

Research on College Japanese Teaching from the Perspective of Educational Ecology

Xiaohong Luo

College of Foreign Studies, Jinan University, Guangzhou, 510632, China

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Abstract: Educational ecology believes that the curriculum system of college Japanese is essentially a small ecosystem. Teaching objectives, teaching contents and teaching methods form the three elements of the ecosystem. This paper analyzes the specific phenomenon of the ecological imbalance of college Japanese teaching at the present stage and gives the corresponding solutions to provide some references for the relevant researchers.

1. Introduction

One of the important characteristics of the theory of educational ecology is to make the education system spatially [1]. With the help of the theory of ecology, educational ecology not only regards education as an environmental system dynamically composed of various factors, but also focuses on the coordinated interaction between the system and other external environmental factors. With education as the center, combining the external natural environment, social environment and standard environment, the educational ecological system of ideation or compound is formed. The education system, composed of a school, an educational level or a type, reflects the internal relations in the educational system. Taking the development of human subjects as the main line, we should study the system of the external environment, including the natural, social and spiritual factors including education, and the environmental factors such as physiology and psychology. When we from this perspective to explore the teaching reform of college Japanese, not only need to analysis the external environment of Japanese teaching challenges, positioning and also examine college Japanese Teaching in the development of a specific university at the same time, it's necessary to study the various factors of college Japanese teaching itself involved in the development, and in the era of school orientation and college Japanese self-construction to find balance reform. In the process of classroom teaching, teachers and students are the main body. They also depend on each other to fulfill their teaching tasks, including their dependence on their environment, thus forming a dynamic balance relationship. This is not only about the relationship between teachers and students, but also between teachers, students and teaching activities, namely, between people and things, and between teachers, students and classroom teaching environment, namely the relationship between human and environment. This research attempts to explore the teaching rules of college Japanese from the perspective of educational ecology and take teaching process elements as the breakthrough point to carry out instructional design research, to provide references for teaching practice [2].

2. Ecological Imbalance of College Japanese Teaching in Current Stage

2.1 Ecological imbalance of teaching objective

At present, students' professional knowledge structure of Japanese single, lack of social field knowledge, oral communication and turn the Japanese translation ability is weak, lack of ability structure, such as independent, to acquire new knowledge, learning Japanese ability knowledge ability, independent analysis and problem solving ability, Japanese critical thinking ability and the ability of independent innovation as the core to Japanese lack of power, engaged in cross-cultural

communication and cooperation ability, communication ability, Japanese cooperation ability, adaptability, flexibility, Japanese skills, in the social field and independent ability of general Japanese type ability is weak. The basic requirements of the course of Japanese teaching are that college Japanese teaching should follow the principle of 'practical use and sufficient sufficiency'. This principle requires teachers to train students' basic skills in Japanese, and we should strengthen their training of Japanese language application ability in practical jobs according to the specific requirements of students. However, some teachers unilaterally understand the theoretical connotation of this principle in the actual teaching process, too much emphasis on the role of Japanese as a tool, and blindly instilling the basic knowledge of Japanese language. Students think that if the master of the Japanese language rules, is the master of the Japanese, you can use it freely in real communicative environment. In this way, the errors in the concept will lead to students' improper learning strategies, which will affect the effect of students' learning. This single teaching goal brings only short-term effect, ignoring students' continuous improvement in knowledge, experience, emotion, attitude and values, ignoring the cultivation of students' comprehensive humanistic quality. The teaching goal of one-sided understanding hinders the needs of the students' overall progress and harmonious development and destroys the comprehensive balance of the classroom teaching ecosystem [3].

