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Research on Online and Offline Japanese Teaching Strategies for "Internet"

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Abstract: For online and offline Japanese teaching in the Internet era, it is necessary to clarify the key points of curriculum construction and combine it with information technology. Here, language learning can be combined with the guidance of network media to make online and offline Mixed teaching continues to deepen. Through the production of online videos, with the help of MOOC videos and the online functions of the cloud platform, a test question bank is built to transform easy-to-understand vocabulary, grammar and sentence patterns into online learning; offline curriculum arrangements include word meaning, semantics, cultural knowledge, etc. Based on online and offline Japanese teaching, we can strive to gradually increase the difficulty, depth and breadth of the course within a certain time range, realize seamless connection and organic combination between online and offline. In view of this, this paper mainly puts forward the construction points, teaching objectives and implementation measures of online and offline Japanese teaching for the "Internet" for reference.

Keywords: Internet; Online and offline; Japanese teaching; Measures

Introduction: Internet-oriented Japanese online and offline teaching should include three stages: self-study before class, in-class teaching, and extension and expansion after class. On this basis, with the "Super Star Classroom" as the platform and learning as the core, the Japanese course is organically connected inside and outside the classroom to form a virtuous circle mechanism of mixed teaching.

1. Key Points of Online and Offline Japanese Teaching for "Internet"

In the teaching process, the "Super Star Classroom" teaching platform is introduced into the online classroom, which provides technical support for teacher-student interaction, retention of teaching resources, and active classroom atmosphere. Teachers can also flexibly adjust the teaching progress and teaching methods according to the feedback of the "rain classroom", so that the teaching objectives are clear and the teaching structure is complete.

In the process of offline teaching, the traditional teacher's teaching methods are changed, and diversified teaching methods such as role-playing and group debate are adopted to stimulate students' interest in learning and meet students' actual needs for mixed Japanese teaching classes. For some boring vocabulary, grammar and other knowledge points, teachers can explain them through games, guessing, competitions and other ways, so as to maximize the effect of classroom teaching.

2. Online and offline Japanese teaching objectives for "Internet"

2.1 Knowledge goal

Familiar with the flexible use of verbs, adjectives, descriptive verbs, auxiliary verbs, etc. in Japanese, and can correctly use various sentence patterns and syntactic structures; understand different types of Japanese styles, master various cohesive devices, and common rhetorical devices to make them more Complete; understand the specific content of Japanese, grasp Japanese semantics, viewpoints and emotional attitudes, so that one's language knowledge can be continuously converted into the ability to use Japanese.

2.2 Capability target

Use the language and cultural knowledge and skills you have mastered to deeply understand the essence of each chapter and master the logical relationship between them; use the Japanese knowledge you have mastered, straighten out your thinking, and

work hard to solve problems; take real life Experience and hot issues are the starting point, speak and act; actively collect and use learning resources for independent learning; through the mutual influence of teachers and students, summarize and reflect on your own learning behavior and learning process.

2.3 Literacy objectives (including curriculum ideological and political teaching objectives)

Through language learning, understand the diversity of the world, look at different cultural phenomena with an open mind, and rationally explain different cultures; enable students to understand the basic situation and development trends of China and Japan, and cultivate their cultural self-confidence. Make them form a correct outlook on life and values [1].

3. Implementation Measures for Online and Offline Japanese Teaching for "Internet"

3.1 Teaching design

The hybrid curriculum design based on the "Super Star Classroom" platform mainly includes three parts: pre-course analysis, overall curriculum design, and specific curriculum implementation. According to the characteristics of Japanese teaching, classroom activities and online activities are combined to create various forms of learning activities including classroom discussion, online communication, group online collaboration, Vlog, etc.

