Research on Japanese Teaching Reform under the Background of MOOC

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Abstract: The teaching of Japanese under the background of MOOC has obvious advantages, such as more targeted learning resources, stimulating interest in learning Japanese, solving the problem of less information load, and breaking the time and space limitations of learning. This paper studies the reform of Japanese teaching under the background of MOOC, innovates teaching means and methods, improves the quality of Japanese teaching and improves the comprehensive ability of students. Proposed in this paper for class teaching reform under the background of Japanese countermeasures as follows: combining MOOC and the traditional teaching resources, extensive hybrid teaching mode, build a comprehensive Japanese teaching evaluation system, production for video lesson according to the characteristics of Japanese, build that meet the needs of Japanese knowledge system, create autonomous learning resources platform.

1. Introduction

MOOC is recorded and transmitted by video. Compared with the traditional online courses based on a campus network or LAN, MOOC is characterized by openness, flexibility and large scale. By moving classroom teaching activities online, flipped classroom and network resource sharing are truly realized. With the growing development of "cloud computing" and big data technology, knowledge and information are more widely disseminated. The "MOOC" of web-based courses realizes full participation in teaching courses. MOOC has subverted the traditional teaching mode and brought great changes to traditional teaching. The combination of high-quality MOOC resources and traditional teaching changes the traditional Japanese teaching mode and teaching concept, making Japanese teaching more colorful and interesting. This paper studies the Japanese teaching reform under the background of MOOC, innovates teaching methods and methods, provides students with a free and open learning environment, effectively promotes Japanese learning, strengthens intercultural communication awareness, improves Japanese application ability, provides theoretical basis for Japanese talent cultivation, and provides practical approaches for Japanese teaching reform.

2. Advantages on Japanese Teaching under the Background of MOOC

MOOC brings the world's advanced educational concepts. The Japanese language teaching in the context of MOOC has incomparable advantages over the traditional teaching model, mainly reflected in the following four aspects:

(1) Stimulate interest in Japanese learning. Interest is generated in learning activities, learning interest is both the cause of learning and the result of learning. MOOC has changed the traditional Japanese teaching mode. Students learn by themselves through MOOC resources, and teachers no longer occupy the class, but play an auxiliary role to solve problems encountered in the learning process. MOOC provides students with an independent thinking space, through which they can give feedback through the Internet and make suggestions on teachers and course contents, so that students can participate in the whole process of learning Japanese, create a good learning atmosphere and stimulate students' interest in learning Japanese.

(2) Break the time and space limitations of learning. MOOC is characterized by openness and scale. As long as you are interested, you can log on to MOOC online platform to acquire new

knowledge of Japanese, breaking down barriers between countries and regions and reflecting the concept of equality before education. As long as you can connect to the network, you can choose your favorite Japanese teaching resources to study through the communication devices such as computers and mobile phones whenever and wherever you want, which really realizes learning anytime and anywhere. Students independently arrange the learning schedule, according to the actual situation of the individual can repeatedly watch, in the limited time to truly achieve efficient learning.

(3) Solve the problem of less information load. At present, the teaching contents of Japanese are mainly textbooks, and the materials collected by the teachers are of little information, single form and lack of breadth and depth of knowledge. As a basic course, Japanese has a large number of students. Lesson for break through the limits of a teacher, can be a university, many universities and other social organizations, and even more personal upload video, text and audio, sharing in the whole world, is not limited to the traditional Japanese knowledge, pay more attention to the knowledge comprehensive and universality and generative, realize the diversity and quantitative data of online open course education content.

(4) Learning resources are more targeted. MOOC pursues a complete and standardized education system. Traditional video courses only have course resources and lack other links. MOOC makes reasonable arrangements for all aspects of Japanese teaching, including not only difficult solutions, but also after-class exercises. MOOC can effectively understand students' learning situation, determine which aspects of knowledge students are not in place, and then carry out targeted strengthening. MOOC is produced by world-renowned universities and teachers to reach the world-class level, with the advantages of excellent production, rigorous structure and complete content.

3. Design on Japanese Teaching under the Background of MOOC

In order to obtain the optimal teaching effect, the teaching design uses the systematic method to analyze the teaching problems, and establishes the strategies and plans to solve the teaching problems. Under the background of MOOC, the Japanese teaching design needs to meet the needs of different learners. It focuses on independent learning and fully reflects the subjective initiative of students. The process of teaching design is shown in Fig.1.

