Application and Prospect of Multimedia Network Resources in Japanese Education

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Abstract: Japanese teaching has always been an important part of foreign language teaching in Chinese universities. In recent years, with the increasing emphasis on education in China and the increasing pace of multimedia network technology development, how to be in the new era The organic combination of multimedia network and Japanese teaching to promote the improvement of Japanese teaching quality in Chinese universities has become an important task for people. It should be clarified that there are still some deficiencies and problems in the use of multimedia network resources to carry out Japanese language teaching in colleges and universities in China. Therefore, it must be given enough attention.

1. Introduction

At present, China has entered a new stage of historical development. Standing on a new starting point, China has gradually increased its focus on education and strived to cultivate a large number of high-quality talents that can adapt to the cause of socialist modernization. Japanese language education in colleges and universities undertakes a major mission of training high-quality Japanese professionals in China. In the age of network information, the ability of colleges and universities to use multimedia network resources will greatly affect their teaching level and the quality of Japanese language training in China. . Therefore, it is of great practical significance to conduct in-depth research on the application and prospect of multimedia network resources in Japanese education.

2. The significance of using multimedia network resources in Japanese education and the characteristics of Japanese education

2.1 The significance of using multimedia network resources in Japanese education

2.1.1 It is conducive to improving students' enthusiasm and initiative

With the development of the times and the advancement of science and technology, at present, human beings have fully entered the era of networking. Multimedia technology and network resources have profoundly impacted people's lifestyles and working methods. Similarly, in the current Japanese education in China through multimedia. With the introduction and use of network resources, teachers can fully display pictures, audio and video related to Japanese learning under the advantages of multimedia network resources, and create a good Japanese learning environment for students to enhance classroom interest and stimulate Students' interest in Japanese language learning, thus improving students' enthusiasm and initiative in Japanese language learning, forming a good situation for students to actively learn.

2.1.2 Conducive to optimizing integrated teaching resources

The multimedia network has the ability to exchange and share information. In the Japanese language education, the multimedia network can realize the sharing and exchange of information resources between different countries, different regions and different schools to the greatest extent, and realize the information integration of Japanese teaching resources. Schools and teachers can choose the resources that meet their own teaching development through multimedia networks according to their own educational development needs to achieve the goal of improving teaching

quality.

2.1.3 Conducive to improving the era of Japanese education

It should be clarified that the current Japanese language education is mainly based on textbook learning and teacher-teaching. The textbook is an important teaching tool in Japanese language learning. It provides students with the information and content necessary for Japanese language learning, and plays an irreplaceable role in Japanese language education. The role. But at the same time, we should also realize that the textbook is largely a summary and induction of real life. Therefore, there will inevitably be limitations that lag behind the pace of development of the times, which leads to the current Japanese language. There is a problem that education practice and teaching content are separated from the development of the times. Students' Japanese learning has a certain degree of lag, which is not conducive to the growth and cultivation of modern and high-quality Japanese talents. At present, by using multimedia network resources in Japanese education, this restriction can be well broken. With the rapid update of network information resources, the latest content and related knowledge of the Japanese language can be provided for learning, so that students' Japanese learning can be closely followed. The pace of development of the times.

2.1.4 Conducive to breaking the time limit of traditional Japanese classes

Japanese language education is carried out and carried out through classroom teaching. Due to the limited time of Japanese language courses, the time and opportunity for students to get in touch with Japanese and learn Japanese is extremely limited. Once they leave the classroom, it is difficult for students to have access to Japanese-related locales. And learning opportunities. But at this stage, through the full use of multimedia network resources, Japanese education breaks the time limit of traditional Japanese classes with the help of the online platform. Students can access Japanese and learn Japanese anytime, anywhere through a multimedia network. For example, students can connect via computer and mobile phone. The way to freely choose places to study, study time, and study content in libraries, dormitory, etc., so that students' Japanese language learning is greatly facilitated, and the flexibility and effectiveness of Japanese language education is improved.

