

A Study on the Optimization of the Examination Model in the Second Foreign Language Teaching

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Abstract: With the development of education, economy and culture in China, the opportunities of international communication are increasing day by day. As an important neighbor of our country, Japan has a close contact with our country in various fields, so the use of Japanese is wide, and the number of Japanese learners in our country is increasing. Japanese is an important second language choice for English majors in the courses of foreign language education in colleges and universities. Therefore, the setting of overall teaching rules, especially the setting of examination models, should be based on the students' specific learning needs. Based on this, this paper studies and discusses the optimization of the examination model of the second foreign language teaching.

1. Introduction

English majors, as foreign language majors, master certain special thinking skills and learning skills in foreign language learning. Therefore, they have a considerable advantage in the second foreign language learning. The process of Japanese teaching and examination needs to be reflected and planned as a whole. In terms of teaching objectives, it is necessary to establish the synchronization of language teaching and culture teaching so as to enhance students' Japanese ability and to enhance their understanding of Japanese culture and society at the same time. In the examination, it is necessary to combine the students' learning process with the examination scores and the contents of the assessment to reflect the comprehensive characteristics.

2. The problems existing in the examination Mode of second Foreign language Japanese at present

2.1 Do not attach importance to the learning process of students

As the study of Japanese second language belongs to an auxiliary learning course, many English majors and teachers pay less attention to the course. In the course of course examination, the students' learning experience is often ignored. Due to the small number of courses arranged, it is difficult for teachers to communicate closely with the students. Therefore, the reflection of the learning process in the examination, only based on the completion of the homework and attendance rate, students' efforts in the classroom and other aspects of the class will not be attached importance to by the teachers, will make the enthusiasm of learning is hit ^[1].

2.2 Insufficient examination of Japanese Culture

Second language teaching requires teachers to analyze the purpose of teaching. In fact, most second language learners are difficult to achieve the level of job application, so what is the purpose of second foreign language teaching? Japanese teachers need to think about it. The purpose of foreign language teaching is to expand the students' language learning ability and cultural diversity, so that English majors can study further in the future, have a stronger language application ability in their work, and be more open. Broad career, look at their own study of the subject as well as the future. Therefore, in the examination of the second foreign language in Japanese, only language knowledge is usually presented, and the level of cultural assessment is inadequate, which needs to be adjusted.

2.3 Weak learning foundation and cognitive ability

Students have weak foundation and cognitive ability in learning Japanese, and Japanese learning starts from the most basic hiragana and phonetics. Most students do not pay enough attention to the second language. As a second foreign language, it is often regarded as a chicken rib. Many students think that they just need to scratch the surface. Lack of confidence in learning time and energy is limited, student weariness is more common. Influenced by language learning environment and psychological barriers, many students are afraid to speak Japanese. Students have to overcome the constraints of language learning, environment and ideas.

2.4 The teaching form is traditional and simple

As far as teaching is concerned, the teaching form is traditional and single.

We should center around teachers and emphasize books as the core. We should adopt the strategies of "textbook + chalk + blackboard" and "filling the classroom". Students can only mechanically and passively accept the teacher's imparting of knowledge. Students feel the same way they do when they take exams in high school. This way does not give play to students' subjective initiative in learning and does not stimulate their interest in learning. The traditional teaching focuses on the explanation of words and grammar, but ignores the training of listening, speaking, reading, writing and translating skills, and the practical application ability of Japanese. Students don't review and consolidate after class, but memorize mechanically for exams. Traditional teaching methods often limit Japanese learning in school, and students lack motivation and interest in subsequent learning. It is difficult to take the initiative to continue learning.

3. Optimization of Japanese examination Model for second Foreign language

3.1 Adopt the course assessment mode of formative assessment and summative assessment

The Japanese course assessment shall take the form of 50% assessment at ordinary time and 50% assessment at final time. The ordinary times examination should highlight the students listening and speaking communicative ability. We can use scenario simulation and so on. At ordinary times, the assessment content is combined with various foreign actual needs. The examination content should be practical and targeted. The final assessment should highlight the following contents, such as language expression ability, cross-cultural communication ability and professional Japanese application ability.

3.1.1 Assessment model

Assessment models should be diversified. In addition to the traditional examination papers, we should pay attention to the usual examination. College students usually take students' performance into the assessment scope, such as Japanese oral expression, business etiquette application and so on. Colleges and universities eventually form the final result of evaluating students' ability, through the comprehensive examination of written test, oral test and daily learning performance.

3.1.2 Assessment criteria

Assessment and evaluation should encourage and affirm students' learning process. It is no longer simple to evaluate students' scores based on traditional scores. In the process of teaching, teachers should give higher teaching evaluation to students who are active in performance, dare to ask questions and think seriously. Through positive teaching evaluation, teachers can help students build confidence and improve their interest in learning.