Determine the teaching objectives of Japanese

Analyzing learner characteristics

Determine the content of Japanese teaching

According to the teaching content and the characteristics of learners, the ideas and techniques of teaching design are selected

Relevant theoretical basis

Transfer to "transfer-accept" teaching design branch (teaching-oriented)

The mutual absorption and supplement of two instructional design modes

Transfer to "guide - discover" teaching design branch (learning-oriented)
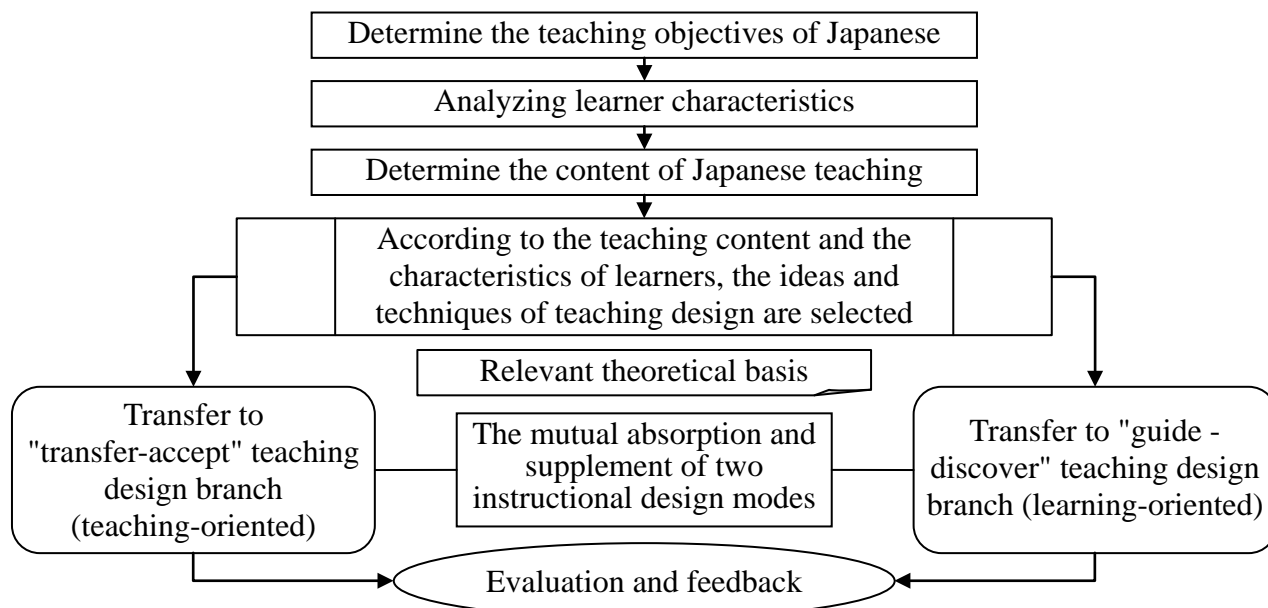
Evaluation and feedback

Fig. 1. Process design on Japanese teaching under the background of MOOC

(1) Relevant theoretical basis. Including: relevance learning theory, has the guiding significance to the MOOC network interaction design link, also conforms to the network fragmentation learning model structure and organization, provides the scientific foundation for the creation of effective

MOOC online learning environment. Since its birth, MOOC has been regarded as a breakthrough in the field of higher education, which embodies the characteristics of low learning cost and equal learning opportunities. According to the constructivist learning theory, teachers should be the helpers of students' active construction of meaning, and the teaching process should be student-centered, and the Japanese MOOC should be designed according to students' motivation needs and differences.

(2) "Transfer-accept" teaching design, which is a teaching method widely used since ancient times, learning occurs through acceptance, and students' learning behavior is more about acceptance learning. Teachers should provide students with think carefully, organized, and sequenced material, and students receive the most valuable learning material. It emphasizes to give full play to the leading role of teachers and requires teachers to guide and monitor the whole teaching process from beginning to end. Teachers should promote students' independent construction, in-depth understanding and application transfer of knowledge meaning. Students should take the initiative to establish meaningful connections between old and new knowledge.

(3) "Guide-discover" type of teaching design, from the aspect of teaching and learning, teachers determine the study topic, consciously guide the students to pay attention to and understand the content, actively creating problem situation, the students are interested in and the content of the impact on students, students of polarity, trigger learning motivation, actively encourage students to study, exploration and discovery, a more reasonable learning strategy, understanding learning content, improve the ability of self-study, optimize the teaching process, achieve good teaching effect. While emphasizing the "find" of the subject, it also highlights the "guide" role of the teacher.

(4) Teaching evaluation and feedback. Teaching evaluation is the process of judging the actual or potential value of teaching activities. The teaching evaluation of MOOC is mainly the evaluation of learners and the course itself. The evaluation method is more novel than the traditional teaching evaluation method and can stimulate learners' interest. Teaching feedback is the mutual transmission and interaction of various information between teaching and learning. The most effective way for teachers to understand students' learning situation is teaching feedback. Thanks to the perfect feedback mechanism of MOOC teaching, teachers can get more authentic feedback information, adjust teaching contents and teaching methods, and timely correct students' wrong knowledge and skills.

