Research on the Mixed Teaching Mode of Basic Japanese Based on the Platform of "Learning All"

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Abstract: With the continuous advancement of foreign language education informatization, it is imperative to deepen the reform of teaching mode in colleges and universities. Based on changing the traditional teaching mode of Basic Japanese, this paper explores the use of online teaching platform as a medium, such as the use of Superstar Learning Link, and deeply integrates the three stages of course teaching, aiming at breaking through the limitations of traditional Japanese teaching in time and space, strengthening the high cooperation between teachers and students, and strengthening the close connection between teachers and students in the teaching process. And optimize the cooperation between students in student study groups, and build an integrated mixed teaching model of "teachers-teachers-students" in basic Japanese teaching.

1. The Present Situation and Breakthrough of Basic Japanese Teaching in Colleges and Universities

At present, there are still many problems in Japanese teaching in colleges and universities, which are mainly reflected in the complexity of Japanese students, the formalization of subject teaching and research teams, the uncertainty of grammar teaching system, and the new challenges brought by the information society.

From the perspective of students, since the implementation of the new college entrance examination reform plan in China in 2018, the college entrance examination in small languages has been fully opened, and the number of people who choose the Japanese college entrance examination has increased year by year, with a year-on-year increase of 73% in 2019. In Guangdong Province, for example, the number of candidates who choose Japanese is more than 4,000 in 18 years, close to 10,000 in 19 years, nearly 20,000 in 20 years and as many as 48,000 in 21 years. With the increase of Japanese students in senior high schools, Japanese majors face two levels of differentiation: zero-based and two to three-year-old learning basis. However, the two teaching systems, school grammar and Japanese teaching grammar, exist in different teaching materials and learning materials, or they are mixed, and students' little knowledge increases the difficulty of basic Japanese teaching.

From the teacher's point of view, with the rapid development of information technology, college teachers are faced with the challenges of using major websites and platforms, online teaching,

micro-lesson recording, etc. How to follow up and master certain information technology and combine it with teaching and scientific research has become a stumbling block for most teachers, especially teachers majoring in liberal arts. In addition, the construction of teachers' team in colleges and universities is still in a short-board stage, regardless of the situation of scientific research teams, the teaching and research team alone is ineffective in most colleges and universities, or may be zero. Under the background of wide coverage and high requirements of information technology, the lack of a real teaching team makes it difficult to break through the predicament of basic Japanese teaching.

The traditional teaching mode of basic Japanese focuses on the classroom teaching part, with the mode of "speaking first, practicing second" to impart knowledge, which is completely maintained by students' subjective consciousness before and after class. Judging from the teaching process, classroom teaching is limited by time and space, and there are few extracurricular exchanges between teachers and students. It is difficult to avoid the problems of single form and lack of vitality in lecture-based teaching. Based on the difficulties faced by Japanese teaching in colleges and universities, Basic Japanese, as a core course for Japanese majors, is very important for the cultivation of students' professional skills and comprehensive quality. Therefore, with the continuous advancement of foreign language education informationization, it is imperative to deepen the reform of traditional Japanese teaching with the mixed teaching mode of Internet and education.

2. Design of Mixed Teaching Mode Based on Learning Basic Japanese Course

2.1. The Function of Superstar Learning Pass

With the rapid development of the information age, the education and teaching mode has undergone earth-shaking changes, and "Internet+education" has been more and more widely used. Xuetong is an intelligent mobile learning software owned by Superstar. With a "one level and three terminals" intelligent teaching system, Xuetong meets the four major needs of teachers and students in learning, reading, educational administration and socializing, and creates a mobile learning ecosystem that connects before, during, after and after class.

Using the learning platform, the instructor first creates courses at the teacher's end, with chapters as the main line, supplemented by the teaching design, courseware and learning materials of each lesson, completes the pre-class preparation of supporting exercises and test questions, and issues tasks in time. Secondly, organize teaching, and enrich the classroom teaching form by using many functions such as sign-in, grouping, discussion, answering first, voting, grading and so on. Thirdly, it is the arrangement, inspection and review of homework. Students submit homework by uploading pictures or documents, and teachers check the scores of objective questions and subjective questions online. In the aspect of homework evaluation, teachers can directly use the hundred-point system or grade system to score, and at the same time, they can also use voice, text or focus on marking.

On the student side of the learning platform, students can use fragmented time to learn professional course knowledge anytime and anywhere, enter special groups for discussion, consult the school address book and complete various learning tasks independently. In addition, you can subscribe to all kinds of content you are interested in, and use self-service library to consult books, download electronic resources and browse the latest information. At the same time, students can also classify and manage or share data groups to realize the sharing of resources between students.

