Application Research of PBL Teaching Method in Basic Japanese Teaching

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Abstract: PBL (Problem-Based Learning) advocates student-centered, through the cooperation of individual students or students, using the learning resources around them to solve real-life problems and acquire new knowledge. Based on the PBL teaching method, this paper analyzes the main problems existing in Japanese teaching, and proposes to construct a modular classroom integrating PBL and network from the aspects of teaching mode and teaching evaluation, improve the teaching effect of Japanese courses, train students' self-learning ability, problem awareness, etc., and improve learning effects, thereby improving students' ability to use foreign languages, further satisfying the needs of enterprises, and enhancing students' employment competitiveness.

1. Introduction

In the wave of constructivist education reform, in order to promote students to master basic knowledge and develop high-level thinking skills, develop students' ability to solve problems and self-learning ability, it is a basic reform idea to develop learning and teaching process based on problems. . Problem-Based Learing (PBL) is such a teaching method that is very consistent with constructivist learning theories and teaching principles. It is increasingly being adopted and valued by universities and training institutions at home and abroad. University Japanese generally has problems such as less teaching time, lack of practicality of teaching content, and poor self-learning ability of students. To solve these problems, it is necessary to conduct research on the reform of university Japanese teaching mode based on PBL teaching method.

2. PBL teaching theory

The PBL (Problem- Based Learning) teaching method was founded in 1969 by American professor of neurology, Howard Barrows, at McMaster University in Canada. This teaching method is based on the education of the student center, linking the learning process to problem solving and task completion. Through the cooperation of individual students or students, use the learning resources around them to solve real-life problems and acquire new knowledge. This teaching method maximizes the autonomy of students' learning and is conducive to cultivating students' ability to discover problems, ask questions, and solve problems. PBL has three main theoretical foundations, namely, constructivism, pragmatism and reflective teaching, which contribute to the improvement of PBL in different aspects. The constructivist view of learning believes that learning is initiative, and the individual development of students is the core of teaching. Classroom is not only a place for communication, but also a life-long process of life, allowing students to participate in "doing middle school" and "doing" "Understand and construct a new knowledge structure." In addition, it is also considered that learning is cooperative, construction takes place in a certain social context, and individuals acquire knowledge through interaction with other members of society. Therefore, learning is not only a personal construction activity but also a process of learning community cooperation.

The PBL teaching method embodies Dewey's pragmatic ideas. The idea is that the teacher-student relationship is student-centered rather than teacher-centered, and the teacher is only a helper of student growth, not a leader. Students should pay attention to their own independent discovery, performance and experience in the teaching process, and respect the differences in student development. Reflective teaching consists of two parts. It is necessary to design two

reflective subjects. One is reflective learning, the main subject is students, the other is reflective teaching, and the main body is teachers. Reflective learning can help students learn to learn, make students' learning become an exploratory activity, and reflective teaching can encourage teachers to improve their teaching.

3. Japanese teaching status and existing problems

Through interviews with students and lecturers, I learned that teachers in Japanese classes generally adopt pre-speech words, grammar, texts, and replacement exercises (mainly mechanical training). Students are in this single teaching mode. Next, I am also accustomed to delving into grammar, paying more attention to words and sentences, ignoring context and pragmatics. Students often have vocabulary and sentence patterns that are understandable, but they do not use such problems. Most students also reflect mechanically remembering many words and sentence patterns, but they don't know when and under what circumstances, or can't communicate in Japanese. The Japanese communication ability has not been improved, that is, it is usually said "Dumb Japanese".

Students have different levels and it is difficult to grade. Each student's learning ability is different. It is difficult for teachers to carry out graded teaching in the classroom to achieve true teaching in accordance with their aptitude. Frequently, students with strong learning ability "drink enough" and students with less learning ability "digestive problems". In the class, the teacher's "teaching" is more than the student's "learning." The current Japanese classroom teaching is still relatively rigid. Teachers are still the protagonists of the classroom. The process of solving problems in classroom teaching is often completed by teachers instead of students. Students are basically passively listening, which is not conducive to cultivating students' interest in learning and improving students' solutions. The ability of the problem. The assessment of the results is mainly based on the traditional written test. The current evaluation method is mainly based on the students' usual homework, mid-term grades and final grades. This kind of evaluation method cannot comprehensively evaluate the students' learning situation, especially the foreign language professional ability of university students cannot be correctly evaluated.

