

Research on the Mixed Teaching Mode of Basic Japanese Course under the Background of Education Informationization

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Keywords: Educational Information Background; Basic Japanese Course; Mixed Teaching Mode

Abstract: The emergence of the information age has brought new opportunities to the teaching of basic Japanese courses. The hybrid teaching mode has a wide application space. On the basis of this, this paper briefly analyzes the current situation of Japanese language courses and the connotation and advantages of the hybrid teaching mode, and fully integrates mobile terminal teaching, establishes a large-scale teaching resource platform, actively promotes intelligent learning software, and sets new evaluation methods. Strategies to further improve the teaching level of basic Japanese courses in China.

1. Introduction

The development of information technology has brought important influence to the field of education in China. Nowadays, the application of the hybrid teaching mode in the teaching process of the basic Japanese course can greatly improve the current teaching quality and enable students to have good self-learning ability. Therefore, each school should select suitable network resources according to its actual situation, so as to provide significant support for the application of the hybrid teaching mode, and ensure that the new teaching mode can bring new vitality to the teaching of the basic Japanese course.

2. Current Status of Basic Japanese Courses

At present, the teaching mode applied in the basic Japanese course in China is still based on the teacher's lecture, and the students are in a state of passive learning, which makes it difficult for students to deeply understand Japanese knowledge and thus affect the learning outcomes. At the same time, under this less interactive teaching mode, students' learning ability and other aspects can not be exercised accordingly. Even in this long-term method of mechanical learning, students' ability to innovate will be limited. The new curriculum reform concept is contrary to the law, so it should be reformed in time in the context of educational informationization. In addition, although teachers have begun to pay attention to the importance of network resources in the current teaching process, there are still some shortcomings in communication, such as the lack of students to concentrate on the process of thinking, and has not yet established an evaluation method that matches the new teaching model. The enthusiasm of the students is not fully mobilized, thus affecting the final level of teaching. Therefore, teachers should use the mixed teaching mode to properly handle the teaching of the current basic Japanese course in combination with the educational informatization background.

3. The Connotation and Advantages of the Mixed Teaching Mode under the Background of Education Informationization

3.1. The connotation of the hybrid teaching mode

The hybrid teaching mode mainly refers to a new teaching mode that combines the traditional teaching mode with the online teaching mode. It is actually the extension and expansion of traditional teaching. On the one hand, the hybrid teaching mode should give full play to the leading position of teachers in the classroom, and cultivate students' innovative ability and independent

learning ability in the teaching process. On the other hand, they should also use the network resources to create an active student. The learning atmosphere makes it generate a strong interest in learning, so that students can gain greater learning motivation in the basic Japanese course.

3.2. Advantages of the hybrid teaching model

As a new teaching method, the hybrid teaching mode has strong advantages in the basic Japanese course and can effectively improve the current teaching status. At the same time, it also puts higher demands on the teaching ability of teachers. In the application of the hybrid teaching mode, teachers not only need to have the ability to screen and produce online teaching videos, but also have the ability to properly guide students to participate in learning and expand students' thinking in teaching. In the actual teaching period, in addition to guiding students to participate in traditional classroom teaching, teachers can also encourage students to watch online teaching resources from the support of network technology, so as to improve students' self-learning ability. The hybrid teaching mode combines the dual advantages of traditional teaching and network teaching. It not only eliminates the inadequacies of various teaching modes, but also satisfies the students' needs for different teaching modes, so that students can highlight their own subject status online and offline. And according to their own learning ability, choose the appropriate learning method, so that the students' Japanese learning ability can be effectively improved. Therefore, the mixed teaching mode has certain practical significance in the basic Japanese course.

4. The Strategy of the Mixed Teaching Mode of Basic Japanese Courses under the Background of Education Informationization

4.1. Fully integrated with mobile terminal teaching

Nowadays, with the popularity of smart devices, students' ability to accept new things is increasing. In order to satisfy their curiosity, it is necessary to fully integrate mobile terminals in the application of the hybrid Japanese teaching mode to achieve the best. Teaching effect. Mobile terminal teaching can provide students with flexible learning places regardless of time and place, thus improving students' learning efficiency.

The specific methods are as follows: (1) Reasonable design of the teaching plan. In the pre-class design, the teacher should select the teaching materials that are difficult and appropriate, and do the screening and research during the preparation of the lesson to ensure the materials and teaching content used in the teaching process. Matching and conforming to the relevant cultural background. In addition, teachers should also use the WeChat group, qq group, etc. to push the pre-study requirements in time so that students can have a certain understanding of the content they have learned in advance, and thus stimulate their enthusiasm for learning.

