

A Study on Japanese Language Learning Anxiety and Self regulation among Japanese Language Majors

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Abstract: *In recent years, with the rapid development of urban economy and the continuous improvement of motorization level, serious environmental pollution problems and increasing traffic pressure are not conducive to the sustainable development of cities. The launch of shared bicycles can take advantage of the convenience and privileges when renting in connection, etc., attract more those to choose public transportation, so as to improve the urban traffic environment and accelerate the sustainable development of the cities. Ten departments including the Ministry of Transport jointly announced the "Guideline on Encouraging and Regulating the Development of Internet Rental Bicycles", it defined that shared bicycle is an important part of the urban green transportation system and implemented policies to encourage development. With the development of global economic integration and the increasingly frequent international exchanges and cooperation, foreign language learning has become more and more popular among college students. With the increasing number of Students majoring in Japanese, attention should be paid to the anxiety in learning Japanese. Based on this, this paper firstly analyzes the causes of Japanese learning anxiety of Japanese major students and puts forward self-adjustment methods.*

Keywords: Japanese Major; Student Anxiety; Self Adjusting.

1. INTRODUCTION

In the 1960s, with the rise of humanistic psychology, emotion has attracted more and more attention in language teaching, and the important influence of foreign language learning anxiety, an emotional factor, on language learning has also been paid more attention. At present, due to the poor basic level of most Japanese major students, they are exposed to a brand new language after entering university, and the grammatical differences between our country and Japanese lead to obstacles in Learning Japanese [1]. In addition, at the present stage, the training mechanism of language professionals is out of track with the actual needs of the society, and the employment rate of Japanese majors is not high. All these factors lead to different degrees of anxiety among Japanese majors in Japanese learning. Therefore, it is worth thinking deeply about how to effectively relieve students' anxiety in Japanese learning and how to guide them to effectively adjust themselves. In order to analyze the influencing factors of usage and satisfaction of shared bicycle, the questionnaire was used to collect 1212 effective samples of shared bicycle users in Ningbo, and the Bivariate Ordered Probit (BOP) model was used to analyze the relationship of influencing factors of usage and satisfaction of shared bicycle, calculates the marginal effect of significant factors, quantitatively analyzes their impact on usage and satisfaction of shared bicycle, and test the potential connection between the two.

2. ANALYSIS OF THE CAUSES OF JAPANESE LEARNING ANXIETY AMONG JAPANESE MAJOR STUDENTS

Guo et al. [3] used the BOP model conduct an in-depth analysis on the influencing factors of public bicycle usage and satisfaction in usage characteristics, the study showed that public bicycle use were significantly positively correlated with satisfaction; Shaheen et al. [4] investigated the use cases of public bicycles in North America, the study showed that the travel purpose of public bicycles is related to work and school and is usually used for commuting; Wu Yao et al. [5] proposed to build the Logit model to analyze the demand forecast of public bicycles in demand forecast; Xie Xiaoping [6] constructed the demand forecast model of public bicycle stations based on Elman neural network. Campbell et al. [7] conducted the study on comfort in influencing factors, and found that the demand for shared bicycles was adversely affected by travel distance, temperature, precipitation and poor air quality; Fishman et al. [8] concluded that the system background service lacks accessibility/spontaneity the system shut down overnight, and the credit cards cannot be used to easily register, they are major obstacles of shared bicycle usage; Bachand- Marleau et al. [14] and Faghieh-Imani et al. [15] found that when the shared bicycles were

far away from the central business district (CBD), the usage will be reduced; Bachand-Marleau et al. [11] found that the existence of subway and bus stations, restaurants and universities promoted the use of shared bicycles.

