



# **The Causes and Countermeasures of the Lack of Literariness in the Teaching of Japanese Literature in Colleges and Universities**

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**Abstract:** With the frequent interaction between China and Japan, Japanese learning is particularly important. Japanese literature integrates the essence of humanistic culture. It is helpful to understand Japanese culture by reading Japanese. However, due to the cultural differences between China and Japan, there is a general lack of literariness in Japanese Literature teaching in colleges and universities, which is not conducive to the cultivation of students' literary appreciation. This paper analyzes the causes for the lack of Chinese academic nature in the teaching of Japanese literature in colleges and universities, and puts forward corresponding solutions to the existing problems, highlighting the cultivation of college Students' literariness and deepening their understanding of Japanese literature.

**Keywords:** Colleges and Universities; Japanese Literature Teaching; Literariness; Deficiency; Causes and Countermeasures

At present, the lack of literariness is a common phenomenon in the teaching of Japanese literature in colleges and universities. The lack of scientificity in the teaching of Japanese literature is mainly manifested in the following aspects: the life experience of the writer, the politicization of the background of the times, the moralization of the subject's ideology and the typification of the image of the characters. These phenomena make the teaching of Japanese literature present mechanical mode. After learning Japanese literature, daily students can not understand and evaluate Japanese literature from multiple and multi-dimensional perspectives, nor can they effectively identify writers' writing styles and artistic creation features. As a result, it is not conducive to the cultivation of students' literary appreciation ability.

## **1. The causes for the lack of literariness in Japanese literature teaching in colleges and universities**

With the increasingly frequent exchanges between China and Japan, the development of social and economic construction and the interactive exchanges between the two countries urgently need high-quality compound Japanese talents. Therefore, how to cultivate and improve the students' ability of Japanese literature appreciation, lay a solid foundation for the overall development, and improve the quality of Japanese literature teaching is very important.

As for the reasons for the lack of Chinese learning in the teaching of Japanese literature in colleges and universities, we mainly introduce the following four aspects:

### **1.1 Unclear teaching objectives**

The teaching goal of Japanese literature in colleges and universities should focus on cultivating students' theoretical knowledge and improving their literary literacy. However, the current Japanese literature teaching in most colleges and universities adopts the "spoon-fed" or "cramming" teaching mode, which does not pay attention to the cultivation and improvement of students' thinking ability and analysis ability, nor guiding students to investigate and explore the development of literature, and lacks the analysis of literary phenomena, cultural history and aesthetic psychology of writers' creative style. Therefore, this kind of vague and unclear teaching goal is not conducive to students' in-depth and

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extended learning.

## **1.2 The singleness of teaching method**

The teaching method of Japanese literature in colleges and universities mainly adopts the method similar to foreign literature teaching, which is divided into four aspects: Life introduction, time background, ideological evaluation and artistic analysis. The time background mainly introduces the political, economic and social environment of the writer's creation period, and the ideological evaluation includes the political, ideological and moral contents of literary works design. As for the artistic analysis, it mainly focuses on the characteristics of characters, image significance and language features in literary works.

In the actual teaching, each teacher also forms his own teaching method, teaching style and teaching characteristics. Once the teaching method is fixed and rigidly stuck to the form, it will inevitably lead to students' fixed thinking. It is very difficult for students to appreciate literary works from their own artistic aesthetic standpoint.

## **1.3 The outdated and backward teaching content**

Some of the textbooks currently used in the teaching of Japanese literature in colleges and universities mainly start from the standpoint of the theory of reflection. By connecting with the time background and the social situation, it analyzes the writers' works, literary thoughts and movements, and splits the dialectical relationship between literary self-discipline and heteronomy, which only pays attention to and emphasize social politics and economy, ignoring the independence of literature. In Japanese teaching, this kind of teaching mode based on vulgar sociology confuses the time background with the content of literature, and interprets the theme of literary works with the spirit of the times and the world outlook of writers. The aesthetic value of literary works is replaced by historical value, deviating from the essence of literature.

