



RESEARCH ON THE TEACHING METHODS OF JAPANESE LANGUAGE

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Article history:	Abstract:
Received: 11 th November 2023 Accepted: 11 th December 2023 Published: 18 th January 2024	The article discusses the current state of Japanese language learning in the world. As a result of the study, a period of decrease in the number of institutions where the Japanese language is studied was identified in Uzbekistan. Having analyzed statistical data regarding the number of such institutions, it was revealed that such a situation was uncharacteristic for the same period in other countries of Eastern Europe. Current problems of teaching and new developments in the field of teaching the Japanese language are considered. An example of a lesson using modern methods of teaching the Japanese language is given.

Keywords: Japanese language, modern teaching methods, realities, ARCS model, information gap, situational principle of organizing educational material, motivation, context, The Japan Foundation, China, non foreign language majors

INTRODUCTION

There are many investigators on Japanese language as a second foreign language teaching for foreign language majors. With the increasingly frequent cooperation between China and Japan and the emergence of more and more Japanese funded enterprises in China, there is an increasing demand for compound talents who can not only speak Japanese but are also professional in a specific field. Therefore, many schools have added Japanese courses for some non foreign language majors. In this way, Japanese is not regarded as a second foreign language, but as a public foreign language. Therefore, Japanese language teaching has been put on the agenda. The former is aimed at non foreign language majors with the purpose of using Japanese to learn professional knowledge or broaden employment opportunities. At present, schools who set Japanese courses to enhance the students' competitiveness and increase the employment rate account for a larger proportion. The latter is to meet the national requirements of setting second foreign language majors for foreign language majors. Except for aiming at the future postgraduate entrance examination or professional title examination, the purpose to attend the course is not very clear. Teaching methods are determined on different purposes, the author will explore the teaching methods of public Japanese combining their own Japanese teaching experience in recent years.

Interest in learning the Japanese language is constantly growing around the world. The number of institutions, teachers and students related to the Japanese language is constantly increasing. The Japan Foundation conducts research every three years on the current state of Japanese language learning in the world. The report

reflects general data regarding the number of institutions, teachers, students, goals and reasons for studying, and problems associated with teaching the Japanese language. According to the latest study published in 2011 (based on a survey conducted in 2009), the number of Japanese language learners has increased by 22.5% -compared to 2006 year.

THE MAIN FINDINGS AND RESULTS

Among the problems cited in the study related to teaching the Japanese language in the world, the most pressing are the following:

- teaching aids that do not meet modern requirements (34.6%);
- facilities and equipment that do not meet modern requirements (31.1%);
- insufficient information regarding educational materials and teaching methods.

The Japan Foundation, taking into account the above-mentioned current problems, provides the opportunity to receive a grant for an internship program for foreign teachers of the Japanese language. One of the goals of the program is to study modern methods of teaching a foreign language. In addition, teachers are introduced to the latest educational literature produced by the Japan Foundation, and lectures are given on the use of Internet sources in teaching.

The average number of Japanese language learners per teacher worldwide is 73, up 12.4% from 2006. Countries where there are more than 100 students per Japanese teacher are Indonesia, Korea, and Australia. On average, there are 3 Japanese language teachers per educational institution in the world.

1. Try to develop interest and encourage learning motivation



Interest is the best pedagogue. We should start from cultivating curiosity in teaching. Nowadays, the culture exchanges between Uzbekistan and Japan are very frequent especially in political and social entertainments. TV programmes, movies and songs from Japan have a great influence on Uzbek teenagers. Making good use of such trend can help teachers grasp the students' concentration at very first. For example, to describe a singer who is popular, we use "ninki" (にんぎ) in Japanese. For another example, the sign of "stores" which can be seen everywhere in super malls, means "uriba" (売り場) in Japanese. There are also some phrases like "kawaii" (beautiful and lovely) and "sugoi" (powerful and great) which are often used in movies and TV. Teaching vocabularies in this way can get students attracted all at once, making students discover that there are large amount of Japanese loanwords in Chinese. So that learning Japanese can be very popular and modern.

