Research on Multi-media Assisted University Japanese Teaching

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Abstract. With the rapid development of contemporary information technology, some technologies have been widely used in the field of education. Modern teaching should be scientific and technological teaching combined with information technology. In many teaching fields, college Japanese is also in line with the development of society, its teaching methods are gradually out of the tradition, adding the color of the times. The rapid development of multimedia technology provides a more scientific theoretical guidance channel and material support basis for college Japanese, and can ensure the optimization of energy efficiency of classroom structure and improve the overall teaching quality standard. At present, many colleges and universities have carried on the university Japanese teaching reform, gradually realizes the multimedia and the university Japanese teaching joint application. Although there are still differences, there is still a lot of room for improvement, but its direction and effect is considerable. The comprehensive problem of the application ability of multimedia auxiliary equipment and the improvement of the whole Japanese applied teaching level has become the key link of the educational institutions concerned.

Keywords: Multimedia Assist, University Japanese, Teaching Research

1. The application of multimedia technology in all kinds of teaching

Multimedia technology is a perfect structure model of interactive text, image and sound source overlap, which can realize the purpose of scientific logical connection between various application information, and then integrate a new communication preparation system. Multimedia equipment can make information disseminator and receiver communicate in real time, so the application phenomenon in teaching field is very common, and with the agglomeration effect of internal expansion experience, it is beginning to influence modern teaching concept and change concrete teaching control mode. Using the computer as the guidance center to complete the transformation and integration of comprehensive information, the data, sound elements and other organic and displayed, such as video explanation materials and systematic discussion courseware in university courses. Through the implementation of the simulation demonstration activities, the key and difficult content can be instilled vividly, and according to the attraction effect of the special learning environment, the students' subjective adaptation power will bloom completely, and the detailed follow-up index of Japanese curriculum will be carried out with the careful guidance of the teachers [1]. In the classroom of all
kinds of colleges and universities, multimedia technology is basically applied, and good teaching results have been achieved, as shown in figure 1.

|                      | Proportion of multimedia courses | Utilization rate of multimedia classroom |
|----------------------|----------------------------------|----------------------------------------|
| 985 Universities     | 60.40%                           | 89.30%                                 |
| 211 institutions     | 66.70%                           | 85.00%                                 |
| Non 211 institutions | 50.10%                           | 87.10%                                 |
| General situation    | 59.90%                           | 87.80%                                 |

**Figure 1.** Application of multimedia technology in teaching in various colleges and Universities.

2. **The problems existing in Japanese in Chinese universities and the present situation of multimedia teaching**

Japanese, as a language major, has intensive reading, audio-visual, conversational, grammar, and extensive reading. For Japanese beginners, everything is new and needs to be remembered. In the past, Japanese teaching mainly focused on theoretical research and did not create the necessary learning environment for students. In the past examination-oriented education, only pay attention to grammar teaching, ignoring students' listening and reading ability. Students are proficient in Japanese grammar, but they do not understand or speak Japanese. It seriously affects students' Japanese communicative competence. The teacher's classroom teaching is carried out according to a certain process, mainly the teacher's preaching. In order to complete the teaching task, the teacher only blindly encourages the students to teach in the classroom and does not give the students proper space and time to play, so that the students do not have the opportunity and situation to practice spoken Japanese. Learning knowledge can only be used for exams, but not for Japanese communication and dialogue. The application of blackboard and model teaching aids in classroom teaching lacks the influence of narrow teaching space, modern teaching equipment and teachers' professional ability. Teaching. This form is simple and traditional, and cannot achieve teaching results at all. The single teaching form makes the whole classroom teaching atmosphere more monotonous, the students are not active, the students can not improve their interest in learning, cannot effectively arouse the students' enthusiasm and initiative in learning, and the students' participation in the classroom is not high. On the one hand, the existence of multimedia courseware reduces the need of teachers' blackboard writing, on the other hand, the replicability of multimedia courseware also reduces the burden of students' copying notes [2]. For example, the Figure 1 below shows us some important problems in Japanese teaching today.
Compared with the traditional Japanese teaching mode, multimedia teaching adopts modern scientific means to combine characters and images organically, and the echo effect is very remarkable. However, there are still some problems in the practical operation involving the editing quality of teaching courseware. First of all, because the multimedia courseware is more perfect in form processing, teachers have to concentrate on a large number of teaching content and orderly arrangement, so that the communication role between students and teachers is difficult to continue, students have less opportunities to participate in the display; secondly, multimedia courseware has integrated all the necessary curriculum content, teachers are likely to limit the main ideas of students within the framework of the courseware, in the long run, the dynamic basis of students' subjective learning will disappear; In addition, in the actual teaching class, most of the teacher's statements are presented in written form, students' attention will not be concentrated, but subconsciously wait for click operation, Japanese listening and oral comprehensive expression cannot be systematically exercised and promoted. The overall effect is bound to restrict the information input and teaching quality, which is not conducive to the development of comprehensive talents [3].

