

Research on the Development and Application of Task — Based Teaching Method——Taking the Comprehensive Japanese Teaching of Senior Japanese Majors as an Example

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Abstract: With the deepening of the new curriculum reform, in order to meet the actual needs of students at all levels in senior Japanese teaching, teachers should guide students to master more Japanese knowledge and skills, and the penetration of methods. Whether Japanese vocabulary or Japanese short stories, they should carry out practical education in the classroom. Teachers need to implement task—based teaching mode, which can make students’ oral English more fluent and language more accurate, and let students consciously integrate into specific learning activities, so as to ensure the efficiency of classroom activities and promote the smooth progress of activities. At present, the task—based teaching model has been unanimously recognized by all education departments in China. Taking senior Japanese majors as an example, this paper expounds the advantages of task—based teaching method, how to combine task—based teaching method to improve students’ learning enthusiasm and teaching effect of senior Japanese, and puts forward some suggestions for reference.

Keywords: Task — based Teaching Method; Higher Grade Education; Japanese Major; Development and Application

1. Introduction

With the popularity of the new curriculum reform in recent years, teachers in various subjects are facing the reform of educational methods. Under the concept of improving comprehensive quality education constantly implemented in the current society, in order to make the all—round development of students in school in the future for students majoring in Japanese, teachers should pay more attention to the cultivation of their flexible application of Japanese communication ability, connect the content of Japanese knowledge with students’ actual life, and promote their own teaching to keep up with the pace of modern education, in order to constantly improve the relevant teaching work to lay the foundation for their future study.

2. The meaning and characteristics of task—based teaching model

Task—based teaching requires senior Japanese teachers to play their guiding role in the daily teaching process, appropriately arrange corresponding learning tasks for students, and make students learn corresponding knowledge points with problems, so as to improve their subjective initiative, and learn spontaneously.

The characteristics of task—based teaching model are mainly divided into: First, learn to use the learned knowledge for interpersonal communication; Second, introduce real teaching materials into the learning environment of students; Thirdly, it can make students pay more attention to the learning process; Fourth, combine theory with real life; Fifth, in the process of learning into the relevant activities of these five aspects.

3. Advantages of applying task—based teaching method in senior Japanese majors

3.1 Improving students' oral Japanese communication ability

The ultimate goal of task—based teaching mode is to improve students' Japanese ability. In the teacher's daily lectures, the teacher should assign them oral tasks, and conduct spot checks in the next class to let them take the initiative to speak Japanese. It virtually increases the probability of students using Japanese and improves the comprehensive ability of Japanese.

3.2 Improving students' learning self—confidence

We should cultivate students' subjective initiative in learning, and let them constantly explore their interest in studying Japanese and improve their reserve of knowledge. In the previous education model, teachers pay more attention to students' proficiency in knowledge and pay little attention to students' inner feelings. Therefore, teachers become the active force while students have rigid memory and passive situation. The new curriculum reform focuses on the future development of students, so the education of Japanese curriculum should be reformed. When creating a life—oriented teaching situation in daily lectures, senior Japanese teachers should enable students to actively think about problems, so that they can have a deeper understanding of the book content mapped by daily life. Teachers should make full use of the school's teaching resources, combine the book content with the actual situation of students, and adopt a variety of teaching methods to attract their attention. Only in this way can they enhance their self—confidence in learning.

3.3 Students' interest in learning Japanese can be improved

Students are the leading force in learning. Japanese teachers need to reasonably plan and design the Japanese teaching content, which can not only better enable students to fully understand the classroom content, but also improve their practice and mastery of Japanese. The task—based teaching mode needs to be guided by the book content, and the teacher can also organize some Japanese related games for them, so as to enrich the classroom teaching mode, attract students' attention, and comprehensively improve the classroom efficiency.

4. Problems in the teaching of senior Japanese majors at the present stage

4.1 The Japanese teacher's teaching method is very boring and boring

In terms of the current form of education, most Japanese teachers are often too formal and lack innovative ideas in their daily teaching. They usually copy the theoretical knowledge in the textbooks to impart the most basic knowledge. The classroom atmosphere is boring, students can't concentrate, and they lack the spirit of innovation in their daily teaching. Their working methods are simple and solidified, ignoring students' language talent. They do not improve their teaching level, nor actively practice the educational reform, and have a weak sense of crisis, which eventually leads to students' negative learning mentality.