Superstar learning is connected to the computer, and teachers can analyze students' learning situation with big data on the platform, whether it is recording, analyzing and applying learning, interacting with the whole process data, or viewing, counting and adjusting the detailed participation in any activity in real time. Reasonable use of the "one level and three terminals"

online teaching platform is helpful to teachers' classroom teaching, making teachers' classroom more vivid and teaching more convenient; It is helpful to stimulate and mobilize students' learning initiative and enthusiasm, create a teaching and learning environment that breaks the sharing, cooperation and harmony of time and space, and is suitable for mixed teaching.

2.2. The Connotation and Characteristics of Blended Teaching Mode

In China, Zhu Zhiting and He Kekang have introduced "blended learning" systematically, and they think that blended learning is to combine the advantages of traditional learning methods with those of network learning [1,2]. Then, scholars' research has focused on network-dependent learning, network resources and blended learning support services, to the reflection and effectiveness of blended learning theory, and so on. The research of blended learning theory is more extensive and diversified in discipline and application, and its extension and connotation have been expanded.

The research of blended learning has laid a rich theoretical foundation for blended teaching. When people reflect on the advantages and disadvantages of traditional teaching and online teaching, blended teaching has entered the researchers' field of vision as a new teaching method combining "online and offline". Yu Shengquan and Lu Qiuli expounded the supporting concept and environmental composition of blended teaching, and introduced the mode and method of developing blended teaching under the network environment in teaching practice [3]. Ma Guogang and others explored the construction of mixed teaching mode from different dimensions such as teaching means, learning methods, practical teaching organization, learning evaluation and assessment [4]. With the rapid development of Internet and information technology, the connotation of blended teaching has been further developed under the background of "internet plus" since 2013. Recently, the research on blended teaching based on mobile devices, online learning environment and face-to-face classroom teaching has become increasingly prominent.

To sum up, the author thinks that the mixed teaching mode is based on the learning concept of behaviorism and constructivism. With the help of Internet resources and information technology, the traditional face-to-face classroom teaching and online teaching are deeply integrated, and around the three stages of course teaching, an integrated mixed teaching mode of "teacher-teacher-student-student" is constructed, which combines multi-dimensional testing and multi-evaluation to realize the self-construction of students' knowledge system and effective learning.

2.3. The Design of Mixed Teaching Mode for Learning Basic Japanese

The core transformation of the construction of mixed teaching mode is to deeply integrate the advantages of traditional classroom teaching with internet resources by means of information technology, so as to stimulate students' internal drive more effectively and promote the effectiveness of teaching and learning. Superstar learning runs through the whole teaching process of Basic Japanese, and its functions of "one level and three terminals" are reasonably used, which provides sufficient conditions for carrying out mixed teaching activities.

Based on the superstar learning platform, the mixed teaching mode of Basic Japanese is constructed, which revolves around three basic teaching processes: before class, during class and after class, and is based on two main lines, namely, teachers' teaching and students' learning. The specific design ideas are shown in Table 1.

Table 1: Design ideas of mixed teaching mode of Basic Japanese

		Teacher's side		Student end	
Before class	teaching prepare	Teaching design: three preparations for teaching and writing teaching plans (offline)	Preliminary study	1. Preview the teaching materials (offline) 2. Platform learning, complete the learning tasks before class (online)	
		Platform construction course: online and offline resource integration (online)			
		Release Task: Requirements for Learning Curriculum Resources (Online)			
In class	teaching activities	Guiding learning: linking old knowledge with new knowledge; Form a learning community; (combination)	Deepen learning	1. Learn new knowledge (offline) 2. Questioning-solving doubts (offline) 3. Practice and test (combination)	
		Research: face-to-face teaching new knowledge, answering questions, practicing and using, in-depth discussion, using the platform to improve efficiency and strengthen interaction. (combination)			
		Promoting learning: assigning hierarchical homework and double-line supervision to promote learning. (combination)			
after class	effect evaluate	Evaluation: combination of online and offline, multi-dimensional evaluation. (combination)	Internalization and expansion	1. Join the old knowledge, review the new knowledge and consolidate what you have learned. (combination) 2. Reflect on what you have learned and realize the self-construction of the knowledge system. (offline)	
		Reflection: reflect on the advantages and disadvantages in the teaching process, and revise the teaching design in time. (offline)			

