

Personalized teaching strategy of junior Japanese in Higher Vocational Colleges Based on adiiie model

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Abstract: facing the challenges of economic globalization and education internationalization, strengthening the cultivation of applied talents and promoting personalized teaching research have become the trend of education. In recent years, with the increasing popularity of Japanese in the college entrance examination, the students studying Japanese in Colleges and universities show obvious individual differences. This paper first expounds the background and actual needs of personalized teaching, and then puts forward the necessity and urgency of implementing personalized teaching in junior Japanese Teaching in higher vocational colleges, and then designs specific strategies of classroom teaching based on adiiie model, in order to provide reference for effectively improving the effect of classroom teaching on the basis of respecting students' personalized development.

Key words: Japanese for college entrance examination; Personalized development; Adiiie model

1. The current situation and demand of personalized teaching

1.1 Basic status

With the widespread application of big data in teaching, there are many literatures on the analysis of personalized teaching based on big data. Among them, Zeng Zhihong (2018) made an analysis of personalized teaching in Colleges and Universities Based on cloud computing and big data, and proposed the measures of applying cloud computing and big data storage, filtering, analysis and mining to provide personalized services for college teaching. Liuxiaojing (2020) relies on big data analysis technology to explore the new path of personalized teaching in Colleges and universities, further uses new information technology means to track and collect data from students' learning process, and analyzes the known data. Such research results are worth learning from, and they are not combined with specific courses to make specific process design.

In recent years, with the full integration and penetration of Ideological and political courses in university courses, the research on personalized teaching of Ideological and political courses is also common. Yangqingyue (2020) pointed out the advantages of personalized teaching strategies for teachers' classroom teaching and the strategies for the efficient implementation of personalized teaching of Ideological and political courses. But it ignores the importance of cultivating knowledge and ability in close accordance with the course content. It can be seen that the implementation of personalized teaching has not yet reached a good situation in which knowledge, ability and quality work together in parallel.

1.2 Actual demand

The goal of Japanese course in higher vocational colleges is to cultivate high-quality technical and skilled talents with Chinese feelings and international vision who can communicate effectively in Japanese in daily life and workplace. The teaching object of the primary Japanese course is the first year students of Japanese major in higher vocational colleges. The structure of students is relatively complex and the level is very different. Taking the learning situation of Higher Vocational Japanese students in our school as an example, the students' interest in learning at the entry stage is strong and their enthusiasm is high. After one year of primary learning, there is inevitably a fault phenomenon, which is particularly serious in the past two years. Nearly half of the students' academic performance plummeted after reaching the secondary level of sophomore year, and they have lost their learning motivation. Teaching is difficult to carry out smoothly as expected. The teacher led teaching mode has been difficult to effectively mobilize students' learning enthusiasm, and the teaching effect is very little.

To sum up, it is inevitable and urgent to actively promote personalized teaching for the teaching of junior Japanese courses in higher vocational colleges. It is an important way to cultivate innovative talents of modern Japanese to build a personalized teaching mode of primary Japanese course that can adapt to the new situation. The starting point of the teaching of the primary Japanese course is to position itself on its humanistic value and at the same time fully consider the differences of each individual. The personalized teaching design and implementation of the course strive to enable students to consolidate the basic knowledge of the language through the primary stage of learning, strive to explore their own advantages, strengthen their learning beliefs, and help students establish the humanistic spirit, Form an independent personality.

2. Personalized teaching implementation plan

2.1 Iadiie model construction

With the popularization of Japanese in the college entrance examination, there has been an obvious fault phenomenon among the students majoring in Applied Japanese in Higher Vocational Colleges since their freshman year. At present, one third of the 42 students are enrolled in the college entrance examination in Japanese, which has reached the level of about N4. The other third is that they have

a certain foundation for learning through online courses because they have a strong interest in Japanese before they enter school, and the remaining third start learning from zero foundation. Based on this complex learning situation, in order to make the personalized teaching of adii model play a full role and ensure the objectivity and accuracy of the data, the author divided the whole class into three groups to implement, which are: the “starting point group” of learning Japanese from zero foundation, the “promotion group” with a certain understanding of Japanese before entering school and the students enrolled in the Japanese college entrance examination are divided into the “promotion group”. At the same time, according to the academic planning written by students, combined with students’ learning interest and motivation, set the phased learning planning, learning objectives and achievement evaluation criteria for each group of students.

As this is a new attempt and the first student-centered teaching reform, it should not only ensure the normal teaching effect, but also take into account the evaluation of the application effect of JFS system. Therefore, the final choice is to establish a self-evaluation file for each group of students and carry out online + offline synchronous development.

The specific implementation steps will attempt to analyze the learning situation from the differences of students’ learning habits, learning preferences, learning styles, learning motivation and basic level, build a personalized teaching mode of Japanese for junior students in Higher Vocational Colleges Based on adii model, use the data collected by vocational education and superstar cloud platform, and use collaborative filtering algorithm to recommend relevant resources and exercises that meet their cognitive levels to students, Through the investigation of learning satisfaction and the analysis of learning achievements, the personalized teaching reform has achieved good teaching results.

2.2 Practical application in Teaching

First of all, this study uses the “language learning concept questionnaire” designed by Horwitz to analyze the learning situation. The questionnaire was designed from five elements: foreign language learning ability, learning difficulties, language nature, learning communication strategies and learning motivation. The answers given by students were statistically analyzed by using the Likert five grade scoring system.

