

The Benefits Of Introducing Experiential Learning Into Japanese Cultural Education For University Students

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Abstract

In the era of globalization, many Japanese companies are investing in the Vietnamese market, so there is a great need for Japanese-speaking human resources. Therefore, as the Japan-Vietnam relationship deepens and Japanese companies expand employment opportunities for Vietnamese human resources, the demand for Japanese language education will also increase. Also, in order to work more effectively in the Japanese work environment, a good command of the Japanese language as well as a good understanding of the Japanese culture is a key factor. Therefore, exposing students to the culture of the foreign language they are learning is a necessary part of education. The result shows that the establishment of experiential learning methods provides a variety of interesting experiential activities for students to easily acquire new knowledge, while at the same time gradually supplementing the deficiencies of traditional teaching-style learning methods.

Keywords: human resources, culture, learning.

1. Introduction

As Japan-Vietnam relations continue to develop, employment opportunities for Japanese companies in Vietnam are expanding, and the need for Japanese language education is increasing. Another reason for choosing the Japanese Language Department is to experience and study Japanese culture in detail. According to Yuka Morikawa (2020), the appeal of Japanese culture is also the reason why many Japanese language learners start learning Japanese. However, in language education, the problem encountered in speaking in a foreign language is often the lack of cultural knowledge rather than the language ability. In the case of Japanese language education, it is a fact that these concrete things of “culture” are strongly linked to the motivation to learn Japanese, and that they cannot be neglected as supporting the passion for Japanese language learning (Yuka Morikawa, 2019).

In order to communicate successfully in Japanese, it is necessary to pay attention not only to language skills but also to cultural knowledge (Han et al., 2017). Therefore, the introduction of the experiential learning method in Japanese culture education not only brings about a high effect on learning, but also allows learners to improve their skills and experience the culture themselves. In recent years, students' learning through experience has come to be emphasized, and experiential learning and experiential activities are being practiced in various regions (Suzuki Kanae, 2008). According to Hạnh (2017), modern education values freedom so that experiential learning methods for a better life enable students to adapt to social changes. Through hands-on activities while having “direct relationships with others, society, nature and the environment,” students can “face themselves, empathize with others, and realize that they are members of society.” It is an activity aimed at “feeling” (Yumiko Matsunaga et al., 2012).

2. Overview of experiential learning

Experiential learning is simply referred to as a form of learning through experience. Specifically, unlike traditional teaching-style learning that is passive learning, this form of learning involves participating in experiential learning or experiential activities that allow students to analyze and evaluate their experiences and outcomes on their own. It is a process in which new experiences can be accumulated. In addition, through hands-on activities, in addition to honing practical knowledge, various soft skills, such as problem-solving ability and leadership communication skills, will be strengthened. The significance of direct experience is that the person who experiences it directly acquires a variety of things based on their five senses and bodily sensations (Igarashi Makiko, 2002). In other words, it is a learning method that reflects experiential learning to gain knowledge and improve skills, in which both teaching and learning are essential (Phuc, 2018).

According to Kolb (2014), learning is the process by which experience transforms into new knowledge, i.e., the result of that knowledge is the transformation of experience into knowledge. It was found that the experiential learning method has six characteristics.

- Learning should be a process, not an outcome.
- Learning is an experiential, continuous process.
- Learning requires the dialectical integration of contradictions.
- Learning is a holistic process of adapting to the world.
- Learning involves interactions between people and their environment.
- Learning is the process of creating knowledge that integrates social and personal knowledge.

Then, the model that plays an important role in experiential education is Kolb's experiential learning model. In addition, the experiential education model is created based on the above six characteristics, is an important part of modern education, and will become more and more

universal when introduced to schools around the world. According to Kolb (2014), experiential learning consists of a four-stage learning cycle: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation (Figure 1).

