

Task-driven Approach and Its Application in College Japanese Teaching

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Abstract: The task-driven approach absorbs the advantages of multiple teaching methods, can make students have strong language learning motivation, and improve their comprehensive language application ability and autonomous learning ability in the process of completing tasks. This article is guided by basic theories and follows the application principles of task-driven method. It mainly studies three contents: First, the design of university Japanese teaching process. It is including pre-task phase, task chain phase and post-task phase. The second is the design of university Japanese teaching content. It is including theme-based, knowledge-based and project-based. The third is the application strategy of university Japanese teaching. It is including the creation of Japanese learning situations, cultivating students' collaborative learning ability, designing Japanese teaching tasks of different levels of difficulty, and adopting diversified teaching evaluation methods.

1. Introduction

The task-driven approach is a teaching method based on constructivist learning theory. It transforms the traditional teaching concept that focuses on imparting knowledge to a multidimensional interactive teaching concept that focuses on solving problems and completing tasks, and transforms recurring teaching into inquiry-based learning puts students in an active learning state. Students can use common knowledge and unique experience to propose solutions and solve problems based on their understanding of current problems. The task-driven approach combines the characteristics of process, authenticity and communication, and has unique advantages for language learning, which meets the language requirements of the language syllabus. Only when learners focus on the completion of the task, rather than the language they are using, can learning be more effective. "Task" can also be understood as "activity". Students can develop a positive language learning attitude in learning activities. In the process of task completion, various roles blend and interact with each other to complete tasks together and achieve a collection of language resources, and even master the method of language communication. Second language research has shown that through tasks with language significance, real language environments, reasonable communication and active cooperation, language development can be promoted, language exchanges can be increased, and language skills can be improved.

The goal of university Japanese teaching is to cultivate students' strong reading skills, certain translation and listening skills, preliminary writing and speaking skills, so that students can use Japanese as a tool to obtain the information needed for their majors, and in order to make a better foundation which can improve the ability of using Japanese. College Japanese teaching should change the teacher-centered teaching model in the past and focus on cultivating students' learning and research abilities. In teaching, it is necessary to carry out task-centered and diverse teaching activities. While strengthening memory, reading, and writing training, heuristic, discussion, discovery, and research teaching methods are used to fully mobilize students' enthusiasm, stimulate learning motivation, and maximize students' participation in the entire learning process. Guide students to actively use books and network resources to acquire knowledge, and cultivate various abilities in the process of using knowledge. At the same time, it is important to pay attention to the

diversity of teaching methods, and choose corresponding teaching methods according to different teaching objects, teaching content, teaching goals and teaching requirements. This paper studies the application of task-driven approach in university Japanese teaching and helps the reform of university Japanese teaching.

2. Types of Task

According to the internal and external factors of task driving force, it can be roughly divided into three categories: First, instinct-driven tasks. Taking the students' instinct as the starting point, aiming at the psychological characteristics of students' curiosity and love for play, using various materials and multimedia, combining knowledge learning and entertainment activities, so that students can acquire knowledge in a relaxed environment. The second one is achievement-driven tasks. Taking the problems frequently encountered in the learning process as the starting point, and aiming at the psychological characteristics of students' problem solving, self-affirmation, and joy after success, they realize the value of knowledge and generate the motivation to study hard in order to obtain new success. The third one is external force-driven tasks. It is relying on external attraction to motivate students. Task setting is more dependent on teachers. Through the display of excellent works or personal abilities, students can have a holistic understanding of what they have learned, thereby creating a strong psychology of imitation and experimentation, and inspiring their inner learning interest. The above three classifications have their own characteristics and are not an all-or-nothing relationship. They can be used comprehensively in teaching.

3. Principles of Task-driven Approach

The task-driven approach needs to follow the following principles: First, the principle of interest. Interest is the best teacher, designing interesting tasks such as performances, games, and role exchanges to attract students to actively participate in teaching activities. The second one is the principle of life. Learning is inseparable from life, and life-oriented teaching tasks that take into account students' life experience and psychological characteristics can make students more acceptable. The Third one is the principle of student body. In the process of task completion, teachers provide learning materials and necessary guidance in a timely manner to maximize the subjectivity of students and allow students to complete tasks in a real teaching situation. The fourth one is the principle of moderate difficulty. It is starting from the students' language level and practical ability, let the students use the knowledge and skills they have learned to complete tasks. The task should not be too difficult or too simple, and should be controlled within the students' ability. The fifth one is the principle of interactivity. Through interaction, students creatively use language to complete tasks, and combine knowledge of grammar, vocabulary, and sentence patterns to develop their language skills.

