

# *The Application of Network Communication Mode in Japanese Chinese Teaching*

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**Abstract:** Under the background of network teaching, teachers and students are relatively independent, so how to actively integrate teaching and learning is an important part of network research education. With the arrival of Chinese upsurge, more and more people are learning Chinese. There is a situation of mechanical spoken Chinese in Japanese Chinese teaching. How to effectively apply the network teaching mode, break the face-to-face confinement of traditional Chinese teaching, and improve the quality of Chinese teaching is an important research topic. The application of network communication mode in Japanese Chinese teaching can mobilize students' subjective initiative, make them fully participate in the interactive process, and improve the maximum effect of curriculum teaching. Next, this paper analyzes it in detail.

## **1. Introduction**

The exchange mode of network teaching is a structural form of information exchange between various elements under the guidance of a certain teaching thought and with the network teaching environment as an important support. This is reflected in that teaching is no longer limited by the level of educational knowledge and ability, but to maximize the use of educational resources of the whole society. From the aspect of teaching, it breaks the limitation of traditional teaching mode which is mainly indoctrinated education, develops the teaching mode which is mainly network teaching exchange, and the role of teachers and students has been reversed.

## **2. The Practical Significance of the Construction of Network Communication Mode**

Communication is the material premise to ensure the quality of online teaching. In the current network teaching, it is of practical significance for the development of students' innovative thinking ability to cultivate students' independent learning ability and mobilize their subjective initiative through the construction of communication mode. The application of network communication mode in Japanese Chinese teaching can deepen students' participation in the classroom and have a positive impact on the construction of a new relationship between teachers and students. Through the network communication mode, give full play to the main role of students, can create a good learning atmosphere, through group discussion and learning, pay attention to the cultivation of the spirit of unity and cooperation of students, to meet the personalized learning needs of students. Through the construction of network communication mode, we can actively tap the potential of

students, which is conducive to the improvement of teachers' professional ability, which requires teachers to constantly enrich their theoretical knowledge of education, and improve the effectiveness of network teaching <sup>[1]</sup>.

### **3. Main Problems in Chinese Teaching in Japan**

#### **3.1 Mechanical Speaking**

At present, there are Chinese Notes in Japanese Chinese textbooks. Japanese Chinese textbooks also pay attention to the penetration of localized topics, construct a new type of teacher-student relationship, carry out conversation training, and improve the enthusiasm of students. This is a relatively shallow level of localization, but the effect of Japanese oral Chinese teaching is not obvious. It is difficult for Japanese Chinese textbooks to improve the effectiveness of Chinese language learning by using Katakana as Chinese phonetic notation. Cultural Chinese and professional Chinese are the products of practice. According to the relevant survey results, Japanese Chinese teaching has the characteristics of “overflowing primary level”, which is mainly caused by excessive pragmatism, resulting in no source of Chinese characters in Chinese teaching, using mechanical spoken language as the beginning, the answer is hard, which is not conducive to the improvement of oral level <sup>[2]</sup>.

#### **3.2 The Opposition of Practice Before and after the Transformation**

The classical royal family began to learn Chinese very hard. They sent Tang Dynasty envoys to memorize and memorize Chinese pronunciation, and then carried out communication activities between teachers and students to share their new learning experiences. This allowed Chinese to spread to Japan in its original flavor, and concentrated Confucianism, Buddhism and Taoism to carry out localized transformation. This “cultural Chinese” provided an important foundation for its Chinese teaching . Influenced by the trend of Western civilization, Japan translated the concept of western scientific system through Chinese characters. Professional Chinese is constantly moving towards extreme pragmatism. During the war of aggression against China, Chinese teaching advocates “immersive” Chinese learning. However, the Tang emissary, as a spy, collects information about Chinese customs and customs, which is opposite to the tradition in terms of Cultural Heritage <sup>[3]</sup>.

