Analysis of the application strategy of blended teaching method in the teaching of Japanese audio visual Oral Course

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Abstract: with the deepening of curriculum reform, "Internet + education" has become an important reform trend of higher education, which also provides a new development direction for Japanese Teaching in application-oriented undergraduate colleges. In teaching practice, teachers should be based on the background of information education and assisted by information means to create a hybrid teaching mode combining online and offline, so as to enrich the connotation and form of Japanese teaching and improve students' initiative and enthusiasm in learning. Based on this, this paper analyzes the application strategies of blended teaching method in the teaching of Japanese audio-visual and oral course.

Key words: blended teaching;Japanese; Audio visual and oral courses;teaching

Introduction: in the new era, teachers should promote the teaching reform of Japanese course in Application-oriented Undergraduate Colleges under the background of educational informatization, build a platform for online sharing of teaching resources, and provide the

Reform in Colleges and Universities under the background of "Internet +" and strengthen the level of education.

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right direction for Japanese teaching reform. How to apply blended teaching method to enrich students' learning methods, build a more active classroom teaching atmosphere, and then improve the teaching quality of Japanese audio-visual and oral course is an important issue for professional teachers to summarize in practice teaching.

1 Overview of blended teaching mode

1.1 Analysis of the concept of Blended Teaching

Hybrid teaching refers to the teaching mode that integrates and summarizes online and offline teaching resources by using network means and information technology teaching as the carrier, and applies the combination of traditional teaching and information technology teaching to carry out course teaching and present teaching resources for students. Compared with the traditional teaching mode, blended teaching has certain advantages. It not only strengthens the classroom interaction, but also integrates the information means. Students' interest in learning can be effectively improved and the teaching effectiveness can be improved. The hybrid teaching mode has two characteristics. First, the mode will integrate online and offline teaching. Online teaching is not limited to auxiliary offline teaching, but as a separate link. At the same time, offline teaching can also cooperate and assist with online teaching, and teachers can carry out innovative teaching mode. Secondly, in the process of carrying out mixed teaching, teaching methods and organizational forms can be mixed, emphasizing the mixed application outside the classroom, providing help for students' pre class preparation and after-class review.

1.2 Analysis of the current situation of blended teaching method in the teaching of Japanese audio visual Oral Course

First of all, in the past teaching, students' interest in learning was not enough. Due to the lack of basic ability and improper learning methods of some students, they gradually lost information in the process of Japanese learning, so it was difficult to raise interest in learning, and even the problem of resistance to learning. At the same time, due to the single teaching mode of teachers, the lack of interest in the teaching process, the lack of classroom atmosphere, and the lack of interaction between teachers and students, students' sense of classroom participation will be insufficient, their enthusiasm for learning will gradually diminish, and the learning effect is not ideal. Secondly, insufficient teaching resources are also a problem. Primary school students learning Japanese and other languages master more knowledge and vocabulary, so teachers need to introduce more resources through the network, fully combine with curriculum teaching, promote modern teaching reform and improve the effectiveness of teaching.

2 The application of blended teaching method in the teaching of Japanese audio visual Oral Course

2.1 Promote teacher-student interaction

With the aid of blended teaching, the interactive time between teachers and students in Japanese audio-visual and oral teaching in application-oriented undergraduate colleges can be increased. In teaching practice, teachers need to design the interactive link well, promote the interaction between teachers and students, and improve the effectiveness of teaching. Teachers should combine the actual situation of Japanese Teaching in our school, do a good job in the design and planning of teaching in classroom teaching, ensure the deepening and progress of teaching ideas and teaching modes, and ensure the increase of interaction in classroom audio-visual and oral teaching and the improvement of Japanese teaching effect through the reform of new educational ideas and forms. According to the requirements of practical teaching, in the Japanese Teaching of application-oriented undergraduate colleges, the teaching of linguistics course needs more interactivity and classroom activities. The hybrid teaching method can maximize the interactivity of classroom teaching and ensure the full play of the advantages of online and offline teaching.

