

Training of Critical Thinking in Japanese Audiovisual Teaching for Middle School Students

Wusheng Yu

Jiangxi Science and Technology Normal University, Nanchang 330038, China

Abstract: Nowadays, with the development of the Internet and the explosive growth of information, there may be diametrically opposite reports or even contradictory evaluations on the same things. Without the ability to think critically, it is impossible to judge the authenticity of information, the objectivity of views, the correctness of conclusions, and not only cannot benefit from a large amount of information, but also will be misled. However, at present, there is a general lack of critical thinking in Japanese teaching in our country. This paper tries to find some measures to train students' critical thinking from the perspective of Japanese audio-visual teaching.

Keywords: Japanese audiovisual speaking; Critical thinking; Cultivation measure

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Introduction

In the 1940s, the American educational community began to pay attention to critical thinking, and took it as an important issue in education reform, and in the 1970s and 1980s, it was the center of American education reform. Japanese audiovisual speaking is a student-centered subject that emphasizes the interaction between teachers and students, and must have favorable conditions to develop critical thinking. Starting from the teaching of Japanese audiovisual speaking, this paper analyzes the ways and measures to cultivate students' critical thinking.

1. Critical thinking and training mode

1.1 Critical Thinking

Nice (1987) argues that critical thinking is a rational, deep ability to determine what can be done and what can be believed. Critical thinking mainly consists of two aspects: critical thinking skills and critical spirit or personality traits. In our country's colleges and universities, the teaching mode which takes "examination" as the main content for a long time leads to the passive learning of students and the lack of active thinking in the learning process. Through the investigation of Japanese visual class teaching practice, it is found that there are some phenomena in teaching such as "going through the motions", "not good at analysis", "not good at using critical thinking, and good at solving problems". Students' "innovative spirit" and "practical ability" will be reduced to water without a source and a tree without roots only if they have no critical consciousness ^[1].

1.2 Analysis of culture mode

Training and cultivating students' critical thinking in Japanese visual class teaching can be divided into four stages. On the basis of the teaching syllabus, students' critical thinking and creativity can be improved. The first stage is mainly to correct students' pronunciation, pronunciation and intonation, so that they can better use oral language. The second stage is mainly to train students' daily oral communication ability, and make them understand and master Japanese thinking mode, avoiding Chinese Japanese. The third stage is to train students' Japanese thinking and expression ability through keynote speeches and discussions. The fourth stage is

to train students' critical thinking skills in the form of Japanese speeches, debates, group discussions and other topics that are relevant to reality, culture and interests ^[2].

2. Problems need to be solved in the training of critical thinking in Japanese audiovisual speaking teaching

First of all, the content of the course is integrated. In the course of Japanese visual class, the teacher should not only let the students learn the content in the book, but also guide them to use the Internet, library and other resources effectively. Integrating multi-disciplinary knowledge, such as geography, history, etc., to carry out in-depth analysis from different angles, put forward their own unique viewpoints, so that students' critical thinking ability has been comprehensively improved; By integrating the traditional teaching mode with the modern teaching, combining the advantages of both, the advantages of various teaching tools can be fully utilized, and finally achieve the purpose of optimizing the teaching quality.

Secondly, the teaching method should be reformed. In the teaching of Japanese audiovisual speaking, teachers should put students in the core position, and combine with the content of textbooks, so that they can have more practical opportunities, correct and train students' voices, and carry out activities such as organizing debates and speeches to improve students' language skills through various ways. This can not only enhance students' interest and enthusiasm in learning, but also let them take the initiative to think about hot topics in society.

Finally, establishing a set of scientific and reasonable talent evaluation system plays an important role in cultivating students' critical thinking ability. Teachers should develop a set of evaluation system to assess students' critical thinking ability, for example, many schools today, in the final exam, will include the usual scores, the usual performance also counts, it has greatly changed the former "one test set the adjustment" situation, effectively promote the all-round development of students. At the same time, teachers can also select some questions in the final exam paper, especially in the oral Japanese test, which can test students' critical thinking ability. In addition, in the evaluation criteria of "standardized pronunciation and intonation, fluent expression", teachers can also add the item "whether they have independent thinking ability" to promote the improvement of students' critical thinking ability ^[3].

