

Research on the Path and Strategy of Integrating Folk Culture into Advanced Japanese Language Teaching in Guangdong-Hong Kong-Macao

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Abstract

Under the background of increasingly frequent cross-cultural communication, advanced Japanese language teaching shoulders the heavy responsibility of cultivating talents with international vision and intercultural communication ability. How to skillfully integrate the folk culture of Guangdong-Hong Kong-Macao into the advanced Japanese language teaching, achieve the deep integration of language and culture, and open up students' international vision and local feelings, has become an important topic that we need to think about. This paper will discuss the necessity of integrating the folk culture of Guangdong-Hong Kong-Macao into the advanced Japanese language teaching, the dilemma of integration, the specific path and strategy.

Keywords

Guangdong-Hong Kong-Macao; Folk Culture; Advanced Japanese Language Teaching; Strategy.

1. Introduction

The report to the 19th CPC National Congress calls for strengthening cultural confidence and promoting the prosperity of socialist culture. The Fifth Plenary Session of the 19th CPC Central Committee called for the prosperity of cultural undertakings and cultural industries and the enhancement of the country's cultural soft power. In the new era, we are faced with the proposition of how to carry forward and innovate fine traditional culture and strengthen cultural confidence. Folk culture is the crystallization of people's wisdom. The inheritance and development of folk culture can improve the cohesion of a region and enhance national self-confidence. With the deepening of globalization, cross-cultural exchanges and cooperation are becoming more and more frequent, and the demand for learning foreign languages is becoming more and more urgent. In Japanese language teaching, in addition to teaching language knowledge and skills, understanding and experiencing the target culture is also crucial. Guangdong-Hong Kong-Macao, as one of the important cultural regions in China, are attracting people from all over the world with their unique folk culture. Therefore, integrating the folk culture of Guangdong-Hong Kong-Macao into advanced Japanese language teaching can not only enrich students' cultural vision, but also improve their Japanese language proficiency and cross-cultural communication ability.

Advanced Japanese is a compulsory course for senior students majoring in Japanese and an important stage in the study of Japanese majors. It aims to further enhance students' comprehensive Japanese ability, including language skills, cultural understanding and intercultural communication ability. The textbooks used by the author's school are advanced courses in the "New Classic Japanese" series of textbooks. The text length is long, the sentence structure is complex, and the figure of speech is rich, which requires the students' language analysis ability, deep thinking ability and literature appreciation ability. However, the text of

each course and the extra-curricular reading articles are all written by Japanese, involving literature, philosophy, culture, science and technology, society, history and other fields. Although the selection of the content of each text takes into account the cultural background of language knowledge, there is no introduction to the excellent traditional Chinese culture. As the school is located in the Guangdong-Hong Kong-Macao Greater Bay Area, it is very necessary for Japanese teachers to organically integrate the folk culture of Guangdong-Hong Kong-Macao into the advanced Japanese language teaching, so that students can deeply feel the cultural differences between Chinese and Japanese nationalities through the study of this course, and cultivate students' cross-cultural communication ability, critical thinking ability and research ability.

This paper aims to explore how to effectively integrate the folk culture of Guangdong-Hong Kong-Macao into the advanced Japanese language teaching, through in-depth analysis of the necessity and difficulties of integrating the folk culture of Guangdong-Hong Kong-Macao into the advanced Japanese language teaching, combined with the actual needs of the advanced Japanese language teaching, and put forward specific paths and strategies.

2. The Necessity of Integrating the Folk Culture of Guangdong-Hong Kong-Macao into Advanced Japanese Language Teaching

The Ministry of Education points out in the Guiding Outline for Improving the Education of Excellent Traditional Chinese Culture that "at the university stage, the focus should be on improving students' ability to independently study and explore excellent traditional Chinese culture, cultivate students' awareness of cultural innovation, and enhance students' sense of responsibility and mission to inherit and carry forward excellent traditional Chinese culture."

[1]It can be seen that in addition to good professional quality, students majoring in Japanese language also need to have good cultural quality. Both are indispensable and cannot be neglected. Only by integrating cultural education into Japanese language teaching, can the Japanese language subject realize the unification of instrumental and humanistic characteristics.