2.2 Ecological imbalance of teaching content

The content of learning in class and the actual application of extracurricular are unbalance. As a main place for most students to learn Japanese, the Japanese class university is still in the closed or semi closed state, the students in class learning content is still dominated by linguistic knowledge such as vocabulary and grammar, and out of life and other disciplines, teachers into the cultural knowledge of students is still insufficient to metacognitive knowledge training, especially weak. This leads students to pass the examination smoothly, but in the actual communication process, they cannot cross-cultural barriers and communicate smoothly, nor can they learn efficiently after class. This has formed a small closed loop, which leads to the imbalance between the content of classroom learning and the practical use of extracurricular activities. The outstanding problem is that teachers do not respect the laws of teaching and students' knowledge of knowledge, and cannot teach students the correct learning strategies, and even mislead the students. In our current basic Japanese classroom teaching, the tendency of exam-oriented education is still more obvious, that is, some teachers are still stressed on reading, writing, listening and speaking, emphasizing knowledge and culture, emphasizing form and quality. In some teachers, language rules are the focus of their teaching, and students rarely can participate in language communication. Obviously, even though students trained in this way can get all kinds of certificates of examinations, their practical ability and intercultural communicative competence are very poor. There is a situation that some teachers will often use a known to produce flowerpot effect teaching way in between naturally or half unconsciously in the process of teaching, teachers for students to build a greenhouse, greenhouse flowers can bloom even, but once out of a suitable environment, it is unable to adapt to the harsh environment.

2.3 Ecological imbalance of teaching model

The Japanese classroom is a dynamic and variable ecosystem, and the interaction among the subjects in the classroom is also multiple, multi content and multi-mode. The organic links and information circulation among the ecological subjects should be coordinated to improve the classroom teaching activities in order. But the Japanese class university still input vocabulary and grammar information such as one-way, static, linear, the ruler of the teaching process is still the teacher, the students ignored the dominant position, contrary to the laws of language learning and classroom ecosystem law hinders students' autonomy, exploratory and creative consciousness construction. Modern classroom view emphasizes the main position of middle school students and requires teachers to play the leading role. Under the guidance of modern classroom view, teachers should be the guide, collaborator, coordinator and motivator of students' learning. In the same way, students are no longer the passive recipient and the controlled person of knowledge, but the subject of the teaching process. However, in many of the current basic Japanese classes, teachers are still the

center, and the students are only the passive recipients of knowledge. The lack of classroom between teachers and students and student interaction, classroom atmosphere dull, unable to mobilize students' learning enthusiasm and passion. But in fact, the basic Japanese teaching is still not shackled by the traditional teaching mode at present, and the content of the teaching materials is also old and disjointed with the times. The teaching method is single, and the grammar translation method is still used. Teaching methods are lagging. Quite a few people use chalk and blackboard teaching methods. This will inevitably affect the improvement of teaching quality and influence the formation of students' intercultural communicative competence [4].

3. Reform of College Japanese Teaching from the Perspective of Educational Ecology

3.1 Change the relationship between teachers and students

From the perspective of educational ecology, teachers transform from knowledge indoctrination into teaching organizers, guides, guides, participants and regulators. Students turn from knowledge recipients to knowledge explorers, from passive learning to active learning. At the same time, students are regarded as interlocutors, and teachers and students form cooperative relations to solve problems together, seeking the partnership between truth and discovering rules, to achieve democratic dialogue and equal consultation, and build an equal and democratic ecological classroom. We should highlight the main body of the students and pay attention to the teaching methods of effectiveness and diversity. In the ecological classroom, we should pay attention to the idea of student centered education, that is, take students' development, actual needs, personality and differences as the basis. We should pay attention to cultivating students' autonomous ability and improve their emotional attitude, values and thinking. From the perspective of educational ecology, Japanese classroom is like an open system. Each student has his own niche, who is a practitioner of knowledge learning, and a producer and builder of knowledge. Therefore, in the University Japanese ecological classroom, teachers should highlight the students' main position and provide students with the opportunity to show themselves and learn independently. In the classroom ecology, to highlight the individual students, teachers need to pay attention to students' individual differences in language use, the principle, design students' reality and helps improve the ability of language learning tasks, to mobilize students' classroom participation, to achieve communication between teachers and students. Students with distinct personality traits, different cultural backgrounds, different learning styles and motives, constitute an ecosystem for the same goal. The students' differences in cognition, thinking and language ability become the driving force of each other's energy flow and information transfer.

