

The Application of Experiential Teaching Mode in Japanese Language Teaching in Universities

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Abstract: As a popular foreign language, the teaching mode of Japanese in higher education is becoming increasingly diverse. The traditional teaching method focuses on teaching, allowing students to master language knowledge through listening, speaking, reading, writing, and other forms. However, due to the unique nature of language learning, students often find it difficult to apply their knowledge to practice. Therefore, with the continuous deepening of education and teaching reform, more and more universities are beginning to try experiential teaching models to improve students' practical language proficiency.

1. Introduction

With the acceleration of globalization and the deepening of cultural exchange, Japanese as an important foreign language has received more and more attention and attention in China. How to improve the effectiveness and quality of Japanese language teaching in higher education is a major challenge for university teachers. The experiential teaching model, as a new teaching method, has been widely applied and promoted in Japanese language teaching abroad, and is worthy of attention and praise.

2. Analysis of the meaning and characteristics of experiential teaching mode

The experiential teaching model is a teaching method centered around students and centered around their learning experience. It allows students to experience the knowledge they have learned firsthand through various sensory stimuli and participation, thereby enhancing their learning interest and motivation, cultivating their creativity and innovation ability, and improving their learning effectiveness and quality. Its main feature is to emphasize the subjectivity of students, allowing them to participate and explore and discover. The teaching mode focuses on the actual needs of students and achieves better teaching results by meeting their knowledge needs and interests. Emphasizing multi-sensory stimuli, students can gain a deeper understanding of knowledge through various senses such as audiovisual, tactile, and olfactory, based on their perceptual understanding,[1] cultivating creative thinking, and enhancing students' innovative ability and problem-solving ability in practice.

3. The teaching steps of experiential teaching mode in Japanese language teaching in universities

3.1. Stimulate interest

The first step in adopting an experiential teaching model in Japanese language teaching in universities is to stimulate interest. In this process, teachers can use various teaching strategies to attract students' attention and enthusiasm, and promote students' interest and enthusiasm for Japanese language learning. Teachers can stimulate students' interest by creating situations. For example, guide students to imagine the scene of traveling to Japan, allowing them to experience the exotic language and culture in their imagination, thus generating a strong interest in learning Japanese. Teachers can stimulate students' curiosity and thirst for knowledge by asking questions. For example, in Japanese language teaching, teachers can propose some interesting vocabulary or Japanese idioms, allowing students to guess their meanings or usage situations, thereby stimulating students' enthusiasm for learning.[2]

In addition, teachers can also stimulate students' interest by introducing stories. For example, by telling a true story of a learner communicating with Japanese in Japanese, students can feel that they may also become such "heroes", thereby stimulating their motivation and interest in learning Japanese. In the teaching process, multimedia assistance is also an effective way to stimulate students' interest. By using multimedia teaching methods such as pictures, animations, and videos, students can more intuitively experience the expression and cultural connotations of Japanese, thereby enhancing their learning enthusiasm.[3]

3.2. Create a scenario

In Japanese language teaching in universities, creating situations is one of the core contents of experiential teaching mode. Teachers need to select appropriate contexts and design relevant language practice activities based on teaching objectives and students' actual situations. For example, learning business Japanese can choose situations such as enterprise meetings and business negotiations; Learning Japanese for tourism can be done in various contexts such as tourist attractions, hotels, and restaurants. Teachers need to use a series of teaching methods to immerse students in the chosen context. This includes providing relevant images, videos, audio and other materials, simulating real-life situations, and allowing students to feel the real context and environment. In the process of constructing situations, teachers need to guide students to actively participate, fully unleash their creativity and imagination, and also provide necessary guidance and assistance to students in a timely manner. Teachers need to provide relevant language support, such as words, phrases, sentence structures, etc., to help students master the necessary language knowledge and skills to meet the language needs in the set context. Teachers need to design relevant language practice activities to enable students to engage in language practice in situations and improve their language proficiency. For example, role-playing in business meetings, Q&A exchanges in tourist attractions, etc. By creating scenarios, students can master language knowledge and skills in real language practice, improve their language application ability, and the experiential teaching model can also stimulate and cultivate students' creativity and imagination, enhance learning interest and enthusiasm in the process of creating scenarios.