2.1. Enrich the Content of Japanese Language Learning and Enhance the Interest of Learning.

Advanced Japanese language teaching is not only limited to the teaching of grammar, vocabulary, sentence structure and other language knowledge, but also needs to expand students' cultural vision. In fact, the grammar knowledge of each course in the advanced Japanese textbook is little and almost all of them have been learned before, and basically all of the vocabulary has been learned. The folk cultures of Guangdong-Hong Kong-Macao are rich and colorful, such as Cantonese opera, dragon and lion dance, herbal tea, morning tea, martial arts, etc. Integrating these cultural elements into the teaching can provide students with more abundant learning materials and make Japanese learning no longer boring and boring. For example, when explaining Japanese words related to traditional culture, Cantonese opera can be introduced so that students can understand the history, roles and performance forms of Cantonese opera and learn corresponding Japanese expressions, such as "Cantonese opera (えつげき)", "Huadan (かたん)" and "Wusheng (ぶせい)", which will not only deepen students' understanding of Japanese words, but also enhance their understanding of Japanese words. And broaden students' knowledge of the folk culture of Guangdong-Hong Kong-Macao.

The traditional advanced Japanese language teaching is often centered on teaching materials, and the teaching content is relatively simple. Folk culture is close to students' life and easily arouses their resonance and interest. After integrating the folk culture of Guangdong-Hong Kong-Macao into advanced Japanese language teaching, it can be taught through various ways

such as pictures, videos and field visits, so as to stimulate students' interest and curiosity in learning and make them more active in the learning process. For example, wonderful videos of dragon and lion dances can be played in class so that students can feel its lively atmosphere and unique charm, and then students can be guided to describe the scenes and significance of dragon and lion dances in Japanese, or these videos can be accompanied with Japanese subtitles or dubbing, so as to stimulate students' interest in learning and improve the learning effect.

2.2. Enhance the Understanding of Different Cultures, Reduce Cultural Conflicts, and Cultivate Cross-cultural Communication Skills.

Intercultural communication competence is one of the important goals of advanced Japanese language teaching. Understanding the folk culture of Guangdong-Hong Kong-Macao can help students better understand the diversity and uniqueness of Chinese culture, while also making students more confident in introducing Chinese cultural traditions when communicating with Japanese people. For example, when students communicate with Japanese friends, they can introduce the morning tea culture of Guangdong-Hong Kong-Macao, including the types of dim sum and the etiquette of drinking tea, so that Japanese friends can understand the food culture and lifestyle of China. Through such exchanges, students not only improve their Japanese language skills, but also enhance their understanding and respect for different cultures.

In cross-cultural communication, cultural differences may lead to misunderstandings and conflicts. By learning the similarities and differences between Guangdong-Hong Kong-Macao folk culture and Japanese culture, students can better understand cultural differences and avoid cultural conflicts. For example, Japanese etiquette culture pays great attention to details, while the Guangdong-Hong Kong-Macao regions also have their own unique etiquette customs. Through comparative study, students can understand the etiquette differences in different cultures and behave themselves more appropriately when interacting with Japanese people.

2.3. Enhance the Sense of Cultural Identity, Inherit and Carry Forward the Local Culture.

Folk culture is an important part of national culture, with distinct regional and national characteristics. As students from Guangdong-Hong Kong-Macao, learning and understanding local folk culture can enhance their sense of cultural identity and pride, thereby enhancing students' cultural self-confidence and enabling them to display the charm of Chinese culture more confidently on the international stage. Integrating these cultures into advanced Japanese language teaching allows students to learn a foreign language without forgetting their roots in local culture. For example, by learning folk culture such as Cantonese opera and Guangdong music, students can feel the cultural heritage and artistic charm of Guangdong-Hong Kong-Macao, thereby enhancing their love for and identification with local culture.

With the development of globalization, cultural communication becomes more and more important. Integrating the folk culture of Guangdong-Hong Kong-Macao into advanced Japanese language teaching can cultivate students' awareness and ability of cultural communication and make them ambassadors of cultural exchanges. Students can introduce the folk culture of Guangdong-Hong Kong-Macao to their Japanese friends in Japanese to promote cultural exchange and dissemination. At the same time, the international influence of Guangdong-Hong Kong-Macao can also be enhanced through cultural communication.