4. Reform plan of university Japanese teaching mode based on PBL teaching method

The PBL pedagogy advocates student-centered learning and requires students to learn to learn independently and improve their ability to explore questions in depth. These abilities are not directly transferable to students through the classroom and require students to gain experience from their own experience. In the teaching process, students are allowed to solve practical problems by querying materials and collecting information, and master relevant knowledge and skills in the process of solving problems. This requires the use of a teaching mode that flips the classroom. The teaching form of flipping the classroom is reversed from the traditional teaching process "teacher classroom explanation, student homework assignment" to "student classroom learning, teacher and student classroom inquiry". In this teaching mode, the roles of teachers and students will also change. Teachers will become masters of learning from the leader, and students will become active learners from passive learners. Students are the protagonists of this class. Specifically, students may be required to watch teaching videos, teaching materials, and ask questions in advance, and ask students to solve problems through self-study as much as possible. The problems that cannot be solved are raised in the course. Teachers and students solve these problems through discussion and interaction in the classroom. . 2. Conduct networked teaching. With online courses, students can be free from time and place. Students who are quick to learn can learn more difficult content. Students who are slower can watch videos repeatedly and review and practice through online practice. That is to say, students can arrange their study according to their own schedule, instead of waiting for the teacher to explain the new content before starting to learn, which can also improve students' self-learning ability.

Using this method, teachers need to design teaching activities according to the teaching content, refine the content of the teaching materials, design teaching tasks should be natural and authentic,

while emphasizing language normative, more emphasis on the performance of language structure, classroom Students are the main body, and more role-playing, simulation dialogue and other exercises, so that students do not unilaterally and mechanically remember vocabulary and grammar, but by participating in "being in secondary school", in a more realistic situation, so that you can really use Good language knowledge. 4. Promote task-based teaching and develop students' collaborative learning ability. In the context of globalization, the ability of individuals with different backgrounds and different experiences to cooperate and solve problems together has become a necessary capability. Collaboration skills are also required in the learning and education process in Japanese. Educational research shows that people learn more effectively than one's individual learning in the process of interacting with others. The PBL approach advocates linking the learning process to problem solving and task completion, while also emphasizing problem solving through student collaborative learning and group discussions. Some of the college students who have grown up under the traditional exam-oriented education model can't adapt to active learning. Without the ability to form cooperative inquiry, we need to think about how to develop students' collaborative learning ability.

5. Practical use in basic Japanese

In the basic Japanese course, the group is formed to study. First, students can be clear about their division of labor and cultivate their sense of responsibility. The second is to let students feel the importance of working with others in the process of solving problems. Self-reflection is necessary when considering "self-introduction", and it is also possible to let students find each other's strengths and weaknesses in group discussions, thus broadening the students' thinking. 3. 2 Give some relevant information (business expertise) related information refers to relevant business expertise. In carrying out this content, first give the meaning of "self-introduction" in Japanese companies, and then introduce the students to the "self-introduction" examples and analyze them. 3. Ask questions Students ask a series of questions as a learning content through the information given. Take "self-introduction" as an example. After giving the information, guide the students to ask some questions, such as: how to summarize their own advantages and disadvantages and have an impressive self-introduction? What kind of self-introduction is correct? and many more. 3. 4 Exploring the problem Faces the actual problem, the students use many methods to conduct practical exploration and thinking. After considering, investigating, and exploring, I will discuss my ideas with the group's classmates, and enrich the content of "self-introduction". 3. 5 Continue to give relevant information (business expertise) to continue to give students more information on the basis of the previous. After the students conduct self-exploration, the concept of SWOT is introduced. Through the introduction of the SWOT method, students will understand that they must learn to analyze the advantages and disadvantages of their own (internal environment), and also understand where the company (the external environment) is beneficial and disadvantageous. So learn to face different companies and show their different strengths. Through the deeper information given again, the students will study the discussion again, and finally get their own results and report, and accept the evaluation of other students. At the same time, the results of other students are given. After learning and discussing, after completing the self-introduction, students are encouraged to introduce themselves in front of their classmates, and they will give evaluations to other students who have a hairline. 3. 7 Reflections on reflection in PBL teaching is also a very important part. (1) Rethinking the knowledge, methods, and ideas of individuals in the learning process. (2) Rethinking the shortcomings in teamwork.

6. Conclusion

PBL is a problem-based learning. It is both a teaching method and a learning method. Introducing PBL in university Japanese teaching can enrich the Japanese teaching model, improve students' interest in learning, improve students' self-learning ability, cultivate students' ability to solve problems, and enhance students. The autonomy of learning, the ability of students to reflect

on themselves and improve themselves can also promote the self-development of teachers and improve the level of Japanese teaching.

Acknowledgements

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