

Analysis of Effective Teaching Strategies of College Japanese

Qiulan Zhu

Department of Foreign Languages, Guizhou University of Commerce, Guizhou, Guiyang 550014

Abstract: With the increasing number of college enrollment in China, the importance of college Japanese teaching has become increasingly prominent. Under the teaching concept of "New liberal arts, big foreign language", how to improve the teaching quality of college Japanese has become the main topic that university teachers should study. The nature of college Japanese and college English courses are the same, both in order to effectively cultivate students' foreign language ability. However, due to the different teaching content of language subjects, there are also great differences in the curriculum teaching methods. Especially in the college Japanese teaching curriculum, knowledge characteristics are different, the university Japanese classroom teaching mode also has its own unique features. As Japanese teachers in universities under the background of the new era, we should explore and improve the effective teaching strategies that can cultivate students' ability to use Japanese in combination with the specific characteristics of Japanese.

Keywords: College Japanese; Classroom Teaching Methods; Effective teaching strategies

1. Analysis of the current situation of College Japanese Teaching

1.1 Teaching objects: weak Japanese

College Japanese teaching is an organic part of higher education. College Japanese course is one of the required foreign languages for all majors in Colleges and universities, and is a required basic course. The teaching objects of College Japanese courses are not professional Japanese learners, there are students with zero Japanese Foundation and students with certain Japanese Foundation. Part of this is because the foundation of English learning is relatively weak, and they suffer a lot in the process of English learning in high school, so they generally choose Japanese to learn when they choose foreign languages in College; Japan is close to China, and there are close economic and cultural exchanges between the two countries. Some students are interested in Japanese culture, so they choose Japanese as a public foreign language to study in College; In addition, with the rise of the Japanese fever in the college entrance examination in recent years, many students will choose Japanese as a foreign language to participate in the college entrance examination in high school, and continue to choose Japanese as a public foreign language after entering the University. No matter which part of the students are, they all constitute the complexity of College Japanese teaching objects and the difficulty of operating College Japanese courses, and require improving the pertinence and effectiveness of classroom teaching.

1.2 Teaching status and existing problems

By investigating the current situation of College Japanese teaching, we can find that there are teaching situations in the classroom where the teaching mode is single and rigid, and the teaching methods are traditional and boring. Most of the time, because college teachers do not understand the importance of College Japanese public courses, they do not devote too much time to exploring and improving strategies that can effectively improve the quality of Japanese classroom teaching. Due to the short teaching time and insufficient teaching experience in College Japanese classes, some teachers often treat college Japanese as an ordinary class, ignoring the characteristics of Japanese teaching itself, and still continue the traditional teaching mode with teachers as the center and textbooks as the benchmark, ignoring the innovation of teaching methods. This teaching method is not only not conducive to stimulating students' interest in Japanese learning and Japanese culture, but also neglects the cultivation of students' listening, speaking, reading and writing abilities in Japanese. As a result, although many students have learned a lot of Japanese knowledge, they still have the problem of weak ability to use Japanese language. If teachers continue to use this rigid and boring teaching method of "indoctrinating

explanation" for a long time, they will not be able to mobilize the internal motivation of students to learn Japanese knowledge, nor will they be conducive to stimulating students' enthusiasm to actively learn Japanese and explore Japanese learning methods in class. In the long run, it will also cause students' antipathy to Japanese learning, and students will not listen carefully.

2. Effective teaching strategies of College Japanese

2.1 Introduce literary and cultural knowledge into the curriculum to stimulate students' interest in Japanese Learning

Many college teachers only pay attention to the cultivation of students' listening, speaking, reading and writing abilities in Japanese in classroom teaching, ignoring the cultivation of students' reading comprehension and appreciation of works. Therefore, their classroom teaching methods are more traditional and old-fashioned, and it is easy to cause students' antipathy to Japanese knowledge learning over a long period of time. Some teachers will let students learn Japanese by rote. Based on this, as teachers, we should abandon the concept of exam oriented education, infiltrate literary and cultural knowledge into the introduction of the curriculum, and stimulate students' interest in learning. In this way, students will use some excellent literary works as materials for learning Japanese, and further deepen their understanding of Japanese culture and Japanese knowledge.

