A Study on the Application of the New Teaching Mode in the Course of Japanese Literature

Yang Liu

College of Eastern Language and Culture, Harbin Normal University, Harbin, 150025, China

Abstract: With the rapid development of information technology, the field of education is also constantly exploring new teaching models. Taking the course of Japanese literature as an example, this paper discusses the application of the new teaching model, and analyzes the limitations of the traditional teaching model and the advantages of the new teaching model. The results indicate that the new teaching model has advantages in enhancing students' interest in learning, in order to stimulate their learning motivation, and cultivate their innovative abilities. The conclusion of this article has certain reference value for promoting new teaching models and improving the quality of education and teaching.

1. Introduction

In the era of rapid development of information technology, the field of education is also constantly exploring new teaching models to improve students' learning effectiveness and teaching quality. As an important Humanities, the teaching of Japanese literature has always been concerned. However, traditional literary teaching models often lack interest and motivation, making it difficult to stimulate students' learning interest and motivation, and to cultivate their innovative abilities. Therefore, the purpose of this study is to explore the application of the new teaching model in the course of Japanese literature, with a view to providing reference for improving the quality of teaching.

2. Overview of new teaching models

2.1. The concept of a new teaching model

The new teaching mode refers to an educational approach that combines the innovation and development of modern educational technology and educational concepts on the basis of traditional teaching methods, and utilizes various teaching strategies and methods to cultivate students' high-level and high-quality comprehensive development. It emphasizes students' participation, personalization, and diversified learning methods, so as to emphasize the stimulation of students' learning enthusiasm and initiative, and improve their learning effectiveness and sense of achievement.

The new teaching mode has many specific practical methods, such as project teaching method, personalized customized teaching, regional teaching, flipped classroom, etc. These methods emphasize the subjectivity of students, emphasize their initiative and creativity, and also consider the differences of different students to achieve differentiated teaching.

Under the new teaching model, the role of teachers has also been transformed, from being traditional instructors to mentors and assistants in the learning process of students. By guiding and motivating students, it promotes their self-directed learning and self-development.[1]

The new teaching model is full of vitality and innovation, aiming to promote the concept of "learning how to study", in order to stimulate students' innovative thinking and practical abilities, and help them move towards a successful future. At the same time, the new teaching mode has further improved the quality and effectiveness of education to promote the modernization and comprehensive development of education.

2.2. Theoretical basis of new teaching models

2.2.1. Constructivist theory

The role of educators is to provide an appropriate learning environment and resources, guide students to explore and discover, and promote the construction and understanding of knowledge. The new teaching mode draws on the ideas of constructivism theory, encourages students' independent learning and cooperative learning, and cultivates students' thinking ability and creativity.[2]

2.2.2. Social interaction theory

The theory of social interaction emphasizes that students construct knowledge through communication and cooperation with others. Learning is not just an individual's internalization process, but a result of social interaction and cooperation. [3]The new teaching model emphasizes interaction and cooperation among students, promoting the cultivation of students' social interaction and cooperative abilities through group discussions, collaborative projects, and peer-to-peer learning.

2.2.3. Personalized learning theory

The theory of personalized learning suggests that learning should be personalized and supported based on students' individual characteristics and needs. Each student has a unique learning style and development trajectory, and educators should pay attention to their individual differences and provide personalized learning tasks and support. The new teaching mode focuses on the personalized needs of students, and provides personalized learning tasks and guidance by focusing on students' interests, abilities and Learning styles.

2.2.4. Theory of multiple intelligences

Theory of multiple intelligences believes that every student has multiple intelligences, and different subjects and learning tasks need different types of intelligences to complete better. The new teaching model advocates the cultivation of multiple intelligences, satisfies students' different types of intelligence and development needs through diversified teaching methods and activities, and stimulates students' learning enthusiasm and creativity.[4]

2.2.5. Actively learning theory

The theory of active learning emphasizes that learning is a proactive process, and students' attitudes, motivations, and emotions have a significant impact on learning outcomes. The new teaching model focuses on cultivating students' learning motivation and interest. By creating challenging and meaningful learning tasks, it stimulates students' learning motivation and self-regulation ability, and improves learning outcomes.