Table 1: Summary statistics of variables

variable	description	frequency	ratio(%)
personal attribute			
gender	male	629	49.88
	female	632	50.12
age group	young those (<30)	1090	86.44
	middle-aged those (30-50)	147	11.66
	elderly those(>50)	24	1.9
education level	below junior high school	21	1.67
	high school and junior high school	156	12.37
	junior college and undergraduate	953	75.57
	master and above	131	10.39
occupation	student	820	65.03
	company/enterprise staff	212	16.81
	organ/public institution staff	89	7.06
	private owner	32	2.54
monthly income	freelance work	44	3.49
	retire	11	0.87
	others	53	4.2
	<2000	738	58.52
	2000-5000	280	22.2
household attribute	5000-8000	148	11.74
	>8000	95	7.53
	household have car	yes	856
household have bicycle or electric bicycle	no	405	32.12
	yes	822	65.19
travel characteristics	no	439	34.81
	walk	762	60.43
	shared bicycle	646	51.23
	private bicycle	316	25.06
	electromobile	162	12.85
	public bicycle	132	10.47
	bus or subway	835	66.22
	private car	352	27.91
	taxi or ride-hailing	410	32.51
	<3km	437	34.66
travel distance	3-5km	449	35.61
	5-10km	246	19.51

The results shows that the BOP model can not only explore the relationship of influencing factors of usage and

satisfaction of shared bicycle, but also effectively describe the potential connection between the two; the correlation coefficient between the two is 0.1451, indicating that the shared bicycle usage will be improved with the increase of satisfaction; the model results show that usage and satisfaction of shared bicycle are influenced by factors such as gender, age, the number of household vehicles, travel mode, and travel distance, etc. On this basis, practical and effective improvement measures are proposed to increase the use of shared bicycles in Ningbo.

2.1 There are various reasons for Japanese learning anxiety among

Japanese major students, including the following aspects. the first is poor learning foundation, lack of reasonable learning objectives. Due to the differences in the basic level of Japanese major students, many students find it difficult to learn Japanese in university. Even though they make efforts, their scores are not ideal, which creates a great learning burden and causes anxiety [2]. Secondly, lack of correct self-evaluation and sense of competition. Many students do not establish a correct self-evaluation, underestimate their own ability, resulting in a lack of learning confidence. And did not establish a correct sense of competition, too competitive, once the learning effect is not ideal or there is a gap between the expected results, psychological loss and cause anxiety. Finally, it has something to do with teachers' teaching methods. In Japanese teaching, teachers teach too fast or too much content, so that students cannot keep up with the teaching progress and feel a huge learning burden, which ultimately leads to learning anxiety [3].

2.2 Self-regulation of Japanese learning anxiety of Japanese major students

2.2.1 Boost your self-confidence

Japanese major students' anxiety about Japanese learning comes from their own psychological factors. So for students in Japanese major to work in the process of Japanese learning activities, should be fully realize itself in the body of the classroom teaching position, right cognitive learning anxiety produced adverse effect for learning Japanese, through a variety of ways to overcome in Japanese language learning anxiety, positive change personal point of view, Ask for help from teachers, classmates, or friends. At the same time, IN daily Japanese learning, I actively communicate with students who are good at learning Japanese, learn from their successful learning experience and learning strategies, so as to constantly develop good learning habits, accumulate learning experience, and reduce anxiety about Japanese learning by improving the actual learning effect. In addition, for students more introverted personality, in Japanese daily study and life, should take the initiative to go out and contact with more people and things, more interaction with the exchange of teachers and students, make their own in the midst of an active, positive, healthy environment, take the initiative to do some help to improve yourself, enhance personal confidence.

2.2.2 Establish reasonable learning objectives

In learning activities, once the lack of corresponding learning objectives as a guide, will not be able to find the way forward, and will gradually feel confused in the learning process, resulting in anxiety about learning over time. Therefore, when learning Japanese, Japanese major students need to combine their own actual situation and learning level to make scientific and reasonable learning objectives. For Japanese major students, the complete learning objectives include short-term objectives, long- term objectives and many sub-objectives. Japanese major students need to develop a number of reasonable small goals according to their personal learning basis and learning environment in order to achieve the ultimate long-term goal, and these small goals can be detailed to each day. the early stage of learning goals can be as simple as possible, easy to achieve, gain confidence in learning. Then gradually increase the difficulty of learning according to the gradient to promote their own sustainable progress and development.