3. Effective cultivation measures

3.1 Flexible use of error analysis

Error analysis includes five steps: data collection, error identification, error classification, error analysis and error evaluation. In the actual teaching activities, the mistranslations collected mostly come from the first two aspects.

For example: “先週、私たちは教室で日本の歌、桜や桜などを聞きました。” many students translated like this :Last week, we heard Japanese songs in class, such as cherry blossom, cherry blossom, and so on. This part “先週、私たちは教室で「桜よ桜」などの日本語の歌を聞きました”,should not leave behind. According to Chinese custom, it can be placed at the end of the sentence. Last week, we heard Japanese songs in class, such as cherry blossom! Cherry blossom! The teacher first starts from the origin of the two language habits, and then guides the students to start from the two language customs. With the teacher's prompt, the students quickly understand the meaning.

For another example, “どの漢字を選ぶか、パソコンを使う人が決めるか、忘れないようにしましょう。” In this sentence, many students translated like this: in the end, which Chinese character to choose depends on the user's own meaning, don't forget this point.

Literally, these two sentences are separate sentences, but in formal Chinese, the predicate must be placed before the object. Therefore, it should be noted that the selection of Chinese characters depends on the user's own meaning. For this kind of wrong translation, the teacher first pointed out the use of Chinese subject, predicate and object, and then let the students read it repeatedly, and soon found the crux of the problem.

In teaching practice, the original “teacher explain-students practice-teacher comment” approach has been changed. Adjust the translation process to allow students to conduct their own error analysis, identify and judge their own errors in translation.

3.2 Reasonable arrangement of case teaching

In translation teaching, teachers can carry out case teaching for specific teaching contents, and select a most frequently encountered problem: “foreignization, domestication, and the combination of the two translation methods.” This requires students to analyze and prepare for the class in advance, form their own opinions, and analyze them selectively. In the course of this preparation, the student's mind experiences a theoretical model and structure, from theory to practice, and finally from practice to theory.

For example:

どんぐりの背比べ. Translation:six and two threes

鹿を馬と指す. Translation:point to a deer,call it a horse

先んずれば人を制す. Translation:preemption

Since the idiom expression of each sentence above is relatively common, most students can understand the two translation methods well, and can accurately point out the translation methods of foreignization, domestication and the combination of the two. However, students have different views and opinions on why different translation methods should be adopted. Teachers can let students express their views first, then communicate with students, and finally summarize all the views.

3.3 Data-driven learning mode

In the process of translation, there are sometimes two different translations, in which case it is difficult to rely only on dictionaries to explain. At this time, teachers should let students independently find solutions, which can well stimulate their curiosity, mobilize their enthusiasm for learning, and develop a good habit of independent thinking and in-depth exploration.

For example, 尻 has several meanings. E.g. お尻“しり” means “buttocks”; 器の底 represents the bottom and lower part of the utensil; 尻は後ろ、後ろを表す尻represents behind.; エンド represents the end; チップ represents tip; (着物の) 後ろすそ indicates the back of kimono; 後始末をする is interpreted as the aftermath, therefore translated as the result.

In addition, in the teaching of Japanese writing, the self-built CCBT corpus can also be used, that is, a text library can be built by translating the same text or paragraph in class, and the advantages and disadvantages of various translation methods as well as the advantages and disadvantages of writing methods can be judged by comprehensively judging various factors such as text features, author's writing style and translation context. Gain experience in writing and translation through analysis and comparison.

To sum up, the responsibility of the school is to train qualified teachers for the future, and to let them participate more in social affairs. For schools, the biggest challenge is to cultivate talents who can enter the society and create the future. In the teaching of Japanese audiovisual speaking, through the cultivation of critical thinking, students can truly become the protagonist in the classroom, so that students can improve their comprehensive application ability and further develop their critical thinking ability.

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About the author:

Wusheng Yu (born in 1978.10), gender: male, nationality: Han, highest education (degree) : Master, title: Lecturer, research direction is Japanese teaching research.