3. Limitations of the traditional teaching model of Japanese literature course

3.1. Teacher led

The traditional teaching mode of Japanese literature curriculum is often teacher centered, lacking interest and interaction. Teachers often adopt a one-way approach to imparting knowledge, and students can only choose to passively accept it, which is difficult to stimulate their learning interest and motivation.[5] This teaching model ignores individual differences and needs of students, and cannot fully cultivate their comprehensive and innovative abilities. In addition, traditional teaching models lack interactivity, making it difficult for students to communicate and interact with other classmates in teaching.[6]

3.2. Emphasize knowledge transfer

The traditional teaching mode of Japanese literature course focuses on imparting knowledge, ignoring the cultivation of students' innovative ability and thinking ability. Students are only required to memorize and memorize literary works in the classroom, lacking a deep understanding and reflection on literary works, and making it difficult to apply them to practical life. This single teaching method is not conducive to the comprehensive development of students, and the educational goals do not meet the needs of modern society. In the future, society needs talents with high comprehensive qualities and innovative abilities.

3.3. Lack of interest

Due to the lack of interest in the traditional teaching model of Japanese literature, students often feel bored, lack of initiative and enthusiasm in the learning process. Teachers mainly focus on one-way explanations and lack interaction and communication with students, make it difficult for them to generate interest and enthusiasm, and make it difficult to truly understand and appreciate the charm of literary works. This teaching model tends to make students view learning as a task rather than an enjoyment, and may lead to errors and biases in their understanding and understanding of literary works.

3.4. Difficulty in meeting personalized needs

The traditional teaching mode of Japanese literature curriculum ignores the individual needs of students, and does not pay enough attention to the differentiated needs of different students. Students need different teaching methods and strategies in the learning process to meet their different learning needs. This teaching model lacks the idea of teaching students according to their aptitude and individual differences, and does not provide students with a more diverse and personalized learning experience.

4. Application advantages of new teaching models

4.1. Student led

The new teaching mode of Japanese literature course is student-centered, emphasizing students' participation and interaction. By adopting diverse teaching methods, students' learning enthusiasm and creativity are stimulated, and their understanding of literary works is strengthened. This teaching model focuses on cultivating students' autonomous learning ability and teamwork awareness. Through group discussions, role-playing, and case analysis, it stimulates students' interest and

enthusiasm in learning, and improves their learning effectiveness and sense of achievement.

4.2. Emphasizing the cultivation of thinking ability

The new teaching mode of Japanese literature course focuses on cultivating students' innovative ability and thinking ability. Through a variety of teaching methods, such as case teaching, group discussion, and writing, students' innovative thinking and creativity are stimulated to enhance their deep understanding and reflection on literary works. Students can not only discover the characteristics and connotations of literary works through practical activities and independent thinking, but also apply the knowledge they have learned to practice to improve their practical and innovative abilities.

4.3. Emphasizing interest

The new teaching mode of Japanese literature course focuses on interest, and broadens students' knowledge vision and reading ability through a variety of teaching methods. For example, activities such as role-playing, case teaching, and group discussions can be used to stimulate students' interest and enthusiasm in learning. In addition, cross-border elements can be introduced through methods such as movies, anime, and handcrafting, enriching teaching content and forms, and stimulating students' learning passion and creativity. Through these interesting teaching methods, students can not only better experience the charm of literary works, but also improve their learning effectiveness and sense of achievement.

4.4. Emphasizing personalized needs

The new teaching mode of Japanese literature course focuses on the individual needs of students, and can carry out personalized teaching and guidance according to the different needs of different students, so as to improve the learning effect of students. This teaching model takes teachers as leaders and advisors for students, guiding them to actively participate in learning and discover and solve problems through self-directed learning and exploration. At the same time, this teaching model can also better explore students' disciplinary potential and innovation ability, and based on this, improve their practical operation ability, literary literacy and connotation, and better adapt to the needs of future society to become useful talents in the future.

4.5. Enhancing students' critical thinking ability

By introducing discussion and debate sessions, students are able to actively reflect on the themes, viewpoints, and values in literary works, and to think and analyze from multiple perspectives. Teachers can guide students to engage in critical reading, inspiring them to think deeply about the work and form independent opinions. This teaching mode cultivates students' logical thinking, analytical ability and critical thinking, and improves their literary appreciation and criticism ability.

