

Exploration of Japanese Online Teaching Mode under the Background of "Internet plus"

Jian Wu

School of Foreign Languages and Literatures, Chongqing Normal University, Chongqing, 401331 China

Keywords: "Internet plus"; Japanese; Online teaching

Abstract: In order to make Japanese teaching more diversified and personalized, the current colleges and universities need to use "Internet +" technology in the process of innovating the traditional Japanese teaching mode. Under the background of the new era of "Internet +", the teaching mode of higher education has been changed, and higher education has also entered a new stage of education. It transcends the limitation of time and space and provides people with an unparalleled information exchange platform. It not only makes people's information exchange increase exponentially. Only through "Internet +" technology, colleges and universities can better promote the informatization of teaching, mobilize students' initiative in learning, and cultivate more innovative Japanese talents. The rapid rise of the Internet has an impact on Japanese teaching, and I deeply feel that the Internet is an extremely important supplement to traditional teaching. At the same time, the classroom atmosphere is often not active enough. Most of the time, teachers are only talking, and the communication and interaction between students and teachers are insufficient. In the practice of Japanese teaching, in order to effectively create an efficient teaching mode, to better improve students' Japanese literacy, and guide students to truly become the key subject of Japanese learning. This has greatly impacted and challenged the traditional education model based on classroom teaching for a long time, especially its far-reaching impact on foreign language teaching. This paper mainly aims at the influence of the development of Internet plus online education on Japanese majors, and on this basis, puts forward the specific strategies of Japanese curriculum teaching reform under the perspective of "Internet plus" online education.

1. Introduction

"Internet +" has changed people's way of life and learning. In order to make Japanese teaching more diversified and personalized, the current colleges and universities need to use "Internet +" technology in the process of innovating the traditional Japanese teaching model [1]. Under the background of the new era of "Internet +", the teaching mode of higher education has been changed, and higher education has also entered a new stage of education. "Internet +" education improves the ecological environment of college education, makes traditional college education glow with new vitality, and provides the possibility for actively exploring diversified teaching modes [2]. It transcends the limitation of time and space and provides people with an unparalleled information exchange platform. It not only makes people's information exchange increase exponentially. It fundamentally subverts the traditional channels and ways for people to obtain information and knowledge [3]. This way can't change students' passive acceptance of knowledge in classroom teaching. Students' understanding of knowledge is not deep enough, and they can't grasp the key points solidly [4]. Only through "internet plus" technology, colleges and universities can better promote the informationization of teaching, mobilize students' initiative in learning, and thus cultivate more innovative Japanese talents.

Today in the 21st century, information technology has penetrated into all aspects of society, and it can be seen that the information transformation in the field of education is being further deepened [5]. The impact of the rapid rise of the Internet on Japanese teaching is deeply felt. As an extremely important supplement to traditional teaching, the Internet not only has incomparable advantages over traditional teaching, but also brings some adverse effects to teaching. At the same time, the classroom atmosphere is often not active enough. Most of the time, teachers only talk about it, and

the interaction between students and teachers is insufficient [6]. It is difficult for teachers to know students' mastery and understanding of knowledge in time, which affects students' knowledge accumulation and cohesion [7]. In the practice process of Japanese teaching, in order to effectively create an efficient teaching mode, in order to better improve students' Japanese literacy, and guide students to truly become the key subject of Japanese learning [8]. Under the "Internet +" online education model, teachers and students can use "Internet +" to complete the two links of teaching and learning with the support of information technology when teachers and students are not in the same space. This has greatly impacted and challenged the traditional education model based on classroom teaching for a long time, especially the impact on foreign language teaching is more profound [9].

2. Analysis of the impact of "Internet plus" online education development on Japanese Majors

2.1. Rich learning resources

The introduction of "internet plus" online education into traditional Japanese teaching has had a certain impact on the traditional teaching mode. The teaching process is no longer dominated by teachers, and it is no longer completely dependent on the content of teaching materials, and it is not necessary to teach in class. Students are immersed in the study of textbooks, and the language materials they come into contact with are fixed and limited [10]. In particular, the preparation of Japanese textbooks has been lagging behind, and some colleges are still using old textbooks. This fully shows that students have a high degree of recognition for the teaching level and teaching methods of Japanese professional teachers. As shown in Figures 1 and 2 below.