In the basic Japanese course, it is necessary to combine mobile terminals in the process of teaching introduction and classroom teaching, so as to provide certain auxiliary functions for teaching. Among them, in the import process, its application effect will determine whether the post-teaching can be carried out smoothly. Therefore, during the pre-class introduction, the teacher should set up an interesting introduction plot, so that the students can pay more attention to the Japanese knowledge they learn, and can naturally enter the introduction teaching stage by means of group discussion. In the classroom teaching, teachers need to change the way of the past blindly, and constantly apply mobile technology or multimedia technology in the teaching, so that students can accumulate Japanese knowledge in a pleasant learning atmosphere. At the same time, teachers should also use offline communication to ensure that teachers can solve students' doubts in time.

(2) After the class extension, the time in the class is limited, but the student's enthusiasm for learning should not be affected by the classroom requirements. Therefore, the teacher can interact with the students through the mobile terminal device when arranging homework assignments, urge the students to complete the homework assignments on time, and pass them to the teachers through WeChat, etc., so that the teachers can provide targeted guidance in time. Or through the public number such as "Japanese reading", so that students can develop a good habit of reading Japanese

materials daily, in order to achieve the purpose of expanding students' thinking.

4.2. Establish a large-scale teaching resource platform

In the context of educational informatization, the basic Japanese course needs to establish a large-scale teaching resource platform when applying the hybrid teaching mode to ensure that the Japanese teaching level is improved. Taking the MOOC teaching platform as an example, first of all, the teacher should set up the MOOC resource system in the teaching of the basic Japanese course, and meticulously classify the course content, and carry out each element as a small unit. The establishment of the MOOC resource platform is a complex and long-term work, so a special MOP production team is required to have a phased operation. For example, the grammar, adverbs, and mimetic mimicry words in the basic Japanese course are subdivided and displayed in front of the students in the form of MOOCs, thus deepening the students' memory.

Secondly, in addition to the need for professional Japanese teachers to participate in the production of MOOC classes, it is necessary to hire network technicians as an aid to ensure that the MOOC resources produced can bring the best teaching effect to students' Japanese language learning.

Finally, since the professors of the basic Japanese course are mainly in the form of small class, the group cooperation method can be used. For example, the sixth lesson "University Life", the teacher can arrange the learning tasks for each group first, through the group members. Active discussion can improve their self-learning and thinking skills, and encourage students to find information about university life, in order to stimulate students' desire to explore. In the information age, students have a certain dependence on the network, teachers can use this The MOOC resource teaching platform gradually cultivates students' practical ability to use network technology to solve Japanese learning problems [1].

4.3. Actively promote intelligent learning software

Intelligent learning software mainly refers to smart phones. Nowadays, whether it is working or learning, it is inseparable from the support of smart phones, which shows that smart phones have indeed changed the way people live. Therefore, in the context of educational informatization, the basic Japanese course teaching also needs to actively promote the application of smart phones when applying the hybrid teaching mode.

Compared with computers or tablets, smart phones are easy to carry and fully functional. They can solve difficult problems encountered by students in basic Japanese learning such as translation and pronunciation, and stimulate students' enthusiasm for learning. Japanese imagery is used to open up students' horizons and realize the practical role of Japanese language learning. In the teaching class of basic Japanese courses, teachers need to convey the idea of using smartphones correctly, so that they can improve their reading in Japanese. Assistants in listening ability, not obstruction [2].

For example, the teacher can recommend some Japanese celebrity public numbers with strong practicability and pure pronunciation, so that they can have a more comprehensive understanding of Japanese culture and social background when reading relevant materials. At the same time, you can download some easy-to-operate Japanese learning software to enable students to choose an application that suits their level of development, thereby increasing their interest in basic Japanese language courses.

4.4. Set a new way to evaluate

If teachers use the mixed teaching mode to teach in the basic Japanese course, they need to set up a new evaluation method to achieve the effect of cultivating students' independent learning ability. The traditional evaluation method is mainly based on text test, but in new Under the teaching mode, it is obvious that the simple test can not play a good assessment purpose [3]. Therefore, teachers should use the evaluation method such as portfolio to understand the mastery of Japanese knowledge.

The portfolio is mainly a new evaluation method for recording electronic information such as the

number of times a student uses a smartphone, the length of time to browse Japanese materials, and the textbook information such as student performance and completion of homework. Teachers can conduct a comprehensive assessment of students based on the information recorded in the portfolio, in order to give a relatively fair score and include it in the assessment results. However, it does not completely replace the final text test and other items. After all, students need to complete the Japanese language test. Therefore, teachers should adjust the proportion of portfolios according to the actual situation, in order to play a more prominent role in supervision.

5. Conclusion

In summary, the hybrid teaching model plays an important role in the teaching of basic Japanese courses. At the same time, it can effectively enhance the supervision effect of students' extracurricular learning, and in practice, teachers need to have certain network teaching ability, thus ensuring that the hybrid teaching mode can reflect its practical value. Therefore, during the teaching reform period, teachers should fully improve their own quality, so that students can improve their self-learning ability from the new teaching mode, in order to achieve a comprehensive and balanced development.

References

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