

POTENTIALITY OF THE "NIHON-JIJO" TEACHING
—FROM A PERSPECTIVE OF THE COOPERATION THROUGH DIALOGUE—

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In the actual situations of the "Nihon-jijo" teaching, there exist several characteristics which should be noted from the viewpoints of the disciplinary studies of comparative culture and of "Nihon-jijo". These characteristics are described as a tentative approach according to the following three perspectives

The first is what we call 'pan-disciplinary studies', which is based on the fact that the field of "Nihon-jijo" is forced to cover so many specialties and fields as its subject. The second is the style of teaching we call 'the cooperation through dialogue', which focuses on the potentiality that the teachers and students can negotiate one other to create and build up the class work based on the mutual understanding of their own need. The third is related to 'the characteristic as a functional compound', which is based on the actual necessity that the teaching activities of "Nihon-jijo" is hard to avoid carrying some compound functions in the education of foreign students.

In this paper, I dealt with the second perspective, and try to describe the features from the following three aspects. (1) "Negotiation in dialogue = Dialogue in negotiation". The social roll-relationship between teachers and students (learners in general), as we know, tends to become rigid and sometimes to function as a fixed power relation. We notice the potentiality of changing this social fixed relation into some more flexible personal relations. (2) "Costarring dialogue in the relationship free from the academic sectionalism". In the modern age, the human knowledge and wisdom has been divided into many individual narrow areas, and becomes very difficult to communicate each other and to mutually understand. We see some practical conditions in the "Nihon-jijo" teaching for the free dialogue among the divided and isolated modern fields. (3) "Deviation from specialty = Intrusion into specialties". In the "Nihon-jijo" teaching, teachers have to cover many facts and aspects of the Japanese society and the contemporary society. In actual teaching process, they are forced deviate from their own field, and so intrude into the others' fields. But this necessity inevitably extends each teacher's field of view, or widens his intellectual horizons.

Being combined these three aspects together, "cooperation through dialogue" will fully function. And it should be an intellectual impact resolving the fixed academic individualism, or the modern academic exclusivism.