Teachers' teaching begins with the preparation before class. First, on the basis of "preparing students, preparing teaching materials and preparing teaching methods", the course teaching design is carried out, and teaching plans including teaching hours arrangement, teaching objectives at all levels, teaching contents, teaching difficulties and solutions, teaching organization form, process design and teaching evaluation are written, and courseware is made in units of class hours [5]. Secondly, relying on learning platform to build courses. In the course under construction, the construction of teaching resource database is the most important. Teachers in colleges and universities need to break down the barriers of their own teaching and truly achieve "interconnection and mutual assistance between teachers and teachers" in order to achieve twice the result with half the effort. In the teaching process, teachers can use the learning pass to divide students into groups, stimulate the internal driving force of learning and cultivate the learning community. Face-to-face teaching mainly teaches the important and difficult parts of new knowledge, and tests the contents of students' pre-class learning by using test exercises, and answers questions in time. Finally, it is to arrange homework, check and explain homework, and

evaluate and reflect on it in time. Evaluation includes not only the evaluation of the new knowledge of the teaching content, but also the reflection of various teaching elements and teaching processes during the teaching process, as well as the self-evaluation and other evaluation of teachers and students.

Students' learning begins with the preliminary study of course materials before class, previewing teaching materials, browsing related network resources and completing learning tasks on the learning platform. In the physical classroom learning, when teaching new knowledge, we should pay attention to its connection with the old knowledge, and solve the doubts through the joint study and discussion of the students' learning community team and asking questions from teachers. Finally, the consolidation of new knowledge and the self-construction of knowledge system are completed through review, practice and testing.

3. Application of Mixed Teaching Mode of Basic Japanese Based on Learning

3.1. Teacher-teacher Combination: the Construction of Online Teaching Resource Database of Basic Japanese Course

The "one level and three terminals" superstar learning platform is used in course teaching, and its teacher end covers three parts: one is the basic content of teaching, including courseware, lesson plans, chapters and materials; Second, the interaction between teachers and students, including notification, discussion, homework, examination and question bank; The third part is management, including class management, teacher team management, grade weight, curriculum management and other information.

To create the online teaching resource database of Basic Japanese, we should first determine the teaching and research team, including teachers, course assistants, and class students in charge of the same or similar courses. The course team of Basic Japanese is headed by the construction teacher, and its members are taught basic Japanese I-IV four teachers (including parallel classes) +study committee members of each class. The team leader should first do a good job of team division, and the four teachers can divide the work according to writing course teaching design, course teaching PPT, knowledge point classroom practice and after-school homework, test paper library and other sections; The class committee is set as a course assistant, who is responsible for the daily management of class teaching, such as adding and removing students, the establishment and management of learning teams, learning notices and the implementation of tasks. Secondly, the teaching and research team, especially the person in charge, should pay attention to the distinction of difficulty and the grasp of teaching validity in the selection and promotion of teaching-related content. If the content is too complicated, it is easy for students to retreat. The content that is too simple and lacks depth will not promote the course teaching, but will only add trouble.

3.2. Teacher-student Interaction: the Implementation of Blended Teaching Activities in Basic Japanese Course

Based on the superstar learning platform, the implementation of mixed-mode teaching activities of Basic Japanese course is closely centered on teachers' teaching and students' learning.

First of all, after the teacher completes the construction of Basic Japanese 1 (taking this as an example) on the learning platform, the course outline and teaching calendar (including the teaching arrangement of class hours and chapter learning objectives) will be released at the beginning of the new semester, so that students can understand the basic contents and requirements of the course before the class starts. For each chapter, the learning content and self-test exercises of the new chapter are published the week before, so that the tasks are clear and the completion time nodes are

clear, so as to help students complete the preliminary study before class. In addition, the course teaching assistants timely assist the teaching teachers to release tasks such as pre-class learning and after-class review by using the functions such as "notification/task" of the learning platform, and complete the establishment of the study group before class by using the grouping function of the platform "class management" according to the teaching content.

Secondly, in the physical classroom teaching, two consecutive classes, that is, two class hours (90 minutes), are taken as one unit class hour, such as the eighth class of the New Classic Japanese Basic Course, which is elaborated in a new teaching way.

3.2.1. Ten Minutes before Class, Finish Listening, Reading and Signing In

Teachers enter the classroom fifteen minutes in advance, upload teaching materials with the help of classroom multimedia platform, set the sign-in form and play the audio of vocabulary, conversation and text of lesson 8 by using the function of learning through screen projection. There are many forms of learning to sign in, such as gesture, location and QR code. After a period of use, the QR code (ten seconds random) method is finally selected to avoid the "small strategy" that students may have. At the same time, the platform system keeps records of each sign-in, which is convenient for recording the usual results at the end of the period. Listening and reading before class can help students gradually develop the habit of coming to class early and following the reading in the repeated audio. At the same time, it is also conducive to creating a class learning atmosphere and making it easier for students to concentrate on entering the classroom.