The Experiential Learning Cycle

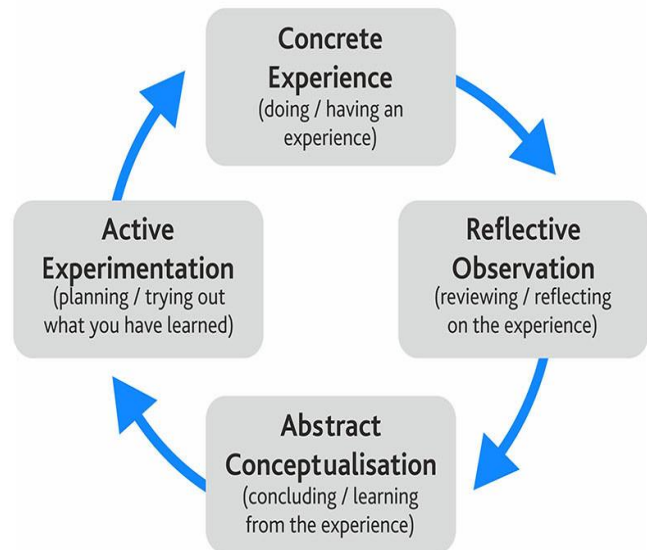


Figure 1. Kolb's experiential learning process

In experiential learning models, students learn actively by following through on plans, analyzing information, and connecting theory with practice. Moreover, this model is effectively implemented for autonomous learners and study groups (Phuong, 2018). According to Hang et al. (2020), students play a central role in the actual activity in the experiential process. They then reflect on their own experiences from multiple perspectives, analyze the results, and enlighten new knowledge based on the theories they have set before them. Ultimately, students consider applying each to a practical task, but without linking learning to the real world, they may quickly forget what they have learned. An effective experiential learning model in education also requires applying what is learned to advance current and future learning (Lewis et al., 1994).

Stage 1: Concrete Experience

The starting point of the experiential learning model is experience, which is the stage of concrete experience in an activity. Students learn directly through experience and gain new experiences for themselves. In addition, focusing on experiences that have resulted in outcomes that you did not anticipate can lead to growth.

Stage 2: Reflective Observation

Students can look back on their actions, feelings, and experiences from various angles, evaluate the experience and their own experiences, and find the results and meaning of the experience. Then, examine and analyze each with other students. At this stage, communication is a key skill for articulating the accepted consequences and meanings of experiences. However, it should be noted that the object of reflection is not only the result of the experience, but also the process that led to that result.

Stage 3: Abstract Conceptualization

After gaining experience/results through two stages of concrete experience and reflective observation, students conceptualize the experience into new concepts. This is a necessary process for transforming experience into conceptual knowledge and storing it in memory. In other words, without this stage, experience from experience is but a trivial experience.

Stage 4: Active Experimentation

The final stage of the experiential learning model is the trial. Specifically, students combine the experiences they have acquired from their experiences with their past experiences and think about actually trying them out in new situations.

In addition, students are able to analyze assignments and make plans for future knowledge. In the experiential learning model learning method, each student participates in activities to improve critical thinking and problem-solving skills. This method of learning provides students with the opportunity to consolidate their knowledge by applying the skills they have learned by analyzing their experiences to practical tasks. According to Makiko Igarashi (2002), experiential activities for student development are becoming more important in the fields of school education and social education. The main reason for this is the lack of direct experience of interacting with others, including people, society, and nature. Moreover, unlike traditional teaching-style learning, through experiential learning methods, students create new knowledge and experiences for themselves, increasing the value of learning (Table 1).

Table 1. Differences between traditional teaching-style learning and experiential learning

Traditional teaching style of learning	Experiential learning
need theory	What you need to experience
be teacher-centered	be student-centered
fixed study program	Flexible study program
Group program	Individual program
passive learning	proactive learning
Lack of practical knowledge	have a lot of practical knowledge

How students listen to lessons in class and learn theory about lessons	How students learn through experiential activities such as speech contests, games, and internships
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However, the difference between experiential learning and traditional teaching styles of learning is not that it is "learning theory" or "learning by doing", but that relying on knowledge or experience lacks the full value of learning, the lack of ability is supposed to occur. Therefore, it is good to combine knowledge and experience to form a purpose in life for scholars.

