Blended Teaching Mode and Its Application in College Japanese Teaching

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Abstract: The blended teaching model is very suitable for language teaching and plays a positive role in improving the teaching quality of college Japanese and cultivating high-quality Japanese talents. According to the theory of constructivism, multiple intelligences and humanism, this paper has formulated the implementation process of the blended teaching mode, including the design of the blended teaching environment, the design of the teacher-led teaching, the online learning of the students' main body and the blended teaching evaluation and so on, it has put forward the application measures of the blended teaching mode in the college Japanese teaching: building the intelligent teaching platform, strengthening the college Japanese practice teaching, designing a reasonable proportion of the blended teaching, strengthening the interaction between teachers and students, carrying out teaching activities based on the cloud environment, and improving the information technology ability of Japanese teachers.

1. Introduction

China and Japan have a long history of cultural exchanges, and Japan is deeply influenced by Chinese culture. In modern society, with the rapid development of economy and society, the exchanges between the two countries are more extensive, involving economic exchanges and cooperation, scientific and technological exchanges and cooperation, cultural exchanges and cooperation, military exchanges and cooperation, etc. Sino-Japanese communication requires professionals who master Japanese. After the reform and opening-up, many colleges and universities have set up Japanese courses, and the Japanese teaching has made great achievements. It has cultivated a large number of Japanese specialized talents, and made great contributions to the construction of China's modernization and the development of Sino-Japanese communication. While making great achievements in Japanese teaching, there are also many problems, which are manifested in the backward teaching mode. Teachers are the center of teaching activities and the imparter of knowledge, students are the passive receivers of knowledge, students' achievements are the reflection of teachers' teaching level, and the classroom, as the main environment of teaching, provides the stage for teachers to perform. As cognitive subjects, students are always in a passive position in the whole teaching process and their learning initiative is ignored, which is inconsistent with the requirements of modern society on talent cultivation. Therefore, it is imperative to change the traditional teaching mode.

The blended teaching mode combines the advantages of traditional teaching methods with the advantages of network teaching, which not only gives full play to the leading role of teachers in guiding, inspiring and monitoring the teaching process, but also fully embodies the initiative, enthusiasm and creativity of students as the main body of the learning process. According to Bruner's educational theory, students are active receivers of knowledge and processors of information. Constructivist learning theory advocates that learners should be motivated to study independently, and learners should actively explore and discover the knowledge they have learned. The blended teaching can teach students in accordance with their aptitude to the greatest extent. Students choose teaching resources that meet their own level for independent learning. Students with poor foundation can gradually master basic Japanese knowledge. Students with good

foundation can further improve their Japanese application skills. So, the blended teaching fully meet the learning needs of students at different levels. The reform of college Japanese teaching based on the blended teaching mode plays an active role in improving the quality of college Japanese teaching and cultivating high-quality Japanese talents.

2. Theoretical Basis of Blended Teaching Mode

The blended teaching mode gives full play to learners' autonomous learning ability and exploratory learning ability, and truly embodies the learner-centered education concept, based on the following theoretical basis: First, constructivism theory. Constructivism believes that knowledge is acquired by students through meaningful construction in a certain context. Knowledge is not simply an objective reflection of reality, but an interpretation or hypothesis of the objective world. As the level of cognition deepens, changes and deepening occur, and new explanations and assumptions emerge. The process of learning is the process in which students continuously form knowledge. Instead of passively receiving information, students should actively participate in the construction of knowledge. Second, the theory of multiple intelligences. In the blended teaching environment, learners' multiple intelligences can be developed in a subtle and infiltrating way. If educators design the blended teaching environment carefully, the development of learners' multiple intelligences will be more systematic and effective. The blended teaching environment can create an adaptive, triggering and inducing learning atmosphere for the development of learners' multiple intelligences. It is also a powerful activity platform to induce, stimulate and strengthen the development of multiple intelligences. Third, humanism theory. Humanistic theory focuses on how to create a good environment for learners to perceive the world from their own perspective and develop their understanding of the world so as to achieve the highest level of self-realization. Teachers should highlight the central status of students, create a good classroom atmosphere, promote the free development of students' body and mind, fully trust students, respect students' inner world, appear as promoters, and maximize the development of students' potential.