5. Suggestions on the application of the new teaching mode in the course of Japanese literature

5.1. Introducing diversified teaching content

In order to enable students to have a deeper understanding and appreciation of literary works, they can be taught within a broader cultural context. Firstly, strengthen the introduction of social backgrounds such as history, politics, and economy at that time, in order to help students better understand the language, context, themes, and other elements in the work. Secondly, we can introduce knowledge from relevant social and cultural fields, such as religion, philosophy, art, etc., to broaden

students' horizons and ideas. At the same time, we should encourage students to communicate and think with people and things with different backgrounds and experiences, deepen literary education in a multicultural environment, and explore broader cognitive spaces. Finally, with the help of network technology and modern media, different forms of teaching resources and offline activities, such as online teaching platforms, digital libraries, offline lectures, etc., are introduced to enable students to access and experience literary works in a broader physical and virtual world, promoting their emotional exchange with literature.

5.2. Guiding students to learn independently

The new teaching model should be student-centered, guiding students to learn independently and enhancing their learning motivation and interest. Teachers can be guided by open-ended questions or themes, allow students to freely explore and think, and improve their independent thinking and problem-solving abilities.

In the new teaching model, the role of teachers is to guide and guide, and they should create a positive learning environment to stimulate students' learning enthusiasm and initiative. Teachers can propose open-ended questions or themes, encourage students to explore and research independently, and discover the answers to questions through their own thinking and practice. This autonomous learning approach can stimulate students' learning motivation and interest, and cultivate their ability to think independently and solve problems. During the teaching process, teachers can adopt heuristic teaching methods to guide students to engage in in-depth thinking and exploration. They can propose specific situations or cases, allowing students to solve problems through analysis and reasoning. Through this heuristic teaching method, students can not only deepen their understanding of literary works, but also cultivate Critical thinking and innovative ability. Teachers can serve as guides for students' learning, providing timely feedback and guidance to help them overcome difficulties while also improving learning outcomes.

5.3. Adopting diverse teaching methods

In the new teaching mode, diverse teaching methods can be adopted to meet the personalized needs of students. For example, through group collaboration, role-playing, discussion and sharing, the interactivity and fun of the course can be increased, thereby improving students' participation and learning effectiveness. Firstly, group collaboration is an effective teaching method that allows students to explore and solve problems together in groups. Students can exchange and share their viewpoints and experiences with each other, and improve their understanding and analytical abilities of literary works through brainstorming. In addition, group cooperation can also cultivate students' teamwork and communication skills, allow them to learn to respect others and coordinate division of labor through cooperation, and thereby better complete learning tasks. Secondly, role-playing is a vivid and interesting teaching method that allows students to immerse themselves in the characters and plot of literary works. Students can play different roles and deepen their understanding of emotions and themes in literary works through simulation and performance. Finally, discussion and sharing is an open teaching method that can promote the collision of ideas and exchange of viewpoints among students. Teachers can ask questions and allow students to freely express their opinions. Through diverse forms of discussion, such as group discussions, debates, and problem-solving, students can think and analyze literary works, and think from different perspectives.

5.4. Introducing new technological means

In the current era of rapid development of information technology, virtual reality and artificial

intelligence technology are gradually being widely applied. Introducing these new technological means into literary education can provide students with a more intuitive and authentic literary experience and deep understanding. For example, with the help of virtual reality technology, students can immersively experience, recognize, and explore elements such as scenes, plots, and characters in literary works. Through multi-sensory interaction, students' interest and vitality in learning can be stimulated, and their deep understanding of literary works can be enhanced. In addition, using artificial intelligence technology, a series of auxiliary learning tools and platforms can be developed, such as text analysis and speech recognition based auxiliary learning systems, to help students autonomously engage in language learning and text analysis, and improve their reading and comprehension abilities of literary works. At the same time, artificial intelligence technology can also be used to design intelligent evaluation systems, help teachers more scientifically evaluate students' literary literacy level, and improve the objectivity and accuracy of evaluation results.

5.5. Emphasizing innovation and critical thinking

With the development of society, new teaching models have gradually become one of the mainstream educational methods today. This teaching model has great advantages in flexibility, plasticity, and creativity, emphasizing inspiration and support for students' thinking patterns, and emphasizing the development of students' exploratory spirit and critical thinking abilities. In the field of literary education, the new teaching model should pay more attention to shaping students' subjective consciousness and values. Firstly, open-ended topics can be introduced to encourage students to engage in independent thinking and practice, and in-depth exploration can be conducted through the guidance of professional teachers and external resources. For example, in the reading of literary works, controversial themes can be introduced to engage in debates and discussions with students, promoting their thinking and viewpoint shaping. Secondly, it is important to focus on critical thinking about literary works, analyzing them from multiple perspectives, levels, and standards based on traditional literary annotations, in order to cultivate students' independent thinking, critical thinking, and problem-solving abilities. In addition, in interactive classrooms, using online platforms and other means, multimedia assisted teaching models can also be used to present literary works through images, videos, and other forms, in order to help students understand and feel the atmosphere and emotions of literary classics.

