

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

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.

References:

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