Research on the Establishment of Oral Japanese Teaching System with Japanese Language Sense as the Main Content based on Computer Software

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Abstract. With the rapid development of computer technology, information technology has become an indispensable auxiliary equipment in the education industry, which can help students learn better, especially language education, including oral Japanese. Japanese is a difficult language, which requires students to constantly exercise and learn oral English. Under the computer technology, learners can break the limitation of time and space, which will better study and improve the level of oral Japanese. At the same time, through computer technology, we can better establish oral Japanese teaching system, which can effectively stimulate learners' interest in learning oral Japanese. Through the construction of a new oral Japanese teaching mode, we can meet the different needs of different learners, which will effectively improve the oral and communicative competence of Japanese. First of all, this paper analyzes the necessity of computer application in oral Japanese teaching. Then, this paper puts forward some problems. Finally, some suggestions are put forward.

Keywords: Computer, Japanese Language Sense, Spoken Language Teaching System

1. Introduction
With the close economic and trade exchanges between China and Japan, a large number of Japanese enterprises have entered China. Therefore, the demand for business Japanese talents is still on the rise. At present, business Japanese oral course system research is very rich, which has a very mature curriculum system[1]. However, in daily oral English teaching, teachers tend to pay too much attention to the teaching of Japanese grammar knowledge, which will ignore the situational, role-based interpretation and honorific use in business activities[2]. Therefore, this paper believes that the college should take Japanese language sense as the main content of oral teaching, which will better exercise students' oral English.

With the rapid development of computer technology, mobile learning has become a new learning method, which creates a more convenient and fast learning way for learners. Mobile learning is conducive to autonomous learning, which will improve learning efficiency. Under the background of "Internet plus education", we conducted in-depth research based on the spoken Japanese online education market. Users can learn and practice anytime and anywhere as long as they have an
electronic device[3]. Through the establishment of oral Japanese teaching mode based on mobile learning, we can not only improve learners' awareness and utilization of resources, but also cultivate learners' self-control awareness and independent thinking ability. In the era of "Internet plus", the demand for Applied Talents in the society is increasing[^4]. This requires teachers to change the existing teaching methods in the process of teaching. Through the combination of Internet technology and teaching, we can improve the teaching effect. Japanese language is an important part of Japanese Majors' learning, which is also the most used part in practical application.

2. The necessity of computer application in oral Japanese Teaching

2.1. Learning trend under the new situation
Japanese gradually pays attention to the cultivation of oral Japanese ability. Computer has become a learning trend in the new situation. Many enterprises need more and more practical oral talents to communicate with people. The ultimate goal of language learning is to communicate with people, which requires educators to make more use of Internet resources. By developing a variety of spoken language learning environments, learners can practice the language repeatedly. Through the computer, learners can practice in many different scenes, which will master the language requirements of various occasions. Through the establishment of mobile learning platform, we can promote the communication and interaction between people. Through the construction of shared learning resources and diversified learning modules, we can fully mobilize learners' initiative and enthusiasm for learning, which cultivates students' autonomous learning ability. At the same time, learners should choose and aim at individualized learning according to their current level and acceptance, which will improve their oral Japanese level better[^5].

2.2. Diversity of oral English
The development of the Internet makes learning oral Japanese diversified. With the advent of the information age, Internet technology plays an increasingly important role in people's daily life. More and more students are learning through computers, mobile phones, iPads, computers and other terminals. Internet resources have the characteristics of image, diversity, interest, intuition and richness, which can be expressed vividly and simply. Through the computer, we can improve the interest of learners, which will make learning language more convenient. Under the traditional oral teaching mode, there is a lack of language environment. Although learners have reserved knowledge, it is difficult to improve their oral English level. Through computer online learning, learners can immerse themselves in pure Japanese as much as possible. Through natural communication and interactive learning, learners can effectively establish Japanese thinking, which will better cultivate Japanese oral habits[^6].

2.3. The inevitable trend of educational reform
The spirit of the document issued by the State Council has pointed out. Through the use of information technology, colleges and universities can expand high-quality education resources, which will gradually realize the full coverage of high-quality digital education resources for Japanese majors. Through the use of computer technology, we can cultivate students' innovation ability and inquiry consciousness. Through the rational use of internet teaching, colleges and universities can change the traditional classroom only pay attention to the learning of words and grammar. Through the Japanese language sense as the main content, we can show students the real language situation, which will improve the language ability in the context[^7].

