Three Changes in Japanese Teaching Methods

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Abstract—**With the development and application of new technologies, Japanese teaching methods keep pace with the times, also change a lot. Japanese language teaching has become a trend with the network to create a language environment. This article mainly shows the new highlights of Japanese teaching by turning the foreign language corner to the virtual community, changing the PPT courseware to the network courseware, and visual audition classroom to cloud classroom.**

Keywords—network; teaching; change

I. INTRODUCTION

With the development and application of new technologies, Japanese teaching methods keep pace with the times, but also a major change has taken place. Japanese language teaching has become a trend with the network to create a language environment. In the process of Japanese teaching practice, the author tries to introduce new technology of new media, apply it to teaching and learning, and summarize the three changes that exist in Japanese language teaching under the condition of network learning. The author is willing to encourage each other with the experts and peers.

II. CHANGE THE FOREIGN LANGUAGE CORNER TO THE VIRTUAL COMMUNITY

In the past, in order to create Japanese language environment, we have the main push to create a variety of foreign language corner for foreign language education practice. Japanese Corner Mainly rely on parks and exhibition halls and other public facilities, also other Japanese corner hosted by Japanese language teaching and research student union. These language corners provide students with a Japanese language environment to learn Japanese language, and at the time, they have improved their interest for college students and raised their studying level. But this language corner also has its constraints. Such as time and space constraints, time and labor cost for language corner organization, and the participants are not in same language level, it will affect communication and learning effects. Discussion topics are not easy to grasp, everyone's hobbies are also different, and each time preparing the theme for the language will be a big headache. With today's the "cloud" technology promotion, these problems can be solved. We launched a virtual community to create a learning environment, instead of the old Japanese corners.

Virtual community is essentially a special learning environment. According to their own needs, the learners can choose their own communities, developing their own expertise and sharing knowledge and cooperating each other with community members. The initial creation of the virtual community, due to technical and resource reasons, still rely on a particular teaching institution, its radiation range, learner composition, learning content and learning strategies are often subject to the control of the teaching institutions, learners personalities cannot get a good developments, the knowledge sharing and collaboration within community members are still subject to the teaching institutions. With the use of "cloud" computing, all resources and applications for the current virtual community will be integrated in the "cloud" side, each Japanese learners can use these resources and applications to create a virtual community free to build their own virtual Learning environment, and carry out collaborative learning with other learners for same learning objectives. Because these virtual communities are created by learners, learners can give full play to their strengths, show their personality, and communicate freely. For many Japanese learners, plenty of network resources bring new possibilities and opportunities for the Japanese study, making full use of network resources can overcome the existing conditions of the restrictions, although living in China, you can also access anytime, anywhere with Japan the latest information, this way brings great convenience for studying. According to the purpose and form of the resources, Japanese information can be roughly divided into text materials, hearing materials, online text audio-visual materials, online dictionaries, corpus, research literature index and so on. Students can easily log on to the various media through the Internet to get these information, in order that students feel the development of the real language at any time.

Virtual community expand the tens of thousands of times than Japanese corner, but also a customized language learning platform for learners. This change makes students more benefit for language studying, and becoming popular.

III. CHANGE PPT COURSEWARE TO THE NETWORK COURSEWARE

PPT courseware in Japanese teaching has made a contribution and has also been widely used. But with the development of Japanese language teaching, it also has many limitations. Such as the limited capacity of courseware, interactive is not strong, intermittent language environment, etc., network courseware can be a good solution to these problems, so that students can directly get into the virtual real world and vivid environment, and faster grasp language knowledge, improve learning interest.

When we develop and design the network courseware, we think about both the following functions: First, set the situation, stimulate interest. We set up "visit" and "greeting" Episodes as learning examples. Click on "video on demand" to access the design of the "visit" and "greetings" scenes, these scenes using text, sound, images and other media vividly show the contents of the unit, so that students understand how the Japanese visit to others and go to the airport to meet the guests, but also make students have a sense of perception for visit and meeting the guests, and stimulate their curiosity, also generate learning motivation, while enjoying network courseware, they master the daily language and basic etiquette about visit and greeting. Second, determine the focus, identify difficulties. For example, unit case study, is our teaching focus. Click on the "unit lesson plan", you can visit the teaching content of the unit, so as to guide students to clear the focus of this unit: Japanese description sentences, narrative sentences and verbs classification. Third, collect relevant information, self-learning. For example, click on the "relevant site", you can visit the unit's learning points, search for what you want to learn. And online links with the relevant pages and websites. If there is doubt for the student, the teacher promptly provides guidance and assistance to the student with appropriate inspiration or hint. Four, the group discussion. After self-study, Students get back to the learning group to discuss and exchange opinion. Discuss can be diverse, it can be in QQ or MSN, but also in the teaching platform for real-time communication. Different groups of students can be discussed at the same time without interference, but also eliminate speech tension for the students in the traditional classroom. Such as setting up visits or greeting scenes, allowing students to talk freely and teachers can make timely and appropriate reviews of the student's performance in the course of the discussion. Different means of expression deepens the students' knowledge and use of unit knowledge, improve the ability to use language. Five, online tasks and online Q & A. Click "Unit Exercise", "E-mail Q & A". The use of the network can provides intelligent stage evaluation and a variety of detection methods to students, according to their different learning progress, students can at any time check the grasped knowledge points. The detection of the network environment can be free controlled by the students. It eliminates the anxiety of the traditional examinations, but also students will be more confident for their own learning, this link is indispensable. As students can not often participate in face-to-face lectures, exercises and test questions are provided with the corresponding voice and text related answers, but also provides non-real-time BBS discussion, or Q & A by Email, so that students learn more about the units' knowledge. Six, the summary online. There are summary of the students, there are also summary of teachers. Students can write a learning exchange report in the form of an electronic document, or by clicking on "E-mail Q & A". This can improve the ability of students to "write", while teachers should modify the lesson plans, improve teaching, make teaching summary based on student feedback.