To sum up, it is of great necessity to integrate the folk culture of Guangdong-Hong Kong-Macao into advanced Japanese language teaching, which can enhance the depth and interest of language learning, cultivate cross-cultural communication ability, and inherit and carry forward local culture.

3. The Dilemma of Integrating the Folk Culture of Guangdong-Hong Kong-Macao into Advanced Japanese Language Teaching

For a long time, the teaching of Japanese in colleges and universities has shouldered the heavy responsibility of cultural exchanges between China and Japan, especially introducing Japan to China, and making important contributions to China's comprehensive understanding of Japan's political, economic, cultural and social development. However, in the process of Japanese language teaching in colleges and universities, the outstanding traditional Chinese culture has not been paid enough attention either in textbooks or in the teaching process of teachers. There are many problems to be solved in the application and dissemination of the excellent Chinese culture. In the basic stage, that is, the first and second years, the teaching of Japanese majors in colleges and universities will focus on how to make students understand the social and cultural characteristics of Japan and how to smoothly integrate into the social environment of Japan. In the advanced stage of Japanese, that is, the third and fourth grade, students' ability to "learn Japanese" should be trained. For a long time, the teaching of Japanese majors overemphasizes the "negative migration" role of mother tongue culture in Japanese learning, one-way input of target language culture in teaching, ignoring the input and expression of Chinese culture. Resulting in the phenomenon of "Chinese cultural aphasia", in which students are unable to express Chinese culture in Japanese in cross-cultural communication. "Chinese cultural aphasia" not only causes students to lose the basis of language comparison in Japanese learning and becomes a barrier to Japanese acquisition, but also causes students to lack cultural subject consciousness and cultural self-confidence in international communication due to the lack of their own culture, and it is difficult to carry forward and spread their own culture in cross-cultural communication.

The texts in Advanced Japanese are diverse in genre and extensive in content. Some texts are too long and difficult, which requires high language application ability of students. Most teachers need to spend a lot of time and energy in explaining the language and culture of the texts, and the knowledge about excellent traditional Chinese culture that they have dug out is mainly infused with single information, and only exists as a supplement to the knowledge points. In addition, students mainly accept the knowledge passively and complete the relevant exercises after class, which is difficult to achieve the cultivation of students' cross-cultural communication ability and critical thinking ability.

First of all, the teachers have insufficient knowledge of folk culture, teaching methods and experience. Since not all teachers are from Guangdong-Hong Kong-Macao, their understanding of the folk culture of Guangdong-Hong Kong-Macao is limited, and they lack systematic and in-depth research, so it is difficult to impart relevant content to students comprehensively and accurately. For example, for some traditional festival customs and folk art forms with local characteristics, it is difficult for teachers to explain them thoroughly if they do not have a deep understanding of themselves. In addition, even if teachers have certain knowledge of folk culture, they may lack corresponding teaching methods and experience in how to effectively combine it with advanced Japanese language teaching, do not know how to introduce folk culture content in an appropriate way, or have single teaching methods and means, and lack innovative teaching methods, such as role playing and scene simulation, etc. It is difficult to effectively stimulate students' interest and enthusiasm in learning, so that they can integrate with the teaching of Japanese language knowledge and skills to achieve good teaching results.

Secondly, teaching time and resources are limited. Advanced Japanese language teaching usually has established teaching syllabus and teaching tasks, so it is urgent to complete the explanation of Japanese language knowledge, skill training and text analysis in the limited classroom time. Adding the folk culture teaching of Guangdong-Hong Kong-Macao may affect the teaching progress and make it difficult to complete the teaching task within the prescribed

time. In addition, schools lack teaching resources related to the folk culture of Guangdong-Hong Kong-Macao, such as teaching materials, books, video materials, physical displays, etc. At present, most of the advanced Japanese textbooks on the market focus on the training of Japanese language knowledge, grammar, reading, writing, etc., with little reference to the folk culture of Guangdong-Hong Kong-Macao. Even the textbooks used by my school are all articles related to Japan. There are no texts, reading materials or exercises related to the folk culture of Guangdong-Hong Kong-Macao in the textbooks, which cannot provide direct material support for teaching. This makes it difficult for teachers to present the content of folk culture through diversified means in the teaching process, difficult to meet the teaching needs, and students can not have a more intuitive and in-depth understanding of folk culture, which affects the teaching effect. Moreover, it takes a lot of time, energy and resources to compile Japanese textbooks containing the folk culture content of Guangdong-Hong Kong-Macao. It is necessary to ensure the accuracy, representativeness and interest of the content of folk culture, and at the same time to match the goal and difficulty of Japanese language teaching, which puts high requirements on the textbook writers, resulting in difficulties in the compilation and publication of relevant textbooks.