3. Implementation Process of Blended Teaching Mode

Usually, the implementation process of the blended teaching is: First, teachers collect, organize, and produce network resources, and make task lists to upload to the network learning platform; Second, students conduct self-learning through network platform resources and complete personal tasks in the task list; Third, students work in groups. Group members communicate, discuss and share problems encountered in the study, and cooperate to complete the group tasks in the task list. Group collaborative learning can be face-to-face learning or online discussion through discussion groups; Fourth, face-to-face classroom. Students report their learning results or group tasks, as well as problems encountered in independent learning and group learning. Teachers evaluate students' reports, add knowledge and solve students' problems. The research in this paper is basically in accordance with this process. Under the support of a team of teachers with certain information technology education application ability, it is divided into blended teaching environment design, teacher-led instruction design, student subject online learning and blended teaching evaluation, and emphasizes the feedback role of teaching evaluation. The specific implementation process of the blended teaching model is shown in Fig. 1.

4. Application Measures of Blended Teaching Mode in College Japanese Teaching

Blended teaching model is very suitable for language teaching. In order to promote the teaching reform and apply the blended teaching mode in college Japanese teaching, this paper proposes the following application measures:

(1) Building an intelligent teaching platform. Teaching platform is the condition guarantee of the blended teaching mode, which is rooted in campus information construction. It not only emphasizes the digitization of teaching content, but also includes the intelligent management of teachers'

teaching management and teaching evaluation, students' independent learning, dynamic tracking and learning evaluation. First, promote the construction of digital campuses, build a wireless campus network with all-weather, full coverage and full application, and realize the network teaching environment of "learning from time to time and learning everywhere". Second, construct a teaching platform of independent intellectual property rights, and support the transformation of the teaching space within and outside the classroom. Finally, build a real-time classroom live broadcast system that meets the teaching of information network environment, and an advanced electronic double-board teaching system. The hardware system and environment construction provide strong support and guarantee for the college Japanese blended teaching, break through the time and space restrictions of teaching, and improve the ecological environment for talent training.

