

Research on Classroom Teaching for Improving Students' Japanese Output Ability in the Perspective of Production-oriented Approach

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Abstract: In view of the imbalance between language input and language output in university Japanese teaching, this paper studies college Japanese teaching based on POA. The research includes four aspects: First, the theoretical system of POA is studied. It consists of three parts: teaching concept, teaching hypothesis and teaching process. Second, it analyzes the challenges of POA to university Japanese teaching, including challenges to teachers and challenges to students. Thirdly, the POA-based college Japanese teaching design was carried out. Among them, the "driver" alternative design allows students to have a desire for learning and knowledge; the "promoting" conversion design helps students to internalize their knowledge into their own knowledge. The "evaluation" conversion design reflects the teacher's teaching effectiveness and the student's academic performance. The fourth is, the POA-based college Japanese teaching reform measures were proposed, including updating teaching concepts, improving teaching methods, and effectively using new media.

1. Introduction

College Japanese teaching is to cultivate students' solid language basic knowledge, professional skills and cultural literacy, and to cultivate students' proficiency in Japanese "listening, speaking, reading, writing and translating" and cross-cultural communication skills. It has a wide range of knowledge and innovation ability. And social adaptability, with a level of business engaged in translation, business, research, teaching and management. Therefore, in the process of Japanese teaching, while focusing on language input, it focuses on cultivating students' language output ability. Because output can promote students to notice the gap between what they want to say and what they can say, and stimulate conscious learning. Output is a way to test understanding and language in line with the normative hypothesis. Output is a meta-linguistic function service that enables students to monitor and internalize language knowledge.

At present, there is a serious imbalance between language input and language output in university Japanese teaching, over-emphasis on language input, lack of the link to apply language knowledge to the practice of language communication, that is, the lack of language output. Students can only truly acquire the ability to control the language if they continue to train in language output. The teacher-centered Japanese teaching model focuses on teaching textbooks and lacks the practical aspects of student practice language. As a result, students' language output ability is generally weak. Although they can master basic vocabulary and syntactic structure, it is difficult to express themselves opinions clearly in Japanese.

With the advancement of localization of foreign language teaching, the combination of receptive language learning and effective language use becomes a reality. POA is a foreign language teaching theory with Chinese characteristics. It is based on the output-driven hypothesis and is used to solve the phenomenon of "separation of learning" in foreign language teaching. Based on POA-based Japanese teaching, the combination of language knowledge input and output, classroom teaching with interest as the guide, practical for the purpose, with emotion as the link, each unit learning is set to a different scene, students choose according to the scene with the interesting content of the group, through the group discussion, expresses the viewpoint of presenting the content of the scene,

and the students participate in it, making the Japanese classroom teaching easy and interesting, and improving the quality of Japanese teaching.

2. Theoretical System of POA

POA (Production-Oriented Approach) theoretical system consists of three parts: teaching concept, teaching hypothesis and teaching process. Among them, the teaching concept is the soul of the whole system, and it is also the guiding ideology of teaching hypothesis and teaching process, which plays a key role and plays a decisive role in the overall direction and main objectives of classroom teaching. Teaching hypothesis, as the main ideological and theoretical basis for the implementation of teaching steps, needs to be verified one by one while implementing teaching activities. The teaching process, which carries the feasible steps and rules of the teaching concept, is also the specific operation method for testing the teaching hypothesis. In order to ensure the smooth progress of teaching steps and processes, teachers need to integrate various factors, take on each role that the classroom needs, and complete a set of teaching practice steps through mutual cooperation between teachers and students. The theoretical architecture of POA is shown in Fig. 1.

