

Innovative Exploration on Extensive Reading Teaching for Japanese Major in the Information Era

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Abstract: Vigorously promote the application of information technology in Japanese extensive reading teaching, provide students with a colorful educational environment and powerful learning tools. This article analyzes the advantages of information technology in reading teaching, and follows the principles of extensive reading teaching of Japanese majors in the information age, proposed innovative measures for extensive reading teaching of Japanese majors in the information age: focusing on inquiry-based reading and combining multiple teaching methods; effectively responding to information overload and cultivating critical thinking ability; based on cloud storage technology, establishing an extensive reading library for Japanese; adopt "top-down" reading mode to cultivate good reading habits; improve students' information literacy and promote independent learning; develop multi-modal extensive reading resources to cultivate students' sense of Japanese language.

1. Introduction

Reading ability is a comprehensive indicator of language proficiency, which reflects the actual ability to use language. In the information age, if you want to get more information, having a strong reading ability is very important. Intensive reading and extensive reading are the two main Japanese reading methods. Intensive reading is to read the article carefully and fully understand each sentence, including the part of speech, semantics, usage, collocation and grammatical structure of each word. Extensive reading is the opposite of intensive reading. The purpose is to understand the meaning of the article and obtain the main information. It is characterized by rough reading, a wide range of topics, and fast reading speed. The main purpose is to cultivate reading interest and expand knowledge.

The main task of extensive reading teaching is to guide students to master various reading methods, thereby improving the accuracy of reading, speeding up reading, deepening the breadth of knowledge, and cultivating students' ability to independently find and obtain information on the Internet, and to further learn Japanese in order to build a solid foundation. Specifically, there are the following requirements: master the language rules, improve students' understanding ability, thinking ability and analysis ability; master the Japanese grammar knowledge, grasp or grasp the unusual sentence patterns appearing in the reading process; consolidate the language knowledge learned, expand the knowledge and vocabulary, enrich the Japanese language sense, to achieve the purpose of proficient use of Japanese for communication; master basic reading skills which can use the knowledge learned in a certain period of time to quickly read, understand and master the central idea of Japanese articles, and accurately answer the questions asked. Facing the massive resources in the information age, we need to use new thinking to cultivate new learning methods and habits that are adapted to the development of the times. Reading teaching goals provide complete solutions.

2. Problems on Extensive Reading Teaching for Japanese Major

Extensive time-consuming and inefficient traditional Japanese majors' extensive reading teaching

is still existed. The program-based teaching ignores students' individual differences and subject participation. There are still many problems, which are briefly summarized as follows:

(1) Text is stale and less informative. The first source of information for traditional Japanese majors' extensive reading teaching is textbooks. Students do not have the right to choose and cannot obtain more information. Teachers interpret in accordance with textbooks, and have absolute authority, ignore students' real needs and feelings, cannot satisfy students' curiosity of knowledge and pursuit of new things, and cannot effectively stimulate students' interest in reading.

(2) Pay attention to knowledge transfer and despise ability training. Knowledge transfer and ability training are two aspects of language teaching. Ability is more important than knowledge. The purpose of knowledge transfer is for ability training. Extensive Japanese reading classroom has become a stage for teachers to perform, emphasizing the scientific, coherent, and systematic knowledge, focusing on the connection between new and old knowledge, and ignoring the cultivation of abilities.

(3) Inaccurate teaching goals, unscientific reading habits. Many teachers and students believe that extensive reading is the simplification of intensive reading. If the teacher does not focus on vocabulary, grammar, and discourse structure, he will not learn. Regardless of the subject matter of the article, the same reading speed and method, excessive reliance on the dictionary, students always like to read word by sentence, do not understand the basic reading skills such as skimming and guessing the meaning of the word, do not understand the whole text of the idea.

(4) Teaching evaluation is mainly based on examinations, and the method is single. Examination is the most commonly used method of evaluation, and it plays an important role in fair selection of talents. However, this method of evaluation has transformed the dynamic learning into a single score pursuit, which is not suitable for extensive reading teaching. It is easy to split the reading literacy formed by students with scattered knowledge points, and ignores the tradition of grasping the author as a whole with the emotional information departs from the true meaning of extensive reading teaching.