2.2 Expand education path

In traditional teaching, Japanese audio-visual teaching is mainly based on classroom teaching, and teaching activities are carried out around teaching materials and classroom. After students leave the classroom teaching, it is difficult to obtain more knowledge and exercise, and the teaching effect is affected to a certain extent. Under the blended teaching mode, the Japanese Teaching in application-oriented undergraduate colleges can rely on the Internet, build more diversified teaching paths, expand the boundaries of classroom teaching, promote the extension of extracurricular teaching, and break the restrictions of space. Under the hybrid teaching mode, students can carry out learning at any time and place, and improve their enthusiasm for autonomous learning by combining students' learning needs and independently selecting learning methods and channels, such as micro lessons, online exercises, video courses, etc.. Students can obtain the knowledge they need and meet their learning needs through different learning channels.

2.3 Enrich classroom resources

In the process of language teaching, teachers need to introduce a large number of learning materials and educational resources to enrich students' vocabulary, broaden their horizons, break the limitations of teaching materials, expand classroom capacity combined with network teaching resources, and create an audio-visual Japanese classroom for students. In the mixed teaching mode, teachers can improve the interest of teaching by combining teaching content and introducing appropriate pictures, videos and audio resources, so that students can get more benefits.

3 Analysis of the application strategy of blended teaching method in the teaching of Japanese audio visual Oral Course

3.1 Pre class application to guide efficient Preview

In Japanese teaching, preview can play an important role in improving the teaching effect. Teachers should do a good job of preview guidance for students, use the mixed teaching mode to help students grasp the difficulties of teaching material knowledge after class, improve students' learning efficiency in the process of classroom teaching, promote students to master certain autonomous learning skills and autonomous thinking habits, and ensure the improvement of students' interest in Japanese audio-visual teaching. In the process of arranging preview tasks, teachers should combine the requirements of Japanese audio-visual and oral courses, arrange preview tasks that are difficult and need to be considered, so as to obtain valuable preview feedback and improve the preview effect of students. In order to ensure the effectiveness of the preview task, teachers should make full use of the hybrid teaching method, use the online and offline teaching mode, provide preview resources for students, guide students to preview in the right direction, and ensure the follow-up teaching effect. For example, in the pre class preview process, teachers can prepare high-quality follow-up textbooks for students. Starting from "listening", teachers can gradually adapt to the rhythm and punctuation of the textbooks, and roughly understand the main idea of the contents of the textbooks. Students should be prepared for follow-up reading when they have a certain foundation for "listening" in the process of pre class preview, The training of "listening" and "speaking" is carried out through following reading, and the content is followed at the same speed, which is consistent with the pronunciation and intonation of the textbook. Language learning requires more practice in listening, speaking and reading, mainly to ensure students' intonation standards and solid basic knowledge. In the selection of teaching materials, teachers can choose shorter audio or video in the teaching resource platform based on the premise of sharing and co building with resource sharing courses and quality online courses. Through repeated exercise, students' pronunciation accuracy can be improved, and the content of the teaching materials can be understood slowly, so as to achieve better preview effect.

3.2 Application of teaching in class and construction of flipped classroom

As an important part of the teaching of Japanese audio-visual and oral course, in class teaching needs teachers' attention. In the classroom teaching stage, blended teaching mainly focuses on the knowledge difficulties in teaching materials, helping students break through the key points in each chapter of knowledge, improve their learning efficiency, and make them obtain a better teaching material experience. In the course of teaching, teachers can introduce micro lecture into classroom teaching. In the Internet era, micro lecture, a teaching tool, can provide students with more diversified and high-quality teaching references, simplify teaching difficulties, and achieve the goal of improving teaching effectiveness by virtue of its advantages of refined content and intuitive operation. Micro class is simple and flexible, which is suitable for flipped classroom. It provides students with more learning choices, exercises their autonomous learning ability, enables students to obtain the opportunity of autonomous inquiry, and exercises students' practical ability and innovation ability. By using micro lecture, teachers can make Japanese audio-visual and oral teaching more efficient, and help students master relevant knowledge points in flipped classroom practice. For example, when explaining the knowledge points related to voice, if the teacher uses lecture teaching to teach in a flat and straightforward way, students often have the problem of insufficient understanding, and it is difficult to effectively carry out the learning of voice, which leads to problems such as weak knowledge and incomplete understanding. For this reason, teachers can introduce micro lecture, an online technology assistance, into offline classroom teaching, and design the knowledge points of voice into multiple modules, which are designed and presented to students in combination with micro lecture. Modular teaching can promote the construction of students' knowledge structure more clearly and ensure the effectiveness in the teaching process of grammar and voice.