Feedback

Network teaching environment design

Characteristics analysis and needs analysis of learners

Blended teaching goal determination

Teaching resource collection and design

Blended teaching environment design

Teacher-led teaching design

Blended teaching strategy training

Explanation of the key points and difficulties of the course content

Class discussion, communication and question answering

Online learning guidance, effect testing

Student subject online learning

Autonomous learning on network teaching platform

Network teaching courseware, teaching resources

Network tasks for a person or group

Online interaction, question answering, monitoring, evaluation

Observation record of classroom teaching activities

Student online learning portfolio evaluation

Final evaluation of course assessment

Blended teaching evaluation

Feedback

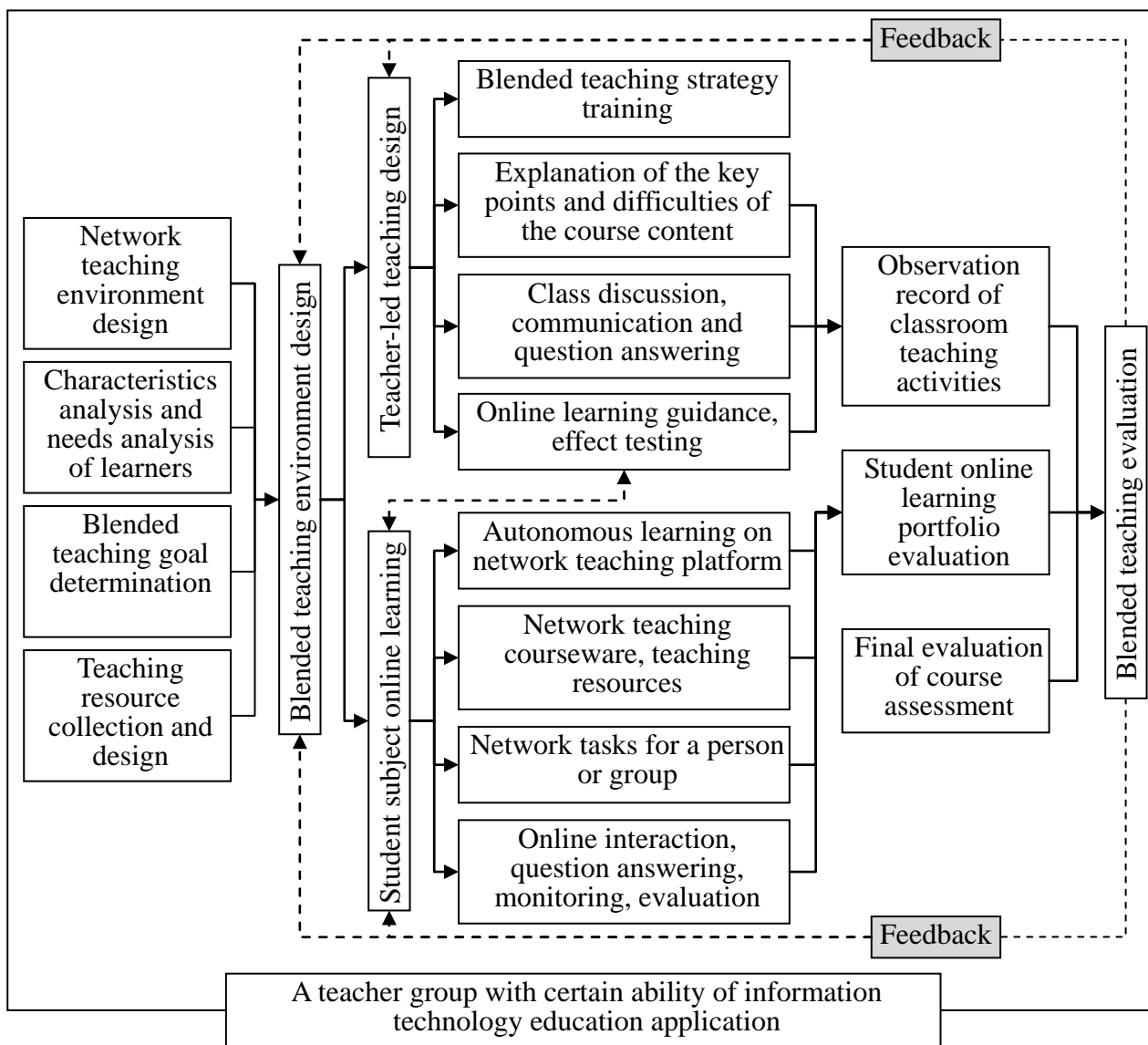A teacher group with certain ability of information technology education application

Fig. 1. Implementation process of blended teaching mode

(2) Strengthening the college Japanese practice teaching. Practical teaching is an important part of higher education, an important means to cultivate students' innovative spirit and practical ability, improve their comprehensive quality, and a key link to cultivate innovative talents. At present, college Japanese language teaching generally has a tendency of "heavy theory, light practice; heavy classroom, light extracurricular", and "study" and "use" are severely decoupled. The emphasis of college Japanese teaching is the cultivation of basic language knowledge and test-taking ability, which ultimately leads to the weakness of students' Japanese speaking ability, cross-cultural knowledge accomplishment and English practical application ability. Therefore, it is necessary to

give full play to the advantages of the mixed teaching model, carry out extensive social practice, carry out a variety of in-class and after-class practical teaching activities, and cultivate high-quality applied talents with Japanese practical application ability and innovative spirit.

(3) Designing a reasonable proportion of the blended teaching. Blended teaching combines traditional classroom teaching with online teaching, and teachers need to adjust the proportion according to different levels of students. First, in the introductory stage, students' Japanese foundation is relatively weak, so teachers should reduce the proportion of online teaching. Learning mainly depends on the teacher's explanation, students and teachers should have face-to-face communication, students' self-learning level needs to be continuously cultivated. Second, in the initial stage, students have already acquired a certain foundation of Japanese, teachers should appropriately increase the proportion of online teaching and gradually guide students in traditional classroom so that students can become the main body of the class. Teachers should encourage students to study independently on the Internet, communicate with teachers when they encounter difficulties, and reduce their dependence on teachers. Third, in the intermediate stage, students have developed a good habit of self-study and can skillfully use the Internet to carry out self-study of Japanese, so the proportion of traditional classes should be reduced and teachers should play the role of guide.