3.3. Collaborative Sessions

In experiential teaching mode, collaborative conversation is an important link that allows students to use their learned knowledge and language skills in real situations for communication and

cooperation, thereby improving their practical language application ability and teamwork spirit. In collaborative conversations, the teacher first divides the students into small groups, with 3 to 5 people in each group. Choosing appropriate groups can enable students to actively participate in collaborative conversations. At the same time, teachers can promote interaction and communication among students through specific grouping methods, such as random grouping or grouping based on gender, interests, and hobbies. Teachers can set different tasks based on the course content and the actual situation of students, such as role-playing, scenario simulation, group discussion, etc., to enable students to receive effective language input and output exercises in collaborative conversations, while also enhancing their sense of cooperation and division of labor ability.

3.4. Building knowledge

Knowledge construction is a learning process based on learners' own experiences and cognitive structures, which involves interacting with new information, adjusting, and reconstructing existing knowledge structures. In the process of constructing knowledge, learners not only simply accept new knowledge, but also continuously adjust and reconstruct their cognitive structure through the interaction between past knowledge and experience with new knowledge, thereby achieving a deep understanding and mastery of new knowledge. The process of constructing knowledge usually includes the following stages: 1. Perception and observation: learners acquire new information and knowledge through perception and observation of things, which is the foundation of constructing knowledge. 2. Classification and Comparison: Learners classify and compare the obtained information with existing knowledge, seeking connections between the information and deepening their understanding of new knowledge. 3. Organization and Integration: After mastering sufficient new knowledge, learners begin to organize and integrate this knowledge to construct their own cognitive structure. 4. Application and Evaluation: Learners apply their knowledge to practical situations and evaluate and adjust the knowledge through practice and reflection. The essence of constructing knowledge is for learners to actively explore and learn new knowledge, integrate it into their cognitive structure, and continuously revise and improve their cognitive structure. Knowledge construction emphasizes that learners actively construct their own cognitive structure, enabling them to have deeper learning, wider application, and more comprehensive evaluation abilities.

4. The application of experiential teaching mode in Japanese language teaching in universities

4.1. Transform the role of teachers and create an experiential classroom teaching model

The experiential teaching mode is a teaching mode that emphasizes students' participation, experience, and exploration. It can effectively improve students' language proficiency and interest in Japanese language teaching in universities. To achieve the effectiveness of experiential teaching mode, it is necessary to rely on the role transformation of teachers to create a classroom environment that is more in line with the experiential teaching mode. In traditional educational models, teachers are usually the imparters of knowledge, while students are the recipients of knowledge. The teaching process is mainly controlled and dominated by teachers. In the experiential teaching model, the role of teachers has changed. They are no longer simply knowledge imparters, but organizers, guides, and assistants of learning. Through various methods and means, they create a more experiential and exploratory teaching environment, allowing students to become the main body of learning and participate in teaching, thus achieving two-way interaction in education.

Taking Japanese language teaching as an example, teachers can create experiential classroom teaching models by changing their roles. In Japanese language teaching, teachers can provide diverse materials such as pictures, audio, and videos, allowing students to immerse themselves in real

contexts and better experience and explore language knowledge. In experiential teaching, the creation of situations is very important. Teachers can create various situations for students, such as daily life situations and business communication situations, to carry out language practice in these situations and enhance students' language proficiency. Teachers should advocate for students' autonomous learning, allowing them enough time and space to explore and discover their language problems, and actively provide feedback on their learning progress. Teachers can use group discussions, self-directed learning, and other methods to stimulate students' learning enthusiasm. In experiential teaching, students need to reflect and summarize, learn from it, recognize their shortcomings, and improve their language skills, in order to continuously improve their language proficiency. The application of experiential teaching mode requires teachers to change their roles and create a more experiential and exploratory teaching environment, allowing students to become the main body of learning and participate in teaching, thus achieving two-way interaction in education. In Japanese language teaching, teachers can promote the application of experiential teaching through diverse teaching materials, rich and colorful scenarios, encouraging students to learn independently, and emphasizing students' reflection and summary.

