

An analysis of wisdom teaching strategies of Japanese in colleges and universities in the “Internet +” era

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Abstract: Entering the information age, colleges and universities need to combine the development of Internet technology, deeply integrate teaching and information technology, build a smart classroom that is different from traditional teaching mode, and create a smart learning environment that conforms to the characteristics of modern society for students. Taking Japanese teaching in colleges and universities as an example, this paper starts from understanding the importance of building Japanese wisdom classroom, reflects on the existing problems in the current teaching, and puts forward several countermeasures on this basis. Finally, taking *メルマガ* (electronic propaganda magazine) editing as an example, this paper expounds the specific implementation process of wisdom classroom, hoping to provide valuable reference for colleagues.

Key words: Internet; Universities; Japanese wisdom teaching

In colleges and universities, Japanese is a part of foreign language teaching, but the number of educators is small. With the increasing exchange and cooperation with foreign countries, the society has put forward higher requirements for Japanese talents. Under the traditional teaching mode, Japanese classroom is limited by many factors, which shows many limitations in teaching mode and teaching content. Therefore, with the development trend of informatization in college education and teaching, it is natural for teachers to focus on building smart classrooms with the help of information technology.

1. The significance of implementing wisdom teaching in Japanese teaching in colleges and universities

In January 2018, the Ministry of Education issued the National Standards for the Teaching Quality of Undergraduate Majors in Colleges and Universities (hereinafter referred to as the National Standards). After the promulgation of the National Standards, when training foreign language talents, colleges and universities need to focus on the basic skills of listening, speaking, reading, writing and translating, and pay attention to the cultivation of students' language expression and communication skills, cross-cultural communication skills, critical thinking skills and lifelong learning skills. Therefore, the “National Standard” points out the direction for universities to train Japanese talents, and is also a reference standard for universities to improve the quality of Japanese talents. Therefore, universities need to make a comprehensive adjustment in combination with the construction of Japanese subjects, the demand of teaching reform and the orientation of talent training.

As one of the products of the integration of information technology and higher education, smart classroom plays a positive role in promoting the implementation of the requirements of the “National Standard”, and is also one of the important ways to deepen quality education in colleges and universities. Under this model, Japanese teachers can make full use of Internet technology and big data technology to optimize teaching resources and effectively improve teaching quality. This is consistent with the development trend of Japanese teaching in colleges and universities, and helps teachers to highlight students' main position in class, follow the formation law of language ability, and achieve the purpose of improving students' comprehensive Japanese ability.

2. Analysis of the problems in Japanese teaching in colleges and universities

Before establishing the Japanese wisdom teaching model, teachers need to accurately grasp the factors that hinder the development of teaching career, conduct an in-depth analysis of the problems existing in the current Japanese teaching, so as to grasp the shortcomings of traditional teaching. On this basis, teachers can give full play to the advantages of wisdom teaching and meet the requirements of talent training put forward by the National Standard.

1. The teaching goal is not clear enough

A clear and reasonable teaching goal is the basic premise to ensure the quality of teaching. Combined with the requirements put forward by the National Standard and the difference between wisdom teaching and traditional teaching, Japanese teachers need to reorient their talent training goals. However, in actual teaching, the goal of Japanese teaching is not clear enough. Take “E-commerce Japanese” as an example, many teachers think that as an optional course for Japanese majors, it only plays some auxiliary roles, so there is no requirement for students in teaching. Such deviation in the teaching goal is bound to affect the enthusiasm of teachers and students, and then lead to poor teaching quality, and it is difficult to effectively improve students' comprehensive Japanese ability.

2. The teaching mode is relatively simple

Through the actual investigation, it is found that Japanese teaching in some universities is still in the traditional mode, resulting in the teaching content is limited to the basic knowledge in the textbook. In addition, under the traditional teaching mode, the teaching methods are often simple, mainly based on the teacher's explanation, and the teaching is carried out in turn according to the lesson preparation content. In the process of learning, students are in a passive state of acceptance, and it is difficult to develop their Japanese language ability

and Japanese communication ability. Therefore, the current teaching methods of Japanese in colleges and universities need to combine the requirements put forward by the National Standard and innovate the teaching methods. Otherwise, it will form a limiting factor for talent training and fail to effectively develop and improve students' comprehensive Japanese ability.

3. The assessment system needs to be improved

The assessment system is mainly to point out the teaching direction for teachers, and at the same time let teachers grasp the development of students' academic ability. In Japanese teaching, the assessment mainly includes listening, speaking, reading, writing and translating. Judging from the current assessment system of Japanese courses in colleges and universities, its role is gradually inclined to judge the final situation of students' mastery of subject knowledge, with strong results-based evaluation characteristics. For example, many colleges and universities have mastered students' Japanese learning and teachers' teaching effect through the final examination, and lack of process evaluation, which exposes the lack of integrity of the evaluation system. At the same time, the existing assessment mode is not conducive to the improvement of students' Japanese language ability. It is easy for students to focus on knowledge, and eventually make students master a lot of Japanese knowledge, but it is difficult to form Japanese language ability.

3. The reform of Japanese teaching in colleges and universities

1. Building Japanese wisdom classes

According to the requirements of "National Standards", Japanese teachers need to open the mouths of students in class, follow the basic rules of language ability formation, and build a dynamic and intelligent classroom. In the wisdom classroom, teachers mainly guide students, introduce micro-lesson resources to assist students' learning, and highlight their autonomy in the formation of language ability.

Information technology is used to create a hybrid teaching mode integrating online and offline, so that classroom teaching can break through the restrictions of time and space, and through the continuous interaction before, during and after class, Japanese teaching can enter students' daily life and enable students to form the awareness of learning Japanese language. In this process, college students need to independently and actively explore the Japanese language, learn from multiple aspects such as grammar, language and cultural background and practical application, and form a cognitive system in line with the development of language ability. In addition, teachers can expand Japanese teaching resources around textbooks through wisdom classroom, innovate Japanese teaching content and methods, and highlight the comprehensiveness and practicability of the subject.