(4) Strengthening the interaction between teachers and students. Teacher-student interaction is a form of teaching organization that communicates, discusses and promotes each other, forming a real learning community. The exchange of information between teachers and students is very broad, including knowledge, skills, emotions, attitudes and values. Through the interaction between teachers and students to form a joint force to promote the independent development of students, improve classroom efficiency, achieve the optimization of teaching. To carry out the blended teaching mode of college Japanese, teachers should formulate the blended learning plan scientifically, cooperate with classroom teaching, and prevent students' online learning from being divorced from classroom learning. Start online teaching, break the original way of watching and recording video, and carry out communication and interaction with students through the form of barrage and message like video anchors, so as to give play to the guiding role of teachers, enrich learning content, enhance learning interest and improve students' enthusiasm.

(5) Carrying out teaching activities based on the cloud environment. The deep integration of Internet, cloud computing, big data, artificial intelligence and education and teaching has made it possible to realize the blended teaching model. With the help of information technology, interactive, experiential and blended teaching has been promoted, and teaching forms have changed from being unified to being pluralistic, and traditional physical classrooms, online classrooms and blended classrooms coexist. The digital curriculum resources are the guarantee for the efficient development of the blended teaching mode. The micro-curricular resources integrate the curriculum and reconstruct the curriculum ecology to achieve the optimization of teaching content and become the core content of digital resource construction. Multiple collaborative methods such as self-construction, introduction and co-construction and sharing are adopted to promote the construction of resource database, promote the spread of blended teaching model, promote the construction of informatization, realize the modernization driven by informatization, and activate the drive of Japanese learning through Internet.

(6) Improving the information technology ability of Japanese teachers. Information technology has been widely used in various fields of society, and has also been brought into teaching and integrated into the curriculum, which has become a driving force for the transformation and development of educational methods. Emerging information technologies are constantly changing the way people acquire knowledge, and they also change teaching practices. Advancing the blended teaching model has put forward new requirements for the information technology capabilities of college Japanese teachers. Therefore, information technology has become an important component of the Japanese teacher's knowledge system. Information literacy, which integrates information awareness, information knowledge, information skills and information ethics, is particularly important. Japanese teachers must have solid Japanese professional knowledge, and must have

access to cutting-edge knowledge through the Internet, be able to operate computers, use common software, have the ability to analyze big data, and have the ability to coordinate the three factors of technology, content and teaching.

5. Conclusion

The blended teaching mode has incomparable advantages in college Japanese teaching: First, eliminate time and space restrictions, broaden the scope of education. Students are no longer confined to a fixed time and place to learn Japanese in class. They can use electronic devices such as computers and mobile phones to learn Japanese in their homes, dormitories, libraries and public places. They can also receive lectures from other teachers in any place to expand the teaching space. Students can learn independently through courses stored in the cloud to optimize their personal time allocation. Second, strengthen the depth of education and improve the quality of teaching. The blended teaching mode is not only the use of online platform, nor the simple construction of digital teaching resources, but to enhance the depth of learning, enrich the teaching content, students carry out Japanese learning in a variety of ways, and use the Internet and other platforms for Japanese communication, listening, speaking and writing. Fully combine classroom theory knowledge with extracurricular online knowledge to promote the deep improvement of Japanese knowledge. Third, enrich the teaching form and enhance the teaching personality. Students can choose their own teaching resources according to their own characteristics and hobbies, and choose teachers according to their favorite teaching styles, which helps to enhance enthusiasm and enhance the personalized teaching experience. Personalized teaching is not one-way. Teachers can evaluate students' interests and characteristics according to their learning records on the Internet, adjust teaching plans and methods, and improve learning efficiency. Applying the blended teaching mode to college Japanese teaching has a positive effect on the reform and progress of college Japanese teaching.

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