3. Role of learning Japanese culture for students majoring in Japanese

Until now, in Japanese language education, in order to understand Japanese society, it was important to know the aspects of modern Japan. (Itsue Tanigawa, 2020). Also, since cultural knowledge is expressed in everyday conversation, it cannot be said that learning a foreign language is without it. Therefore, it can be seen that Japanese culture plays a special role in improving the Japanese proficiency of Japanese majors. In addition, foreign language education through cultural education helps students learn foreign languages more happily and acquire necessary skills (Kubota, 1999). For better understanding, the following content is provided.

3.1 Correct use of Japanese

According to Hân et al. (2017), the more difficult problem for students studying foreign languages is their lack of cultural knowledge than their linguistic knowledge. Therefore, in order to use Japanese well, not only the language but also the culture is in demand. Tasks related to Japanese culture can sometimes be difficult for students when learning new grammar and vocabulary in Japanese. Specifically, explaining vocabulary and grammar related to culture in Vietnamese can be very difficult for students who do not have cultural knowledge. There are various words in Japanese that are difficult to translate into Vietnamese, such as the word for osechi ryori. The word has no

equivalent in Vietnamese, so most people loosely describe the dishes served on New Year's Day as osechi ryori. However, to explain it correctly, osechi ryori is the osechi ryori that is eaten on the third day of the New Year. It also means that you can take a rest for about three days. In other words, students need to study the culture so that they know when to use these words correctly. In addition to this word, there are many other words, so learning Japanese culture can help students learn new words more easily and deepen their practical knowledge.

3.2 Increasing cultural knowledge

In culture, old things that we thought belonged to a distant and extraordinary world are alive and well here (Morikawa Yuka, 2019). It is also said that every culture has its own characteristics, and when a new culture is introduced, students not only acquire knowledge, but also take a bigger view of the world. Then you get the aesthetics of that culture and make your own life better.

Currently, Japan is one of the most developed countries and continues to protect its traditional culture. Some of them are "bowing culture", "thank you culture", etc. By investigating each culture, students can improve their own shortcomings and make use of them in the future. Therefore, learning about culture plays an important role in Japanese language education. What's more, participation in these activities opens the door to new opportunities by broadening one's horizons as it integrates into the good life.

3.3 Resolution of cross-cultural conflicts

According to Keiko Kitade (2010), opportunities for cross-cultural contact have increased rapidly due to globalization, and the significance of cross-cultural understanding and cross-cultural communication has come to be emphasized as the purpose of foreign language learning. However, since there are differences in every culture,

misunderstandings and frictions tend to occur in cross-cultural communication. Ordinarily, students majoring in Japanese learn about culture through books and do not yet know the differences between their own country and Japan's culture. For example, in Japan, it is not good to put your chopsticks on top of a small bowl or other bowl during a meal, and this has a negative connotation for Japanese people that "the food you cooked is not delicious." . Therefore, when not using chopsticks, they should be placed on the chopstick rest. However, while Japanese culture is bad, Vietnamese culture is more common, and in order to work well in Japan, students need to learn cultural knowledge and avoid it on their own. In addition, Japan is a country with a civilized way of life, and students can learn a sense of responsibility and a love of learning here, and grow themselves better.

3.4 Adapting to different cultures

Japanese culture is always a favorite subject of students when studying Japanese. According to Emi Kataoka (2008), culture has the function of integrating societies and groups as well as the function of differentiation. From this function, the perspective of using and utilizing culture as a strategy emerges. At present, the spread of Japan-Vietnam cultural exchange programs in Vietnam is also an opportunity not only to accept new cultural knowledge, but also to introduce our own culture to the world. However, not all students are good at talking to others. More specifically, some students are reluctant to speak because they are not confident in their Japanese ability. Therefore, culture is an issue to make the exchange meeting more interesting and deepen the relationship between Japan and Vietnam. Once students acquire cultural knowledge, it is easier for them to interact with Japanese people, and they are more confident in themselves and less afraid to express their opinions about other cultures. Also, if students have a chance to work in a Japanese environment workplace in the future, it is necessary to quickly adapt to that culture. Also, if students have a chance to work in a Japanese environment workplace in the future, it

is necessary to quickly adapt to that culture. If you know the rules and work culture of Japanese companies well, you can not only make a good impression on employers, but also be promoted in rank.

