

Innovation Path on College Japanese Teaching Reform in the New Media Era

Yu Jin

College of Foreign Languages, Bohai University, Jinzhou, 121013, China

57511400@qq.com

Keywords: new media era; college Japanese; teaching reform; innovation path

Abstract: New media provides a new method for college Japanese teaching, which can effectively improve students' Japanese application ability and intercultural communication ability. This paper analyzes the advantages of new media in Japanese teaching, designs the reform framework of university Japanese teaching in the new media era, and proposes the innovation path on college Japanese teaching reform in the new media era: to build a high-quality Japanese teaching resource base for new media, to carry out personalized education in the new media environment, to encourage students to use new media resources for independent learning, to improve the media literacy of college Japanese teachers in the new media era, and to change the way of Japanese learning with the help of new media technology. The research results of this paper are operable and provide a complete solution for the reform of college Japanese teaching.

1. Introduction

New media is a form of communication that uses digital technology to provide users with information and services through channels such as computer networks, wireless communication networks and satellites, as well as terminals such as computers, mobile phones and digital televisions. The new media era has brought a new situation for the survival and development of human beings. New media, mainly represented by network media, are fully integrated into the living space of human beings, greatly improve the ability of human beings to understand the world and transform the world, and promote the progress of human society. New media technology has created a new development platform for college Japanese teaching and provided new technical support for college Japanese teaching.

College Japanese is a course closely related to theoretical knowledge and practical skills. It is one of the essential qualities for college students to have proficient listening, speaking, reading, writing and translating skills. The development of new media has greatly promoted the innovation of language teaching mode. Online resources, digital media resources and teacher preparation discussion platform are all applied to Japanese teaching, which makes students feel the pleasure brought by multiple sensory experience, stimulates their interest and initiative in learning, and improves their independent learning ability and innovative thinking ability. In order to give full play to the educational function of new media, continuously improve the quality of Japanese language teaching, and meet the social demand for Japanese language talents, this paper studies the innovative path on college Japanese language teaching reform in the new media era, and provides a complete solution for the reform of college Japanese language teaching.

2. Advantages on New Media in College Japanese Teaching

Language is the carrier of information transmission, and the communication mode and means of language information have an important impact on Japanese learning. New media has broken through the gap between the audience and the information communicator and changed the traditional way of information transmission. The application of new media in college Japanese teaching has obvious advantages, which are highlighted in the following aspects:

(1) Improving the efficiency of Japanese teaching. With the support of new media resources, teachers no longer use the form of "blackboard + chalk" and make knowledge into PPT courseware

to play, which not only saves classroom time, but also greatly expands the output of knowledge. Teachers use music and videos and other means to teach Japanese “seeing, listening and speaking”, letting students have a deeper understanding of foreign culture and changing their thinking mode. New media resources can also copy and demonstrate unlimited, to help students in their spare time to carry out targeted review.

(2) Enhancing the interactivity of Japanese teaching. The old media uses dichotomy, which means that either the author or the reader, the communicator or the viewer, the performer or the appreciator, is a "one to many" mode of communication; on the contrary, the new media is a "many to many" mode of communication. Everyone has not only the opportunity to listen, but also the conditions to speak. Using new media to assist Japanese teaching can realize strong multi-directional interactive function, make the communication between teachers and students more convenient and efficient, and make the classroom more dynamic.

(3) Promoting the construction of a new relationship between teachers and students. The relationship between teachers and students is the mutual relationship between teachers and students in the process of teaching. A good relationship between teachers and students is an important condition for the smooth progress of teaching activities. New media is widely used to let teachers and students communicate with each other through wechat and microblog, avoiding the problem of traditional face-to-face communication, and easily forming the relationship between teachers and friends; the use of new media is easy to form a harmonious relationship between teachers and students, improving the satisfaction and happiness between each other, and making students more willing to accept the guidance of teachers.

(4) Breaking through the time and space limitation of Japanese learning. The application of new media in College Japanese teaching can realize online teaching, classroom learning, homework examination, question answering interaction, tutoring improvement and teaching display at any time and anywhere, as well as auxiliary teaching functions such as whole process live tracking evaluation and automatic data statistics, which completely breaks the limitation of time and space, and ensures that students can participate in learning activities, query resource information and receive teaching guidance anytime and anywhere in combination with their own situation, and deepens students' systematic understanding of Japanese knowledge.