Finally, students lack of cognition and interest in folk culture, and cultural differences lead to inaccurate understanding of the connotation of folk culture. In the process of growing up, students may not have received systematic folk culture education in Guangdong-Hong Kong-Macao, and have a vague understanding of local folk culture traditions and characteristics. This makes it difficult for them to establish a connection with Japanese learning and to understand the connotation and significance of folk culture in Japanese expressions in the learning process. In today's globalized and informationized era, students are more susceptible to the influence of foreign pop culture and may lack interest in traditional folk culture. Some students may feel that folk culture is too old and out of touch with modern life, so they lack enthusiasm and initiative for the content integrated into folk culture when learning Japanese. The folk culture of Guangdong-Hong Kong-Macao has unique connotations and values, which are different from the Japanese culture. When students understand the folk culture of Guangdong-Hong Kong-Macao, they may be affected by their own existing cultural concepts and thinking patterns, and it is difficult to accurately grasp its essence. For example, the symbolic meanings, taboos, etc. behind certain folk activities may be different from similar concepts in Japanese culture, which may easily confuse students.

4. Approaches and Strategies for Integrating the Folk Culture of Guangdong-Hong Kong-Macao into Advanced Japanese Language Teaching

In the context of increasingly frequent cross-cultural communication, advanced Japanese language teaching shoulders the heavy responsibility of cultivating talents with international vision and intercultural communication ability. As an important part of the traditional culture of the Chinese nation, the folk culture of Guangdong-Hong Kong-Macao has profound historical deposits and unique charm. At present, in the cultivation of cross-cultural competence in foreign language education in China, there are some major problems, such as emphasizing foreign countries over local ones, language skills over discourse modes, and knowledge accumulation over humanistic speculation.[2] Therefore, how to skillfully integrate the folk culture of Guangdong-Hong Kong-Macao into advanced Japanese language teaching, achieve the deep integration of language and culture, and open up students' international vision and local feelings have become an important issue for us to consider urgently. The author believes that from the aspects of compilation and selection of teaching materials and construction of curriculum system, strategies such as improving teachers' quality, stimulating students'

interest, innovating teaching methods, carrying out practical activities and establishing evaluation system can be adopted to enable students to contact and learn the folk culture of Guangdong-Hong Kong-Macao through multiple channels and in various forms.

4.1. To Compile Japanese Language Teaching Materials with Characteristics of Guangdong-Hong Kong-Macao, and Add Special Courses Such as "Folk Culture and Japanese Expression in Guangdong-Hong Kong-Macao".

The current textbooks used by the author's school are the first and second volumes of the New Classic Japanese Advanced Course. The texts and extracurricular reading articles are all written by Japanese, and do not involve the content of the excellent traditional Chinese culture. Therefore, the author suggests organizing experts, scholars and frontline teachers to compile Japanese textbooks with the characteristics of Guangdong-Hong Kong-Macao. The content of the textbook should include rich folk culture knowledge, such as Cantonese opera, going to the flower market, dragon and lion dance, Canton embroidery, Mazu belief, etc., and equipped with Japanese notes, pictures, audio and video materials to enhance the intuitiveness and interest of the textbook. At the same time, the language expressions in the textbooks should meet the requirements of advanced Japanese language teaching, and the difficulty is moderate, which can help students improve their Japanese language ability. In addition to the compilation of special teaching materials, some Japanese books, magazines and newspapers related to the folk culture of Guangdong-Hong Kong-Macao can also be selected as auxiliary teaching materials. These supplementary textbooks can provide students with more reading materials and learning resources, broaden their horizons and deepen their understanding of folk culture.