3. The advantages of multimedia assisted teaching

3.1. The hierarchical purpose of the classroom is clearer
The teacher in front of the students combined with their own years of teaching experience and refined the essence of the key points more clearly, for students more conducive to capture the key. The classroom combined with multimedia courseware is more clear, students will not delay listening because of copying notes, will not catch the key content explained by the teacher, so that students' learning understanding becomes more simple and concise. It avoids other complicated links and improves students' knowledge exchange efficiency.

3.2. Help students stimulate learning motivation
Text, sound, chart, animation and so on can be used in a unified and individual use of multimedia teaching, and the traditional text, grammar-centered teaching methods are very different, make three-dimensional learning possible, make students creative, positive learning possible. Therefore, it can arouse students' strong interest in learning and is one of the most effective ways to stimulate learning motivation. It ensures the concentration of students' attention and the activity of students' spiritual thinking, so that they can actively participate in the classroom rather than passively, so as to improve the efficiency of the classroom intangibly [4].
3.3. Students can practice endlessly
The most indispensable thing in language learning is to practice the knowledge over and over again. In this sense, multimedia is different from the traditional audio-visual teaching material, it can easily achieve the infinite repeated practice of combining sound, text and animation, so it is a very effective teaching method for linguistic education. Multimedia materials such as pictures, audio, video and so on are more perceptual materials, in a sense, more can stimulate students' memory. At the same time, the knowledge points connected by these moments are always remembered in the mind.

3.4. Development of communication skills
The oral teaching with the purpose of practical conversation can make use of the advantages of multimedia, through the organic combination of text, sound, still painting and animation, to provide students with work and life scenes close to reality. While watching animation, students understand grammar, while playing the game, but also easily grasp the same scene as real life conversation ability [5].

4. Analysis of the construction measures of college Japanese teaching mode assisted by multimedia
In Japanese teaching, the cultivation of students' comprehensive quality of listening, speaking, reading, writing and translating is emphasized. However, the realistic learning conditions lack the real language environment, which makes students only receive limited information through books, and the empty theory does not understand the application. The application of modern information technology in Japanese intensive reading teaching solves this educational problem well. The so-called modern information technology assisted Japanese teaching refers to the combination of modern information technology as a tool with multimedia and network technology as the core under the guidance of modern advanced teaching ideas and theories, which becomes an organic part of Japanese curriculum content and improves students' ability to use and process information, read and write, cultivate students' autonomous learning ability and cooperative spirit, and effectively complete Japanese teaching tasks. Modern information technology provides rich teaching situation for Japanese teaching and expands the space of classroom teaching. With the help of sound, image, text, animation and so on, it turns abstract language and characters into intuitive images, sound and emotion, picture and text, and provides students with a variety of sensory stimuli. The updated network resources provide a large amount of Japanese teaching materials for teachers to make multimedia courseware, which effectively solves the problems of backward and old paper teaching materials.

The environment and atmosphere of language use are very important for the improvement of learning effectiveness. Faced with the trend of continuous development of multimedia technology, Japanese teachers should make full use of modern research model to provide students with a more reasonable communication environment and scene scale. The multimedia application teaching mode will restrain the abstract template operation behavior in the past, and actively carry out the simulation and demonstration activities about the tourism and dining situation, so that the students can place themselves in it and use the specific language expression skills to meet the needs of the students' practical communication ability. Pay attention not to rely too much on multimedia resource technology in the teaching process, actively carry out the teacher's guiding position function, realize the intensive training of Japanese basic grammar and communication skills, play Japanese movies during the teaching process, and eliminate Chinese subtitles [6].

The cooperative exchange learning model partially relieves the situation directly stated by the past teachers. Teachers should organize students to realize the research group construction activities on their own. In this link, teachers abandon the status of independent decision makers and transform them into activity organizers. Establish positive interaction with students and actively consolidate Japanese exchange training energy efficiency. Modern Japanese teaching pays attention to the cultivation of communicative competence. Through more equal democratic relations, teachers can fully show the value status of students' subjects and naturally restore the subjective initiative of learning. Under the
support of autonomous learning, teachers can only define and arrange basic learning tasks. This will ensure that the classroom teaching time to make full use of the effect, to ensure that unit students in the Japanese classroom can learn what they really yearn for.

5. Conclusion
With the popularization of computer and network, the foreign language teaching of computer entering school has been quite popular. Traditional Japanese classroom teaching is often limited to simple teacher explanation and recording, but students as the main body of learning lack the opportunity to practice and exercise. The intervention of modern educational technology and media has greatly enriched the way and structure of Japanese classroom teaching, and made modern Japanese classroom teaching have unparalleled superiority in traditional teaching. Although multimedia has so many advantages and teaching aids, there are also problems to be paid attention to in the process of use. Therefore, in order to minimize the negative impact and maximize its advantages, teachers should have a certain ability to use multimedia, to avoid counterproductive situations. Especially in the Japanese teaching environment of modern universities, teachers should not only improve the software operation skills of multimedia facilities, but also attract students to participate in learning and research activities, so that they can be released from the haze of passive information acceptance. This is the necessary process of constructing the multimedia teaching mode of Japanese in universities, which should be attached great importance to and widely used by colleges and universities.

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