3. Advantages on Information Technology in Reading Teaching

Information technology has changed the way of teaching and learning, and has a profound impact on reading teaching. Compared with traditional reading teaching, it has obvious advantages. It is prominent in the following aspects:

(1) Make up for the shortcomings of teachers' professional knowledge and promote the in-depth development of reading teaching. With the full coverage of the Internet and the advancement of education informatization, the knowledge system is becoming more and more complex, and the rate of knowledge updating is getting faster and faster. Teachers' knowledge reserves have certain limitations. Information technology can make up for the lack of teachers' own knowledge. Teachers should attach great importance to the characteristics of information technology, such as the quantification and openness of resources, and expand the channels of information sources through various means to collect richer and more comprehensive information resources for reading teaching.

(2) Provide rich teaching resources to extend the breadth and depth of students' reading. Information technology provides a wealth of reading resources, which can directly read various related information, effectively supplementing the shortcomings of teaching materials and teachers, accumulating new knowledge, consolidating old knowledge, increasing the amount of knowledge, and expanding the horizon. The information age satisfies the needs of the universality, equality and convenience of students' reading to the greatest extent, truly expands the breadth of reading, expands the knowledge on the basis of these, and adds depth.

(3) Create a pleasant teaching situation to stimulate students' interest in reading. Interest is the best teacher. With learning interest, teachers can give full play to students' initiative and enthusiasm, and create a relaxed and harmonious learning atmosphere. Only by creating an optimal learning situation can students be motivated to read. Information technology is applied to reading teaching, and video and audio are used to present information knowledge to students in a comprehensive and holistic manner, so that students have a strong curiosity and thirst for knowledge.

(4) Created conditions for fragmented learning and significantly improved reading efficiency. Fragmented learning has the characteristics of discrete learning content, random learning process, and discontinuous learning time. The learning time is more controllable and flexible. The divided learning content is easier to obtain, the learning time is shorter, and it is easier to maintain learning interest. It is convenient for the effective use of fragmentation time and the knowledge absorption rate has been improved. Students can read on mobile devices anytime, anywhere, significantly improving efficiency.

4. Principles on Extensive Reading Teaching for Japanese Major in the Information Era

In order to improve the effect of information technology applied to the extensive reading teaching of Japanese majors, the following principles should be followed in the actual teaching process:

(1) The combination of teachers' teaching and autonomous reading. In the information technology era, students are more inclined to read independently. However, in the era of information-reading teaching for Japanese majors, teachers are still navigators, helpers, and participants. It is the core idea of integrating information technology and subject teaching that teachers' full function can be brought into full play. It cannot replace the teacher's explanation and inspiration with autonomous reading. It cannot use the interaction with information equipment to replace the emotional communication between teachers and students. It cannot just emphasize the amount of reading and ignore the cultivation of students' thinking ability.

(2) Combining knowledge learning with capacity building. Knowledge learning has always been an important issue for Japanese language teaching. Extensive reading teaching of Japanese majors in the information age is no longer focused only on learning knowledge, but on learning to learn, master methods and develop abilities, and more focus on the basis of certain knowledge, actively seek and obtain the required knowledge and information. The reading process in the information age is a process full of imagination and continuous innovation, and it is necessary to pay more attention to training students' comprehensive ability.

(3) The combination of traditional resources and information resources. Extensive Japanese reading resources in the information age present new features, richer content, covering all aspects of human activity, more time-efficient, and faster updates. If we still regard textbooks as sacred scriptures and ignore more vivid and abundant information resources, we will not be able to meet the needs of the information age. Textbooks emphasize the basics of content, with good universality and choice. Only by integrating traditional resources with information resources can we meet the teaching requirements of the information age.

(4) Instrumentality and humanity are unified. Language teaching not only has the function of imparting knowledge and methods, but also bears the important task of humanistic education. Extensive reading teaching of Japanese majors in the information age has reduced the face-to-face communication between teachers and students. Teachers pay more attention to the guidance of learning methods and ignore the expression of emotions between teachers and students. Therefore, it is necessary to attach importance to cooperation and emotional communication with students, and treat the teaching of extensive reading for Japanese majors as a process of students' knowledge construction and a process of changing students' spiritual world and personality.

5. Innovative Measures on Extensive Reading Teaching for Japanese Major in the Information Era

In order to give full play to the advantages of information technology in reading teaching, to achieve a comprehensive change in the presentation of reading materials, students' reading methods, teachers' teaching methods, and teacher-student interaction methods. Related principles propose the following innovative measures:

(1) It is mainly based on inquiry reading and combines multiple teaching methods. Inquiry reading method is based on information theory and emphasizes the main role of students. The

purpose is to cultivate students' ability to obtain all kinds of relevant information and derive new information through exploration and research. This method emphasizes that process is more important than results, and process is more important than knowledge. It emphasizes that process is more important than result and process is more important than knowledge important. In the process of inquiry reading, students focus on the whole of the article, collect and process various information, not rely on mechanical memorization, but rely on exploration and research to promote students' ability to collect and process various information, which will make students lifelong with benefit. At the same time, it is also necessary to combine multiple teaching methods and give full play to the advantages of various teaching methods, including: case-based teaching methods, selecting various typical cases to complete extensive reading teaching activities; interactive teaching methods, actively participating in teaching activities; a discussion-based approach to designing questions in advance to inspire students to express their opinions.