Realities include advertising brochures and leaflets, brochures, travel tickets, receipts from stores, photographs of signs, signs, warning notices; articles from newspapers and magazines; promotional videos from the Internet. This unadapted material is proposed to be used when teaching vocabulary, grammar and writing, even in the early stages of language learning. Learning to write, therefore, can be associated with vocabulary, and can also be accompanied by a further written task, where you need to write down the material you have just learned - this way it is consolidated. For example, having studied two variants of syllabary alphabet (hiragana and katakana), students can be asked to read images of signs that are located around the city and are written exclusively in alphabet.

We should avoid tasks that use only rote memorization with writing and pronunciation in order of 50 syllables of two alphabets. In this case, there is a possibility that students will lose interest in learning the language. It is recommended to create tasks yourself using non-adapted material. When students are able to put their knowledge into practice early in their studies, they have a sense of achievement: "I was able to read and understand what was written in Japanese." This is especially important for the Japanese language, where learning to write is a serious obstacle and sometimes slows down the transition to practical application. Majority of students lose confidence in their abilities and stop studying.

2. Introduction of new grammatical structures in context

Another recommendation is to introduce new grammatical structures not in isolation, but in the context of a situation where they can be used. Based on this, it is recommended to select the lexical material of the lesson. Let us give an example of organizing the

introduction of hieroglyphic material based on this principle. In the study guide "Nihongo so-matome" (日本語総まとめ), the purpose of which is to prepare for passing the international Japanese language exam "Noryouku shiken", all aspects of the language (grammar, hieroglyphics, vocabulary, reading, listening comprehension) are proposed to be studied on material organized according to the above principle. For example, in one of the lessons on learning writing, hieroglyphs are introduced based on a situation where students need to read warning signs.

3. Construction and organizing materials in teaching Japanese language

In teaching the Japanese language, such construction of material is of particular importance, since the choice of speech style, grammatical structures and lexical units depends on the speech situation. Situational-style polyvariance creates quite significant difficulties when learning the Japanese language, because students have to learn at least two of its variants in parallel (official-polite and intimate-familiar). There are a lot of differences both at the lexical and grammatical levels. The use of this method of organizing the curriculum is aimed at those who want to learn how to use the language in practice in a short period. Here are its advantages:

- 1) as a result of the use of specific situations in the learning process, students will be able to apply this knowledge in practice;
- 2) by creating a situation that meets the needs of students, it is easy to maintain motivation during the learning process.

However, this method of organizing the educational process is not entirely suitable for those who want to master the Japanese language at a high level. The following disadvantages can be noted:

- 1) grammatically complex expressions can be introduced at the initial stage of training, which is undesirable;
- 2) previously learned information is often forgotten, and for this reason it is difficult to accumulate the necessary knowledge;
- 3) it is difficult to build step-by-step training;
- 4) in the case of classroom activities, when the interests of students differ, there is a danger that due to their discrepancy, the motivation of some students will decrease.

The teacher can prepare some small presents (can be sweets, chocolate, key ring, etc.) as prizes and ask questions for students to answer. The more questions there are, the better. Such as words recitation, sentences translation, etc. The teacher can also demonstrate some actions, such as eating, drinking, sleeping, walking, jumping, running, throwing and so on.



CONCLUSION

To conclude, there are already manuals and guides, as well as sites containing information (texts, video, audio files, etc.) necessary for creating assignments using realities and non-adapted material to give assistance to teacher. According to data for 2009, Uzbekistan is in fourth place in the number of educational institutions where Japanese is taught, and in third place in the number of students studying Japanese, while, according to data for 2003, Uzbekistan was in second in Asia in terms of the number of such educational institutions and students. There is no fixed method in learning and no fixed rule in teaching. For the Japanese Teaching for non Japanese majors, we should change the boring language learning state and the bad habit of fruitless recitation in exam oriented education, increase knowledge practicing process, and effectively improve the comprehensive quality and practical ability of students, so that students can easily use the knowledge they have learned to work. Of course, there are many teaching methods of public Japanese, which will not be listed here. There are still many discussions about it, which need to be further explored. It is worth noting that in no other country has the situation with a significant decrease in the number of educational institutions involved in teaching the Japanese language been repeated. This indicates the need for further popularization of the study of the Japanese language in Uzbekistan and the relevance of considering and solving problems associated with its teaching.

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