2.3 Carry out correct self-evaluation and form a good sense of competition

Self-evaluation is an important part of learning Japanese. the correct self-evaluation of Japanese major students is beneficial to the positive influence on the psychological state of learning Japanese, and helps students to establish confidence in Learning Japanese. After students establish confidence in Japanese learning, they can reduce their anxiety in Japanese communication and learning. For Japanese major students, it is particularly important to keep a good attitude in the process of learning Japanese, so students need to form a good sense of competition. When establishing the corresponding correct sense of competition, students can stimulate the motivation to learn Japanese, take the initiative to participate in Japanese classroom learning, and actively communicate with teachers

and classmates, which is helpful to reduce Japanese learning anxiety. After classroom teaching, this sense of competition can promote students to devote more energy to Japanese learning, improve the effect of Japanese learning, enhance students' Japanese ability, and thus reduce their anxiety about Japanese learning.

2.4 Correct guidance by teachers to improve teaching methods

Teachers of Japanese major play an important role in students' Japanese learning, so they need to pay attention to students' Anxiety in Japanese learning. Combined with the learning characteristics of different students, actively adopt a variety of ways to help students overcome Japanese learning anxiety. Especially for some introverted students, they should be actively encouraged to participate in Japanese learning activities, achieve success in classroom learning, develop confidence in Japanese learning, and help to eliminate learning anxiety. At the same time to students in the Japanese learning achievements to give recognition and encouragement, so that students in the process of learning Japanese to gain a sense of achievement, further establish the confidence of learning Japanese, establish a positive attitude. At the same time, in Japanese language teaching, teachers should follow the principle of their aptitude, and the students as the main body of Japanese teaching, actively create a relaxed, pleasant and harmonious classroom environment, expands the teaching method, make Japanese teaching content more rich appeal, improving teaching quality and efficiency of Japanese attract students actively involved in the Japanese study.

3. DATA ACQUISITION

John Locke was one of the greatest educators in Europe at the end of the seventeenth century. His educational books, such as the education theory for child: *Some Thoughts Concerning Education* and *Conduct of the Understanding* for adult education form a nice bridge between *An Essay Concerning Human Understanding* and his political works. *Some Thoughts Concerning Education* was first published in 1693 collected together advice that Locke had been giving his friend Edward Clarke about the education of Clarke's child. In preparing the revision for the fourth edition of *An Essay Concerning Human Understanding*, Locke began writing "The Conduct of the Understanding", which was published by Peter King in his posthumous edition of some of Locke's works in 1706. As Locke was composing these works, some of the material from the *Conduct* eventually made its way into the *Thoughts*.

Much of Locke's work is characterized by opposition to authoritarianism, this is apparent both on the level of the individual person and on the level of institutions such as government and church. His education theory bears the responsibility of teaching how to use reason to search after truth rather than simply accept the opinion of authorities or be subject to superstition. Just as Ruth Grant and Nathan Tarcov write in the introduction to their edition of these works: The idea of liberty, so crucial to all of Locke's writings on politics and education, is traced in the *Essay* to reflection on the power of the mind over one's own actions, especially the power to suspend actions in the pursuit of the satisfaction of one's own desires until after a full consideration of their objects [1] 51-52. The *Essay* thus shows how the independence of mind pursued in the *Conduct* is possible. [2] xvi Grant and Tarcov write that the *Thoughts* and the *Conduct* "complement each other well: The *Thoughts* focuses on the education of children by their parents, whereas the *Conduct* addresses the self-education of adults" [2] vii. His educational theories insistence on the inculcating such virtues as justice as respect for the rights of others, civility, liberality, humanity, self-denial, industry, thrift, courage, truthfulness, and a willingness to question prejudice, authority and the biases of one's own self-interest very likely represents the qualities needed for citizens in a liberal society [2] xiii.

