

# The Construction of Interactive Teaching Mode for Public Japanese Courses in Universities under the Background of Information Technology

Xuejie Li

Kunming University of Science and Technology Oxbridge College, Kunming, Yunnan 650106, China

66490476@qq.com

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**Abstract:** In university classrooms, building a public Japanese classroom is an important way to improve students' practical language teaching, and its fundamental purpose is to cultivate students' ability to use Japanese. The most important mode in practical language teaching is the interactive teaching mode. Its purpose is to improve students' oral ability, not only in the process of Japanese wording and sentence formation, but also in improving students' interest in Japanese learning, and more importantly, telling students what Japanese words are in. What kind of scenario is suitable for the situation. The interaction between teachers and students can better teach students in accordance with their aptitude. Teachers can not only try new teaching methods in public Japanese classes at universities, but also to fully mobilize students' initiative and enthusiasm in the process of learning Japanese, and stimulate students' inspiration for learning Japanese. In today's information technology background, teachers can also use Internet technology and multimedia technology to continuously cultivate students' ability to learn Japanese, and at the same time, they can also cultivate students' practical ability to learn Japanese.

## 1. Introduction

In the context of information technology, multimedia teaching technology is constantly being used in public Japanese classrooms in colleges and universities. This measure has also received widespread attention from the general public and has been widely promoted by various education bureaus. With the continuous development of Internet of Things technology and information technology, it also provides a broader development space for university Japanese. If you want to optimize the classroom structure of the public Japanese classroom in colleges and universities, you cannot do without the development of interactive teaching mode. Teaching mode can help teachers improve their own teaching efficiency and teaching quality<sup>[1]</sup>. University Japanese teachers must continue to improve their own teaching ability, master a variety of multimedia technologies, and the process of constructing interactive teaching models. In the current age structure of college teachers, most teachers are over 45 years old. Therefore, Internet technology or multimedia technology is also a big challenge for them. This group of people should become more familiar with multimedia auxiliary equipment. Improve the teaching efficiency of Japanese classrooms.

## 2. The Theoretical Framework of Interactive Japanese Teaching Model

### 2.1 Constructivism

Constructivism is one of the theoretical frameworks of interactive teaching mode. Constructivism is proposed by Piaget. He believes that there are many channels for students to learn, mainly through listening, speaking, reading, and writing. In this process, constructivism emphasizes the constant discovery and perception of students' learning environment and living environment, so that students can construct their own learning framework in their own minds. Social activities provide an important way for students to construct a learning framework, which can help students enhance their subjective understanding and meaning construction of objective things. Applying constructivist learning theory to the Japanese learning process, one of the important propositions is

to enhance the social interaction between teachers and students. In this process, constructivism emphasizes that students' learning and development are produced by interactive interaction with others.

## **2.2 Combination of Information Education and Japanese Classroom Teaching**

Under the current information background, the classrooms of colleges and universities widely use networked teaching, and the teaching on the network advocates more independent learning of students, adopting a structured mode of interactive learning. Online teaching is student-centered and teacher-led. Emphasizing the autonomous learning model is effective learning for students under the supervision of teachers. The extensive application of network teaching platforms supported by information technology in universities not only provides rich technical support for the teaching environment of universities, but also helps learners to complete the construction of a knowledge framework in full communication and collaboration. Thereby deepening the high-level understanding of knowledge, enabling students to play more proactively to participate in the process of Japanese learning.

## **3. The Effective Construction of Interactive Teaching Mode in Japanese Classroom under the Background of Information**

The interactive teaching model mainly relies on activity design to carry out teaching activities. Therefore, teachers must do a good job of activity design before class. Good activity design can stimulate students' interest in learning and enhance students' cooperative learning ability. The activity design mainly includes the following aspects. The first aspect is to create a situation and ask questions. The second aspect is to build a bridge between knowledge and problems, and organize collaboration and cooperation <sup>[2]</sup>. The third aspect is that students demonstrate learning results and reflect on the process of activities. These three aspects are interlinked and indispensable. Teachers must carefully design in every aspect to achieve a good teaching design.