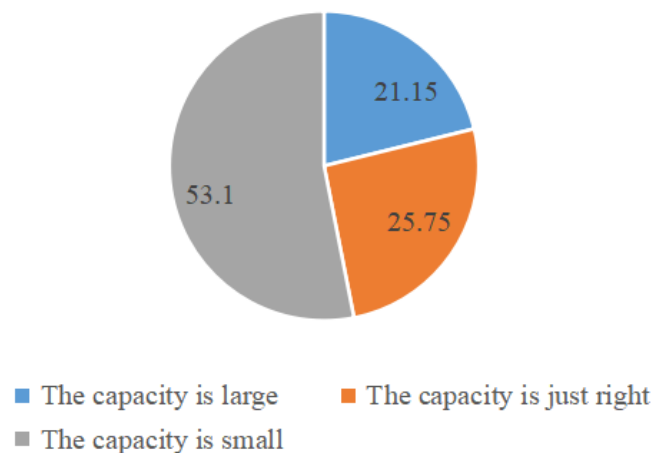


Figure 1 Students' evaluation of courseware capacity

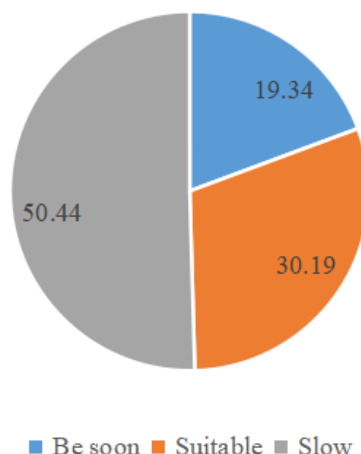


Figure 2 Students' evaluation of teaching speed

It is difficult for students to learn modern and useful Japanese. However, the teaching of Japanese majors in colleges and universities starts from scratch. Compared with English majors, students need to learn more in a limited time. Traditional Japanese teaching relies more on the traditional classroom mode. Teachers pay too much attention to the use of Japanese textbooks, obviously lack of attention and attention to Japanese teaching, and it is difficult to effectively guarantee and improve students' Japanese learning literacy. In short, in the process of constructing the current Japanese teaching model, colleges and universities fail to play the role of "internet plus" educational resources. There are deficiencies in the use of networked educational resources and innovative teaching content, and students can only superficially understand the background knowledge of society, culture, and history in the textbook. With the support of "Internet +", students have plenty of learning resources to choose from in the online learning process. They can download Japanese materials and watch Japanese movies from the Internet. Teaching materials are no longer the only source of learning resources, and learning resources are more abundant.

2.2. Innovative teaching methods

With the introduction of "internet plus" online education, students' traditional learning concepts have changed and their learning methods have been further optimized. Teachers can use new teaching methods such as massive open online course and micro-courses to carry out teaching, and students can screen out Japanese learning resources and corresponding courses that are in line with their own characteristics or preferences, which is conducive to promoting students' autonomous learning effect. What's more, learners can also go directly to Japanese websites and feel a lot of original and vivid Japanese language. It's like being in Japan. This immersive learning method is much more direct and effective than the scratch-off Chinese teaching. Therefore, in order to achieve the teaching goals within the limited school hours, it is more necessary to combine the inside and outside of the classroom with the help of network resources and comprehensive classroom application. The traditional Japanese teaching has great drawbacks and deficiencies, which restrict the students' Japanese literacy to a large extent, and it is difficult to guarantee the practical effect of the students' Japanese application. At the same time, teachers have deficiencies in using multimedia technology and network education platform to build a Japanese teaching model. Failing to give full play to the role of network teaching in cultivating students' ability to analyze the structure of articles and language comprehension. With the support of this novel teaching method, students can establish self-learning awareness and develop good self-learning habits.

3. Specific strategies for teaching reform of Japanese courses under the perspective of "Internet plus" online education

3.1. Optimizing and completing the teaching mode of "Internet plus" online education

At present, in the realization of "internet plus" online education in Japanese major teaching, the applied teaching methods are diversified. Teachers should help students establish clear learning goals by choosing the education methods that are more in line with students' characteristics and learning foundation. Some website learning discussion forums lack professionals to preside over them, and learners are left to solve their doubts by themselves, often either off-topic or without a definite result. However, under the background of "Internet +", an online and offline hybrid teaching model is actively constructed, and teachers can use the learning platform and other dynamic research and judgment and grasp the students' Japanese learning status. Through the interviews with the teachers in the course, four reasons were designed: the problem was not found, the problem has been solved in the face-to-face teaching, the Japanese input is difficult, and the answer to the problem is not timely enough. As shown in Figure 3.

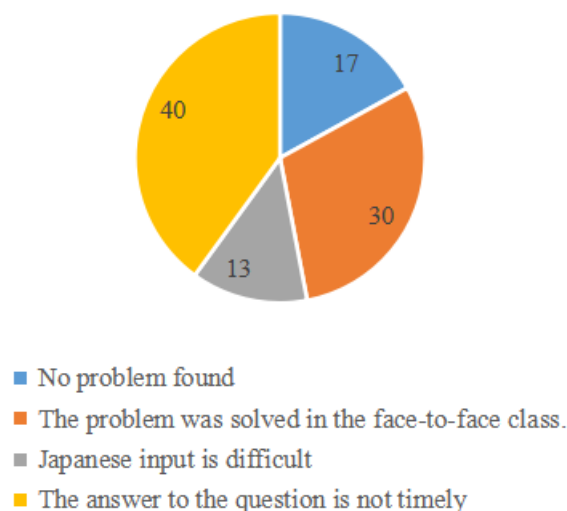


Figure 3 Flowchart for realizing focus judgment

Give students comments in time, etc., to help them make rapid progress and development. Moreover, the Japanese teaching mode based on "internet plus" technology is short-term and easy to operate, and teachers use various teaching courseware and videos. It can meet students' learning needs, conform to students' learning rules and cognitive characteristics, and help to improve students' learning concentration and consciousness. Teachers can provide useful guidance for students' learning process by virtue of their own teaching experience, help them solve problems, and assist them in exploring knowledge content independently, thus promoting the improvement of the teaching model.