Secondly, based on the judgment of learning concepts and learning strategies based on data analysis, the author adheres to the concept of “curriculum carrying ideological and political education” and “Ideological and political education in curriculum”, and relies on vocational education and superstar cloud platform to build a personalized teaching mode based on adii model. By integrating online and offline learning resources, introducing education big data analysis based on smart vocational education cloud platform and superstar cloud platform, intelligently pushing curriculum resources, learning content and learning methods, implementing dynamic learning evaluation, constructing personalized learning path, actively guiding students’ active learning, ubiquitous learning and mixed learning, and cultivating students’ independent thinking, autonomous learning, problem solving and teamwork skills.

Next, according to the content of the course, the personalized teaching model is developed. The teaching content of each class is set with pre class review tasks according to the theme, discussion topics in class, consolidation exercises after class, and Online + offline synchronization. In order to highlight the personalized learning process of the three groups of students, each link is set with learning tasks and thinking problems with different degrees of difficulty. After learning the first half of the content, students are required to make a detailed table of self-evaluation of the learning process according to the model diagram. Each item has a comparison of “semester start” and “mid-term stage” and “mid-term stage” and “semester end”. The students are organized to carefully fill in the corresponding forms, and make a summary of three homogeneous and different categories according to the learning situation of the three groups of students to test the improvement of students’ language ability, emotional ability and quality ability. The main contents to be filled in by students are: Mastering the words and grammar learned this semester, and expanding their vocabulary; Practice Japanese Listening and speaking every day, review well, and do exercise book test questions; Accurately grasp Japanese pronunciation and use Japanese fluently; Give a speech and translate in Japanese; Can simply understand Japanese news content, understand the lines of a Japanese drama and animation; Read Japanese novels and Japanese comics; Learn to sing a Japanese song; Learn some words and tongue twisters about Japanese food; Understand some Japanese traditions, Japanese affairs and the development history of Japanese; Travel to Japan and so on. Reasonably distribute the course content and establish the evaluation benchmark for each item.

In terms of arousing students’ enthusiasm, the three groups of students were given learning tasks and group activities of the same topic with different difficulties according to the learning process before, during and after class according to the above construction diagram. According to the “starting point group”, the task points are set by searching the learning contents of the similarities and differences of vocabulary and syntax of the day from the perspective of cultivating interest; For the “promotion team”, based on the goal of consolidating basic knowledge, it is required to make a detailed analysis and report on the knowledge points that are prone to error and confusion; For the “promotion group”, set specific scenarios and arrange group session drills from the perspective of effectively improving the practical application ability. Good results have been achieved.

3. The role of teachers in adii model

3.1 Analyze and design character impressions

Pay attention to self-improvement and break the traditional role impression of college teachers. It should be noted that college teachers themselves are important factors affecting college teachers’ professional culture. The main ability of college teachers is to break the

Only by recognizing the inherent image of professional roles, can university teachers change their role understanding and development

goals. From the cultivation of College Teachers' personality, it can be seen that the change of College Teachers' self-consciousness is the key for college teachers to find the dominant position of teaching and develop their teaching personality.

Therefore, university teachers must abandon the traditional role and culture of University Teachers' blinding themselves. First, clearly plan for the future. The reason why most college teachers lack individual teaching characteristics is that they lack a clear self goal, and their internal self-development will has been weakened by their daily teaching work. Second, more opportunities to go out for training and learning. When individuals are trapped in a familiar environment for a long time, they often fail to see their limitations. Whether it is going out for training or reading books, it is an important way to broaden their horizons and seek development.

3.2 Construction of personalized teaching platform integrated with "four"

Language learning is built on the "knowledge" as a solid base, the training of skills as the goal of improvement, the comprehensive ability as an advanced breakthrough, and the language literacy as the highest level. The construction of teaching platform organically combined with adiiie model in the process of four in one and effective integration of pyramid training has become a powerful guarantee for the implementation of teachers' personalized teaching. First of all, teachers should effectively use the digital platform to integrate curriculum resources, and fully reflect the advanced learning module of "knowledge skill ability quality" in the learning of each chapter. Secondly, according to different levels of students, set up real-time online self-assessment and mutual assessment tests, analyze and summarize the results and give timely feedback, give the theoretical basis for the next link to implement the adjustment, and form a closed-loop and open training mode of practice theory practice. Thirdly, give full play to students' subjective initiative, arrange students to participate in the process of data collection and task setting and distribution in each link, analyze and summarize the differences of each individual, and give the idea of the implementation plan. Teachers comprehensively consider the unity of opposites between students' personality and commonness, and accurately grasp the proportion distribution of platform modules. Integrate their own growth experience, knowledge structure, value orientation and other distinctive personalized content, and make it a teaching platform integrating personalized learning customization for students and self display of college teachers, and truly become the guarantee path of teachers' personalized teaching system.

Conclusion:

Teaching practice has proved that in the teaching process of junior Japanese in higher vocational collegesThe implementation of individualized teaching based on adiiie model breaks through the inherent teaching mode of "one size fits all". It can not only effectively solve the problem of students' learning fault combined with students' individualized learning motivation, but also maximize students' initiative and enthusiasm, which is more conducive to the cultivation of comprehensive language literacy based on knowledge level. At the same time, the personalized customization of digital platform emphasizes the personalized teaching characteristics of teachers, provides data support for teaching implementation in Colleges and universities, and enhances the flexibility and objectivity of teaching process design.

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