3.5 Become interested in learning through cultural activities

According to Khanh (2018), in the diverse cultures of Japan, especially in the arts and culture, the Japanese have a "concept of beauty" regarding their spiritual life. I get to know a lot of trivia that will help me in my life. In Japanese art culture, works are created according to certain rules, and each has a specific meaning for the creator. Then, by learning it, students will have new experiences and feel the sophistication of Japanese culture. Moreover, through the hands-on activity of creating art works, students can not only accept cultural knowledge and improve self-discipline and creativity, but also develop an interest in studying Japanese (Huong, 2017).

4. Advantages of experiential learning methods in Japanese culture education

Hands-on activities are a way to learn theory and put it into practice in order to experience what you have been taught. This learning method plays an important role in remembering certain concepts such as Japanese culture. So it is a learning method that brings students a lot of valuable experience while studying.

4.1. Creating an environment for hands-on experience

The form of hands-on learning in Japanese culture education creates an environment of hands-on experience for participants and helps them acquire various knowledge easily. Through hands-on activities, students not only have the opportunity to confirm and practice what they have been taught, but also broaden their knowledge and practice soft skills to prepare for working in a Japanese company in the future. Because experiential activities are designed to deepen understanding based on experience, they create situations that mimic a

position or situation and create challenges that students must face. For example, conducting workshops on traditional Japanese clothing, customs, Japanese business etiquette, and traditional arts can be a direct application of theory instead of traditional teaching-style learning where students learn passively. Be able to practice basic skills such as teamwork and observation skills. The university also has an internship program. This program is aimed at third-year students, so that they do not get angry about their actual work. In addition to being able to experience the kind of work they want to do after graduation, they are also able to learn from their seniors about the values cultivated at Japanese companies. and the code of conduct to gain experience.

Moreover, mistakes are essential in the process of learning and experience. Experiential activities therefore provide an interesting space for students to experiment, experience and learn new things in a safe and controlled environment. When participating in experiential activities, students are encouraged to think for themselves in the face of challenges and difficult situations, find effective ways to solve problems, and eliminate the impossible. Sometimes problem-solving is wrong, but it's a way for students to set goals so that they know their shortcomings, change, and improve.

4.2. Solidifying basic knowledge

Experiential activity is to put into practice what has been taught, that is, to come up with one's own analysis and conclusion in the process of finding knowledge directly and putting it into practice. This plays an important role in memorizing concepts and rules. Instead of traditional teaching-style learning where students only learn theory, through experiential learning, theory can be applied to real situations so that students can understand the essence of things and phenomena. There are many concepts and rules in Japanese culture, but you can understand and remember Japanese culture only after experiencing it. By actively researching and incorporating cultural characteristics, students were able to gain a deeper understanding of knowledge.

Learning concepts and laws, then practicing and experiencing the learned knowledge is like reviewing that knowledge again. Also, at the time of the experience, the students discover their lack of knowledge for the first time, supplement new knowledge, and at the same time solidify the knowledge they have learned. What's more, if the experience were to happen again in real life, you would be confident and apply your knowledge to easily solve the problem.

4.3. Developing Soft Skills

Soft skills don't come naturally, and you can't learn them just by reading books. Therefore, experiential learning methods are methods in which participants find the skills they need in life. For international students and people in Japan, a good understanding of the culture is an important key to achieving success at work as well as adapting to a new environment. If you actively participate in hands-on activities related to Japanese culture from your student days, students can interact and study both knowledge and soft skills with each other. In addition, the ability to respond to situations and teamwork skills are important skills and are the criteria for personnel evaluation. Participating in physical and mental activities can produce both positive and negative emotions, so emotional control is a necessary skill that will help you adapt to stressful environments in the future. After gaining important soft skills and a lot of knowledge, I became confident and self-reliant. In addition, the high work ethic of the Japanese people is world-famous, so Japanese cultural exchange activities are useful in cultivating students' morale. A society can be mentally strong because of good organization, flexibility, cognitive ability and rich experience (Thêm, 2013). There, tenacity becomes a hallmark of the Japanese and helps their country overcome all adversity and recover quickly from natural disasters. It is also an important factor that brings wealth and prosperity to this country. If students have many opportunities to interact with Japanese people through hands-on activities, they will come

to understand Japanese working attitudes, attitudes, and work behaviors.