Locke's writing on education, particularly *Some Thoughts Concerning Education*, and his works on political philosophy laid the groundwork for much of modern liberalism. He argues that a liberal society requires an education which is wide-ranging, encourages critical thinking and promotes civility. His *Thoughts* represents the culmination of a century of what has been called "the discovery of the child". In the Middle Ages the child was regarded as only a simple plaything, as a simple animal, or a miniature adult who dressed, played and was supposed to act like his elders...Their ages were unimportant and therefore seldom known. Their education was undifferentiated, either by age, ability or intended occupation. [3] 63-64 In advocating a kind of education that made people who think for themselves, Locke was preparing people to effectively make decisions in their own lives—to engage in individual self-government—and to participate in the government of their country. The *Conduct* reveals the connections Locke sees between reason, freedom and morality. Reason is required for good self-government because reason insofar as it is free from partiality, intolerance and passion and able to question authority leads to fair judgment and action. We thus have a responsibility to cultivate reason in order to avoid the

moral failings of passion, partiality and so forth[2]xii. This is, in Tarcov's phrase, Locke's education for liberty.

3.1 Contents of Questionnaire

In this paper, on the basis of results of extensive reference reviews and member discussion, the questionnaire was designed, the contents of the questionnaire contain 54 indicators, these indicators involves personal attributes, household attributes, travel characteristics, service perception and user expectation.

Personal attributes include gender, age, education level and other characteristics; household attributes mainly are vehicle ownership; travel characteristics reflect user requirements and personal preferences, including usual travel mode, travel distance, main purposes of using shared bicycles, and commonly used pick-up locations, etc.; service perception is the users' feelings about the current shared bicycle service, mainly involve use frequency, reason for use, status quo, and satisfaction; user expectation is the areas where users expect improvements in shared bicycles, and provide guidance for further optimizing service modes for shared bicycles, and solicit opinions on whether to set up electronic fences and increase non-motor vehicle parking spaces that are currently hotter.

3.2 Survey Results

There are totally 1395 questionnaires through a two-month survey. The results were screened; the logical questions and invalid data in the questionnaire were used to exclude invalid samples, such as young but retired respondents. There are totally 1212 samples after data screening. The survey results are shown in the table below.

In order to prove the credibility and validity of data collected in this questionnaire and ensure the accuracy of calculation results, the reliability and validity of sample data were tested, the coefficient of usage and satisfaction were both greater than 0.7, the KMO value was 0.986, the significance of Bartlett's sphericity test was 0.000, less than 0.01, passed the test, therefore, it can be concluded that all the indicators of the questionnaire design in the research are valid.

4. THE SPECIFIC CONTENT OF LOCKE'S EDUCATIONAL PHILOSOPHY

When referring to Locke's educational thoughts, people will immediately think of his famous work *Some Thoughts Concerning Education*. In fact, there are other four works related to Locke's educational works: *Elements of Natural Philosophy* published in 1664, *The Report of the Board of Trade on the Reform of the Poor Law* published in 1697, and *Some Thoughts Concerning Reading and Study for a Gentleman* published in 1703 and *Of the Conduct of the Understanding* published in 1706. From the content contained in various works, *Some Thoughts Concerning Education* and *The Report of the Board of Trade on the Reform of the Poor Law* belong to Locke's Children Education, and the other three belong to Locke's adult education. There is a close internal relationship between these five educational works. If you comprehensively study these works, you can get a glimpse of Locke's educational thoughts. Moreover, with the deepening of research, scholars have found that Locke's *An Essay Concerning Human Understanding* and his educational ideas are intrinsically related: The philosophy of humanity and child development psychology contained in *An Essay Concerning Human Understanding* are exactly Locke's Theoretical basis of adult education and children education. Based on this, scholars promoted Locke's educational thoughts to the level of educational philosophy and conducted in-depth analysis. Not only did he realize the philosophical turn of Locke's educational thoughts research, but also clearly highlighted the complete vein of Locke's thoughts system. Two levels of Locke's educational philosophy: children's education philosophy and adult education philosophy. The philosophy of children's education is mainly concerned with body education, moral virtue education and learning education in body-mind education; adult education philosophy is concerned with intellectual virtue education and the cultivation of independent judgment. Locke's educational philosophy perfectly combines personal education and civic education, and elaborates a modern philosophy of mind and body education.