4.2 Students lack interest in learning

The abilities of senior students are gradually formed. At this stage, students are at a playful age, and some students have poor awareness of autonomous learning. Coupled with the boring nature of Japanese courses, students need to be exposed to boring theories for a long time, which makes most students lack enthusiasm for Japanese learning. At the same time, Japanese is also the product of combining with life. It has high requirements for students' thinking ability and memory, especially some Japanese logic is too abstract for students to understand and master. Moreover, Japanese has a strong seriality. The confusion of a small part of students' knowledge points will affect the learning of the whole relevant knowledge points, and greatly increase the difficulty of teachers' teaching.

5. Specific methods of applying task—based teaching model in senior Japanese teaching

5.1 Japanese teachers fully prepare teaching materials with task—based teaching mode

Before class, teachers and students should make sufficient preparations to ensure the smooth and efficient completion of class explanation. Teachers should let students preview the specific teaching contents and assign tasks in advance, and let them preview the course with tasks. Before class, the teacher focuses on the knowledge points that the students have more doubts, evaluates and analyzes the deficiencies in the students' writing, and lays a foundation for their further study. At the same time, Japanese teachers should pay attention to the

classroom tasks assigned by teachers in the teaching process, which should be connected with other disciplines, and cannot be generalized, in order to make students pay attention to teaching knowledge and improve their interest in learning is the main purpose of teachers' after-school tasks.

5.2 Students and teachers exchange identities and students prepare lessons for teaching

First of all, teachers have to abandon the traditional "full irrigation" teaching method, and pay attention to the main role of students in learning, so as to increase students' interest in learning Japanese. The teacher should clarify the teaching task to the students in advance and let them prepare for the lecture according to the key and difficult points specified by the teacher. Students' inherent sense of responsibility will make them find various channels to improve their cognitive reserves and tell the course from the perspective of peers. It virtually improves the ability of active learning. At the same time, teachers should pay attention to finding the deficiencies in their lectures, and correct and explain them in time.

5.3 Setting up mutual help groups to promote students to learn together

Japanese teachers can set up mutual help groups in the class to interact after class. On the one hand, it can improve the self-confidence of the students; On the other hand, it can also promote the problems left in the customer service class of the helper. At the same time, it can cultivate the excellent character of cooperation between the two sides and others and maintain a modest attitude towards others. Teachers can also set up Wechat groups to let them learn together according to their own needs.

5.4 Japanese teachers adopt fuzzy task teaching

When teaching in the next semester of grade 3, if you want to improve the scores of students at each level, you should train them to learn, refine and summarize according to the knowledge extracted by the teacher last semester, so as to improve the students' ability to find and solve problems. For example, before the weekend holiday, we should let students at each level summarize the learning situation of this week, reflect on their test results and share learning skills in class, so that they can improve their quality in continuous reflection and summary. Japanese teachers adopt fuzzy task teaching, which can not only let teachers master the real situation of students' learning, but also let teachers make targeted corrections and suggestions to them in all aspects. We should also let them immerse themselves in the written interaction and communication in the classroom, and adopt scientific teaching methods and methods to enhance their understanding. By using fuzzy task-based teaching, teachers can enable them to independently realize the effective combination of curriculum content, learning needs and their own actual situation, so that they can apply what they have learned to achieve the teaching goal of "making Chinese voice and telling Chinese stories".

5.5 Praising students who perform well in Japanese learning

Praise and encouragement can enhance others' self-confidence, but teachers praise and encourage appropriately, otherwise, it will backfire. We should give oral praise to students who study actively, which can not only set an example for other students, but also encourage the praised students to improve their self-confidence and make greater progress in the future. At the same time, teachers should find out the negative performance of some students in Japanese learning in time, improve their sense of ownership and help them rebuild their learning self-confidence in ways that they can understand.

6. Conclusion

In a word, using task-based teaching model to teach senior Japanese majors can not only improve their learning enthusiasm, but also improve teachers' classroom teaching results. This requires teachers to follow the steps of the new curriculum reform, and use the educational concept of the combination of emotional education and innovative thinking to improve their Japanese expression level and practical application ability in all aspects, so as to pave the way for their all-round and sustainable development.

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