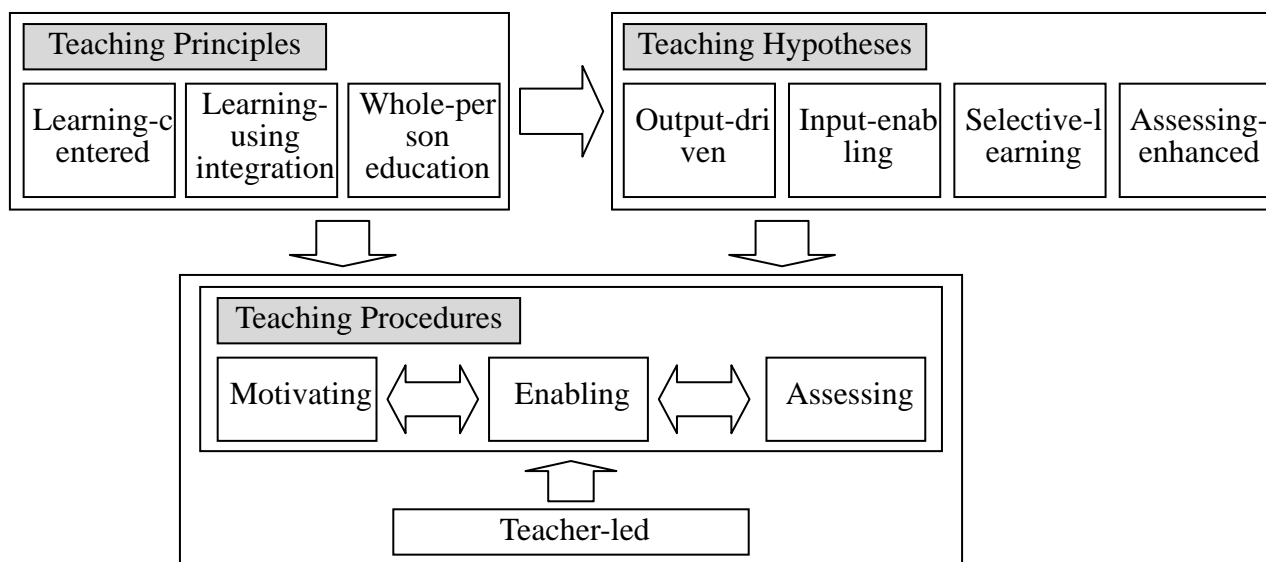


Fig. 1. Theoretical system of POA

3. Challenges of POA to College Japanese Classroom Teaching

The POA-based university Japanese teaching reform has challenged both teachers and students. First, challenge teachers. POA breaks through the teaching method of relying on teaching materials and input, and uses output as a driving force to pay more attention to effective learning. Throughout the teaching process, teachers are intermediaries, and the task is to promote learning and test learning outcomes. This challenges teachers' language, management, control, and leadership skills. First, break through the habitual teaching model, innovate constantly, develop new language output, find input materials, and improve evaluation and guidance. The second is the challenge to students. Students must overcome the dilemma, reasonably arrange the time to complete the task, improve teamwork ability, information screening ability and language expression ability. Because students in the future career, not only need to understand and understand the Japanese materials, but also need to clearly and systematically express and communicate effectively with each other. Through POA teaching, students are urged to actively input language, better master the language knowledge, test and review the knowledge, and improve their ability to express and think.

4. Classroom Teaching Design of College Japanese based on POA

The instructional design is based on the requirements of the curriculum standards and the characteristics of the teaching objects. The teaching elements are arranged in an orderly manner to determine the vision and plan of the appropriate teaching plan. Instructional design has the following characteristics: a plan to translate teaching principles into teaching materials and teaching activities; a planned and decision-making activity to achieve teaching objectives, and a technical process to improve learners' knowledge, skills, and interests. Instructional design is an integral part of educational technology. Its function is to use a systematic approach to design the teaching process, making it an operational procedure. The POA-based teaching process consists of three processes: teaching-centered driving, facilitation and evaluation. The POA-based university Japanese teaching design is also carried out according to these three processes. The brief design is as follows:

(1) "Driver" link design. POA uses output as the beginning and end of teaching activities, driven by the desire to generate learning and knowledge. Specifically, it includes three steps: First, the teacher presents a communicative situation. The communicative situation is also the topic and situation that students may encounter in their future study or work. The set communication situation has certain challenges to the students' existing knowledge structure and cognitive level. Second, students try to complete communicative activities. In the hands-on experience, students feel that it is not easy to complete these communicative tasks, which leads to hunger and stimulates Japanese learning. Third, the teacher elaborated on the teaching objectives and output tasks of Japanese in this class. The teaching objectives are divided into communicative goals and language goals. Communicative goals refer to the level of communication that students can achieve through this class. The language goal is the language knowledge point that needs to be mastered to complete the task. The stimulation of students' output demand in the communicative situation is the key to the successful implementation of POA in Japanese classroom teaching. If the students' interest in Japanese learning and their willingness to produce are not stimulated, the driver's link will lose its meaning, and the facilitation and evaluation will not be implemented.

(2) "Promoting" the design of the link. The "promoting" link is the core link of the POA, and the purpose of the promotion is to help students internalize their external knowledge into their own knowledge. Specifically, it also includes three steps: First, the teacher describes the output task and gives the learning materials. Provide students with a clear understanding of the steps to complete the output task and the specific requirements of each step. The learning materials given by the teachers should meet the requirements of the Japanese syllabus. According to the teaching content of this class, the knowledge points are reflected and the students are more attractive. Secondly, students conduct selective learning and the teachers give guidance. It is necessary to enable students to select from the input the content, linguistic form, or discourse structure required to produce the task. POA provides selective learning. Students choose appropriate learning materials according to their needs. Teachers need to check in time and give timely guidance to solve the problems encountered. Third, the students practice the output and the teacher gives the examination. Enable students to apply selective learning results immediately to the output task. The output of Japanese learning can take many forms, including written and verbal forms. The written form can be homework or quiz. The verbal form can be dialogue, question and answer, and lectures.

