



Investigative Approach On Teaching Methods Of Japanese Modern Language

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Abstract: This article analyses an investigative and analytical approach on teaching methods of Japanese modern language. Besides, the paper researches the reflection of research and application of modern Japanese teaching methods. Methods of teaching Japanese have developed rapidly, especially in the previous 30 years. As a language learner, training manager, or teacher, it is important to understand the various methods and techniques so that you are able to navigate the market, make educated choices, and boost your enjoyment of learning a language.

There are many ways of teaching a foreign language. When a teacher chooses one method or approach from all the varieties, he or she has at least some kind of reason for it. However, it is possible to validate the choice of one method over another by measuring the actual effectiveness of the teaching. This volume thus serves as an aid to foreign language teachers, especially those teaching Japanese. Now this issue is being actively studied in science in different countries, including Uzbekistan.

Keywords: Japanese modern language, methods and techniques, audio-lingualism, multimedia technology, online learning, communicative approach (CA), acquisition, teacher as a “facilitator”, bilingualism, classroom teaching, teaching discipline, “lesson study”, “research lesson”, eclecticism, Communicative language teaching (CLT), learning rhythm.

Introduction

What is the best teaching method for Japanese language?

According to academic research, linguists have demonstrated that there is not one single best method for everyone in all contexts, and that no one teaching method is inherently superior to the others. Also, it is not always possible – or appropriate – to apply the same methodology to all Japanese language learners, who have different objectives, environments and learning needs and etc. Science teaching offers a particularly interesting lens through which to view Japan’s system of professional learning, since science was not a subject in



Japanese schools until the latter half of the 19th century – when U.S. gunboats abruptly ended centuries of self-imposed Japanese isolation and dramatically suggested the superiority of western science and technology. During the overhaul of Japanese education that followed, the teaching of science became a major priority, and foreign science instructors were invited to Japan to teach. Their demonstration lessons to Japanese students, simultaneously observed by hundreds of Japanese teachers, are considered by some Japanese scholars to be the starting point for lesson study and for large public research lessons in Japan—features integral to Japan’s system of professional learning today.

With modern teaching ideas constantly updated, adhere to the teaching innovation, optimize educational resources, development and use of multimedia technology assisted teaching, will help to further improve the modern education. Scientific analysis and research multimedia technology, combined with the characteristics of Japanese teaching discipline, innovation and implementation of multimedia teaching application strategy in Japanese teaching process is the construction of scientific, efficient and diversified teaching philosophy of practical initiatives. The practice from a technical perspective of the application of multimedia technology in the Japanese language teaching.

The main findings and results

The main methodologies are listed below in the chronological order of their development:

- Grammar Translation – the classical method ;
- Direct Method – discovering the importance of speaking;
- Audio-lingualism – the first modern methodology ;
- Humanistic Approaches – a range of holistic methods applied to language learning ;
- Communicative Language Teaching – the modern standard method ;
- Principled Eclecticism – fitting the method to the learner, not the learner to the method .

A core feature of Japan’s system of professional learning is “lesson study” (jugyou kenkyuu; 授業研究), collaborative inquiry cycles that revolve around planning, observation, and analysis of live instruction. The heart of the inquiry



cycle is a “research lesson” (kenkyuu jugyou 研究授業) that enacts teachers’ ideas about the optimal teaching of a particular subject matter to a particular group of students. Honing a single lesson is not typically the primary goal of lesson study as practiced in Japan.

1. ONLINE PROGRAMMES AND MATERIALS FOR TEACHERS

Recently, based on the development and convenience of internet technology, numerous Japanese learning sites have sprung up. Online shopping, messages writing, and trading are very convenient because action can be performed at any time and there is no waiting. By extension, is it a convenient way to teach and of course, learn a language for the same reasons. How many would take a language course at school and also study on the internet at home? How many would try to learn a language exclusively from an online source? There is a finding that suggests the acquisition of a language requires interactive communication. The Japan Pediatric Society, for instance, conducted research with 1,900 one and half-year-old children in 2004 to discern the influence of TV on their development. There are several advantages to online teaching. First, teacher and learners can manage their own time and can teach or study any time and at any place they want. They can also study at their own pace. Second, learners do not have to wait for the teacher to correct their answers. Usually exercises on online learning sites give results instantly. Third, the learners get colorful visual information. Most Japanese textbooks contain few pictures. If there are pictures, they are usually in black and white. The textbooks for beginners mainly focus on grammar. Because of the learner’s lack of vocabulary and grammatical knowledge, the beginner’s textbook does not include much reading materials. Learners, however, can read and learn about Japan in their native language through the internet. Although online learning has many merits, there are also demerits. As all of us have experienced, one has to click around to find the page we are looking for. It takes time to get used to the site and to know where the information is that we want to see. If internet access speed is slow, it is frustrating and time consuming. If the learner has a question in the middle of practice, there is no one to ask. Currently, online exercises only use multiple choice or right-or-wrong type questions. The computer cannot correct or grade composition or speech. When the learner makes mistakes, the computer gives only the correct answer or model answer; it does not explain why it was a mistake or how to improve the mistake. The most crucial demerit of online learning is the fact that the learner interacts with a machine. It is not