3.2. Strengthening teachers' "Internet plus" online education concept

In order to improve the quality of Japanese teaching, teachers should first establish the concept of "internet plus" online education, and realize the good integration of this concept in Japanese teaching, so as to realize the introduction of new teaching methods. For learners in a relatively ignorant state, it is quite difficult to choose which materials to build up their Japanese sense. Without a clear and rational brain and the ability of self-control, no matter how rich the study materials are, it is difficult to really learn knowledge. According to students' participation in the shared information platform and their performance in classroom teaching activities. Diversified evaluation methods such as teaching evaluation, student mutual evaluation, and group mutual evaluation are adopted to appropriately increase the proportion of usual grades. In the process of Japanese teaching practice, in order to effectively change the teaching method, teachers can use advanced teaching methods such as the project task method to realize the innovation of Japanese teaching. At the same time, teachers can also propose expanded topics in the discussion area, so that students can exchange and discuss the knowledge they have learned based on the expanded topics. Give students more opportunities to express their opinions freely, so as to improve students' ability of thinking and expression. Combined with the development needs of the times, a good online education environment that is conducive to the teaching of Japanese professional courses is constructed.

4. Conclusions

"Internet plus" is just a tool that can be used for the benefit of all. As a foreign language teacher, we should objectively evaluate the advantages and disadvantages of "Internet plus" and use it to serve teaching. Strengthen the communication with students through the sharing platform, guide students to carry out autonomous learning and cooperative learning, and solve the short board of Japanese teaching hours in science and engineering colleges. Under the background of "Internet plus", we should rely on information technology to achieve a combination of online, offline and

teaching methods. It can not only promote the reform and innovation of Japanese Teaching in an all-round way, but also optimize students' Japanese literacy and overall practical ability to a great extent. Besides, Japanese courses involve a lot of language knowledge and rich cultural background, and teachers need to use Internet plus technology. Improve students' ability to master Japanese culture, language, society, literature and other background knowledge. The integration of "internet plus" and teaching methods puts forward higher requirements for teachers' knowledge reserve and learning ability. Teachers should not be limited to textbooks when preparing lessons. Instead, we should search online teaching resources and try our best to get the latest learning materials. How to Guide Students to Make Correct Use of internet plus? How to strengthen self-management in the process of using internet plus? This is a subject worthy of our long-term study.

References

- [1] Yao Weijie. The Influence and Application of Internet + College Course Ideology and Politics on Japanese Teaching: A Review of "Exploration of Japanese Teaching Models in the Internet + Era". *Research in Science and Technology Management*, vol. 41, no. 17, pp. 1, 2021.
- [2] Zhou Haining. The influence and application of the Internet and network resources on Japanese language teaching—Comment on "Exploration of Japanese Teaching Models in the Internet+ Era". *Chinese Science and Technology Papers*, vol. 16, no. 6, pp. 1, 2021.
- [3] Xi Jinfeng. Research on the teaching reform of Japanese language courses in colleges from the perspective of Internet online education. *Modern Commerce and Industry*, vol. 43, no. 7, pp. 2, 2022.
- [4] Wang Chuchu. The application of network resources in Japanese language teaching under the background of Internet+. *Knowledge Economy*, no. 16, pp. 3, 2020.
- [5] Wang Xuesong. Research and practice of basic Japanese teaching reform under the background of "Internet +". *Science Education Journal: Electronic Edition*, no. , pp. 1, 2020.
- [6] Wang Peng. Research on the Reform and Development of Basic Japanese Teaching under the Background of "Internet +". *Reading and Writing: Early Years*, no. 5, pp. 1, 2021.
- [7] Li Minghao. Research on the cultivation of Japanese normal students' teaching ability under the background of "Internet +". *Shanghaijing: Frontiers in Education*, no. 18, pp. 1, 2021.
- [8] Xu Guoqing. Analysis of Basic Japanese Teaching Mode Based on Internet Technology. *Electronic Technology (Shanghai)*, no. 4, pp. 2, 2021.
- [9] Luo Li. Research on the teaching of Japanese blended courses in colleges and universities under the background of "Internet + education". *Yellow River. loess. Yellow People*, no. 8, pp. 2, 2021.
- [10] Jiang Yunyi, Tie Ying. Strategies to improve the teaching ability of Japanese normal students under the background of "Internet +". *Heihe Education*, no. 6, pp. 2, 2021.