### **4. Analysis of the Application of Network Communication Mode in Japanese Chinese Teaching**

#### **4.1 Analysis of Free Interaction Mode**

In the free interaction mode, teaching interaction is mainly composed of independent learners, web learning resources and Web interactive media, which complement each other. Learners can carefully select learning resources through Web interactive media, and can select relevant teaching resources according to the personalized needs of learners. Teachers and learners are important subjects in this process, which is convenient for information sharing and transmission in the actual interaction process. For independent learners, teachers and learners can learn through multimedia network resources. In the specific interaction process, there is not much contact with Web interactive media.

#### **4.2 Analysis of Cooperation and Interaction Mode**

In the cooperative interaction mode, cooperative learning is a process in which learning groups complete tasks together in order to achieve a certain goal <sup>[4]</sup>. In this process, the elements of cooperative learning include web learning resources, teachers and Web interactive media. There are equal and cooperative relationships among learners, but there are also competitive relationships. Teachers should monitor their interactive process in an all-round way and guide them scientifically. With the help of Web interactive media, learners can carry out cooperative communication activities with other members. Learners can carry out effective communication with members on their assigned learning tasks, so as to realize the learning needs of Chinese teaching.

### **4.3 Analysis of Individual Interaction Patterns**

In the individual interaction mode, teaching interaction mainly consists of learners, teachers, web learning resources and Web interactive media, in which the composition of teachers and Web interactive media plays an important auxiliary role. In the actual interaction process, learners can obtain knowledge information through the web media, and they can organically link the new knowledge with the learned knowledge to form a new knowledge system. When the existing knowledge system of learners can not be completed independently, they need to search for more resources from the learning resources to support, so as to realize the reconstruction of knowledge system structure. Teachers can design Chinese teaching materials, send them to learners, make them interact with teaching content, and improve students' Chinese learning effect <sup>[5]</sup>.

### **4.4 Analysis of the Interaction Mode between Teachers and Students**

Teachers and students are the key part of teaching activities, and the communication between them is an important step of the whole network teaching. In this process, teachers and students can carry out communication activities through chat rooms, e-mails and other media. This interactive process includes the submission of students' Chinese homework, teacher's feedback, chat room discussion, etc. the process of interaction between teachers and students is mainly the exchange of subject knowledge, with less emotional exchange [6]. In the specific interaction process, some teachers do not use scientific interaction strategies, which is not conducive to mobilize the subjective initiative of students, and it is difficult to give timely feedback according to the results of students' interaction.

### **4.5 Analysis of the Interaction Mode between Students**

In the current network learning, students can carry out cooperative learning, free communication and other learning activities. Among them, free communication is the most important way of information exchange in online teaching in our country. It can be divided into two types: collectivization and personalization. Teachers are equal participants in this process. Students should not only participate in the centralized discussion, but also participate in the personalized discussion. Students can exchange and learn new things with each other to achieve the overall improvement of their knowledge literacy <sup>[7]</sup>.

### **4.6 Analysis of Synchronous Interaction Mode**

In this process, it is mainly composed of learners, teachers and web synchronous media. The most important one is web synchronous media, through which teachers and students can carry out information exchange activities. In this process, you can immediately receive information feedback, which is convenient for your subsequent learning strategy adjustment. The synchronous exchange

and feedback of information stimulate their subjective initiative, which is conducive to the stimulation of students' interest in learning, and creates a good classroom environment, which is of great significance to the promotion of synchronous interaction effect [8]. At the same time, new problems may be encountered in the process of interaction, which will interfere with teaching activities to some extent, and is not conducive to the development of learning interaction.

## 5. Conclusion

To sum up, the construction of network teaching exchange mode breaks through the limitations of traditional teaching mode, greatly expands teaching resources, mobilizes students' learning enthusiasm, creates a good learning situation for learners, strengthens the key between teachers and students, and mobilizes learners' interaction consciousness and participation enthusiasm. In the specific interaction process, teachers should constantly update their knowledge system, give full play to the main role of students, mobilize their subjective initiative, let them fully participate in the interaction process, improve their participation in the classroom, and lay a solid material foundation for the follow-up teaching activities. However, the network teaching communication mode is still insufficient. Teachers and students participating in the network teaching should scientifically adjust their learning strategies to maximize the teaching effect of Chinese courses.

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