3. Problems in oral Japanese Teaching
This paper is based on the field survey. 600 formal questionnaires were sent out, 573 effective questionnaires were sent out, and the effective rate was 95.5%.
3.1. Poor oral Japanese environment
At present, the oral Japanese environment in Chinese universities is poor, which makes it difficult to carry out oral Japanese communication on the basis of real Japanese environment. According to the survey results, the main problem is Lacking of Japanese environment, accounting for 64.6%. The second is accustomed to Chinese thinking, accounting for 55.6%. Details are shown in Figure 1.

![Figure 1. Poor environment of spoken Japanese.](image)

3.2. Simple classroom practice
College teachers pay more attention to Japanese grammar and structure. Therefore, the Japanese oral practice environment is poor, which is difficult to maintain the classroom order reasonably. According to the survey results, the main problem is Formalization of teacher student interaction, accounting for 68.7%. The second is insufficient interaction among group members, accounting for 64.7%. Details are shown in Figure 2.

![Figure 2. Simple classroom practice.](image)

4. Construction of oral Japanese teaching system
Based on the principle of student-centered and personalized learning, we analyzed the platform users in detail. In this paper, the learning mode, learning topic module, learning task, learning environment and learning resources are designed, which can be used to evaluate and feedback English teaching activities. Through the Japanese language sense as the main content, this paper multi person online oral Japanese corner to meet the needs of different learners. By introducing the topics that learners are interested in, we can encourage and guide learners to speak and practice more. This paper constructs a Japanese oral teaching system, as shown in Figure 3.

5. Oral Japanese teaching design with Japanese language sense as the main content
5.1. Anchored situational teaching design
Anchored situational teaching design is suitable for the topic with concentrated teaching content. There should be an anchor point in the whole teaching process. Anchored situational teaching can carry out various expressions around a "anchor" topic. Through full communication and interaction in the simulated situation, students review and consolidate after class. For example, teachers can adopt anchored situational teaching when teaching oral Japanese, which will create a corresponding situation.
In this situation, we can encourage the students to start the dialogue corresponding to the situation. In anchored situational teaching, we need to pay attention to whether the "anchor" situation is suitable for every student, and each student can give full play to the theme.

![Diagram](image)

**Figure 3.** The oral Japanese teaching system.

5.2. **Task oriented role playing textbook**

At present, the role-playing textbooks used in Japanese teaching mainly aim at sentence pattern learning. Usually, grammar and vocabulary are learned in the order of "sentence pattern introduction, repeated practice and role play", which to a certain extent fixed sentence pattern and oral expression. Under this condition, the conversational practice of spoken Japanese has great limitations. Combined with the knowledge structure of the current business Japanese office oral textbooks, the author produced a task-oriented role-playing teaching materials. Through the interpretation of different cultures, business Japanese course can cultivate their ability to find and solve problems, which will better adjust and adapt.

5.3. **Guarantee class time**

Project teaching can be carried out in College Oral Japanese teaching, which should ensure sufficient classroom teaching time. Only if students have enough time in class, they can carry out project discussion, project research and project presentation through oral Japanese. Oral Japanese teachers in Colleges and universities can make oral teaching into micro class through micro class teaching, which can enable students to learn basic knowledge of oral English independently through practice after class. Teachers should sort out the problems of students' self-study. At the same time, teachers can choose students' common problems as project teaching tasks, which can organize students to discuss problems in oral Japanese in class. Teachers should reasonably control the time of students' project research. By leaving enough time for project achievement presentation and project evaluation, each team must present its own project research results in Japanese, which will ensure teachers' evaluation of the project. In this way, we can improve students' oral Japanese practice.

6. **Conclusion**
If you want to speak authentic Japanese, you can't do it overnight. It needs long-term training step by step. As teachers, we should provide students with diversified learning resources and environment, which will constantly stimulate students' interest in learning. Through the rational use of internet teaching means, we can effectively improve learning efficiency. Through the computer, we can improve the network resources, which can make greater achievements in the future oral Japanese teaching.

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