2.2 Characteristics of Japanese teaching

2.2.1 The authenticity requirements of Japanese language teaching for the language environment

It should be clarified that in addition to learning words and grammar from books, language teaching must also pay attention to the construction of the language environment. Only on this basis can the students' Japanese language learning be effectively guaranteed to have good practical communication and practical application. ability. Specifically, the authenticity requirements of Japanese language teaching for the local language are mainly reflected in the following two aspects: First, the good language environment constructed has the possibility of providing language simulation training. Simulation training is an important way for teachers to provide students with practical daily Japanese language skills by simulating the daily communication and daily communication of Japanese native speakers. In the absence of necessary and real Japanese language environment, simulation training It has become an important means and means to improve students' Japanese language learning ability and Japanese language use. Secondly, the constructed locale conforms to the real use of Japanese native speakers. The ultimate goal of language learning is to achieve flexible use in real life to achieve effective communication. Therefore, the simulated language environment constructed in Japanese teaching proposes whether it conforms to the real use of Japanese native speakers. Certain specifications. This requires a lot of visual aids such as pictures, audio and video provided by Japanese teaching teachers to be authentic, and in line with the real life communication habits of Japanese native speakers, to avoid being unfamiliar and relatively acceptable. Low information, but to optimize the authenticity of Japanese teaching to the greatest extent, to help students enhance their Japanese language learning ability.

2.2.2 Practical requirements for language communication in Japanese teaching

The overall effectiveness of language learning is largely influenced by language practice. More language practice opportunities and high-quality language practice activities can provide a good guarantee for students' practical language skills. Specifically, the practical requirements of Japanese language teaching for language communication are mainly reflected in the following two aspects: First, the school must provide necessary and sufficient language practice opportunities to ensure that students can get adequate exercise opportunities. Only by ensuring that students have a certain amount of practical and practical strength can they effectively ensure that students' practical skills in Japanese are substantially enhanced. Secondly, the language exchange practice activities carried out by the school should conform to the actual language level of the students, that is, they cannot be too difficult or too simple. The difficult language communication practice will make students feel that there is nothing to say and that they can't express their opinions and thoughts freely and accurately in Japanese, and they can resist students' enthusiasm for learning. Too simple language communication practice activities will make students in a relatively simple language environment, and their actual communication ability is difficult to be effectively improved. The practical activities of language communication are not particularly obvious.

3. Problems in Japanese education and solutions to the use of multimedia network resources

3.1 Problems in Japanese education

3.1.1 The teacher's teaching philosophy is backward and the teaching content is old.

For students' Japanese language learning, teachers are important guides and assistants. Therefore, teachers' teaching philosophy and teaching content will greatly affect students' Japanese learning level and affect the cultivation of Japanese talents. Judging from the practice of Japanese language education in recent years, Japanese language education in China is still relatively common. The problem of teachers' backward teaching philosophy and outdated teaching content has obviously hindered the substantial improvement of Japanese language education in China. For example, in the process of carrying out actual teaching, teachers continue the previous teaching philosophy. The content taught is limited to textbook knowledge, and it is difficult to effectively expand the extracurricular knowledge.

3.1.2 Students have a weak Japanese foundation and low learning efficiency

It should be clarified that in recent years, with the increasing demand for Japanese professionals in China, the number of universities offering Japanese majors is also increasing. Under this background, the actual quality of Japanese teaching in a large number of schools is difficult to be effectively guaranteed. The students' Japanese language learning generally presents a weak foundation and low learning efficiency, which seriously affects the quality and level of Japanese language talent training. Specifically, the students' Japanese language foundation is weak, and the low learning efficiency is mainly reflected in the following two aspects: First, the students' Japanese listening, speaking, reading and writing skills are not balanced. For language learning, the ability of listening, speaking, reading and writing is an important criterion and important reference for measuring the quality and level of language learning. However, for the time being, Japanese language education in China is relatively common. The problem of unbalanced development of speaking, reading and writing skills is relatively strong. Students have relatively strong ability to read and write. However, due to the lack of necessary communication practice opportunities and language environment, students' ability to listen and speak is relatively poor. Second, students' Japanese learning is less efficient. Since Japanese language education in our country is mainly based on exam-oriented education, students' Japanese learning initiative is difficult to be fully mobilized. The learning atmosphere in the classroom cannot effectively stimulate students' interest in learning. There are some phenomena in which students are outside the classroom. To a large extent, the students' Japanese language learning efficiency is not high, which affects the overall

quality of Japanese language learning.