4. Process Design of College Japanese Teaching based on Task-driven Approach

The teaching process is the reproduction and verification of teaching plans. The most important part of teaching is the dialogue between teachers, students and teaching materials. Good teaching design plays an important role in classroom teaching effects. Only a clear teaching design can ensure the smooth implementation of the teaching process. The selection of teaching content is appropriate and in line with the actual situation of students. The knowledge presented in the classroom is what students learn, what teachers teach, and master the key and difficult points. Good teaching process design can stimulate students' creativity and imagination, and cultivate students' curiosity. The design of university Japanese teaching process based on task-driven approach is divided into three links:

(1) Pre-task Phase. The teacher introduces tasks to prepare for the following task chain stage. Teachers use a variety of methods such as questioning, discussion, and audio-visual materials to present tasks to students, so that students are familiar with teaching materials, and make

preparations before lectures. Japanese teachers design the teaching content of each unit as a big task according to the students' current knowledge status and teaching content, and then divide the big task into several small tasks, taking the task as the main line to provide students with a clear learning route. Students sort out the content of independent learning, and list the corresponding knowledge points, key points and difficulties according to their understanding. Teachers guide students to study around tasks, and master Japanese language knowledge, skills and methods in completing tasks. Tests are also required to test and summarize the learning process with the completion results of the tasks. Finally, students put forward questions and discuss and solve them together in class.

(2) Task-cycle Phase. It is including "task, plan, and report" and other three activities. For tasks, students perform tasks. For plans, groups of students prepare for how to report the completion of tasks. For reports, students report the completion of tasks. Teachers should design a task chain based on teaching content, as well as students' cognitive level and language ability. The task design should be from easy to difficult, with multiple mini-tasks forming a task chain, and students can complete it in the form of individuals or groups. Each group selects a representative to report the results, and then organize class discussions. Teachers learn about students' acceptance of pre-class knowledge and completion of tasks based on students' reports. Students use the report to show learning results to cultivate language output and self-expression abilities. Through teacher-student interaction and cooperative learning, solve the problems existing in the process of students performing tasks and realize the internalization of knowledge.

(3) Post-task Phase. It is including "analysis, drill" two activities. For analysis, students analyze the language phenomena and characteristics that appear. For drill, students practice key language items under the guidance of teachers. Students should express the task completion in words. The teacher is the facilitator, helping students to solve the difficulties in oral or written expression, and also the evaluator. They evaluate the students' oral answers, written assignments, participation and spirit of cooperation, so that students are motivated in the evaluation, generate self-confidence and sense of accomplishment, and transform them into motivation for progress. The online learning platform has enriched course resources, expanded teaching space, and assisted students in independent learning outside of class. After-school tasks can provide direction and guidance for students to expand their knowledge. Japanese teachers track and record the students' knowledge expansion after class to help students solve the problems encountered in the process.

5. Content Design of College Japanese Teaching based on Task-driven Approach

Teaching content is the main message deliberately conveyed in the process of interaction between teaching and learning. In the process of using task-driven approaches to guide students in Japanese learning, the most important thing is to design interesting teaching tasks to make students actively participate. The teaching content design is mainly from the following three aspects:

(1) The teaching content design is based on the theme. The theme teaching design is centered on the theme and developed around the teaching theme. Under the guidance of system theory, learning theory and teaching theory, the teaching theme is the hub, and the elements within the system are connected, interacted and coordinated which can drive teachers and students to "dual adaptation and dual development" in order to achieve the overall design of the improvement of the psychological structure of the teaching subject and the self-realization. The theme design should ensure the comprehensiveness of Japanese knowledge, covering different fields such as philosophy, economy, history, society and technology, expand students' logical thinking ability, use network knowledge to enhance learning enthusiasm, and help students expand and improve in Japanese learning. At the same time, to ensure the continuity and diversity of the theme, so that students can sort and sort out sequentially, master the main Japanese knowledge points, and improve the memory and accumulation ability of Japanese knowledge.

