EDUCATE "SAMURAI" SPIRIT OF THE JAPANESE FOR STUDENTS OF DEVELOPING COUNTRIES WHEN TEACHING JAPANESE LANGUAGE

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Abstract - Overcoming a lot of sorrows and difficulties, the Japanese further demonstrates their unity, discipline and resilience of the nation which has a very special culture. Their resilience is worth pondering and drawing precious experiences. Then what makes that resilience of the Japanese is perhaps a very interesting question. How we can inspire that Great Spirit for students who are living in developing countries so that they can feel, learn and apply the right things to their daily life. From then on, they are further enriched by their personality. The indomitable perseverance of the Japanese is well deserved to be imparted to learners through the instructing process, especially the process of imparting knowledge of Japanese. This study was conducted on books, journals as well as data analysis from 100 Vietnamese students who study in Japan and come from FPT University, University of Technology and Education, V and J Human Academy and University of Natural Sciences in Ho Chi Minh City in the period of 2017-2018 by Hancock (1998) investigation method. The research result shows that it is necessary to inspire learners by the great will of the samurai warriors in particular and Japanese people in general in order to have more effective learning hours.

Keywords - Education; Martial Arts, Samurai; Great Spirit, Japan, Culture, Dev$eloping Countries

I. INTRODUCTION

At the years of 1990, Vietnam has sawn significant developments and has been involved in the renovation of the country so that building social consciousness is indispensable, especially in the learning environment. In order to do that, both government and each individual in the country must preserve and develop their rural culture as well as absorb the good things from other cultures. Perhaps, that excellent culture is so not far away, it is the culture of the Japanese. As a mirror, we have the opportunity to look back and revise ourselves by applying the beauty of different countries 'culture and know how to contribute it to the development of the country. We have to look straight at our own shortcomings and the Japanese people's goodness and then draw valuable lessons. How to transmit the knowledge of Japanese language is not just a job explaining the steps to form a new language, but also the formation of a comprehensive personality for the students. The great things from their culture will be a guideline for us, and as educators, we need to motivate our students to take a firmer step in their life, no matter what social environment they take. The way the Samurai formed a very unique culture over time has been really eternal and deserved us to study (Nitobe, 2004).

II. LITERATURE REVIEW

Japan has almost no golden rice fields or rivers carrying heavy sediment and any minerals resources underground. People here are always facing difficulties from nature and gradually have to learn to struggle to live with the difficulties. Each area of this country of cherry blossoms has been suffering from so many catastrophic continuous disaster as well as lots of small to large earthquakes. Every year, they experience more than thousands of earthquakes, and probably the Japanese still remember the Kobe earthquake at the year of 1995 took more than six thousand lives in a flash. From then on, the characteristics of the Japanese may be more and more solid. They are always aware of persistence and perseverance in order to experience difficulties, challenges and enough to withstand the hardships of disaster. Japan is probably the least affected by the wars as well as the interaction with external civilizations and that is the reason why they have created a very unique and indigenous culture. In other words, Japan has created orderly hierarchies and has a strong bond to build a strong community with the apparent power of unity. And perhaps one thing we cannot help but mention is the cherry blossom of Japan when talking about Samurai spirit. In terms of Japanese character, an important influence on students who are living in developing countries may came from Nitobe's best-seller "Bushido, the soul of Japan" since Bushido literally means 'the way of the warrior' or 'the patriotism of the whole nation". When referring to a country, people often refer to the country-a spiritual symbol as cultural characteristics of a nation. Japan has chosen for itself a very beautiful, worthy cherry blossom of the land of the vigorous Samurai (Matsuda, 2007). Cherry blossom is a flower associated with the spirit of Japanese Samurai; proudly show off incense in the golden sunshine each spring. The cherry blossoms are perceived as the consistency of the Samurai willing to rip his belly with his short sword to prove his loyalty and dedication to the master (daimyo). The cherry

blossoms will be also ready to leave the branches in the cool spring while still beautiful and full of life. As Samurai warriors, when faced with dangers, the death was as light as feathers. This flower only blooms for 7-15 days and when it starts to blossom, people start to enjoy seeing the petals of cherry as a traditional custom of the Japanese. Overcoming wars as well sorrows, cherry blossoms proved its eternal spirit of this country (Nitobe, 2004). From then on, Japanese people have become stronger and more striving. Perhaps we still remember March 1st, 2011; an earthquake accompanied by a devastating big wave (tsunami) caused a large area of Miyagi province and surrounding areas in central Japan almost scattered, dreadful tens of thousands of dead and missing. After this tragic disaster, the whole world seems to be more respectful and admirable than before because Japan is always strong enough to overcome the pains. We have seen the rich Japanese have to scavenge for food or queue up the door to shop in terrible hunger. Through the mass media, we are truly amazed and impressed by their self-esteem and solidarity in the misery. Of course, we did not not see the scene of robbery or robbery taking place between the chaos. Praise it! “There had to be certain rules” and disciplines of Bushido that the Japanese have been following and studying. (Hjorvarsson, 2012) Students can preconceive good ideas about Japan through learning about Samurai and this provides them lots of opportunities to ask and answer the questions. They will understand great qualities that make Samurai warriors respected such as courage, loyalty, sword, self-control, justice and honor (Segal, 2010).