Compared with the PPT courseware, the content is very rich, the form is more flexible, and the interactive can enhanced interactivity. Teachers generally feel that although the preparing courseware becomes difficult, but in the class teaching effect is obvious because of the powerful tools.

College students are very easy to accept online courseware, learning interest is greatly improved.

IV. CHANGE AUDITION CLASSROOM TO THE CLOUD CLASSROOM

Japanese language teaching in University specifically sets up audio-visual classroom, play some video information as supporting role for the Japanese education, but with the development of the times, we introduced the cloud class, to provide a large amount of Japanese resources to share the source, support multiple autonomy learning community. With the development of cloud classroom depth, the use of cloud classroom interaction characteristics, achieve two-way communication between man-machine and long-distance interaction between participants, to promote teachers and students, within students, students and others multiple exchanges.

Building cloud classroom is the first to build a high-level Japanese classroom on cloud platform. Advanced Japanese language course content is a huge network system, including multiple branches, for college students from any location to start learning. Cloud learning environment can be used to build Google platform, Baihui cloud platform as the main tool to build the main platform of the curriculum platform, and then refine the design to meet the multiple needs of the learning process. Our advanced Japanese course cloud platform set Baihui as the center, first in the Baihui network (http: // www.baihui.com) free registration account, flexible with the use of Baihui will include Baihui (Baihui Wiki) , Baihui Gege and other interactive learning to build the characteristics of the "Advanced Japanese cloud platform" basic module. Teachers as cloud platform administrators need to constantly update the cloud platform according to the needs of teaching, improve learning resources, so as to help cloud platform to share the full functionality of collaboration, to promote the efficiency of cloud classroom optimization.

Advanced Japanese Course on the cloud platform has two features.

The first feature: self-exploration of the senior Japanese cloud classroom. Self-exploration of the cloud classroom is the classroom that takes the initiative to explore and strengthen the sense of innovation as the main features. This article focuses on cultivating the learner's ability of autonomous learning, and provides the space for independent inquiry learning in the innovative educational mechanism, and then forms the learning mode which conforms to the learners' own conditions. The involvement of cloud technology for advanced Japanese teaching provides a good platform for learners to give their plenty space for independent inquiry. Students only need to enter the user name and password in the cloud platform interface, then enter the cloud classroom. Under the guidance of the instructor, first look at the curriculum and teaching tasks of the course in the course of the Baihui calendar, and understand the learning focus and difficulty of this course. Which in the teaching task design "pre-class knowledge overview", "this lesson's main goal", "summary of this lesson", "exploration of difficulty of this class", "class exercises" and other branches, Learning directions. Students in the process of self-learning can find high-quality Japanese-

related resources and network Japanese resources provided in the Baihui Wiki, and combined with Baihui show will complete learning tasks. Class exercises can be uploaded to the server waiting for the teacher to be approved after editing in the Baihui GeGe. In this way, students enjoy in the cloud learning environment for the whole class, under the guidance of teachers, through the independent inquiry of the learning form, students can cultivate an independent thinking, an independent solution to the problem and good learning habits, which is useful to realize effective construction of Japanese knowledge.

The second feature: collaborative sharing of the senior Japanese cloud classroom. Cooperative learning is that students participate in the form of groups, in order to achieve a common learning objectives, in a certain incentive mechanism to maximize cooperation and mutual assistance of all relevant behavior. The cloud computing supports collaborative learning refers to the use of cloud computing to support teaching and support collaborative learning techniques, in the cloud to establish a cloud environment, so that the role of college students or teachers to collaborate to communicate, collaborative learning methods, is computer-supported the extension and development of collaborative learning. Advanced Japanese instructors can use collaborative learning as the main line, together with various teaching aids, and carry out series of collaborative learning activities in the cloud as a supplement to classroom teaching so as to cultivate students' collaboration ability and improve teaching quality. Baihui chat for advanced Japanese courses provides collaborative sharing of cloud learning patterns. The problems that students may encounter in the process of solving the task of learning can be published in Baihui chat, and can be discussed in the form of a group, also students can choose their own members to discuss. Baihui chat provides online support, group space, instant chat three basic forms, and students can choose flexibly according to the own needs. The whole classroom is filled with frequent communication within students, students' communication skills and expression ability can be exercised during interaction between teachers and students and within students. In addition, the Baihui Forum provides students with the opportunity to publish their experiences and explore difficult questions during the after-school study. Students can use this section to discuss difficult issues, in the form of "Baidu knows" in the form of cooperation solve the issue, this will not only benefit for questioner students, and the other students also can get a useful reference.

V. CONCLUSION

After several years of college Japanese teaching practice, cloud classroom has achieved the above functions, I believe that through unremitting efforts, cloud classroom will be better and better, become a major highlight of Japanese language teaching

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