3.2 Using multimedia network resources to solve problems in Japanese education

3.2.1 Build a multimedia network resource platform to promote the progress of teachers' teaching concepts and methods

In view of the backward teaching philosophy of Japanese teachers in Japanese education, the problem of obsolete teaching content must be aware of the causes of this problem. On the basis of profound analysis of the reasons for its formation, the teacher should be promoted by constructing a multimedia network resource platform. Advances in teaching concepts and teaching methods, and strive to achieve the goal of maximizing the quality of Japanese language education with multimedia network resources. Specifically, building a multimedia network resource platform and promoting the progress of teachers' teaching concepts and methods can be started from the following two aspects: First, the school establishes a Japanese learning website. In the context of current networking, schools can provide teachers with rich teaching resources and teaching learning opportunities by establishing a Japanese learning website. Based on the establishment of the Japanese learning website, teachers can select and learn some teaching online. The content promotes the renewal of its own educational philosophy and teaching content, ensuring that its teaching philosophy can develop a strong era, rather than blindly explaining the textbook knowledge according to the textbook. Secondly, establish a multimedia network resource information sharing and communication network with other schools. Language education has obvious complexity and long-term nature. It is difficult to ensure the richness and diversity of network resources simply by relying on the school's own network resources. This requires a large extent to establish multimedia network resource information sharing and communication with other schools. The relationship network, through the construction of the relationship network, realizes the information exchange and sharing among multiple schools, fully enhances and enhances the richness, diversity and timeliness of the multimedia network resources of the Japanese learning website, so that the teachers can promote access to the Japanese learning resources of the school. You can also get in touch with other Japanese language education resources. Through comparative analysis, take the essence to the dross, choose the teaching philosophy, teaching methods and teaching content that suits you.

3.2.2 Using multimedia network resources to consolidate students' basic skills in Japanese language learning

In view of the current weak Japanese language foundation and low learning efficiency in Japanese language education, we should realize that using multimedia network resources to stimulate students' interest in Japanese learning is the starting point to improve students' enthusiasm and initiative in Japanese language learning and ultimately promote Students are important in consolidating the basic skills of Japanese. Specifically, the use of multimedia network resources to consolidate students' Japanese language learning ability can be considered from the following two aspects: First, the use of multimedia network resources to create a real and sensible language learning environment for students. Multimedia network resources mainly exist in the form of pictures, audio, video, etc. Therefore, they have the ability to truly restore and objectively reflect the actual scene of the Japanese learning environment, and have strong intuitiveness. By introducing multimedia network resources in Japanese education. It can enable students to get a lot of resources related to Japanese language learning and improve their ability to listen, speak, read and write. Second, the use of multimedia network resources to break the time limit of traditional classroom learning. Due to the efficient, flexible and convenient use of multimedia network resources, students can watch and browse Japanese teaching videos or related Japanese content anytime and anywhere through mobile phones or computers, which greatly expands and deepens students' Japanese language learning. The breadth and depth of the students, so that students can choose the place of study and learning content more freely and conveniently, and on this basis, the knowledge of all aspects of Japanese language learning can be clarified. For example, by watching Japanese

videos, students can improve their listening and speaking skills.

4. Conclusion

This paper takes the application and prospect of multimedia network resources in Japanese education as the starting point, and deeply explores the significance of using multimedia network resources in Japanese education. For example, the use of multimedia network resources in Japanese education is conducive to improving students' enthusiasm and initiative. It is helpful to optimize the integration of teaching resources, and on the basis of this, analyzes the problems existing in Japanese education, and proposes such as building a multimedia network resource platform, promoting the progress of teachers' teaching concepts and methods, and using multimedia network resources to consolidate students' basic knowledge of Japanese language learning. With such measures, I hope that there will be some reference for promoting the improvement of the actual level of Japanese language education in China.

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