(3) "Evaluation" link design. Teaching evaluation is a process of judging the value of the teaching process and results based on the teaching objectives, and serving the teaching decision-making. It is a process of judging the actual or potential value of the teaching activities. Evaluation has a supervisory and reinforcing role for teachers and students. The evaluation reflects the teacher's teaching effect and the student's academic achievement. POA divides the evaluation process into instant evaluation and delayed evaluation. The instant evaluation is the inspection link in the promotion of Japanese teaching. The teacher evaluates the student's learning status in a timely manner. The delayed evaluation is the evaluation of the teacher's assignment of Japanese learning tasks through homework or quiz. Specifically, it includes four steps: First, teachers and students

jointly develop evaluation criteria. Evaluation criteria should be clear, understandable and easy to check. Second, students submit output results. Students are required to have a clear deadline for submission and a clear form of submission. Third, evaluate the output of the teacher and student class. Effective use time, students should be improved in the process of participating in the evaluation, teacher evaluation should be targeted. The fourth is teacher and student evaluation of output results. Teachers and students participate in the evaluation together, and students submit complete output results as the basis for formative evaluation.

5. Reform Measures of College Japanese Classroom Teaching based on POA

The POA theory advocates the "integration of learning and learning", and advocates the combination of input learning and output application, which inspires the reform thinking of university Japanese teaching. Therefore, it is necessary to adopt corresponding measures to adapt to POA-based teaching reform.

(1) Update the teaching philosophy. Traditional Japanese language teaching mainly includes both teacher-centered and student-centered concepts, both of which are flawed. The former emphasizes the importance of teachers in classroom teaching, pays attention to teaching content, and neglects students' initiative. The latter pays more attention to the positive role of students in classroom teaching, marginalizing the role of teachers as input actors, and the language input of students is limited, directly affecting the output. POA embodies the fusion of these two concepts. "Learning Center" emphasizes that all activities in the classroom serve the realization of effective learning, and pay attention to the essential return of the learning process. The "study of learning" emphasizes the close combination of learner input and output, integrates "learning" and "use", and uses output activities as a means to drive students' enthusiasm for learning, and input activities as outputs. Therefore, university Japanese teaching must clearly define goals, update teaching concepts, and use effective time for effective learning.

(2) Improve teaching methods. Traditional university Japanese teaching, teacher-led teaching process, relying on teaching materials, teaching Japanese knowledge through blackboard and multimedia courseware, ignoring students' language input and output, ignoring the interaction between teachers and students and students, leading to classroom The input does not correspond to the output after class. The POA theory emphasizes the combination of learning and use, and effectively solves the outstanding problems of students using less Japanese and separation of learning in classroom teaching. In the driving process, teachers are guided by productive tasks, activate students' internal cognition, mobilize learning initiative, and improve meta-language ability. In the facilitation process, teachers aim to cultivate students' Japanese language skills. Students choose relevant materials to learn, achieve effective input, and teachers play the role of expert guidance. In the evaluation process, the model of teacher-student cooperation evaluation is adopted, and the online platform is used to conduct mutual evaluation between teachers and students and between students and students. Implementing the POA teaching method, students will try to increase input learning when they realize that their language skills are insufficient.

(3) Use new media effectively. New media is built on the foundation of the network, with features such as convenience, openness and sharing, and access to information and information is faster. More and more new media technologies are being applied to Japanese language teaching, presenting a diverse model. There are more and more Japanese learning channels. Students are no longer limited to teaching materials to acquire Japanese knowledge. Teachers can also collect better materials and improve the quality of Japanese teaching. The reform of Japanese teaching based on POA must conform to the trend of the times and effectively integrate with new media. Teachers are required to have solid network operation capabilities and high information literacy, including information mining, screening and development capabilities. Students are required to have solid network operation skills, learn to screen the information in the new media era, use new media to promote information input and information output, and be good at selective input of information to achieve twice the result with half the effort. Excellent teaching methods must conform to the characteristics of the times. The rapid development of new media and the vitality demonstrated

have determined that Japanese POA teaching reform must actively introduce new media and enrich the theoretical and practical foundations of POA teaching methods.

6. Conclusion

The teaching reform based on POA enriches the university Japanese teaching method. Teachers fully recognize the importance and superiority of POA recognize the need to update teaching methods, alternately adapt to educational concepts and teaching methods, and continuously improve classroom efficiency. The unique teaching style is fully adapted to the development needs of students. This kind of "hunger" is a unique teaching philosophy of POA, which makes students have a strong desire for new knowledge. In particular, after realizing the gap between their own level and the standard of output tasks, they will be more fully engaged in teaching activities and improve the efficiency of teaching activities. Throughout the teaching process, the application of POA does not preclude effective integration with other teaching methods. During the driving process, teachers use video import methods to mobilize the classroom atmosphere and promote links with collaborative Ivey learning methods. The evaluation link uses a combination of teachers and students to provide more possibilities for POA applications.

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