like actual interaction with other people as in a normal situation where language is used.

2. COMMUNICATIVE APPROACH TO TEACHING METHODS

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. Communicative language teaching (CLT), or the communicative approach (CA), is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Learners in environments using communication to learn and practice the Japanese language by interactions with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and the use of the language both in class and outside of class. Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar to promote language skills in all types of situations. That method also claims to encourage learners to incorporate their personal experiences into their language learning environment and to focus on the learning experience, in addition to the learning of the target language, for instance, Japanese language.

CLT also positions the teacher as a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical system that does not use a textbook series to teach the target language but works on developing sound oral and verbal skills prior to reading and writing.

3. THE REFORM OF MULTIMEDIA JAPANESE TEACHING MODE

In Japanese language teaching, the use of multimedia technology assisted teaching, to combine the physical and mental development of students, the teaching content of the Japanese, through efficient technology, scientific and reasonable situation creation, to stimulate students to learn the interest of learning language and the initiative to explore the potential of learning. Multimedia is used in Japanese class. Teachers use multimedia equipment designed by themselves to improve the efficiency of teaching. In the process of teaching Japanese, teachers should full realize the concrete functions of multimedia technology to avoid the full implementation of multimedia teaching and the class will be dominated by multimedia. Modern classroom teaching



should really play and reflect the students' main position, we must protect the classroom atmosphere lively, lively and rigorous. In Japanese teaching, the use of multimedia teaching technology, appropriate and timely use of audio or video or animation effects, to help adjust and control the learning rhythm of students. Multimedia teaching is a teaching method, not the ultimate goal, the focus is on how to appropriately use it to optimize and promote teaching. Japanese language teaching has a specific language practice characteristic, the use of a variety of multimedia teaching in the form of auxiliary teaching, we must focus on the Japanese language teaching objectives as the center.

When the focus of teaching is on assets students bring to the course instead of perceived deficits, no student is singled out because they represent a non-traditional experience. Instead, all students are believed to bring a unique set of skills and proficiencies which can be tapped for the good of the class learning community. While the asset-based approach has been employed in community projects.

Conclusion

With increasing globalization comes an increasing demand for learning languages and bilingualism in the workforce. For those raised in primarily monolingual communities, greater need is placed on primary and secondary education for provision of second (or foreign) language learning. There is no question that early exposure is key for maximizing the opportunity to achieve fluency (if not mastery) of a second language and that the older the learner, the harder it is to reach that goal. Yet, there are also those learning a second language who face numerous obstacles, regardless of age. For example, a deaf individual learning a second language will naturally have very different experiences from those of a hearing individual. Scientific analysis and research multimedia technology, combined with the characteristics of Japanese teaching discipline, innovation and implementation of multimedia teaching application strategy in Japanese teaching process is the construction of scientific, efficient and diversified teaching philosophy of practical initiatives. Additionally, an individual with dyslexia will be particularly hindered by the markedly opaque orthography of English, arguably the most common second language in the world. Importantly, the language-learning challenges that individuals with special needs face often reflect the paucity of research in and development of appropriate second language pedagogical methodologies. In other words, such



individuals are at risk due in no small part to the lack of adequate consideration of their needs. Each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in a set sequence. Thus, the real features of the structure or functioning of the Japanese language have generated and continue to generate stereotypes mass consciousness, which can have a reverse impact on the language through the maintenance of norms and language policy; education, language and culture.

The different types of lesson study share certain commonalities: they all provide opportunities to observe teaching and learning, to analyze and discuss data collected during the research lesson, and to network with other educators and build professional learning community.

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