(5) Laying the foundation of personalized teaching. Personalized education is an innovative education which takes the differences of the educates as the important basis and aims at the full development of personality and sound personality. The rich variety of new media resources enables students to obtain resources according to their actual needs, interests and cognitive ways, breaks through the limitations of traditional teaching resources, constructs a systematic Japanese cooperative learning platform, provides students with a real exchange situation, and also provides a carrier for teachers to carry out individualized teaching.

3. Framework on College Japanese Teaching Reform in the New Media Era

College Japanese teaching in the new media era is a mixed teaching mode, combining the advantages of online teaching and traditional teaching, using the “online” + “offline” teaching mode, and “teaching” and “learning” do not necessarily have to be in happen at the same time or in the same place. Through the organic combination of the two forms of teaching organization, it is able to lead students' learning from shallow to deep to deep learning, give play to their respective advantages of new media and traditional teaching, embody the role of teachers' guidance, supervision and inspiration, arouse students' enthusiasm, initiative and creativity, and realize the maximization of teaching results and benefits. In the mixed teaching mode of college Japanese in the new media era, the teaching process is divided into three stages: pre-class, in-class and after-class. The teaching reform framework is shown in Fig 1.

Before class, the new media teaching mode is used. Teachers design task lists and teaching courseware according to teaching objectives and teaching contents, collect reference materials, send or recommend them to students, and students preview before class. Communication between students or between teachers and students is realized through social media, and teachers summarize

common problems. In the course, the traditional teaching mode is combined with the new media teaching mode. Centering on the common problems in students' preview before class, the teacher first throws out questions and explains the common and key problems accurately, and then arranges students to have group discussion or study. Students report the completion of learning tasks, and teachers to summarize the learning situation. After class, the new media teaching mode is combined with the traditional teaching assessment. Teachers push homework and review materials, and give personalized guidance to students; Students complete homework and conduct personalized learning, and give feedback the existing problems to the teacher. Then, teachers carry on the teaching reflection and the optimization design, and students complete the knowledge consolidation and the knowledge expansion.