III. SAMURAI SPIRIT AND ITS INFLUENCES ON STUDENTS OF DEVELOPING COUNTRIES

It is no wonder why many young people who learn Japanese like the song "Shiki no uta" (“Four seasons”) or the love songs in which cherry flowers or Asagao flowers are blooming every early morning. The loyalty of the Samurai warriors to their masters still extends until today, when company employees will always be loyal to their bosses. The workers are willing to work in a company until retirement and have no intention of finding a better new job. Spirit of Samurai seemed to have positive reactions to students and “in modern society, the need for courage is not presently a matter of survival, although it is a matter of social status”. (Hjorvarsson, 2012). If students have courage to act and exist in a society, they will be successful in both their learning and working process. When they feel confident, they can do many great things. Instead of being fear of failures, they are eager to challenge with difficulties and are ready to experience new things. They might get not-very-good comments from the lecturers after presenting a new and tricky topic but what they can get from the real lesson is precious weaknesses that they cannot see by themselves. Van Horne (1996)’s research indicated clearly many “themes serves as models for teaching methods in the martial arts”. The ultimate goal that students need to have is to create the “insight in that individual which leads to the developments of a personal ethos of benevolence and social responsibility”. That is an amazing thing that any student should learn and remember when learning the language or culture of the Japanese. (Hjorvarsson, 2012) mentioned “politeness” as a very crucial factor that made why Samurai has become so amazing. We can see that from art of drinking tea (sado) to the way the Japanese are using their language. The way Samurai takes on politeness both in gesture and their etiquette make us think about our daily words and gestures. Through movies and real conversations, students can understand their humble manner when making conversations between senior and junior or younger and older people.

IV. MOTHODOLOGIES AND DATA

Instead of asking students to fill in the questionnaire, students are asked to watch some movies at different time. “Legend of the Eight Samurai”, “The Master Spearman” or “Gate of Hell” is recommended to watch after tense learning hours. When surveying 100 students of FPT University, University of Natural Sciences and University of Technology and Education in Ho Chi Minh City thanks to the method of answering the paper-based questionnaire, certain results were obtained satisfactorily. When asked some questions about related issues, most of them expressed their consent to the first question: "Do you agree with the view that moral education should be taught in the teaching process of Japanese language? The majority of students share the same thought that learning foreign languages will become less “dry” and boring through the cultural activities of a very special country like Japan. Providing such soft knowledge will give students even more excitement in accessing a culture which they can learn the beauty of a developed country in Asia and one of the world's most economically-ranked economies. With the question "Should the mainstreaming of Japanese martial arts be taught to Japanese students in the process of teaching Japanese", 90% of the students chose "Yes" and 7% chose "No" and only 3% chose" Not interested ". When questioned in an objective way why some students choose "no" or "no interest", they think they can learn and research through books, jounals or other sources. At the same time, students who show interest in being taught soft skills by an experienced teacher who used to live in Japan. They will have much more to learn about what they cannot learn from sources such as paper books. To the question: "Should the Japanese mentality be separated in a separate orientation session?", 70% chose the "very necessary" option, 20% chose "no need "and 10% chose the" other opinion "and in the"

other opinion ", they showed their interest in approaching Japanese culture with the desire to learn about the real situation. Singing Japanese songs or taking part in practical activities such as Japanese cuisine or making tea are most taken care. From the above results, it is imperative to provide them with knowledge about how to think and act in Japanese, in addition to educating the sense of learning or a sense of group work sessions (Nieves, 2016).

V. RESULTS AND DISCUSSION

In the process of teaching Japanese, we are not only instructing the words, phrases or the grammar in Japanese but what we should teach them is how the Japanese are always serious and comply with the strict rules and regulations (Wada, 2007). Even in the midst of the line between life and death, they are always the people of discipline. Trainers can search for a good video on the Yutube or a story from Yomiuri newspaper or even on the internet to enrich the lessons and be realistic about what they are explaining. The video content that is appropriate for the lectures and topics we are talking about will provide students with useful knowledge about culture, national customs, indigenous characteristics or information. The content of the lesson would be different and it would help the content of the lesson to be richer, more diversified, attractive, and equipped with practical social knowledge for students. In addition, the provision of lively knowledge to students through practical activities, lecturer will better understand each student in the class. Students will be supported and adjusted in time. As a result, the interaction between lecturer and students in learning Japanese will be in a more positive and effective way. Students are very quick in the application of knowledge oriented. It is certainly a good thing to teach students soft skills at the undergraduate level, but in order to proceed we may need a long-term investment process with the most appropriate research and investment programs. And one of the difficulties is to have a team of teachers who are passionate about studying Japan as well as their own experiences so that they can actively promote students' enthusiasm best. The knowledge, skills and the way of applying information technology to the lectures of some lecturers may be limited and uneven. Therefore, the first thing to do is to train teachers who are not only good at foreign languages but also need to know the general knowledge as well as the most basic knowledge and technology, who are eager to change into new, innovative things in the education process. Trainers must be flexible, creative and selective for the most essential content in the process of transmitting information to the most appropriate and effective. Teaching is a process of interaction between lecturers and students in the direction of " rain cats and dogs " and we do not expect too much immediate results.

CONCLUSION

With the issues presented in this paper, we hope to make a small contribution to the ideas on how to make the teaching time of the instructors more useful and the lesson of students will become more receptive when they acquire theoretical or “dry” knowledge. Teachers need to study harder in order to be able to feel the culture as well as the Great Spirit of the Japanese. In parallel, with the consensus of students, we will have the right standards to build and develop an advanced educational environment, contributing to the country's ongoing development. Since then, the teaching process will be more effective and better through the application of cultural knowledge of the Japanese. Although it is a long-term process because there are still many difficulties in terms of human resources and expertise but surely in the future, the trainers with the enthusiasm to build a better education will apply the soft training knowledge to develop talent not only for developing countries like our Vietnam country but also reach out to other countries in the world. I also hope that I would have more time and opportunities to make my paper in detailed since I would like to do my research on students who are not only from Vietnam but also from various developing countries.

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