## **1.4 The closeness of textbook structure**

At present, the structure of teaching materials in Japanese literature teaching is closed, with fixed and inflexible the content of textbooks, which is mainly divided according to the creation period. First, it introduces the general situation of literature, and then emphasizes the analysis of key writers and works. This kind of fixed teaching procedure makes the teaching method mechanistic and lacks of innovation. Teachers can not cross the time and space to integrate the literary trend and literary works according to the law, nor guide and inspire students to think deeply as well as help students to draw inferences or comprehend by analogy. In the literature teaching class, memorizing the knowledge points by rote can not effectively stimulate students' interest in learning.

# **2. The countermeasures to solve the lack of literariness in Japanese literature teaching**

The unique characteristic of literature teaching is its aesthetic characteristic, which shows the writer's creative personality and aesthetic consciousness with a unique artistic image. However, the introduction of the model of writers' artistic achievements in teaching neglects the literariness of Japanese literature teaching, which is not conducive to the cultivation and improvement of students' literary appreciation. The following aspects are mainly introduced how to strengthen the literariness in Japanese literature teaching:

## **2.1 Keeping pace with the times and innovating teaching concept actively**

In the teaching of Japanese literature, we should actively use the aesthetic criticism method of literature and art, break through the traditional "political economy—literature" criticism mode, and innovate the methods of biographical criticism, comparative study, symbolic criticism, form research and structure research. Each Japanese literature contains rich content, involving a wide range of sociology, anthropology and other fields, so it is an inevitable trend to combine a wide range of literary theory with it. In addition, many aesthetic concepts cover the aesthetic criticism methods of literature and art, which can guide students to analyze and excavate the intrinsic beauty and value significance of literary works, and promote students to appreciate literary works from profound theories. For example, the use of prototype teaching method in Japanese literature not only enables students to have a deep understanding of Japanese customs, but also understand how the prototype of literary works is inherited by later generations. There is the comparative method. For example, in the teaching of the literary works of snow country, students watch the original works first, and then

watch TV dramas or influences, so as to compare the differences of arts. It not only deepens the teaching content, but also broadens the horizon, and cultivates students' ability to differentiate and analyze the diversified literariness.

## **2.2 Innovating teaching mode and breaking traditional mechanical teaching method**

In Japanese literary works, due to the differences in cultural background, social system and writers' personalities, the works of different writers in different periods have their own styles and characteristics. Therefore, it is necessary to adopt more flexible teaching methods and break the traditional mechanical teaching mode in literature teaching, so as to effectively improve students' literary appreciation ability. For example, teachers do not have to stick to the form of teaching. For Japanese writers such as Yukio Mishima, Yasunari Kawabata, Taizaiji, Natsume Soseki and other Japanese writers, in addition to explaining their life and works and analyzing their differences in artistic characteristics, the regularity should be broken through to organize teaching in accordance with the laws of literature. This paper analyzes writers and works from the aspects of national cultural psychological accumulation, personality psychological characteristics and aesthetic orientation, so that students can understand the differences and causes of different writers' literary works.

In addition to the teaching, students should be encouraged to study independently. In the form of discussion class, debate class and question answering class, students' interest in learning can be stimulated, and their various abilities can be cultivated. Students can absorb the excellent contents of Japanese literature and improve their ability to analyze the literariness of different works.

## **2.3 Teaching by means of literature appreciation**

Literature teaching has the function of cognition, education and beauty. Therefore, in the teaching of Japanese literature, we should also achieve the purpose of ideological education for students to ensure that students are educated in literature teaching. As a product of the writer's aesthetic creation activities, literary works have the emotional and image performance, which makes students resonate in reading and appreciate the artistic achievements and aesthetic value of the works. This requires teachers to use the way of literature appreciation to teach, first of all, with infectious language teaching, so that students have a sense of reality, like the real person, to experience the teacher's explanation. Secondly, we should actively introduce video, image, music, pictures and other forms in teaching, and make full use of modern multi-media teaching facilities, so as to make the diversified Japanese literature become symbolized and visualized, so as to ensure the prominence of the scientificity of Japanese literature teaching.

## **3. Conclusion**

In the teaching of Japanese in colleges and universities, we must strengthen and attach importance to the teaching of literariness. Only in this way can students enjoy the beauty, appreciate the artistic value of literature and play the aesthetic education significance of literary works. This paper discusses the causes and countermeasures of the lack of literariness in the teaching of Japanese literature in colleges and universities, so as to improve students' literary appreciation ability, better absorb the excellent essence of Japanese literature, and promote the improvement of students' literary literacy.

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