2.2 Innovate teaching mode and cultivate students' listening, speaking, reading and writing ability

It is an important teaching goal to cultivate students' listening, speaking, reading and writing ability in College Japanese classroom teaching. Through investigation, we find that some Japanese learners will choose to study abroad or engage in Japanese related work after graduation, so the comprehensive ability of listening, speaking, reading and writing in Japanese will have an important impact on the development of students' career in the future. Therefore, in order to help students better adapt to their work and life after entering the society, we should pay attention to the cultivation of students' Japanese listening, speaking, reading and writing ability, and improve the efficiency of students' communication in Japanese.

2.3 Abandon traditional teaching concepts and carry out mixed teaching

Under the background of "new liberal arts and big foreign languages" in the new era, College Japanese teachers should strengthen the internal relationship between College Japanese courses and students' professional courses, abandon the old-fashioned traditional teaching mode, and transform it into a popular teaching method that is more popular with students. For example, teachers can use new teaching methods such as "sound method", "audio-visual method" and "communication method" to carry out teaching, and promote the transformation of College Japanese education from "traditional education" to "precision education".

2.4 Use Japanese film and television dramas and adopt multimedia technology for teaching

In recent years, with the wide application of information technology in the field of education, multimedia technology teaching has been welcomed by teachers and students as a novel teaching method, and has brought convenience to classroom teaching. Therefore, in the classroom teaching of College Japanese, as teachers, we can appropriately use multimedia technology to improve the efficiency of classroom teaching. Teachers can use multimedia technology equipment to play videos or Japanese animation, so that students can feel Japanese culture more intuitively and concretely under the guidance of their interests. Teachers can explain some Japanese knowledge in combination with these videos, and fully mobilize students' enthusiasm in the teaching process; Teachers can also use multimedia to play some Japanese movies and TV plays for students, which can not only attract students' attention, but also improve their oral communication ability in Japanese, which is one of the effective ways to effectively stimulate students' interest in Japanese; Finally, teachers can conduct micro class teaching in combination with students' specific learning progress, record the key knowledge content of Japanese courses with video as the carrier, so that students can watch repeatedly after class, which is conducive to improving students' independent learning ability and confidence in Japanese learning.

2.5 Interactive participation teaching strategy to create a harmonious and democratic teaching atmosphere

In the College Japanese class, teachers can use the strategy of interactive participation in teaching to create a harmonious and democratic teaching environment for students. This teaching mode can take Japanese knowledge as the carrier, promote students to actively participate in it, and promote the common development of students' subjectivity. The interactive participation teaching strategy can effectively break the traditional classroom based on Teachers' explanation of knowledge, and consciously stimulate the ability to learn Japanese knowledge independently. In this relaxed and pleasant interactive atmosphere, students can also constantly improve their Japanese thinking awareness and language communication ability.

3. Conclusion

To sum up, as college Japanese teachers in the new era, we should guide students to pay attention to Japanese learning, because Japan is not only an important neighbor of China, but also has close ties with China in economy, culture and other aspects. There is a great demand for excellent Japanese talents in our society. Especially in recent years, with the increasingly frequent and close international cultural exchanges, the importance of Japanese talents has become increasingly prominent. Secondly, as for students themselves, improving their Japanese learning ability can broaden their future employment and enhance their comprehensive strength. In short, students who choose Japanese as a course to study in universities must be interested in Japanese culture or Japanese knowledge. Therefore, as teachers, if we want to improve the effectiveness of Japanese classroom teaching in universities, we can innovate teaching models in combination with students' specific learning needs, infect students with our unique charm, and make students more willing to learn Japanese knowledge in a relaxed and pleasant learning atmosphere. In addition, College Japanese teachers should also establish the teaching concept of lifelong learning, improve their teaching ability of Japanese majors, and innovate teaching strategies with the times; Teachers can also use situational teaching to enhance students' learning experience, place students in Japanese situations to learn knowledge, enable students to master and apply Japanese knowledge in oral communication situations and interactive atmosphere, improve students' Japanese ability through rich and colorful teaching activities, and promote their all-round development.

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