4.1 The "Norm" of Ethnic Culture--Evolution and Inheritance

Different from other writers in the same period, Ye Mei's literary creation is less anxious about the decline of ethnic culture, but more appreciative, confident and expecting the internal evolution of the nationality. Wailing marriage, Tima (wizard of Tujia nationality) and Sheba Day (dance of sacrifice) are symbols with ethnic characteristics, important carriers of Tujia spirit and components of national culture. Ye Mei thinks that it is the positive aspect of national culture and the guarantee of unique nationality, and the essence inherited from ancestors

is worth preserving and developing. The amorous feelings of accompanying the "Ten Sisters" presented in Flower Trees, the song of crying for marriage faintly sounds in the mountain village, "Mother ... there are also grandmothers and grandfathers who go to the shrine ..." Ying Nv and Zhao Nv sing the yearning for a new life, the Tujia women express yearning for a happy life over thousands of years, and their gratitude for their parents' kindness, which marks the inheritance of thousands of years of culture.

There is the preservation of national spirit, and of course there is also the abandonment of its dross. The "right to first night" is a custom that has long been spread in Tujia nationality. When the level of science and technology is low, people's fear of gods and fear of demons are manifested. With the development of history, the natives are fully aware of the irrationality of this custom, and other customs are still being observed one by one. The custom of abolishing the right to first night has become a tacit understanding. Since then, the right to first night has disappeared in national history. Only when a nation constantly introspects itself can it move forward and make great progress for the nation. Ye Mei unreservedly conveyed pride and expectation for the progress and optimization within the nationality.

4.2 The "Abnormal" of National Culture--Differences and Conflicts

Regional culture and minority culture are tributary culture in cultural exchanges. Only by choosing to integrate into mainstream culture can tributary culture be strong and preserve its own subcultures. Tujia culture shrouded by Chinese mainstream culture must break away from cultural autonomy and cultural inwardness, and choose to adhere to and integrate with mainstream culture in order to make progress, which is both inevitable and necessary. However, conflicts and differences arising from cultural integration are inevitable. Ye Mei's works just reflect this situation and reflect on it.

Tujia people live in the Wuling Mountains area, where there is a ban that "we don't leave caves and Han people don't enter our territory". Under the chieftain system, Tujia people basically cut off their contacts with the Han nationality. However, the strong forces of the Qing government broke the tranquility of Tujia area, and Tujia people began to communicate with Han culture. When outsiders enter the closed world, they often enlighten or destroy to break the ignorance or tranquility of the closed world. In the agitation of different cultures, the inherent order of the native place has disintegrated. In Ye Mei's works, strangers exist as a symbol of "national decline". Just like Li An in *The Last Chieftain*, as the initiator of heterogeneous culture, the spokesman of the original nation lost his right to speak, showing the arduous course of sticking to the culture. Even though he struggled, he declined.

4.3 Thinking about the Future of National Culture

Cultural exchange and collision is a global discourse, and minority culture is a weak link in mainstream culture. In the new century, facing the challenge of heterogeneous culture, some Tujia people with better conditions are influenced by money worship, the traditional moral consciousness is declining, and the national development is facing a new realistic spiritual dilemma. There are also some Tujia people who actively meet challenges, stick to tradition and publicize the essence of Tujia culture.

In *Moths in May*, Ye Mei discusses how Tujia people integrate into the new world with unique charm, and actively integrate into the new cultural system while maintaining the uniqueness of Tujia culture. As the market economy further develops, Er Mei walked out of the mountains into the city. Facing the challenges from heterogeneous cultures, she did not abandon the fine qualities of tenacity, diligence and strength in national culture, and gained new development opportunities in cultural confrontation. Er Mei, as a representative of the social transformation period, pointed out a road for us: against the multicultural background, while adhering to national identity and protecting national culture, we should keep pace with the times, and take heterogeneous culture as the reference for the renewal of national culture so that the nationality can forever keep young.

5. CONCLUSION

To sum up, Japanese major students generally have varying degrees of learning anxiety, which has a certain negative impact on their study and life. Therefore, it is necessary to correctly recognize the learning anxiety is a normal state of mind, can be adjusted by reasonable way, to find the causes of learning anxiety, teachers and students work together to actively solve the problem of learning anxiety, establish a positive attitude, formulate reasonable learning goals, establish good confidence and sense of competition, and actively overcome anxiety, So as to better physical and mental state into Japanese learning.

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