

A Study on the Introduction of General Education to Japanese Class

Chen Yingchao

Heilongjiang University of Technology, Heilongjiang, China

Keywords: Graphic design courses; Traditional culture; Absorb and Use

Abstract: With the continuous progress of science and technology and economy, human education has gradually become one of the objects our country attaches great importance to. For students majoring in Japanese, they need not only the knowledge of language, but also need to learn the aspects of economic, political and social etc in the course of their daily study. Therefore, teachers can try to improve the quality of Japanese teaching by applying general education. This article will explain the basic idea of general education, and put forward some reasonable views on the method of introducing general education in Japanese class.

1. Introduction

As far as the present development is concerned, there are many defects in Japanese teaching at present, which result in the classroom quality could not reaching the expected level. In order to be able to use the language flexibly, students should not only master the basic knowledge, but also get nurtured through the humanistic spirit. By adopting the method of general education, this problem can be solved effectively.

2. The concept of general education

2.1 The basic concept

The concept of general education was first born in the 19th century. It can be regarded as the inheritance of freedom and humanistic knowledge. By nature, it is also a part of higher education and a form of education for all students. From the point of view of purpose, general education pays more attention to people's comprehensive level. Guide their active participation in social activities, so that they can have a strong sense of responsibility.

Li manli, a famous Chinese scholar, made a summary of general education. General education cultivates students' ability of comprehensive knowledge through the knowledge of humanities, society and natural science. General education pays more attention to the development mode of students' personality and humanity. It exists for the purpose of cultivating talents with a sense of social responsibility and active participation in social life. Its content is more extensive than professional education. This education is a non-professional, non-utilitarian model that combines knowledge, skills and attitudes. So, all college students should attach importance to the general education course.

2.2 General education course features

2.2.1 The features of foundational

The higher education teaching reform in China is influenced by education concept and system. More emphasis is placed on implementing universal education. That is to say, general knowledge education is more as a basic and supplementary form of education. With basic knowledge and content, general education aims to make up for the narrow scope of students' knowledge brought by professional diversion. General education presents the basic knowledge of different fields such as nature, humanities and society to students, emphasizing the basic knowledge of course content. On this basis, the general education course presents the basic characteristics.

2.2.2 The features of plurality

There is diversity in general education. Different time background, different subject content and education objects have different requirements on general education. Which makes the general knowledge education present the plurality characteristic.

Different countries have different social systems, economic development modes and cultural deposits. So, the positioning of general knowledge education is also on different levels. The course content of the students is also different. When accepting the education course content, students should master as much knowledge as possible and form a diversified pattern. General education can provide students with a broader and diversified knowledge content and cultural vision.

2.2.3 The features of integration

The general education course not only has the basic, the pluralism characteristic, its most representative characteristic is the integration.

The ability of knowledge integration is the ultimate goal of education. In the face of complex and diversified knowledge, how to screen out effective information, analyze, integrate, process and form self-construction and systematic knowledge system is the key to examine students' learning ability. General education does not indoctrinate students with a large amount of knowledge information in a single way, but provides students with a unified content in a diversified way.

3. The necessity of Japanese general education course

3.1 It is conducive to the development of students' skills

At present, Japanese education in Chinese normal universities mostly focuses on Japanese major education, and ignores general education and humanities education. There are many problems in Japanese public elective courses in China, such as lack of course resources, inflexible teaching methods, fixed learning methods, etc. Which cannot adapt to the all-round development of college students in the current society. Japanese general courses can not only improve students' multi-language communication skills, but also broaden their knowledge. Which can improve students' awareness of diversified culture. Japanese general education courses not only teach traditional grammar but also enhance students' international communication skills. These are helpful to improve students' sense of humanity and multicultural understanding. General education can enable students to obtain more ability to choose a career.

3.2 It is conducive to the cultivation of talents in universities

At the beginning of the 21st century, China just joined the WTO. Chinese universities have created new majors to meet new challenges. However, the Japanese major was established with the idea of talent cultivation, such as diversification, multilingualism, extensive knowledge and skills. General education provides students with more time and space for independent learning except the theoretical teaching. Under the background of general education, colleges and universities have chosen the internship base which is closely combined with the major and achieved good teaching effect. Enterprises hope that graduates can have diversified thinking ability and strong social adaptability, which must rely on general education to achieve.

4. Exploration of Japanese general education course construction

4.1 Establish the concept of general education

General education is the main purpose of cultivating talents with the overall knowledge concept. This model is mainly oriented to the needs of employers and integrates teaching courses with employment needs. Which can improve students' diversified employability and adaptability. So, the classroom teaching should focus on practical application.

4.2 Japanese general education curriculum system

It was very boring when we were learning entry-level Japanese. During this period, we need to learn the corresponding words and sentence patterns. Then through audio-visual training, audio-visual and live performances in the teaching process of rehearsal. The Japanese teaching in Chinese colleges and universities learns Japanese in this way.

Japanese general education offers "practical Japanese audio-visual speaking" course. Which is designed to be expressive and practical. We expect to improve students' oral expression ability through listening and speaking training of various scenes and contents. This course selects the contents of Japanese customs in the way of situational conversation, so that students can open their mouth and communicate with each other smoothly. Students can combine their language knowledge with Japanese customs. And it can gradually reduce the friction and misunderstanding caused by language and custom differences. And then, the Japanese customs and culture lesson can be set up. The course contents include Japanese social conventions and customs, cultural customs, etc. The teaching method is mainly situational teaching, which allows students to participate in classroom teaching.