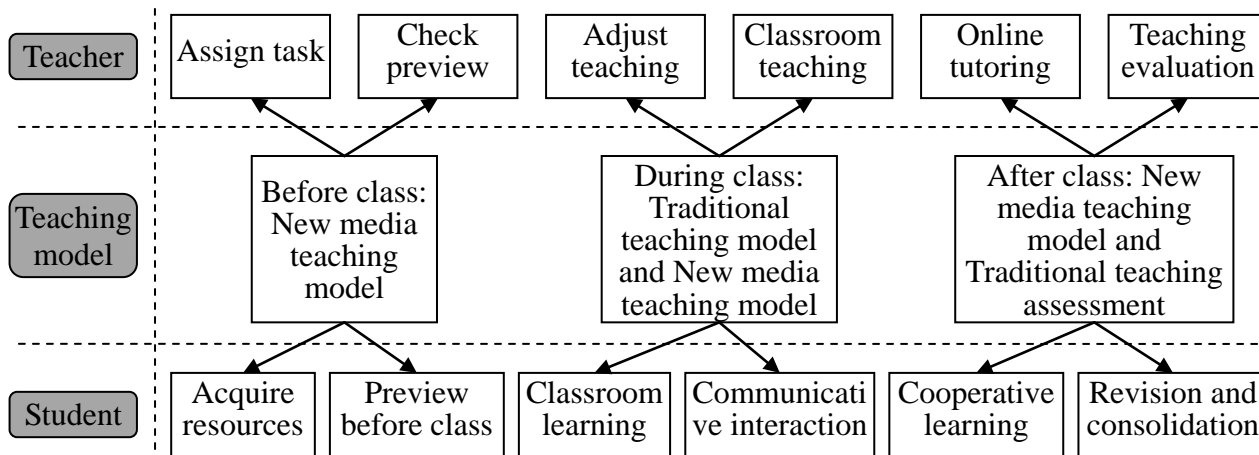


Fig. 1. Framework on college Japanese teaching reform in the new media era

4. Innovation Path on College Japanese Teaching Reform in the New Media Era

New media provides a new method for college Japanese teaching, which can effectively improve students' Japanese application ability and intercultural communication ability. The reform of university Japanese teaching in the new media era should follow the following three principles: the first is the autonomy of extracurricular learning. The new media breaks through the time and space limitation of Japanese teaching and helps to transfer dynamic information between teachers and students. Teachers carry out teaching activities, assign homework and correct homework through the network platform, which helps to stimulate the enthusiasm of students and guide them to study independently before and after class. The second point is that the teaching model is interesting. Japanese learning is originally dull, so it is an important principle of teaching reform to enhance the interest of Japanese learning. By using new media technology, teachers concentrate various media forms, such as image, sound and text, and create a rich language environment for students to study in a relaxed and pleasant environment. The third point is the practicality of the teaching content. With the deepening of teaching reform, more attention has been paid to the Japanese teaching content. Improving the practicability of the teaching content is helpful to cultivate students' application ability. Following the principle of practicality, teachers make or collect various new media teaching resources to improve the effectiveness of Japanese teaching. In order to give full play to the advantages of new media in Japanese teaching, based on the basic theory and absorbing the previous research results, this paper proposes the innovative path on college Japanese teaching reform in the new media era as follows:

(1) To build a high-quality Japanese teaching resource base for new media. Many colleges and universities have fewer students to learn Japanese, and their Japanese teaching level is not high, so Japanese teaching is not valued in schools. Therefore, they have not built a complete Japanese teaching resource base and lack of supporting video or audio resources. With the increasing number of new media learning channels such as Japanese learning apps, videos and websites, the online new media Japanese learning resources are more and more abundant, which can meet the diverse

learning needs of students. However, the uneven quality of online learning resources may give students wrong guidance. Therefore, colleges and universities should independently build high-quality new media Japanese teaching resources database, and Japanese teachers are the main force in the construction of Japanese teaching resources database. They extensively collect various resources, make multimedia courseware, and record MOOC videos or micro-course videos. It is necessary to deepen school-enterprise cooperation, and let Japanese teachers in colleges and universities and enterprise mentors jointly complete the compilation and production of Japanese learning resources.

(2) To carry out personalized education in the new media environment. Personalized education changes the mentality, ideas, beliefs, knowledge and skills of the educatees. It is a new type of systematic education, which focuses on the analysis of individual students and the study of learning environment, emphasizes the student-centered and individual differences of students, and fully reflects the position of constructivism in personalized teaching. Students' Japanese learning objectives, learning habits, learning methods and learning strategies vary greatly, which brings challenges to college Japanese teaching. The vast majority of college students own smart phones, tablet computers and other new media terminals, which provide a material basis for humanized education in the new media environment. Various functions of new media, such as "point-to-point" and "point-to-face", have created favorable conditions for carrying out personalized learning, and promoted the development of college Japanese teaching towards personalized, independent of time and place and active direction.

(3) To encourage students to use new media resources for independent learning. Many college students have poor self-learning ability of Japanese, and can not actively acquire knowledge by means of new media, and have poor self-learning ability and management and control ability, which affects the full play of the educational value of new media resources. Teachers should guide students to establish the concept of autonomous learning and cultivate students' habits of autonomous learning. New media resources have the advantages of strong interaction, large amount of information and hypertext, which help to enrich learning content and expand learning space. The three-dimensional, intuitive and all-round characteristics of new media resources can support students to carry out independent Japanese learning. It can create a good learning atmosphere and promote students to learn independently. With the help of online learning platform and hybrid learning methods, the vividness and flexibility of Japanese teaching are enhanced, the motivation of students' internal language learning is stimulated, and students are attracted to take the initiative in autonomous learning and experience the sense of achievement of Japanese learning.

