

Practical Research on Information Technology in Japanese Teaching of Applied Talents

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Abstract: With the continuous development of the world economy, networked management has entered globalization, and the deepening of trade exchanges between China and Japan, as well as application-oriented talents who master IT expertise and proficient in Japanese, have become the shortage of talents in today's society. How to effectively integrate information technology into Japanese language teaching in the short term and maximize the Japanese language ability of applied talents has become an urgent problem for Japanese teachers.

1. Introduction

In recent years, the traditional Japanese language training model has been unable to meet the requirements of today's society, and graduates of Japanese language and literature majors are beginning to face difficulties in employment. In order to meet the requirements of internationalization, cultivating applied talents ("professional + Japanese" talents) to meet the social needs of diversified development will become an important task and inevitable goal of higher education. In order to adapt to the needs of market-oriented society, we should strive to cultivate applied Japanese talents of "professional + Japanese", thus laying a foundation for broadening the employment channels for college graduates.

In the face of the increasingly severe employment situation, in order to improve market competitiveness and jointly cultivate applied talents with international vision, proficient in IT technology and Japanese, Shanghai Jian Qiao University and the Kyoto College of Graduate Studies for Informatics launched the "3+2 bachelor degree to master degree" project. That is, students need to study at Shanghai Jian Qiao University for 3 years, and study at the Kyoto College of Graduate Studies for Informatics for 2 years. Students with credits and grades can meet the requirements of the two schools. Then a student can obtain a bachelor's degree in general education, a bachelor's degree from Shanghai Jian Qiao University, and a master's degree in information technology from the Kyoto College of Graduate Studies for Informatics.

2. The difference between talent training program and traditional Japanese major

2.1. Difference in training objectives

The traditional Japanese language major aims to develop a solid Japanese language foundation, rigorous Japanese grammar, good cultural accomplishment, and strong Japanese practical application skills through the National College of Japanese Language Proficiency Level 4. Applied talents should be able to use Japanese in a more proficient manner: read, write, translate, and fluently conduct daily communication and translation.

According to the goal of cultivating applied talents, from the goal of "cultivating professional knowledge and strengthening Japanese language ability", in the three years of Jian Qiao University, it is necessary to complete the professional curriculum development plan in the fields of IT and to develop the Japanese language listening and speaking ability of the master's program in the later stage. As one of the entry requirements for the Master's program, Japanese language proficiency needs to reach Level 2 or above in the Japanese Language Proficiency Test.

2.2. Difference in training mode

1) Different time settings

The traditional Japanese language program is four years, the Japanese language courses are arranged in seven semesters, and the eighth semester completes the thesis and internship. Since the National College Japanese Proficiency Test 4 is conducted in the fourth semester, the basic courses are arranged in the first two years, and the first to fourth semester is set to 12 to 16 hours per semester. The main courses are basic Japanese (10 lessons per week), Japanese conversation (2 lessons per week), Japanese listening (2 lessons per week), and Japanese profiles (2 lessons per week).

In contrast, the application-oriented major has to achieve the second level or above level of Japanese language proficiency test because it has to complete its own professional training program within three years. Based on shortening one academic year, students must complete professional + Japanese learning at the same time. Students need to double their efforts in learning stress and learning content. In the allocation of school hours, the Japanese language course can only account for 8 to 10 hours of class time.

Therefore, how to enable application-oriented students to achieve the Japanese proficiency level equivalent to that of traditional Japanese students in a limited class time has become a problem that Japanese teachers need to discuss and solve.

2) Different content focus

Traditional Japanese majors focus on language, grammar, and literature.

Applied students focus on Japanese communication skills and shift the focus of traditional teaching methods from traditional “reading” to “listening” skills. At the same time, rationally select teaching materials, increase the input of reading, listening and speaking, and adopt the assessment method that is conducive to the cultivation of listening and speaking skills.

Therefore, the application of information technology to the application of Japanese-speaking talents can not only save valuable time in the class, but also effectively improve the current situation of insufficient class hours. It can also cultivate students' self-learning ability and strengthen teachers and students after class communication.

3. Application of Information Technology in Japanese Teaching

3.1. Teaching content

Table 1 Comparison before and after the reform of teaching content (Basic Japanese)

Before the reform		After the reform			
		Offline teaching		Online teaching	
Content	Weekly hours	Content	Weekly hours	Content	Weekly hours
word	1.5	word	0.5	word	0.5
grammar	2.5	grammar	1	grammar	1.5
text	4	text	3	text	1
exercise	2	exercise	1.5	exercise	1

As shown in Table 1, by combining the use of the online platform, on the one hand, the problem of insufficient class hours is effectively solved. On the other hand, in the case of ensuring the content and quality of the course, the original knowledge focus and difficulty are expanded. A four-hour online course is added in one week. Teachers should publish the translations of grammar, sentence patterns and texts in the Japanese course on the online teaching platform in advance for students to download and learn. This not only achieves the expansion of the course content, but also makes full use of the different characteristics of online and offline, and divides different knowledge points into different teaching methods for teaching. The teachers put the vocabulary and important grammar of each lesson on the online platform, allowing students to prepare in advance and self-study after class, while the use of partial skills and the knowledge points that need to be

mastered are more and more practiced during online class. Students must prepare well and fully understand the purpose of new vocabulary and usage by autonomous learning, finding information, expanding relevant content, and thinking independently. The knowledge point is not only simple learning, but also the mastery and understanding of the knowledge points, so that they can be integrated and can be used freely in a limited line time. In this way, the students' learning habits are improved and the students' self-learning ability is improved.