- (1) Combination of classroom discussion and online discussion. Online discussion is mainly completed by the functions of "brainstorming" and "light live broadcast/discussion" of "super star classroom", focusing on online teaching and text themes. For some of the content in the online discussion, if the discussion and practice cannot proceed smoothly, it can be extended to offline teaching for discussion and practice.
- (2) Combination of classroom assignments and online testing. Teachers use the tests and homework/group homework functions of "Super Star Classroom" to understand students' online learning. Here, teachers can also divide the tasks into several parts so that students can upload their scores to the platform when learning offline. On the other hand, for the learning of certain Japanese grammar and vocabulary, teachers can allow students to self-study online before class, and then teachers can focus on the difficult parts in class, so that they have more time to complete Japanese language training tasks [2].

3.2 Implementation steps

Teachers can use the "Super Star Classroom" platform to design the teaching of "Japanese Communicative Oral 1" and "Japanese Communicative Oral 2". Here, relying on the mixed teaching mode, they strive to explore how to effectively integrate information technology and Japanese in mixed teaching. Based on empirical analysis, the best strategy suitable for Japanese mixed teaching is proposed, as follows:

- (1) Self-study stage before class. At this stage, teachers should make sufficient teaching materials and organize and publish learning tasks and activities. Students should have a preliminary understanding, questions and feedback on the theme and knowledge of the teaching unit, and students should master relevant Japanese knowledge in the self-study stage before class by virtue of their own learning ability. For example, basic Japanese (III) (new Japanese volume 2) 1. basic vocabulary: kabuki, sumo, kuma takaku, hikari, takatsu, yokozuna, toho, lux 2. sentence pattern: body language, flexible word conjoined form +... (), verb present tense + verb present tense...... The body language + the body language...... These are the general contents that students should know during the self-study stage.
- (2) Teaching and learning stage in class. At this stage, teachers are required to teach in the classroom, and students are also required to take the initiative to participate. In this process, teachers can test the students' online learning effects, and timely test the students' mastery of the knowledge they have learned. Make full use of spare time to summarize, organize key points, and strengthen oral training.
- (3) The extension and expansion stage after class. At this stage, it is still necessary to arrange expanded learning tasks with the help of online teaching platforms, so that students can master the use of knowledge, and release a new round of learning tasks. For example, in oral training, practice the sentence patterns of Chinese Peking Opera and understand ". The original sentence of the text is as follows: what is the line. The company will be able to decide whether to win or lose. Here, Chinese Peking Opera culture and other contents can be replaced for students to translate. Chinese: Peking Opera is a kind of opera that prevailed in Beijing in the 18th century. It is taken from Beijing's Beijing characters, commonly known as Peking Opera. Translation: Beijing Opera, Beijing, Beij

3.3 Evaluation and Feedback of Learning Results

At present, many colleges and universities often adopt formative and final assessment methods when evaluating students'

academic performance. The formation of evaluation is usually carried out in the course of teaching, and the key content to be evaluated is the growth and development of students. At the end of the course, it is a final assessment, subject to the final result.

Based on online and offline Japanese teaching classes, teachers need to clarify the form of assessment, which should be based on formative assessment, mainly to encourage students to learn through the network platform and actively participate in classroom teaching to improve their Japanese language use ability. In the formative assessment, teachers can adjust the content and proportion of the assessment according to the teaching objectives and curriculum requirements of the course.

On the platform of "Super Star Classroom", students' learning results can be analyzed by the platform, so as to encourage students to actively participate in various teaching activities in practice. Here, after a certain stage is completed, the summarized detailed information can be output so that teachers can make evaluation. This process can facilitate teachers to reflect in time.

Conclusion: This article takes the basic Japanese course as a case, adopts the method of combining "classroom teaching" and "network learning", analyzes the current "mixed" teaching mode, and tries to optimize the "mixed" teaching strategy. Through the development of mixed teaching mode, students' autonomous learning ability can be effectively improved. In the pre-class preview stage, students can complete the learning tasks published by the teacher on the cloud platform, and then achieve efficient learning effects in the class and after-class consolidation. After the formative evaluation, students can also find their own learning deficiencies. This process promotes students' learning output and improves the quality of Japanese teaching as a whole.

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