(4) To improve the media literacy of college Japanese teachers in the new media era. The Japanese knowledge and ability of College Japanese teachers are very important. They need to strengthen the study of Japanese knowledge and constantly improve their Japanese ability. In the new media era, it is also necessary for college Japanese language teachers to have rich media knowledge, proficient media operation ability and acute media information discrimination and criticism ability. College Japanese teachers should enhance their awareness of media literacy, internalize the promotion of media literacy into their professional demands, and have the awareness and ability to resist bad media information. Universities should strengthen the construction of new media culture represented by campus WeChat, strengthen the recognition of mainstream values, and enhance the charm of mainstream ideology. It is necessary to establish a media literacy training mechanism for Japanese language teachers so that they can acquire information through QQ, MSN, WeChat, weibo, forums and communities. On the basis of being familiar with the characteristics and operation skills of different media, they have a deep understanding of the information conveyed by media, and play the important role of media in serving teaching, scientific research and talent training.

(5) To change the way of Japanese learning with the help of new media technology. New media technology has comprehensively reformed Japanese learning methods, which is briefly summarized as follows: the first point is the use of new media for Japanese listening training. New media has broken through the limitation of classroom and cassette recorder, and students can practice directly

through online listening websites or mobile phone apps. The second point is the use of new media for extracurricular electronic reading. New media has broken through the limitation of paper reading materials, and the mass Japanese reading resources of new media make it more convenient to read Japanese after class. The third point is to use mobile phone APP to assist word memory. The APP is equipped with standard pronunciation, which is more convenient and interesting. It can easily stimulate students' interest in memorizing Japanese words and provide real-time test results. The fourth point is to use mobile apps to find words instead of paper dictionaries. Mobile phone APP is convenient, interactive and connected to the Internet in real time, so that students can look up the latest Japanese lexicon at any time. The fifth point is to use web search to solve problems. When students encounter difficulties in learning, they directly use the Internet engine to search for answers, which are informative and not limited by time and place. The sixth point is that cell phone photography simplifies class notes. Taking photos of teachers' blackboard writing or courseware by mobile phone can quickly record the key content, so that students can pay more attention to the teacher's explanation, and the efficiency of Japanese class can be improved.

5. Conclusion

The new media era is the inevitable result of the popularization and daily application of new media technology. The characteristics of information resource sharing, instant transmission speed, subject equality and freedom, and personalized service all reflect the incomparable value of new media. Compared with the traditional Japanese teaching, the Japanese teaching in the new media era has obvious advantages, which has expanded and enriched the Japanese teaching content in the university, enriched the Japanese teaching and improved the enthusiasm and initiative of the students. Teachers should make full use of the advantages of new media, establish a learning resource platform and a communication platform, stimulate students' interest in learning Japanese, and improve the quality of Japanese teaching. Japanese teaching must adapt to the needs of the times, make full use of new media technology, make up for the defects of traditional Japanese teaching, constantly promote the richness, vividness and interest of Japanese teaching, cultivate applied talents with wide knowledge, strong speculative ability and strong innovative consciousness, and meet the needs of Japanese talents in economic and social development.

References

- [1] Y. T. Wang, Y. P. Zhu, "On the teaching reform of Japanese major in Application-oriented Universities from the perspective of new media," *Journal of Liaoning Economic Management Cadre College*, vol. 21, no. 4, pp. 141-143, 2019.
- [2] Y. Zhou, "Research on Japanese teaching from the perspective of new media," *Contemporary Education Research and Teaching Practice*, vol. 5, no. 1, pp. 65-66, 2017.
- [3] Y. Ma, "Study on application of task-driven personalized education in English teaching," *Journal of Xinyang Agricultural College*, vol. 24, no. 1, pp. 151-153, 2014.
- [4] B. Y. Liu, "Research on the Application of New Media Technology in College English Teaching," *Education Teaching Forum*, vol. 12, no. 2, pp. 280-281, 2020.
- [5] H. Deng, C. Q. Ding, "Research on the Media Literacy Education of College Teachers in New Media Era," *Modern Education Science*, vol. 35, no. 10, pp. 92-95, 2018.
- [6] R. N. Wang, "Research and Practice of Teaching Method Reform in Colleges and Universities under the Background of Information Age," *Heilongjiang Education (Theory & Practice)*, vol. 7, no. 10, pp. 79-80, 2019.