(2) Design teaching content based on knowledge. The design of Japanese teaching content should be based on knowledge and set up diversified tasks according to students' cognitive laws. It is combining the students' Japanese foundation, design teaching content to improve students'

comprehensive ability of "listening, speaking, reading, writing, and translation". First, design based on the declarative knowledge of Japanese. For example, Japanese grammar is declarative knowledge. It is necessary to find the combination of new knowledge and original related knowledge, clarify the connection between the two, and help students to effectively absorb on the basis of understanding. Second, design based on Japanese procedural knowledge. Procedural knowledge is knowledge about "how to do". For example, the mastery of reading comprehension skills is procedural knowledge. It is necessary to reasonably plan the time of lectures and practice to ensure the mastery of the principles of the rules and the formation of problem-solving skills. Third, design based on Japanese strategic knowledge. The object of strategic knowledge processing is the individual's own cognitive activities. For example, how to improve the memory of Japanese words is strategic knowledge. Teachers should master learning strategies and cognitive strategies, and pay attention to digging out strategic knowledge in textbooks.

(3) The teaching content design is based on the project. Project teaching can run through inside and outside the classroom, thinking and designing from the perspective of students. For example, to carry out speech activities, sketch activities and cross talk activities, students in the process of participating in the activities, expand their thinking and improve language skills. Carry out Japanese sitcom performances to encourage students to express themselves actively. Relevant research shows that it is easier to increase memory in a tense atmosphere. Use Japanese teaching materials flexibly, design each unit's project, divide group members reasonably, and comprehensively consider various factors to promote the smooth completion of the project. When learning character Japanese texts, you can use role-playing to adapt Japanese sitcoms to guide students in fun learning. Students play different roles, read Japanese articles profusely, actively recite and arrange them, and prepare corresponding props to enhance authenticity. In short, through the project-based teaching design, students' participation will be improved and students' learning enthusiasm will be stimulated.

6. Application Strategy of College Japanese Teaching based on Task-driven Approach

Task-based teaching method is applied to university Japanese teaching. With the support of good teaching process design and teaching content design, all parties need to work together to adopt effective strategies to solve various problems in the application process. The strategies proposed in this article are as follows:

(1) Create a Japanese learning environment. The contextual learning theory emphasizes that knowledge is the product of the interaction between the learner and the context, which is deeply influenced by activities, culture and social context. Knowledge is constructed in context, and task drive cannot be separated from contextual context. Successful Japanese teaching should create more effective scenarios, make the teaching content concrete, intuitive and visualized, understand the information conveyed in the situation, and enable students to feel and practice immersive. Specifically, life situations, posture situations, game situations, emotional situations, multimedia situations, and role situations can be created to enable students to learn, enjoy and feel in them.

(2) Cultivate students' collaborative learning ability. Collaborative learning is a strategy for organizing students to learn through groups or teams. Collaborative activities are conducive to the development of individual students' thinking skills, enhancing the communication skills between individual students, and the ability to tolerate differences between individual students. Task-driven teaching requires teams to complete tasks together, solve problems in tasks, and significantly improve students' Japanese cognitive ability and language application ability. It is necessary to construct a lively Japanese classroom with teachers assisting in the construction of a collaborative learning environment, transforming from classroom authority to task instructor and participant in collaborative learning mode.

(3) Design Japanese teaching tasks of different levels of difficulty. It can include three levels: elementary tasks, equals to simple tasks, suitable for students with lower ability and the initial stage of teaching, and can be simple Japanese conversations or grammatical functions. Intermediate tasks, that is, general tasks, are suitable for students with intermediate abilities or the middle stage of teaching. They can be reading comprehension or daily conversation. High-level tasks, that is,

complex tasks, are suitable for students with higher ability and later stages of teaching. Take reading comprehension as an example, with strong discourse parataxis, free connection procedures, abstract content, and a large amount of text understanding and language expression.

(4) Use diversified teaching evaluation methods. Based on the task-driven model of university Japanese teaching, pay attention to the learning process of students, attach importance to the cultivation of students' independent exploration and creative practice ability, should be led by formative evaluation, emphasize open and relaxed evaluation atmosphere, and adopt the combination with formative evaluation and summative evaluation, and even adopt dynamic teaching management and evaluation methods. Through evaluation, students are encouraged to pay attention to their daily learning, help students control the learning process, so that students gain a sense of accomplishment, enhance self-confidence, and cultivate a spirit of cooperation. The diversified evaluation methods specifically include student self-evaluation, student mutual evaluation and teacher comments.

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