The advanced Japanese stage, namely the third and fourth years, should exercise students' ability to "learn Japanese". Students are not only required to learn abstract and literary articles in different fields of Japan, but also to learn excellent Chinese culture in Japanese. By comparing the similarities and differences between the folk culture of Guangdong-Hong Kong-Macao and the culture of Japan, students are guided to think about the importance of cultural diversity and inclusiveness. Therefore, the author suggests that special courses such as "Guangdong-Hong Kong-Macao Folk Culture and Japanese Expression" should be added to the curriculum system of advanced Japanese language teaching. The course can systematically introduce the folk culture of Guangdong-Hong Kong-Macao, including traditional festivals, folk art, characteristic food, architectural styles and other aspects, and guide students to learn how to accurately express these cultural elements in Japanese.

4.2. Improve the Quality of Teachers and Establish an Exchange Platform for Teachers within the School.

Most of the teachers of advanced Japanese courses are not from Guangdong-Hong Kong-Macao and are not very familiar with the folk culture of the region. Therefore, it is necessary to organize teachers to participate in training courses on folk culture and Japanese language teaching in Guangdong-Hong Kong-Macao, so as to improve their folk culture literacy and Japanese language teaching level. The training content may include the learning of folk culture knowledge, the innovation of teaching methods, the skills of compiling textbooks and so on. Through the training, teachers can better master the methods and skills of integrating folk culture into Japanese language teaching, and improve the teaching quality. At the same time, teachers will be encouraged to carry out research on the folk culture and Japanese language teaching in Guangdong-Hong Kong-Macao, so as to enhance their scientific research ability and apply the research results to teaching, so as to enhance the scientific and effective teaching.

In addition, to establish an exchange platform for teachers in the school, so that teachers teaching advanced Japanese courses can share teaching experience and teaching resources, and jointly explore methods and strategies for integrating folk culture into Japanese language

teaching. Through the exchange platform, teachers can learn from and learn from each other to improve their teaching level.

4.3. Explore the Folk Culture Elements in Teaching Materials to Stimulate Students' Interest in Learning.

Although the current textbooks used by the author's school do not involve Chinese culture, teachers can explore the content related to the folk culture of Guangdong-Hong Kong-Macao according to the theme of the text. For example, the theme of the third lesson of Volume 1 is the remuneration of volunteers. The red envelope culture of Guangdong-Hong Kong-Macao can be introduced. The fifth lesson focuses on language as a colored lens, pointing out that English has different words for different body parts of cows, while Japanese has different words for mullet at different growth stages. Cantonese has different words for children of different ages, so as to guide students to think critically about the reasons and deeply understand the connotation and characteristics of the two cultures. When talking about the imagination of the body, we can introduce the scenes related to the 2024 Paris Olympic Games, and mention the Olympic athletes from Guangdong-Hong Kong-Macao who have won MEDALS, so as to enhance students' cultural confidence and pride.

Every student has his/her own unique learning style and interest, and teachers should pay attention to the individual needs of students and provide corresponding learning support. Teachers can investigate students' cognition of the folk culture of Guangdong-Hong Kong-Macao through questionnaires and other forms, analyze students' interest points and needs, provide customized learning resources and tasks according to students' interest points, and introduce the folk culture content of Guangdong-Hong Kong-Macao that students are familiar with and interested in through pictures, videos and stories, so as to stimulate students' enthusiasm and interest in Japanese learning.

4.4. Innovate Teaching Methods in Class and Enrich Students' Practical Activities Outside Class.

The traditional advanced Japanese language teaching is teacher-centered, with the teacher taking the dominant position in the classroom, relying on textbooks, and emphasizing the systematic indoctrination of Japanese language knowledge. According to the arrangement of the textbook, they explain the text lesson by lesson, covering the reading of the text, grammar analysis, after-class practice and other aspects, explain and analyze the text in detail, and require students to understand every detail of the text, including the main idea of the article, the general idea of the paragraph and the writing technique. In class, students mainly passively accept knowledge and have few opportunities to think and express themselves actively. This teaching method neglects students' interest and main body status, which is not conducive to students' absorption of knowledge and cultivation of innovative ability. Therefore, teachers should adopt a variety of teaching methods, such as situational teaching method, project teaching method, cooperative learning method, reflective teaching method, cross-cultural comparison method, etc., make full use of multimedia technology and modern teaching methods to make the teaching content more vivid and organized, help students better understand and master folk culture, and train students' ability to express Chinese culture in Japanese. Cultivate students' critical thinking ability and intercultural communication ability. At the same time, experts on the folk culture of Guangdong-Hong Kong-Macao can be invited to give online or offline lectures to provide students with more in-depth cultural analysis, or symposiums can be organised to deepen students' understanding of folk culture.