2. Optimize Japanese teaching content

Based on the requirements of "National Standards", the current goal of Japanese teaching is accurately positioned, the teaching content is adjusted, and the teaching focus is on improving students' Japanese expression and communication ability, cross-cultural communication ability, critical thinking ability, lifelong learning ability and other aspects. For example, in the classroom, teachers can use life-oriented cases to strengthen students' awareness of lifelong learning, so that they will take Japanese learning as a necessary ability for personal growth, rather than completing their studies and meeting graduation requirements; Mother tongue materials can be used for comparative teaching, so that students can experience the characteristics of Japanese from the familiar mother tongue culture and master the application skills of Japanese language. Quoting hot political topics, so that the Japanese teaching can keep pace with The Times and be closer to the actual situation of college students. In this way, by adjusting the Japanese teaching content, combining theoretical knowledge with practical training content, we can create a specific application situation for students to learn Japanese knowledge and effectively improve their oral Japanese ability.

3. Reform the Japanese assessment system

Under the smart teaching mode, Japanese teachers in colleges and universities should be good at making use of information technology to track and evaluate students' learning process and adjust the teaching plan according to students' learning situation in a timely manner. In terms of assessment content, the two aspects of students' language ability and personal accomplishment should be emphasized to build a complete assessment system.

In practical application, teachers can make use of the new curriculum system to grade students from three stages: before class, during class and after class, and generate the assessment results as a reference for the final grade. The generated daily assessment results can be used as a reference for students' learning, so that students can find their own problems in time, make immediate adjustments, and avoid further opening up the learning gap. On the other hand, teachers can conduct teaching reflection according to the generated learning results, and consolidate the weak points of the whole, so as to effectively make up for the shortcomings in teaching. In this way, with the support of the scientific evaluation system, the wisdom classroom can highlight its own advantages, enable teachers and students to achieve coordinated development, and promote the sound development of Japanese teaching level and quality.

4. Implementation strategies of wisdom teaching mode in Japanese teaching in colleges and universities

In this section, the author takes the writing of *メルマガ* (electronic publicity magazine) in the course of "E-commerce Japanese" as an example to illustrate the specific application strategies of wisdom teaching. This course is mainly designed to help students master cross-border e-commerce operation skills and prepare for their future employment in the cross-border e-commerce industry in Japan. It has strong practicability.

1. Before class

In the preview session before class, teachers can apply the concept of flipped classroom and make use of information teaching tools to edit the key points needing attention on *メルマガ* (electronic publicity magazine) before class, and complete the preview resource package in the form of micro-class videos, so that students can understand the electronic publicity work under Japanese culture in advance. In the preview, students can use smart phones, computer devices and other devices to complete the preview task anytime and anywhere. At the same time, students can send the problems encountered in the preview to the teacher through the information-based teaching platform. And the teacher can further adjust the classroom teaching content based on the feedback, so as to not only complete the basic teaching tasks, but also let the students find the answers in the study, so as to improve their concentration in the class. In this way, with the smart classroom model, students' subjectivity is highlighted at the beginning of learning, and classroom teaching data with great reference value is generated, which lays a good foundation for classroom teaching and generates the assessment data of students' daily learning.

2. In the class

First of all, in the introduction session before class, teachers can use Chinese publicity copy as comparative materials to guide students to start from the elements they like and enjoy, and naturally enter the content about *メルマガ* (electronic publicity magazine) editor. In this part, teachers can compare and present the unedited copy with the modified copy, providing the differences between the two and stimulating students' desire to explore new knowledge. The main purpose of this stage is to arouse students' interest in learning and let them realize the importance of *メルマガ* (electronic propaganda magazine) editing.

Then, teachers can make a comparison between the unedited and modified *メルマガ* (electronic propaganda magazine) while the iron is hot. On the one hand, the comparison with the Chinese propaganda copy in the leading-in section enables students to change their thinking to the Japanese context; on the other hand, the current visual impact is formed, and students can analyze the two articles according to the key points of preview. In this way, by comparing the theoretical basis mastered in the preview stage with the Chinese copy, teachers can effectively improve students' learning efficiency and promote the progress of classroom teaching smoothly.

In the following teaching, teachers can use multimedia equipment to explain specific editing skills by giving examples and introducing topics. Taking *メルマガ* (Electronic propaganda magazine) editing and writing teaching as an example, teachers can introduce practical cases to comprehensively introduce editing skills, such as topic setting, article structure, etc. Then, taking each module as a teaching link, students can be guided to carry out innovative creation, insert elements in line with *The Times*, and enhance the attractiveness and connotation of the copy. In teaching, teachers can also use the group discussion mode to let students discuss around the creative materials, and fully tap the students' language application ability.

3. After class

The smart education platform is used to assign homework and ask students to edit a complete *メルマガ* in groups to check whether they have mastered the writing points. At the same time, students are required to summarize what they have learned and gained every day, are encouraged to share their learning feelings and learning methods, and review the learning process so as to understand their learning progress, conduct teaching reflection and timely adjust teaching strategies.

Epilogue

To sum up, the application of wisdom teaching mode in Japanese teaching in colleges and universities can effectively improve the teaching quality and create more opportunities for training students' Japanese expression and communication skills, cross-cultural communication skills, critical thinking skills and lifelong learning skills. Therefore, in actual teaching, teachers need to pay attention to the application of wisdom teaching method, enhance the interaction between teachers and students in Japanese teaching, and integrate theory and practice into one, so as to achieve the best teaching quality and effect.

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