4.4. Opportunities to gain good experience

Experience-based learning is the process by which knowledge and competencies are born and transformed into experience. Through hands-on activities, participants can freely practice, create, and experience. There are failures and misunderstandings, but if you learn from failures, understand the essence of situations and things, and turn them into your own experiences, that is success. If you focus on gaining experience and understanding yourself from a young age, it will be easier for you to find the path you want to take, and then you can determine your goals for learning knowledge and building a career. The Japanese service industry is considered the most difficult job, as Japanese are said to be difficult customers. Customers may get angry if you don't have good manners or experience, which greatly affects your work efficiency.

There are still some young people who are afraid and don't want to experience it because they don't know what the situation is right now. But if you have the opportunity to challenge your limits or be allowed to make mistakes, you need to take the opportunity to gain experience. Experience teaches us that the unpredictable can happen. Experience makes you realize that things happen unexpectedly.

4.5. Become familiar with Japanese culture

In hands-on activities, the Japanese Speech Contest encourages students to demonstrate presentation skills, presentation skills, analytical ability and rigorous evidence-based reasoning to respect other opinions and perspectives on issues. A speech contest is the ability to use words and expressions to attract and persuade listeners. This contest is characterized by the use of words and expressions by participants to attract and persuade listeners. Furthermore, in a speech, participants not only need to demonstrate presentation skills, but they also need to understand the topic being conveyed in order to be able to respond to objections from the audience. . It helps you develop critical thinking

skills. In addition, I can express my feelings and thoughts about Japanese issues and culture through words. In this way, not only soft skills are improved, but also everyone learns from each other and sees Japanese culture more objectively, which is very useful for communication with Japanese people. If you don't understand the culture associated with the language, don't convey the full message.

4.6. Enhanced creativity

Creativity is the ability not only to express one's strengths in a particular field, but also to extend one's body of knowledge to new ideas according to one's own goals. According to Diệp (2015), creative experiential learning creates new material and spiritual values and finds new solutions by allowing students to participate in the execution environment without depending on others. thing. In addition, since Japanese culture subjects include customs, festivals, art forms, religions, beliefs, etc., the contents are quite theoretical, and without experience, it is difficult to deeply remember the characteristics of the culture. The Japanese are meticulous and have a creative personality. For example, art forms such as origami and ikebana will stimulate participants' creativity. Only by practicing these arts can you feel the artistic value they bring. Therefore, through experiential learning activities, students will be able to improve their creativity. Thanks to this, students can improve their ability to think and perceive by evaluating themselves and exposing the good and bad points of their practical experience, and at the same time, they can make creative discoveries with new ideas. can.

4.7. Improving relationship building skills

According to Toshimitsu Tsumura (2010), experiential learning emphasizes the two perspectives of human relationships, content and process. Content refers to the topic of communication. Process refers to the manner of speaking and listening of both parties who are having a dialogue on the topic, the feelings and thoughts of the interlocutor, and the interaction

such as psychological phenomena such as trust and distrust that occur between the two parties. It is a relational process in

Students need to actively communicate in order to build good relationships. However, in most universities, more and more students want to concentrate on their studies without making friends. For this reason, the introduction of experiential learning methods into cultural education not only helps students learn about culture through exchange and joint learning, but also helps them understand each other correctly, help and support each other. Experience creates a good environment in which students can gain new knowledge, become more active and improve their language skills. Therefore, if you participate in each experiential activity well, it is not difficult to build relationships. In addition, if companies and Japanese also attend in person, they not only exchange cultures and improve work skills, but also strengthen relationships with other important partners and companies. Then the students will make an impression on them, which will also help them in their future work. In addition, the experience activities can improve the relationship between students and teachers, making it easier to study at university.

5. Conclusion

In short, an effective introduction of experiential learning methods into Japanese cultural education in schools is proposed to assist students in their career orientation. Unleash your creativity and actively apply what you learn in practice, while at the same time deepening your knowledge of the culture to help you succeed in your future career. Japanese cultural education experience activities are basically activities that enhance teamwork and creativity, and provide classes to students in interesting ways.

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