To provide more practical opportunities for students both inside and outside the school, and to design some activities related to the folk culture of Guangdong-Hong Kong-Macao in the school, such as folk culture knowledge competition, Japanese speech competition, writing competition,

Japanese drama performance, Japanese dubbing competition, Japanese corner, etc., so that students can learn folk culture in the activities, improve their Japanese language ability, and help students apply the knowledge they have learned to real life. To enhance the learning effect. If conditions permit, students can be organized to go on field trips to Guangdong-Hong Kong-Macao, such as visiting cultural attractions such as the Museum of Cantonese Opera and the Museum of Guangdong Folk Crafts in Guangdong-Hong Kong-Macao, and participating in folk festivals, etc., to communicate with local people and experience folk culture by themselves. During the field visits, students should be guided to observe the local people's lifestyle, language habits, etc., so as to enhance their understanding and feeling of folk culture. Schools may establish cooperative relationships with local cultural institutions or communities, organize cultural experience activities themed on the folk culture of Guangdong-Hong Kong-Macao, such as tea ceremony experience, Chinese cuisine production, traditional handicraft production, etc., invite local people to carry out cultural exchange activities, integrate Japanese language teaching elements into the activities, so that students can learn and use Japanese in practice, To enhance students' Japanese language proficiency and intercultural communication competence. Schools can also organize exchange activities between students and Japanese students, such as holding online or offline cultural exchange forums, introducing the folk culture of their own countries to each other, organizing students to participate in international cultural exchange activities, such as the International folk Culture Festival, international student summer camp, etc., so that students can have a better understanding of Japanese culture, and at the same time spread the folk culture of Guangdong-Hong Kong-Macao to Japanese students. To enhance their intercultural communication skills.

4.5. Establish a Diversified Evaluation System and Pay Attention to Process Evaluation.

In order to ensure the effective integration of the folk culture of Guangdong-Hong Kong-Macao into advanced Japanese language teaching and achieve the desired results, a comprehensive evaluation and feedback are needed. The evaluation includes students' mastery of folk culture knowledge, the improvement of language skills, the development of cross-cultural communication ability and other aspects. The evaluation method can be a combination of examinations, homework, classroom performance, practical activities, questionnaires, interviews, observation records and other ways to comprehensively and objectively evaluate students' learning results. Pay attention to the process evaluation, pay attention to the students' learning process and progress. In the teaching process, timely feedback and evaluation should be given to students, so that students can understand their own learning situation and shortcomings, and timely adjust learning methods and strategies. At the same time, it is also necessary to collect feedback from students in order to adjust teaching strategies and methods in time. Through the process evaluation, students can participate in learning more actively, improve the learning effect, and teachers can further improve the teaching content and methods, improve the teaching effect and quality.

5. Summary

In short, integrating the folk culture of Guangdong-Hong Kong-Macao into advanced Japanese language teaching is a work of far-reaching significance. The implementation of the above paths and strategies can help students to understand and experience the culture of Guangdong-Hong Kong-Macao in a more comprehensive way, improve their Japanese language proficiency and cultural literacy, enhance their cultural confidence and national pride, and promote the inheritance and development of local culture, enhance the international community's understanding and recognition of China, and promote the internationalization of education. However, in order to achieve better results, teachers need to constantly innovate teaching

methods, combine the actual needs and interests of students, carefully design course content, stimulate students' enthusiasm for learning, so that they can appreciate the unique charm of Guangdong-Hong Kong-Macao while learning Japanese, and enhance their cross-cultural communication ability. In the future, we hope that this teaching mode can be more widely applied and promoted, so as to contribute wisdom and strength to training more talents with international competitiveness and cross-cultural communication ability.

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Conflicts of Interest

The author declares that there is no conflict of interest in this paper. The analysis and recommendations provided are based solely on advanced Japanese language teaching research and objective evaluation and are not influenced by any outside interests.

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