6. The future development direction of new teaching mode in Japanese literature curriculum

6.1. Emphasizing interdisciplinary teaching

Cross disciplinary teaching refers to linking knowledge and concepts between different disciplines to form an organic whole, helping learners better understand and apply the knowledge they have learned. In Japanese literature, in addition to literature itself, it also involves knowledge of history, philosophy, culture and other disciplines. Therefore, the future curriculum of Japanese literature will pay more attention to interdisciplinary teaching. This teaching method can enable students to learn more comprehensive and rich knowledge, while also helping to improve their comprehensive literacy. For example, when studying the works of a certain author, it can involve the historical background, social and cultural situation, as well as relevant philosophical ideas of their time. Through interdisciplinary teaching, students can understand and explore the connotation and extension of Japanese literature more deeply, and can also deepen their understanding and mastery of other disciplines in interdisciplinary interaction to improve their comprehensive quality.

6.2. Applying smart education technology

In the future, the teaching mode of Japanese literature curriculum will gradually adopt more intelligent education technologies to upgrade and improve. These smart education technologies include intelligent learning systems, virtual reality, augmented reality, and more. Intelligent learning systems can analyze and provide feedback based on students' learning data, providing personalized learning services to help students better understand and apply the knowledge they have learned. At the same time, intelligent learning systems can be used to monitor and diagnose students' learning status in real time, identify their learning problems in a timely manner, and provide targeted assistance. Virtual reality and augmented reality technology can provide students with a more intuitive and vivid learning experience. By introducing virtual scenes and characters through devices, the learning of literary works can be completed through contextualized experiences, allowing for a deeper understanding and mastery of the ideas and emotions contained in literary works.

6.3. Emphasizing international teaching

With the deepening of globalization, Japanese literature, as an important cultural discipline, has an increasingly significant impact on the world. In the future, the teaching mode of Japanese literature course will pay more attention to international teaching, and provide more comprehensive and in-depth learning experience for students at home and abroad by exploring diversified course contents and teaching methods. In terms of international teaching, students can learn about the influence and development trend of Japanese literature in the world by introducing international courses, cross-cultural comparative analysis and other ways. At the same time, it is possible to provide more convenient and efficient learning methods for overseas students through multilingual teaching, online courses, and other means. In the future, international teaching will become an important direction of the teaching model of Japanese literature courses, providing students with a broader and diversified Learning space and learning resources.

7. Conclusion

In a word, the application of the new teaching model is of great significance to the teaching of Japanese literature. By introducing student-centered and diverse teaching methods and practical activities, students' interest and motivation in learning can be stimulated, and their learning effectiveness and sense of achievement can be improved. We hope that this study can provide useful enlightenment and reference for the teaching reform of Japanese literature.

References

[1] Zhang D. Construction of a New Teaching Model for Literature Courses in Colleges and Universities: Taking "Rain Classroom" as an Example [J]. Quality Education in Western China. 2023;9(09):150-153.
[2] Zeng X. The Construction of a New Teaching Model of British and American Literature [J]. Journal of Bohai University (Philosophy and Social Sciences Edition).2013;35(03):154-155.
[3] Zhou X. Construction of a New Teaching Model for Chinese Language and Literature Based on Micro Course Platform [J]. Journal of Hubei Open Vocational College.2020;33(13):162-163+168.
[4] Yang H. Innovation of teaching mode of Japanese literature works elective course in colleges and universities from the perspective of Big data [J]. Journal of Dalian University.2018;39(02):123-127.
[5] He Y. A new exploration of the teaching model of Chinese Ancient literature under the network environment [J]. Journal of Mudan River University.2014;23(06):165-167.
[6] Zhang P. The Conception of a New Teaching Model for Practical Courses in Tourism Majors in Higher Education Institutions: A Comparison between the Teaching Models of Practical Courses in China and Australia [J]. Tourism Overview (Second Half of the Month).2012;(22):166-167.