4. Countermeasures on Japanese Teaching Reform under the Background of MOOC

From the perspective of teaching reform, it is necessary to constantly update teaching methods to meet the needs of the time. MOOC has optimized the Japanese teaching environment, teaching process and teaching objectives, and improved the learning efficiency and teaching effect. In practice, we should learn from the experience of MOOC teaching in other countries and develop a new model suitable for the teaching of Japanese in China. This paper proposes the following countermeasures for the reform of Japanese teaching under the background of MOOC:

(1) Combine MOOC resources with traditional teaching resources. MOOC has extensive, high quality and modal educational resources, which can effectively improve the existing problems of Japanese teaching in universities. However, MOOC resources cannot completely replace traditional teaching methods. Traditional Japanese teaching can help students to lay a good foundation of Japanese. Although MOOC is rich in resources, if you don't have a good foundation in Japanese, you can't use MOOC for learning. To carry out college Japanese teaching, it is necessary to give play to the auxiliary role of MOOC resources, constantly enrich the classroom teaching content, let students actively participate in the Japanese learning, and solve the existing problems of classroom teaching by MOOC online after class, so as to improve the timeliness and innovation of Japanese classroom teaching.

(2) Carry out the blended teaching mode extensively. Hybrid teaching is an "online" + "offline" teaching mode that combines the advantages of online teaching and traditional teaching. "Teaching" and "learning" do not necessarily take place at the same time and in the same place. As Japanese language teaching is affected by many factors, MOOC should be combined with other teaching

modes, so as to give full play to the role of MOOC and improve the overall Japanese language teaching effect. The blended teaching based on MOOC, integrates MOOC with traditional teaching, gives full play to the respective advantages of MOOC and traditional teaching, embodies the role of teacher's guidance, supervision and inspiration, arouses the enthusiasm, initiative and creativity of students, and maximizes teaching results and benefits.

(3) Construct comprehensive evaluation system of MOOC Japanese teaching. Teaching evaluation is an activity that makes value judgment on teaching process and results according to teaching objectives and serves teaching decision-making. The evaluation of Japanese teaching under the background of MOOC includes teacher module, student module and supervision module. The teacher module is used for teachers to evaluate students, discover problems in the process of learning, identify deficiencies in teaching, and improve weak links. The student module is used for students' self-evaluation and reflects the real value of MOOC evaluation system. The supervision module is used for experts to evaluate teachers. Combining diversified evaluation, developmental evaluation, process evaluation and performance evaluation, the teaching evaluation system of MOOC is designed from three dimensions: teachers, students and resources.

(4) Make MOOC videos with full consideration of the characteristics of Japanese. In MOOC, video is an important form of delivering learning content. Each video is self-contained, with a concept or a topic, gradually deepening, beginning and ending, and relatively complete. When making MOOC videos, you need to think about how to make the points or topics clear. Japanese grammar is very complicated. With the help of MOOC form, the flexible rules of verb conjunctions are recorded into short videos and corresponding exercises, which not only facilitate students' independent learning after class, but also save teachers' teaching time. Inspired by this, other verb forms, as well as adjectives and descriptive verbs, etc., can be recorded into a clear theme of the small video, convenient for students to watch repeatedly after class, consolidate the learning effect.

(5) Build the Japanese knowledge system suitable for MOOC. Knowledge system is a multi-level structure, so the construction of knowledge system should not be limited to one textbook, but should fully absorb the advantages of other textbooks and various resources. MOOC puts forward new requirements on the course content, knowledge structure, knowledge points and learning arrangement, so it is necessary to build a knowledge system that is suitable for it. At the same time, it is necessary to follow the constructivism theory and connect the new knowledge learned by students with the existing knowledge to form a new knowledge system. In order to facilitate the popularization of MOOC resources, the knowledge system construction must cover various aspects such as Japanese pronunciation, Japanese grammar, Japanese sentence patterns, Japanese reading, Japanese listening, Japanese dialogue, Japanese writing and Japanese translation.

(6) Create MOOC independent learning resource platform. Under the background of MOOC, it combines Japanese teaching with modern scientific and technological means to create a multi-functional independent learning resource platform, covering rich Japanese multimedia learning resources, including textbooks, films, broadcasts, news, stories, songs, novels, speeches, essays, extracurricular development and other Japanese learning materials. In the platform, students can carry out independent training in Japanese such as "listening, speaking, reading, writing and translation" to meet the needs of students at different levels. Through this platform, more Japanese teachers and scholars are attracted to exchange ideas and share learning experience with students. Attract teachers with rich experience in Japanese language teaching, and conduct professional Japanese language teaching in MOOC network according to the characteristics of students.

5. Conclusion

Language teaching itself is a complex process. Facing the problems of Japanese teaching in the new period, the reform of Japanese teaching is imperative. As a new education mode, use of network carrier and large data environment, make the school curriculum, the classroom teaching, students learning and interaction between teachers and students, etc., is a complete system to realize online, break through the traditional education scale and geographical, new education concept, education system, and the profound change of the talent training, etc, this change is bound to

promote the change of the concept of education, teaching method and teaching content reform. MOOC, a large-scale online course, not only challenges traditional Japanese teaching, but also provides a new perspective for Japanese teaching. It has become a new fulcrum for the teaching reform of Japanese courses.

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