3.2. Teaching method

The traditional Japanese professional classroom teaching is still based on the teacher's monologue teaching. The students only accept the language-related knowledge blindly. The teaching is still centered on the vocabulary grammar, so that the students' learning of Japanese only stays on the mechanical rote, lack of a deep understanding of the inner culture of the language and the flexibility of language use. At the same time, the classroom teaching form is single, the teacher-student face-to-face interaction is very rare, the students' interest in learning is not high, and the classroom teaching effect is not good. Re-examining traditional teaching methods and exploring new models of question-based education that build equality, cooperation and innovation have become the key to solving such problems.

Through the preparation of online courses, students have already known about the difficulties. In the online course, students first think about the specific content that they want to know in their study and the content they are currently considering, so that they can enter the Japanese language course of the offline course with questions. In the classroom teaching, the teacher can let the students start with their own interests, and use the Japanese language to independently write the published content, let the students tell the starting point and entry point of the topic in the classroom, and base the purpose of the student's topic selection and guide. Students explore topics, evaluate each other, and draw relevant conclusions. With face-to-face interaction, difficult questions will be raised in a timely manner. At the scene, the solution to the problems will be found in the teachers and students.

Through the change of teaching methods, students can transform from the traditional word and grammar-based mode to the Japanese language application ability, which can promote students to fully understand and flexibly grasp the language use in a certain cultural background, and continuously improve the practical ability and use of Japanese. At the same time, it can greatly improve students' enthusiasm for learning Japanese, so as to achieve the Japanese training goal of applied professionals.

3.3. Evaluation method

Shanghai Jian Qiao University has always adopted the 1+X assessment method. 1 refers to the final assessment, accounting for 60% of the total evaluation results, in accordance with the requirements of the syllabus, through the form of written examination, the assessment method will conduct a comprehensive content test for students. X is divided into three parts X1, X2 and X3. X1, X2, and X3 accounted for 15%, 10%, and 15% of the total scores respectively, and the students are assessed in stages.

Under the general direction of 1+X, students can integrate their usual performance into X. Use each online course to provide questions to students in advance, and students will think and learn. Interact with students through the platform, answer questions, and check student questions. Combine information technology to stimulate students' interest in learning Japanese and improve students' enthusiasm to cultivate students' self-exploration ability. At the same time, students can feedback the teacher's teaching content and methods through the platform in time to help teachers improve the quality of teaching and improve teaching results.

4. Comparison of teaching effects

4.1. Comparison of teaching objectives

Table 2 Comparison of achievement of teaching objectives

Teaching objectives	Before the reform	After the reform
Require students to read and memorize the text	70.3%	81.5%
Master the meaning and usage of words	76.8%	82.2%
Master grammar and sentence patterns, and practice simple sentences and translation exercises	68.6%	80.7%
According to the content of the text session, learn the scene simulation session and apply the Japanese language	55.7%	70.8%

As shown in Table 2, according to the teaching objectives embodied in the syllabus, after a semester of course teaching reform, there has been a significant improvement, and the average achievement has increased by about 10%. The most obvious effect is the mastery of grammar and the practical application of Japanese. This is enough to illustrate the combination of online teaching methods, the promotion of students' self-learning ability and application in Japanese, and better meet the requirements of Japanese for applied majors.

4.2. Comparison of teaching satisfaction

The student's teaching satisfaction is based on the teaching quality management platform. Each semester is combined with relevant questionnaires to score the course satisfaction. These questions mainly cover the teacher's teaching ability, curriculum design, student self-ability evaluation, and learning status. The degree can reflect the satisfaction of students in the whole course in time.

According to the comparison of the data in Figure 1 and Figure 2, it can be seen that after the implementation of the teaching reform, the overall satisfaction of the students in the course has been greatly improved, which can fully mobilize the students' enthusiasm for learning and autonomy. Compared with the single teaching method based on Japanese words and grammar in the past, the effect of teaching reform is obvious. 86% of the students are very positive about the reformed teaching model. Students have expressed that online and offline courses have improved their ability to solve various problems, enhanced Japanese language skills, and further enhanced students' interest in Japanese language learning. The Japanese learned in the classroom can be well applied to daily communication.



Figure.1. Satisfaction survey before the reform

选项	小计	百分比
非常同意	44	86.28%
同意	5	9.80%
尚可	2	3.92%
不同意	0	0.00%
非常不同意	0	0.00%

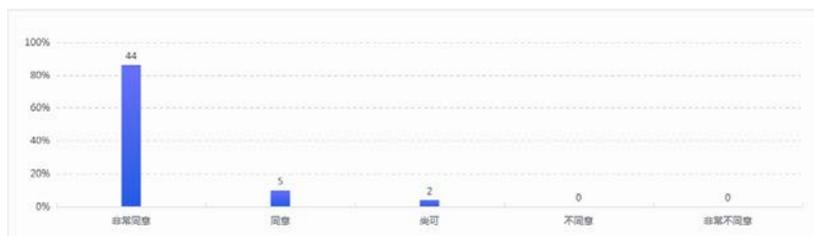


Figure.2. Satisfaction survey after the reform

5. Conclusion

With the advent of the “Internet+” era, the application of information technology in Japanese teaching is increasing. Information technology has changed the previous single teaching mode, optimized the teaching environment, improved the quality of teaching, and achieved the goal of cultivating applied professionals.

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