

Research on Japanese Course Design in Internet Teaching

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Abstract. In recent years, with the frequent exchanges between China and Japan, the urgent need for the majority of Japanese talent, with the cartoon, drama, comic books and so on through the popularity of the Internet into the people's lives, Japanese-loving learners are also increasing. The number of college students who choose Japanese as foreign language learning is also increasing, and the students' English foundation is weak and so on. Therefore, foreign language chooses university Japanese to teach.

Introduction

As a result of the frequent cultural exchanges between China and Japan, with the deepening of exchanges and cooperation between China and Japan, more and more Japanese talents are needed, and Japanese learners who love Japanese are also increasing.

On the other hand, with the cartoon, drama, comic books and so on through the popularity of the Internet into the people's lives, making the majority of students have a strong interest in Japanese.

According to the survey, some colleges and universities, based on the reasons for the weak foundation of students, foreign language selection of university Japanese to teach, which for the majority of college students is good news.

So, especially for the new teacher, how in the Japanese classroom, on a good lesson, it is worth me. We are thinking and discussing. I used to serve as a grade of university Japanese, in the traditional university Japanese teaching on the attempt and repeated thinking, with some experience.

The Current Situation of Japanese Teaching

Teaching Object. Japanese learners are non-Japanese majors, according to the survey, some high school there are non-English teaching, so some colleges and universities set up Japanese language as a foreign language to teach, thus attracting a weak foundation of English learning. Students who have a strong interest in Japanese culture. The Students scattered in the various departments, the professional, so the class time is not fixed, and students from all over the country, students are affected by various local language and culture deep, uneven level of cultural knowledge and other reasons.

Teaching Materials and Teaching. As we all know, Japanese foreign language characteristics, college foreign language is basically divided into intensive reading, reading, listening, conversation and other courses for teaching, University of Japanese due to many conditions, such as textbooks are not compiled by the State Education Commission, intensive reading, listening, teaching materials, but not supporting the reference materials.

At present, China's colleges and universities generally use the "standard Japanese" teaching materials, from the People's Education Press, the textbook from 1988, 2007 on the basis of the contents of the change, but this text is a set of self-taught materials, not for Non - Japanese learners in colleges and universities, some of which are old and can not reflect the modern society of Japan. Does not meet the actual knowledge of college students now master, its content is too simple, too strong colloquial, the basic text is only 12, students are not easy to remember, did not reflect the Japanese culture, grammar interpretation is too simple, many explanations and professional Japanese Explain the conflict, resulting in different opinions.

The University Japanese Teaching Reform

Cultivate Interest. With the popularity of Japanese cartoons, comics and Japanese through the Internet in the daily life of the broad masses of the people, making the majority of college students have a strong interest in Japanese, so interest is the best teacher. In the classroom, through the CD, disc, DVD and other means into the classroom, so that students understand and access to Japanese and Japanese culture, so as to stimulate the enthusiasm of learning Japanese, such as playing Japanese cherry and Mount Fuji and other pictures, through the play Japanese cartoons "Crayon Shinchan", "Viking", "Cherry Marble" These childish works will inspire interest in learning Japanese. To make students have a strong sense of Japanese. Learning interest, teachers must pay attention to teaching methods and teaching art, must be carefully designed, arranged, organized every class, according to the students' cultural literacy and practical language skills and foreign language level, to take flexible and effective teaching methods. To teach the text, the Japanese customs, culture and other into the teaching, so that students understand the multi-faceted Japanese, feel the language of Japanese language, better understand the essence of Japanese, and slowly like Japanese. The author in teaching practice, mainly to teach students to sing Japanese songs, explain the lyrics, experience Japanese pronunciation, feel the Japanese culture.

The Introduction of Culture. Language master Ji Xianlin said, "left the cultural content, leaving the language of the connotation, simply can not talk about language. Not involving a country's history, culture, etc., the language is not good learning, which is the basic principles of language learning. According to the University of Japanese students generally on the Japanese is only a vague understanding of teaching Japanese university books on the knowledge, the appropriate reference to the Japanese culture of teaching, for students to learn a very big help for their learning, the introduction of Japan Culture, understanding of the Japanese living habits, and the way of thinking, etc., for learning Japanese conversation, play a big role. The use of the contents of Japanese culture, such as the Japanese national diet and sports culture, in order to mobilize the initiative of students to learn to create a better language environment. For example, students learn Japanese word "Sumo." "And" sashimi "and so on, the teacher will give students a brief introduction to the Japanese national sports culture and food culture. Thus expanding the students' knowledge, from Japan's economy, culture, politics, law, etc., so that students can fully understand Japan. Through the newspaper miscellaneous paper reading, trade, Japanese history, animation and so on to increase the knowledge of Japanese culture.

Contextual Teaching.

The essence of language is not only to teach the language of knowledge, more importantly, to enable students to use in real life. Many Chinese students, grammar and other knowledge learned very solid, but one to foreign, it will not change the so-called "dumb Japanese", ignoring the most essential things of language. We can not follow the traditional teaching methods, using a single teaching model, read the text, do homework, teachers teach teaching materials, to some extent to the students a dull feeling. This not only can not stimulate students' interest and enthusiasm, but will dampen and curb their enthusiasm and subjective initiative. Improve the level of Japanese in addition to a solid foundation of the grammar, but also to master the use of the scene skills, the use of rigorous expression, or the use of respect for the expression. Teachers in the classroom, as much as possible to create a real context, such as the upper and lower levels, long, senior, between friends and students of the dialogue scene, there are happy, sad, angry, hesitated dialogue scene. Such as allowing students to practice meals at the restaurant. Play the waiter and the guests should be how to talk, pay attention to the expression of honorific and so on. The So that students can apply the knowledge to the spoken language, so that they in the real context to experience and experience the Japanese culture, more solid grasp of the knowledge learned.

Practice and Cooperation

University of Japanese is the student as the main body, teacher-led, teachers and students two-way interactive teaching practice. Students master the language of knowledge is far from enough, more important is to develop students to use skills. Rather than through the back words and grammar through the Japanese ability test, teachers in the classroom must allow students to practice and cooperation dialogue, such as the two for a group, one person to play the boss, one person playing the company staff, two people in the dialogue, how should dialogue, The boss and subordinates should be how to express, so that students master the body language is to deal with the older generation and the boss when used, simplified language is to treat friends and classmates when used, simple spoken language is to treat subordinates and younger times, etc. teachers should Students push the status of the protagonist, so that they summon the courage, brains, bold practice. Through the practice of students, teachers learn about students' grasp of learning, find their weaknesses and deficiencies, find out the problems, and correct and improve their weaknesses and problems in time, so that students can learn Japanese easily. To accept Japanese knowledge, learning, so as to establish the confidence of learning Japanese.

So as to improve the students 'ability of thinking in Japan, through listening more and more practice, to improve students' conversations and the ability to master Japanese. University of Japanese teaching is the development of the various historical periods have their own

The characteristics of the body, we should seek truthfully to explore a set of schools in line with the characteristics of foreign language teaching, according to the actual situation of the school, to find suitable for the school students teaching methods. I put forward a few teaching reforms, hoping to discuss with other Japanese Japanese educators to further improve the level of Japanese university teaching, and common progress.

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