In the specific teaching practice, according to the characteristics of the micro lecture, combined with the teaching of important knowledge points, teachers can flexibly use the pause, playback, circular playback and other functions in the micro lecture equipment to explain the knowledge points for students, explain the sentence pattern, structure, verb predicate changes in detail, and use the micro lecture to show more teaching resources for students, Guide students' practice and classroom learning to firmly grasp relevant knowledge points. At the same time, in the teaching practice of Japanese audio-visual and oral course, teachers can assign self-study tasks for students, hand over the classroom to students to carry out independent exploration, and make them summarize important knowledge points in the classroom in combination with teachers' guidance, teaching materials in micro class and their preview results, and carry out discussion in the learning group, so as to deepen their impression through independent learning, Understand the connotation of knowledge and deepen the impression of key knowledge. In addition, in classroom teaching practice, we can also make use of micro lecture to enrich teaching resources, introduce diversified teaching materials, add teaching content of Ideological and political education, attract students' interest with animation, pictures, video, audio and other materials, and improve students' understanding of Chinese and Japanese culture, social background, political and economic knowledge, Stimulate students' love of Chinese culture and patriotism.

3.3 Consolidate application after class and improve teaching effectiveness

In the practice of education and teaching, teachers in Application-oriented Undergraduate Colleges gradually realize that the improvement of teaching effect not only needs to be paid more attention to in classroom teaching and pre class preview, but also needs to design tasks in the consolidation link after class to help students internalize, consolidate and improve their learning achievements. In the past, the effect of consolidation after class is often not obvious. Teachers often use a large number of exercises to help students consolidate their

knowledge. Repeated exercises are easy to reduce students' learning enthusiasm and affect the promotion of subsequent teaching. Therefore, under the background of modern teaching, teachers should make full use of hybrid teaching mode, flexibly use online teaching resources, build a modern knowledge consolidation platform for students, and assist students' review smoothly. Specifically, teachers can arrange exercises for students after class, such as carrying out text reading and writing exercises after class, consolidating new lessons learned in each chapter, consolidating the foundation through exercises, and reporting on the teaching platform according to their own progress, so that teachers can provide guidance and make students' learning easier. Secondly, teachers can assign some interesting assignments to help students improve their listening and speaking ability. For example, through the screening of online teaching resources, teachers select some video clips or video clips with teaching value, share them with students through teaching software, and let students practice dubbing or form a group to carry out short play rehearsal according to these video materials, so as to achieve the teaching goal of students' willingness to learn and teaching in fun. After completing the dubbing or short play, students can upload it to the class group through the teaching software and share it with the students in each group, so as to realize mutual learning among students and promote the consolidation and effectiveness of audio-visual and oral courses after class. Moreover, in the mixed teaching mode, the interaction between teachers and students on the teaching platform can be increased. In the process of students' practice and consolidation after class, teachers can timely carry out online review guidance for students, and carry out interactive teaching combined with the convenience of software and platform. Teachers can timely understand students' problems and puzzles, help students correct errors, record with the help of the teaching platform, and explain intensively in the future classroom teaching process, Ensure teaching effectiveness.

Summary: the hybrid teaching mode can help teachers innovate teaching design, improve the practicability and advancement of teaching strategies, help teachers build a new system integrating the advantages of online and offline teaching, and integrate it into the teaching of Japanese audio-visual and oral courses, design more diversified teaching activities and teaching links for students, and improve their learning experienceTo build a good language learning environment and improve the teaching quality of Japanese audio-visual and oral course.

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