Analysis on the Training Mode of Listening and Speaking Skills in College Japanese Education from the Perspective of Rain Classroom

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Abstracts: With the rapid development of network information technology, many new teaching models have emerged. As a new teaching model, rain classroom plays a very important role in college Japanese teaching. Based on this, this paper analyzes the problems existing in the training of listening and speaking skills in college Japanese education, and puts forward the training mode of Japanese listening and speaking skills based on rain classroom for reference.
Keywords: Rain Classroom; College Japanese; Listening and Speaking Skills; Training Mode

1. Introduction

Rain classroom is the product of the combination of network and education. Its essence is a modern teaching tool. In the application of rain classroom in college Japanese education, teachers can push all kinds of teaching resources, such as teaching videos and examples, to students' mobile client. Students can find the information they want as long as they log in to Wechat and other platforms. Using the online interactive function of Wechat and other platforms, teachers and students can interact and communicate at any time. At the same time, the rain class also has the functions of online question answering and automatic evaluation. When students answer and submit online questions, the system will automatically review them. It can also deeply analyze and classify students' answers, so that teachers and students can timely understand their specific situation of Japanese teaching and learning.

2. Problems in listening and speaking skills training in college Japanese education

The training of college Japanese listening and speaking skills can be analyzed at the school and student levels: From the perspective of the school, it is mainly reflected in the Japanese course system, teaching facilities and equipment and teachers. The details are as follows: First, the Japanese listening and speaking class system is not perfect. At present, a sound listening and speaking course system has not been formed in universities, and the course design has not been carried out according to the training requirements of listening and speaking skills. Some Japanese listening and speaking textbooks are relatively backward, and the contents of the textbooks have not been updated according to the actual situation of schools and society, or there is a lack of attention to listening and speaking courses, the class hours are well arranged, and there are basically no separate listening and speaking courses. It is usually integrated with the Japanese course described by the teacher, and the college Japanese textbook is a public course, which is often carried out in the

form of large class teaching. In the face of many students, teachers can only use multimedia equipment to play materials for students to listen to and directly tell the answer. Second, teaching facilities and equipment have not been updated in time. In addition to the arrangement of listening and speaking courses, the imperfections of Japanese course system are also presented in teaching facilities and equipment. Some college Japanese listening and speaking teaching facilities and equipment lag behind, do not introduce the latest technology, and are still used to the traditional oral narration. Third, the strength of teachers is weak and the teaching method is single. In order to save costs, some schools do not hire special Japanese teachers, or the teachers' own quality level is not high, all aspects of problems lead to the low quality of Japanese teaching. Existing Japanese teachers are used to traditional graffiti narration. Japanese teaching is only to complete class tasks, do not organize students for listening and speaking training, nor pay attention to classroom interaction. Even if it is interactive, it is just a simple description of the problems in the teaching materials. Students' enthusiasm for participation is not high, and the classroom teaching effect is not ideal.

From the perspective of students, it is mainly reflected in the following aspects: First, they don't pay attention to Japanese. College Japanese itself exists in the form of a public course. Because of this, many students don't pay attention to listening and speaking training and don't have high interest in it. Second, students' language foundation is weak. Although many college students have mastered the knowledge of vocabulary and grammar, they can't use it flexibly, can't deeply understand the connotation of Japanese conversation, and their listening and speaking ability can't be improved.

3. Listening and speaking skills training model of college Japanese education based on rain classroom

3.1 Pushing mobile courseware for Japanese knowledge learning

The training mode of college Japanese listening and speaking skills based on rain classroom. In order to help students better hear and hear the painting content, teachers should push the relevant courseware scientifically screened and edited by rain classroom to the mobile client, so that students can consult and browse at any time. For example, during the listening and speaking training of "gifts", "guests" and other contents, teachers can push the small videos of the protagonist moving to his new home and visiting his neighbors in Japanese dramas such as "Story of April" to students with the help of rain class, so that students can download and watch them with mobile phone players, have an understanding of the Japanese customs embodied in them in the process of watching, and find out the dialogue form of the first meeting of the Japanese in the process of carefully listening to the dialogue between the characters in the video. In addition, teachers can also push relevant teaching PPT together, so that students can understand Japanese pronunciation and dialogue skills through watching and learning, and consciously participate in the process of Japanese listening and speaking skills training, so as to continuously improve their listening and speaking skills.

3.2 Participating in barrage discussion and train listening and speaking skills

In the rain class, the Internet and mobile phone are very important carriers and an indispensable part of students' Japanese listening and speaking skills training. Therefore, in order to standardize and understand students' learning behavior and dynamics and supervise their participation in the Japanese listening and speaking skills training process, teachers should also use the bullet screen function in the rain class to encourage students to ask questions and discuss boldly, communicate with teachers and students, activate the Japanese learning atmosphere, and lay the foundation for the improvement of their listening and speaking skills. For example, when students watch the excerpts from the Story of April, after ensuring that all students have passed the real name certification and entered the rain classroom, teachers can let students explain their views in Japanese through bullet screen interaction and join the classroom discussion activities. For their own doubts when watching the video, such as not understanding a line, students ask questions through a bullet screen in class, and other students and teachers help students solve their questions. Rain classroom is very different from the traditional classroom teaching form. It attaches importance to the main position of students. The whole teaching activities are carried out around students, which is very helpful to mobilize students' learning consciousness and improve students' language learning ability. With the help of rain classroom bullet screen function, students can also interact with teachers and students at any time, and improve their Japanese listening and speaking ability in this process.

3.3 Online Japanese speaking skill test

In college Japanese education, with the help of rain classroom, students' learning status can be tested at any time to understand their Japanese listening and speaking level, so as to implement teaching more efficiently. For example, after

the students watch the episode of the Story of April, the teacher can directly ask the students questions, let the students say the opening remarks of the protagonist's first visit to the neighbors when they watch the video, push the questions to the students, and the students log in to the mobile platform to answer by themselves. When students answer, the system will broadcast the audio of students' answers and judge their accuracy. In this process, teachers can also check the students' answers from the mobile client. In addition, teachers can also allow students to freely divide into groups of people in each group, use Wechat language and Japanese dialogue for online discussion, and make an all-round investigation on students' cooperation ability, communication ability and listening and speaking ability, so as to improve students' comprehensive Japanese skills.

3.4 Independent learning after class, reviewing and consolidating

In college Japanese teaching, there are relatively few classes on listening training, and the knowledge described in a short time is also limited, which cannot meet the needs of students' listening training. Therefore, students need to learn consciously after class. In order to ensure that students do not learn blindly, teachers can also use the task push function of rain classroom to promote some tasks to be completed after class, and let students find relevant materials to learn by themselves. When you find some knowledge points you don't understand thoroughly, you can also use the bullet screen discussion function of rain classroom to discuss and study with teachers and students, improve your own knowledge structure system, and consolidate your knowledge of grammar and other aspects, to improve your listening and speaking ability.

4. Conclusion

In a word, rain classroom is a way of teaching based on students and with the help of mobile phones and other commonly used tools. Its effective application effectively makes up for the problems existing in traditional Japanese classroom teaching and mobilizes students' enthusiasm to participate in Japanese learning. At the same time, with the help of rain classroom function, it can also ensure the timeliness and effectiveness of Japanese listening and speaking skills training. Therefore, in the future Japanese teaching, teachers should start from the students' learning practice, integrate the relevant flexible training of Japanese listening and speaking skills, and make scientific use of rain classroom, so as to achieve the goal of college Japanese teaching.

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