3.2.2. Teaching in the First Class Hour, and Completing the Testing and Answering of Old Knowledge

The old knowledge here refers to the contents of this chapter that students have studied initially, and also includes the existing knowledge system. Teachers effectively use the "synchronous classroom exercises" of Learning Pass to test the mastery of old knowledge, and use the functions of "discussion/chat room/group chat" to let students or individuals or groups publish doubts in the learning process, or share the process of solving doubts. The most important thing in this link is to answer questions. In view of the summarized questions, the offline "group discussion-conclusion-conclusion release" method is adopted first, and other groups are allowed to question in the process. Secondly, the teacher answers questions and summarizes them. If the questions are repeated with the new teaching content, they can be carried out in the latter part. Online communication on the mobile side mobilizes students' enthusiasm and participation in course learning, and answering questions is also a process of training the cooperation and critical thinking ability among members of the learning group (community).

3.2.3. Teaching in the Second Class Hour to Complete the Teaching and Practice of New Knowledge

With the help of the micro-video of "Japan's gift exchange" of platform teaching resources, students can understand the national characteristics of their gift-giving behavior. The explanation of the new lesson takes the form of the classic mode of divided classroom teaching-"concentrate on leaving blank" [6], focusing on key words, questions in students' initial learning, points to be improved and knowledge points that need to be emphasized in new knowledge. Cooperate with the teaching of new knowledge, use the function of "classroom practice" to complete the exercise in time and explain it. When practicing and giving lectures in class, you can also use the functions of "selecting candidates/answering first" to mobilize the classroom teaching atmosphere. The

randomness of "shake" in "selecting candidates" and the emphasis on students' autonomy in the function of rushing to answer questions complement each other and have outstanding effects.

3.2.4. Students' After-school Re-learning and Teachers' After-school Service Links

Students review and reflect on what they have learned by completing after-class exercises. First, they learn and discuss new questions through the learning community team. Secondly, communicate with teachers by learning the communication function. All the questions and processes of answering questions are published in the learning community as much as possible, which constantly helps learners to consolidate new knowledge and build their own knowledge system. Teachers' service is not limited to marking homework and answering questions. They should timely reflect on and summarize the rationality and deficiency of teaching content points and platform application in the teaching process, so as to prepare for improving the teaching of the next unit class.

3.3. Combination of Students and Students: Construction of Mixed Learning Community of Basic Japanese Course

"Learning community" comes from the word "community" in sociology, which refers to a learning group with a common vision, mutual assistance and consultation, resource co-construction and sharing, and pleasure in learning and research [7]. Under the mixed teaching mode, the construction and development of learning community has also become diversified. Mixed learning community, whose activity form is the blending of online and offline, mobile platform or cyberspace breaks through the time and space restrictions, providing learners with more flexible and diverse learning communication modes; Face-to-face communication and discussion in the physical classroom is intuitive and vivid, which enables learners to gain more emotional support and partner assistance. In this way, the mixed learning community can more effectively enable learners to complete learning tasks together and achieve self-improvement.

First of all, establish a common goal and establish a "heterogeneous +homogeneous" mixed learning community. With the common vision of learning Basic Japanese efficiently and laying a solid professional foundation, we will build a learning community with the standard of "heterogeneity as the mainstay and homogeneity as the supplement" [8]. Heterogeneous group refers to the grouping of subject teachers according to the different characteristics of students. Take the six-person group as an example, in which there are two "top students, middle students and underachievers". From the whole class, the basic situation of each group is similar, and the members are complementary and diverse. However, in the process of assisting learning, it is easy to appear the phenomenon of "marginalization" of certain members. Homogeneous groups emphasize the similarity and homogeneity among members, and divide students with similar knowledge base and personality characteristics into the same group. The similarity of cognitive level makes members have a stronger sense of belonging and an environment for full communication, which can be a useful supplement to heterogeneous groups.