3.2 Enrich teaching resources of college Japanese via Internet

We can use the rich teaching resources to improve the level of the ecological system of College Japanese teaching. To promote the sustainable development of the students, the ecological factors of the College Japanese classroom should be increased to make the teaching ecological factors more active. Japanese language knowledge is the rule, definition, concept and usage of speech, vocabulary, grammar, function and topic. It is the basis of language learning. During practical teaching, the teaching of Japanese language knowledge should reflect the principle of openness. More importantly, flowerpot effect gets rid of small ecological environment class semi artificial and semi natural produce, make full use of the network, the second class and social practice platform, will be open to the nature, the Japanese classroom life to open, the knowledge of language teaching and language skills training combined, during knowledge and extra-curricular practice integration of language knowledge into intercultural communicative competence. Language is inseparable from culture. In College Japanese teaching, we cannot separate the content of culture from the teaching of language knowledge. In teaching the "language" of the thought and communication tools to strengthen cultural knowledge and value concept teaching, cultivating students' ability of cross-cultural communication, to adapt to the foreign economic and cultural exchanges increasingly expand, become an indispensable part of College Japanese teaching. In addition, we should dialectically deal with the

relationship between native language and culture and western language and culture. While learning Japanese and accepting Western cultural values and ways of thinking, it also does not ignore the education of local culture, absorbs the excellent components of two languages in teaching, and takes multicultural quality education to students based on taking full account of cultural differences. As an important part of cognitive psychology, the essence of metacognition is the process of learners' self-awareness, self-control, self-evaluation and adjustment to their cognitive process. During Japanese learning, the metacognition of the learners is to use the appropriate learning methods consciously and select effective learning strategies to monitor the effect of learning.

3.3 Innovate a safe and pleasant psychological environment

In the teaching of Japanese ecology, teachers should create a safe and pleasant psychological environment for students, so that they have an open and free mental space, maintain a good learning attitude, and actively explore and learn effectively. On the other hand, if there is a lack of security environment, students will have anxiety and fear and are difficult to concentrate on their study. Therefore, in College Japanese Teaching in the classroom, teachers should respect the differences of students, a lot of tolerance and motivate students, especially those of introversion, dare not speak expression or answer questions of students, teachers should be more tolerant, more appropriate to encourage them to construct incentive, democracy, happy classroom psychological environment, let the students participate in classroom teaching. Give full play to their learning potential. In the ecological classroom teaching, the material environment mainly refers to the teaching space, time, teaching facilities and other elements. And the mental environment mainly refers to the teachers and students' emotion, teaching culture, teaching system, teaching content and so on. This requires teachers to reasonable use of multimedia teaching means, to broaden education space, enrich the teaching content; realize the in and out of class, the organic combination of school, to enhance students' practical experience, realize the interaction of individual students and social communication, learning and social life to improve the comprehensive ability of Japanese students. We use situational and open teaching methods to carry out interaction between teachers and students. Teachers and students create the usage context of target language together, both sides are the main body in learning activities and participate in teaching activities together to complete the input, comprehension, absorption, synthesis and output link of language learning. As in shops, on the street, in the community life situations with Japanese and foreigners to communicate, to help them solve their difficulties, to participate in the reception work, this can let the student in the real language environment and improve the training ability of Japanese.

4. Conclusion

From the perspective of educational ecology, the contemporary Japanese course makes full use of the interaction between the new technology and new technology of modern education and modern teaching theory, teachers and students of these elements, the progressive realization of contemporary college Japanese teaching network optimization and ecological environment construction to lay a good foundation for the reform of modern Japanese education.

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