to attract students' attention, so that students can communicate in Japanese during the practice process, which is helpful to accumulate more practical experience and strengthen their impression of Japan. Secondly, colleges and universities should design scientific and reasonable teaching content, carry out teaching work with the help of multimedia technology, provide more teaching resources for students, so that students can understand Japanese culture more intuitively and graphically, which is conducive to the training of students' communicative ability. Thirdly, colleges and universities should establish cooperative relations with excellent local enterprises, so that students can enjoy practical opportunities and know the proprietary knowledge in the field of Japanese culture in enterprises, which will help broaden their knowledge horizon and achieve the goal of improving students' practical ability [3].

4.3 Building a teaching staff

Teachers are the instructors in the teaching of Japanese. In order to improve students' intercultural communication ability, colleges and universities should set up a team of high-quality teachers to encourage students to enhance their communicative awareness and learn more communicative skills and knowledge points, so as to improve students' intercultural communication ability. And, should pay attention to investment in teachers colleges and universities, offer learning opportunities for teachers, let teachers can take the initiative to learn new knowledge, access to more advanced teaching ideas and methods, and then guide for students, encourage students to enrich their learning experience, gain more new culture, and stimulate the learning interest in Japanese culture. From the perspective of schools, more attention should be paid to the training of teachers. By organizing teachers to study and participate in lectures on a regular basis, teachers can also have the ability of intercultural communication. Only in this way can the teaching level of Japanese major in colleges and universities be guaranteed and the learning effect of students can be strengthened.

Secondly, the sharing of college students' classroom practice highlights the role of practical teaching as an important supplement to theoretical teaching. General Secretary Xi pointed out that ideological and political courses Should adhere to the unity of theory and practice, train people with scientific theories, attach importance to the practicality of ideological and political courses, and combine ideological and political small classes with social big classes. Famous educator Tao Xingzhi said that "Life is education." "Society is school" [3]. The teaching reform of ideological and political theory course actively explores the mode of practical teaching and education should also be oriented to life science and sociology. "Practice makes perfect" and "Practice is the only criterion for testing truth" [4] both illustrate the importance of practice. Because the classroom teaching is the main position of the ideological and political course, the teaching time is abundant, the traditional teaching mode of pure theory teaching is inclined to the teacher's teaching, the students just accept passively, and the ideological and political course is difficult to arouse the students' attention, teachers and students' sense of attainment in ideological and political education will be affected. Teachers and students do not have a strong sense of ideological and Political Education, ideological and political education teaching effectiveness will be affected. The sense of attainment in ideological and political education refers to the satisfaction that can be obtained through the teaching activities of ideological and Political Education. In addition to attracting students to enhance the teaching effect and enhance the sense of obtaining ideological and political lessons by using the ideological charm of theory and the personality charm of teachers, it is also necessary to make effective use of the main position of classroom practice teaching to reform the teaching mode of ideological and political lessons, innovate the teaching method and mode of ideological and political course, stress the practice of class sharing to enhance the actual effect of ideological and political course teaching.

5. CONCLUSION

At present, our country and Japan have more and more close communication, in order to realize unimpeded communication, we should pay attention to the training of talents majoring in Japanese, promote more students to have cross-cultural communication ability, so as to meet the needs of the development of the current times. From the point of the actual teaching situation, many colleges and universities not to strengthen the reform of teaching mode, to strengthen the students' learning experience, to take timely innovation strategy, provide more practice opportunities for students, and to enrich the content of classroom teaching, such as customs, traditional festival in Japan into the teaching activity, this is beneficial to stimulate students' learning enthusiasm, So that students can actively participate in communication activities, and then improve their intercultural communication ability. In accordance with Quality Maxim, teachers are required to set up authentic situations for students to carry out the

listening and speaking practice. Authentic situations, which are more likely to take place in the real life, can encourage students to be actively participated so as to improve their listening and speaking ability. For non-English majors, they are in the non-native language environment when they are in English lessons, so it is difficult for them to carry out English listening and speaking practice.

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