In the mixed teaching mode of Basic Japanese, whether online or offline, before or after class, a mixed learning community is always built around the mode of "heterogeneity is the main and homogeneity is the auxiliary", which can include the main team and the sub-team. The main team is long-term, and can be divided into six groups, eight groups or even ten groups according to the class size. The activities of "learning together, promoting learning and researching" are mainly completed through the learning platform, and the team composition is mainly composed of heterogeneous high, middle and low echelons. At the same time, the collocation of homogeneous team members is fully considered in the high, middle and low levels respectively. The sub-team is not higher than a six-person group, and the ideal state is a four-person group. The team composition

is mainly homogeneous, which is mainly used for fixed group research under the front line of class or temporary discussion groups in class.

Secondly, the implementation of learning community activities. Whether it is a heterogeneous group or a homogeneous group, the first step for individuals to join the learning community activities is to do a good job in team building, including selecting the person in charge (or taking turns), dividing the work among members and building the platform community, as well as refining the team's goals and formulating relevant reward and punishment regulations. In the course learning stage, according to the three steps in Table 1, initial learning-deepening learning-internalization and expansion are carried out in turn. In the initial study, the individual arranges and publishes the difficult points in the team community, and the person in charge organizes the members to discuss and answer questions internally, and summarizes the problems that cannot be solved internally and submits them to the teaching teacher; Deepen the learning stage in class and actively participate in the team's "questioning-solving" activities; In the stage of internalization and expansion after class, we consolidate what we have learned through "review-discussion-reflection" and realize the self-construction of the knowledge system.

3.4. Multidimensional Progress: Mixed Teaching Evaluation of Basic Japanese Course

Teaching evaluation is a process of making value judgments on the process and results of teaching activities based on teaching objectives and using operable scientific means, so as to improve teaching and teaching quality. According to the period and goal of evaluation implementation, educational evaluation is divided into three types: diagnostic evaluation, formative evaluation and summative evaluation [9]. The mixed teaching evaluation based on the learning platform well integrates the diagnostic evaluation of pre-class learning, the summative evaluation of after-class unit test, the mid-term and late-stage test of the course, and the formative evaluation that runs through the whole teaching process before and after class.

In the evaluation of students' academic ability level, the mixed teaching mode of Basic Japanese is based on the learning platform, combined with the relevant teaching management regulations of the author's unit, and the evaluation dimension is set to 40% of the usual grades+60% at the end of the period. The evaluation contents include: the evaluation of learning attitude, that is, whether the attitude of students in autonomous learning, group cooperative learning and physical classroom is positive or not; Evaluation of learning ability, that is, students' ability to analyze problems, express opinions and summarize; Evaluation of learning results, that is, the quality and progress of students' learning tasks. The specific dimensions of the usual grades on the platform are set as: class sign-in, chapter study, homework completion, unit quiz and group cooperation [10]. Pay attention to the combination of students' self-evaluation, students' mutual evaluation and teachers' evaluation in the evaluation process. Because the learning platform records the whole learning process of students, teachers can check the learning track and effect of students at any time, and in the final evaluation, use the weight setting item of the score management section in the statistical function of the platform to subdivide the score proportion of each dimension, and finally get the usual grades. The final exam is a unified test for parallel classes. The content comes from the test bank, which can be taken offline or on the platform.

4. Conclusions

Under the background of information technology in foreign language teaching, the research and application of blended teaching mode of Basic Japanese based on universal learning has expanded the connotation of blended teaching research and enriched the theoretical research of foreign language teaching, which can provide a certain teaching paradigm reference for foreign language

teaching and provide an operable case for college teachers to carry out multi-integrated teaching research in the "internet plus" era. Secondly, in the process of implementing mixed teaching, the teaching and research team of Jiri promoted the improvement of curriculum teaching with the platform, which greatly extended the spatial dimension of teaching, activated teaching resources, enriched teaching methods, provided more possibilities for teachers and students to teach and learn, promoted the integration and progress of teachers and students, and realized the learning from each other. In addition, Japanese major, as the second largest foreign language major in Chinese universities, aims at cultivating compound talents with international vision and spreading China traditional culture. The introduction of mixed teaching provides the possibility for cultivating compound Japanese professionals.

"It's a long way to go in Xiu Yuan, and I will go up and down." It is both important and difficult to carry out the research on mixed teaching reform of basic Japanese courses. Massive open online course, SPOC mode, micro-video, online course construction, course ideological and political education and basic Japanese teaching, empowerment basic education and other aspects of research need researchers to continuously improve their information technology ability, deepen their theoretical research and update their teaching practice. In a word, it is the key for the teaching and research team to go hand in hand sincerely, and "enriching connotation and strengthening efficacy" is the direction for the team to make unremitting efforts in the research of mixed course teaching reform.

Acknowledgement

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