4.3 The teaching mode of Japanese general education course system

In general, the teaching of Japanese major aims at mastering the basic knowledge and obtaining all kinds of ability certificates. In the basic stage, the closed teaching mode with full teaching is given priority. Students passively accept knowledge and lack initiative and independent thinking. Students are often not qualified for social needs, because their knowledge is limited. The teaching of general education is student-centered. The teacher has to find out the topic that the students are interested in first. And then stimulate students' desire to discuss independently. In this way, students can participate in innovative discussions. At the same time, the teaching should not emphasize the basic Japanese vocabulary and grammar training. We should think and debate on hot topics, so that students can unconsciously exercise their communication skills and innovative spirit.

4.4 Japanese general education module course independent textbooks and selection

The Japanese general course education should be both informative and interesting. In the past, most of the course materials focused on book learning and training, but the content has not yet formed a system. According to the training objectives and methods of Japanese general education course, the college should choose excellent textbooks with thick humanistic knowledge, meta-culture and rich content.

5. The method of introducing General Education into Japanese Class

5.1 Teaching content needs to be instrumental and Humanistic

In the teaching of Japanese knowledge, the cultural connotation should be infiltrated into it. It is not a special description of Japan's geographical knowledge, national culture and economic level, but in the process of explaining Japanese knowledge, students are able to think from the perspective of the Japanese. In this way, we can better understand the cultural value of the Japanese language, and then improve the learning effect.

5.1.1 Vocabulary knowledge teaching

For Japanese teaching, vocabulary and grammar have always been the focus and difficulty. However, in the process of lexical explanation, the methods adopted by teachers are all very urbanized, only the explanation of the meaning of words, the application of grammar and the construction of sentence connection, etc. If we infiltrate the culture, it is the key content that all teachers need to think about. At the same time, students can feel the influence of early warning and have strong communication ability.

In Japanese, it contains a large number of Chinese characters, at the same time, the Japanese kakana evolved from Chinese characters. Therefore, it can be introduced into grammar learning so

as to improve the actual effect of vocabulary learning.

5.1.2 Grammar knowledge teaching

When reading and translating knowledge is explained, teachers can set up various teaching tasks in the classroom, and divide the whole class into groups, so as to stimulate the students' participation and enthusiasm. At the same time, when setting the content, we also need to take cross-cultural features into account. For example, when carrying out business Japanese teaching, teachers can arrange students to use Japanese for product promotion in class. On the one hand, they can complete the explanation of basic knowledge, on the other hand, they can exercise the students' language expression ability [2].

5.2 Enhancing the diversity of teaching models

Now the Ministry of Education has put forward the policy of curriculum reform, which requires that the teaching curriculum should keep pace with the times and actively apply Internet technology. Therefore, it naturally puts forward higher requirements for all Japanese teachers, who must improve the original teaching mode in order to adapt to the development of the times.

5.2.1 Start teaching with students as the core

For the Japanese course teaching, it needs to take the students as the main core to complete the transformation of the teaching mode. In the course of explanation, the teaching mode should give up the traditional teaching mode as far as possible, and should actively adopt the guiding way to encourage the students to achieve success in the process of inquiry and to enhance their interest in learning. So that the level of their own has been improved.

5.2.2 Actively developing Network Teaching

Now has entered the information age, the Internet technology has been infiltrated and applied in many fields. In this context, Japanese teaching also needs to be reformed and developed. Teachers should actively make use of Internet technology to provide students with new teaching forms such as admiration class, micro-class and flipping class, so as to bring different learning experiences to students and improve teaching efficiency. In this way, students' Japanese learning will no longer be limited by time and space conditions, and can be carried out at any time, anywhere, and then better meet their own needs [3].

5.3 Strengthening the cultivation of Cross-Specialty Teachers

General education is a new theory emerging in recent years. Japanese teachers generally lack relevant training, and they also accept traditional education methods, so it is often difficult to provide students with comprehensive knowledge. Based on this situation, it is particularly important to develop simultaneous curriculum education for Japanese teachers.

In addition, in order to meet the needs of the development of the Internet era, teachers also need to constantly improve their own multimedia application level, improve the importance of network teaching management. Colleges and universities should also carry out some network teaching and training courses in order to improve the comprehensive level of teachers.

6. Conclusion

To sum up, more and more teachers are now beginning to apply the basic idea of general education in the classroom, so that students can acquire a lot of interdisciplinary knowledge on the basis of existing knowledge in order to improve their own comprehensive level.

References

[1] Ma Yin-ran. The introduction of Feminist Translation Theory into General Studies: an empirical study based on Foreign language Teaching in Womenundefineds Colleges and Universities [J].

Journal of Chinese Womenundefineds College, 2017 (4): 120-123.

[2] Li Guofeng, Mao Aihua, Li Jiansheng, etal. An Exploration into the introduction of General Education into Physics experiments in Engineering Universities [J]. China Science and Education Innovation Journal, 2018 (31): 59-59.

[3] Yang Chunhong, Zheng Youqi. A study of English Teachersundefined Professional Development Direction and Countermeasures from the Perspective of General Education [J]. Heilongjiang Education (higher Education Research and Evaluation Edition), 2017 (11): 00035-00036.