(2) Effectively respond to information overload and develop critical thinking skills. Information overload means receiving too much information, but unable to effectively integrate, organize, or internalize it into the required information, which affects work, life and relationships. In the information age, the problem of information overload will also arise in the teaching of extensive reading for Japanese majors. Students are obsessed with various extensive reading materials, the brain is operating at high speed, and a large amount of visual, auditory, and even tactile information enters the brain, but it cannot be effectively processed. Critical reading is one of the effective ways to cope with information overload. First, it is a critique of reading materials, which can search for the required materials from a large number of resources. The second is to criticize reading methods, filter and integrate relevant information, explore the viewpoints of text claims, analyze the rationality of logical reasoning in the process of argumentation or elaboration, explore the doubts and difficulties in the text, combine background knowledge, accurately interpret the text, and propose yourself opinion.

(3) Based on cloud storage technology, an extensive Japanese reading resource library is established. Cloud storage refers to the use of cluster applications, grid technology, or distributed file systems to integrate a large number of different types of storage devices in the network through application software to work together to provide data storage and business access functions to ensure data security, and integrity, saving storage space. In order to improve the effect of extensive reading teaching for Japanese majors and improve the knowledge structure of students, it is necessary to collect a wide range of materials such as culture and sports, customs and traditions, biographies, historical data, scientific discoveries, places of interest, and environmental protection, and build an extensive reading resource database. Based on cloud storage technology, all resources can be integrated together to realize automation and intelligence of storage management, improve storage space utilization, and have load balancing and fault redundancy functions, making it easy for students to search and download according to topics.

(4) Adopt "top-down" reading mode to cultivate good reading habits. The "top-down" reading mode emphasizes that students actively mobilize existing knowledge, and constantly make guesses, verifications, corrections and re-guessing before and during the reading process. Students play the role of existing knowledge in the reading process. Based on the titles and illustrations of the reading materials, they think about the overall idea of the article, read quickly, guess the pronunciation of new words, and use the context to guess the meaning of the word. This reading mode is similar to native language reading. Instead of tangling vocabulary that the reader does not know, the reader hopes to obtain the required information and prove the speculative viewpoint through reading. Cultivating habits requires long-term repetitive training. Teachers must play a guiding role, use task design in daily extensive reading teaching, strengthen Japanese social and cultural background knowledge, guide students to form "top-down" reading habits, and improve reading efficiency.

(5) Improve students' information literacy and advocate independent learning. Information literacy is a reflective exploration of information, an understanding of how information is generated and evaluated, and the use of information to create new knowledge, and to participate reasonably in a series of comprehensive capabilities in the learning community, including information awareness,

information knowledge, information skills, and information ethics. The information age has changed not only the way of acquiring knowledge and information, but also the learning methods, learning concepts, and autonomous learning environment. Students have more autonomy in the learning process. Therefore, information literacy has become a skill that modern college students must have. The improvement of information literacy is conducive to independent learning. It is not limited by time and region. It can acquire Japanese extensive reading resources anytime, anywhere. It can formulate learning goals and learning plans according to its own situation. Through intelligent terminals, teachers and students can communicate with each other, help each other, and share information.

(6) Develop multi-modal extensive reading resources to cultivate students' sense of Japanese language. Humans perceive the world through five senses: sight, hearing, touch, smell, and taste. The interaction between various senses and the external environment is called a modal. The five senses produce five communication modalities. Multi-modal teaching is to mobilize students' multiple senses to work together in the teaching process to achieve the effect of deepening the impression and strengthening memory. During the Japanese learning process, students often read Japanese in accordance with the Chinese word order habits and language sense. Although the grammar class has taught students the Japanese pragmatic habits and word order structure, the effect is not satisfactory. Make full use of the rich multi-modal extensive reading resources in the information age to stimulate students' various sensory abilities and improve Japanese language sense. For example, teachers can change the extensive reading materials from text to listening and deepen the impression of word order through listening; or play audio-visual materials, students in the language environment created by the new media, gradually get used to Japanese word order and language habits.

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