4.2. Actively expand extracurricular practice classes to stimulate students' interest in experiential learning

In Japanese language teaching in universities, the application of experiential teaching mode can stimulate students' interest and enthusiasm in learning, and improve their learning effectiveness. Actively expanding extracurricular practice classrooms can also be an important means for the effective implementation of experiential teaching models, providing students with more diverse language practice opportunities and helping them better master Japanese knowledge. For example, in Japanese language teaching, students can be organized to go to relevant institutions such as Japanese cultural centers, Japanese enterprises, and international student associations for practical activities, allowing them to experience and understand Japanese culture, business exchanges, and academic cooperation firsthand. These activities can enable students to use Japanese in a real environment, feel the practical value of the language, and thus gain a deeper understanding and mastery of the knowledge and skills they have learned.

While expanding extracurricular practical classrooms, teachers should also focus on providing students with certain practical guidance and support. For example, teachers can set specific practical tasks and goals for students, and guide them on how to prepare and express themselves. At the same time, they can also compensate for the shortcomings that students may have in the practical process through feedback and after-school explanations, so that students can continuously improve their language proficiency in practice.

In addition, teachers should fully utilize the resources of the school and society, actively participate in various Japanese language competitions, cultural activities, and academic exchanges, and provide more opportunities and platforms for students to expand their horizons, enhance confidence, and better master Japanese knowledge and skills in practice. Actively expanding extracurricular practical classrooms is an important supplement to the experiential teaching model in Japanese language teaching in universities. It can provide students with more diverse language practice opportunities and help them better master Japanese knowledge and skills. Teachers, on the other hand, need to fully play their guiding role in guiding and supporting students' practice, providing them with a good learning environment and practical opportunities, and promoting students to achieve better results in Japanese language learning.

4.3. Strengthen communication and exchange with Japanese universities to create a good experience environment

Strengthening communication and exchange with Japanese universities is an important means to create a good experiential environment in Japanese language teaching in universities. Through communication with Japanese universities, students can have the opportunity to understand the local culture, life, and education system, while also improving their Japanese listening and speaking skills and cross-cultural communication skills. For example, in Japanese language teaching, professors and international students from Japanese universities can be invited to the school for teaching and exchange activities, and students can be organized to participate in these activities. These exchange activities can include Japanese oral dialogue, cultural exchange exhibitions, academic seminars, and other content, providing students with more comprehensive and in-depth opportunities for Japanese learning and practice.

While strengthening communication and exchange with Japanese universities, teachers should also focus on providing students with certain communication guidance and support. For example, teachers can set specific communication tasks and goals for students, guide them on how to prepare and express themselves, and also compensate for students' potential shortcomings through feedback and after-school explanations, enabling students to continuously improve their language proficiency and cross-cultural communication skills in communication. Teachers should also make full use of school and social resources, actively participate in various international exchange activities and projects, provide more opportunities and platforms for students to expand their horizons, enhance confidence, and better master Japanese knowledge and skills in practice.

5. Conclusion

In summary, the experiential teaching model plays an important teaching role and practical value in Japanese language teaching in universities. Through this approach, students can be provided with richer and deeper opportunities for Japanese learning and practice, while also helping them better understand Japanese culture, life, and education system. And teachers need to fully play their guiding role in guiding and supporting student communication, providing students with a good learning environment and practical opportunities, and promoting students to achieve better results in Japanese language learning.

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