### **3.1 Create a Scene, Ask Questions**

Teachers in public Japanese classes in universities can provide students with a good language learning environment and language communication environment through network resources. This is the best way to mobilize students' enthusiasm for participating in the interactive teaching model. Teachers must consult relevant information and the background of the question when creating a situation to ask questions. Teaching is a rigorous bilateral activity, and teachers must convince students with justification and evidence. These are the main efforts teachers make in the process of preparing lessons. At the same time, they can find the information of the problem and the background of the problem. It can also help students to learn background knowledge and help students better construct a knowledge framework. Vygotsky proposed that education must see the front of students' learning, give students knowledge beyond his ability, and help students build a framework of new knowledge with a full understanding of the students' learning foundation, so as to help students better. Learn Japanese, and have an understanding of Japanese words, wording and sentence making.

### **3.2 Division of Labor and Collaboration to Build Bridges**

One of the notable features of the interactive teaching model is that students are divided into different study groups. At the same time, each member of the study group needs to play a different role. Some students need to play the role of instructor, and some students need to play the role of collaborator. character of. The role of the instructor needs to ask questions for other collaborators, and other team members are responsible for answering this question. In the process of answering questions, each team can make full use of the network platform and the information resource sharing mode on the network, through independent learning, cooperative learning, etc. To study Japanese texts in a variety of ways, give a comprehensive explanation of some words in the Japanese texts, and at the same time find out some common sentence patterns and commonly used

writing patterns in the Japanese texts, and then determine their own through consultations between the groups. Choose the topic, and then enter the process of independent learning. In the end, each member needs to complete his own task, and finally hand it over to the instructor for review. The instructor needs to point out some of the merits and improvements in each person's writing, and finally form the member's answer.

### **3.3 Show Results, Evaluate Results**

In the interactive teaching mode, the teacher plays the role of debut, while the students' main role is ultimately given to the teacher for review by the teams in the form of courseware. And in the form of oral report, the central idea of the courseware is conveyed to the teacher, and other groups will take turns to carry out this activity in turn. After the students and each group report is completed, the teacher first asks the student group to make an evaluation, and finally the teacher conducts a group evaluation. This evaluation process is the process by which students display their learning results. Teachers need to make oral comments and score records for each group, even each student's performance, and complete records, analysis and guidance on group performance.

All in all, these three aspects are interlinked, and the interactive teaching model has been effective in some universities. Through the survey of these colleges and universities, we can find that more than 77% of students think that the interactive teaching mode is a more effective teaching mode, which can greatly help students learn Japanese, and at the same time can enhance students' Japanese learning interest. 65% of the students through group study, cooperative study, stimulated the initiative and enthusiasm for Japanese learning, thereby enhancing their own oral expression ability, and enhancing the enthusiasm and self-confidence of speaking. 86% of students believe that the interactive teaching model can cultivate their ability to use Japanese in daily life, which not only consolidates students' learning results, but also improves the teaching quality of teachers. 74% of students believe that the interactive teaching model is useful for Japanese learning, And even enhancing the ability of cooperation between students has played a great help, and 55% of students believe that the interactive teaching mode can stimulate students' innovative ability, inquiry ability and problem-solving ability to a certain extent.

## **4. Conclusion**

To sum up, the interactive teaching model is of great significance to the public Japanese classroom in universities. It can cultivate students' communicative ability in practicing oral Japanese, as well as practical oral Japanese communication ability. Teachers can fully grasp the learning achievements of students through the group speeches, and help students expand their vocabulary and extracurricular reading ability. Through mutual evaluation between groups and teacher evaluation, students can clearly see their own shortcomings and the strengths of other students, learn from each other's strengths, and better promote their own progress. Students can enhance their own reflection ability in the evaluation, through the interactive teaching mode, they can also enhance their own cooperative learning ability, and the degree of emphasis on Japanese learning, which helps to improve students' Japanese performance.

## **References**

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