3.2 Increase the content of assessment for students in the process of study

In the Japanese learning class, students' reaction and active participation are the effective means to improve their performance in peacetime, and teachers need to incorporate this content into the content of assessment. Appropriate to the usual classroom performance of active, excellent students with higher peacetime results. In addition, a part of the self-assessment and the investigation report of the students' evaluation can be added to the contents of the assessment. Teachers can use this report to consider the students' performance in peacetime. In the problem of homework, teachers need to assign more practical Japanese homework. This is because English majors, the importance of ten Japanese learning is not enough, the simple work will lead to the increase of students' neglect. Proper arrangement of homework content with practical significance can not only increase students' attention to study, but also enhance students' enthusiasm for learning. Therefore, in the arrangement of students' homework, teachers can arrange it in an open form, such as the performance of Japanese drama, so as to enrich the form of the classroom and enhance the students' interest in learning and the degree of attention to learning.

In order to make the examination more comprehensive and connected with the vocational skills, it is necessary to change the course assessment from the ordinary "summative" examination to the "process" assessment based on the vocational skills appraisal. This paper combines PLC course examination with skill appraisal to embody its "process" evaluation connotation. Ability modular teaching is introduced to effectively link curriculum teaching with vocational skills identification. A scientific and reasonable curriculum evaluation system is introduced to realize the mutual recognition between curriculum evaluation and skill appraisal[2].

3.3 Adding clear contents of Japanese Culture examination

The purpose of foreign language learning is not only to learn language skills, but also to expand cultural horizons. Therefore, in the teaching, teachers need to infiltrate the cultural content flexibly. At present, most of the foreign language teaching materials used in colleges and universities are relatively old, and the cultural content that can arouse students' interest in learning is insufficient. Teachers need to contact students' preferences and teach in the cultural part of the course. Permeate the content of interest to students. For example, the current university students like animation culture, Japanese pop culture, including animal culture, can be infiltrated. In the author' teaching, the popular firewood dog culture analysis and introduction, because of its lovely image of the Chinese people like, in the network culture is extremely popular, can easily arouse students' interest

in learning. In the process of assessment, the content of assessment should be set according to the learning condition of the students. Students of higher level need to answer in Japanese, students in lower grade can choose the form of Japanese or Chinese according to their own level. The content needs to be assessed as a formal assessment, teachers need to be careful about [3].

3.4 Building an international teaching team with Chinese and foreign teachers

International Japanese public elective courses are taught by Chinese and Japanese teachers who have studied or worked in Japanese companies in Japan. In this way, we can improve the international Japanese classroom atmosphere and cultivate students with practical ability and international vision for the society. This paper proposes a zero-based Japanese learning method as follows. Elementary Japanese (I) is taught by Chinese teachers, and elementary Japanese (ii) is taught by both Chinese and foreign teachers. 48 periods for Chinese professors, and 16 periods for foreign teachers. Chinese teachers focus on the teaching of language basics, while Japanese teacher pay more attention to the teaching of relevant content, such as the general situation of Japan, intercultural communication, Japanese etiquette, workplace communication, etc. On the one hand, it helps students to understand Japanese culture and stimulate their interest in learning Japanese through humanistic learning. On the other hand, under the background of internationalization, it is beneficial for students to better master a foreign language to understand the differences between cultures. In addition, universities should make full use of the resources of Japanese enterprises such as tongshitai and wanbao zhima around the university. In this way, we can increase the experience of Japanese teachers in foreign related industries. We can improve the actual combat ability, and then build a double-teacher team.

3.5 Scientific selection of teaching materials

International Japanese public elective courses should scientifically select teaching materials based on the principle of "apply what you have learned". Colleges and universities can improve students' international vision, Japanese language expression ability and practical ability in the workplace, through scenario simulation, task teaching, Japanese teachers' cultural lectures, etc. We can combine elementary Japanese (I), elementary Japanese (II) and intermediate Japanese (I), which can effectively train students' listening and speaking ability and communicative ability in Japanese. The purpose is to cultivate students' communicative competence in foreign languages under different cultural backgrounds at home and abroad. The course focuses on the study and life topics of international students at home and abroad, involving real language use scenarios such as campus, Banks, hotels and hospitals. Intermediate Japanese (II) combines professional knowledge learning with Japanese language effectively. Which is aimed at cultivating students' strong business Japanese application ability. This course focuses on the actual needs of the foreign business workplace, such as business relations, business negotiation, business reception, customer service and other oral communication. Colleges and universities should update and enrich teaching contents in a timely manner. In the teaching process, teachers should prepare the latest political news and current social hot issues, so that the teaching content is both informative and interesting. In this way we can enhance students' interest in learning and gradually expand their vocabulary.

4. Conclusion

The purpose of the course examination is to examine the students' mastery of the relevant knowledge points. However, the present assessment methods emphasize on the results and the theory, not on the process and the practice. The examination form is single, rigid, which is not

conducive to a comprehensive understanding of the learning situation of students. Therefore, teachers need to make innovations and adjustments in teaching.

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