Research on the Course Construction of "Japanese Extensive Reading" based on the Multimedia under the Background of Micro-class

Yufang Qiao1,*

1Department of Japanese, School of Foreign Languages, Jilin Institute of Chemical Technology, China, 132022

*Corresponding author e-mail: qiaoyufang@jlict.edu.cn

Abstract. In recent years, the "flipped classroom" teaching model has gradually become popular in college teaching. Through multimedia "Japanese Extensive Reading" teaching, we also tried to introduce "flipped classroom" into teaching, but found that the premise of introducing this teaching mode is to have high-quality micro-course resources. How to construct the micro-course resource library of the course and apply it well to teaching, combined with the new teaching mode, is the focus of this article.

Keywords: Micro-Course, "Japanese Extensive Reading", Curriculum Construction, Multimedia

1. Introduction

Japanese reading ability is a preferred way for Japanese learners to clarify the language foundation, improve their Japanese language ability, and understand transnational culture through reading activities. It is one of the important core competencies of Japanese language training, and it is directly related to the training effect of Japanese majors. Therefore, many workers engaged in Japanese extensive reading teaching are committed to the reform of Japanese extensive reading teaching and improving students' Japanese reading ability[1-3]. The birth of micro-courses has enabled many educators to see the hope of teaching reform. This new type of learning resources, which integrates information technology and teaching, promotes the sharing of quality education resources, promotes the transformation of teaching and learning methods, and builds a learning society. It has important practical significance, and the micro-course has been rapidly popular in the field of domestic education and teaching[4-5].

2. The main characteristics of the "Japanese Extensive Reading" micro-curriculum resources

The "Japanese Extensive Reading" course is a public compulsory course in colleges and universities. In the actual teaching, there are many problems, such as the large workload of the curriculum teachers, the lack of equipment in the computer room, the large number of students, and the uneven foundation. The Japanese Extensive Reading course teaching is to teach students various Japanese reading skills around Japanese reading. If you build a micro-curricular resource library and use micro-courses to
assist teaching, it will effectively improve the teaching quality and teaching efficiency of Japanese extensive reading, and achieve satisfactory teaching effect.

Micro-courses are activities of teaching and learning for a certain knowledge point. The characteristics of fragmentation enable learners to make better use of extra-curricular time for self-learning, but it is easy to learn systematically and comprehensively. Therefore, the construction of the micro-curricular resource library around a course must be based on the curriculum standards, and the teaching design, micro-course video, advanced practice, teaching evaluation, etc., around a single knowledge point, is a series of all the knowledge points covering this course. The micro-curricular resource library, not a single micro-course of a knowledge point. The micro-curriculum resource library for classroom teaching and student self-learning is conducive to promoting the reform of teaching reform and balanced education. It has the following characteristics:

(1) Short time, fine content

The biggest feature of the micro-course is the short time and fine content. Teaching videos generally range from 5 to 8 minutes. Short-term learning is not easy to produce fatigue, which is helpful for quickly grasping the key difficulties of knowledge and improving the efficiency of learning. Less learning content, easier to focus on issues, highlight topics, and make learning of knowledge points specific.

(2) Modular

The knowledge of Japanese reading courses is relatively complicated and cumbersome. Each chapter contains its own independent knowledge points. Each knowledge point can be explained in a micro-course video, which can achieve a more vivid image. However, the video is only a few minutes after all, so the micro-course is a modular approach, which combines a certain knowledge point with teaching resources, courseware, advanced exercises, teaching evaluation and other related teaching resources to form a complete and modular content. The teaching resource package makes the micro-course resource library more abundant and flexible.

(3) Systematization

In the construction of the micro-curricular resources of the course, we must consider the independence of the content of the micro-course, and also consider the relevance between the micro-courses of the entire course. Therefore, a chapter of the Japanese Extensive Reading course is divided into several different knowledge points and recorded as micro-classes. This seems to be independent, and the actual inter-related micro-curriculum resource library reflects systemicity.

3. "Japanese Extensive Reading" micro-curriculum resource library construction

At present, the resources of micro-curriculum in domestic universities are mainly based on theoretical teaching and practical demonstration. The theoretical teaching is based on language information. Teachers use knowledge points to build students' knowledge structure and cultivate students' learning ability. The training demonstration is based on practical training, and the teacher develops the students' operational ability through a certain teaching session. In terms of the nature of the Japanese Extensive Reading course, the creation of a combination of theoretical teaching and practical demonstrations of micro-curricular resources can assist in the teaching of the curriculum. Therefore, the "Japanese Extensive Reading" micro-curriculum resource library should be constructed from the following three aspects:

(1) Planning, organizing and implementing micro-curricular resources construction

High-quality micro-curriculum is a series of knowledge systems developed around the main line of curriculum teaching. The "Japanese Extensive Reading" micro-course is mainly used for student self-learning and teacher-assisted classroom teaching. Therefore, the construction of the micro-curricular resource library should have overall planning, structural design, construction plans, etc., and fully reflect the practicality of micro-curricular resources. In the micro-choice topic, we should focus on teaching materials, teach and explain a certain knowledge point, answer questions for students, or conduct reasoning analysis and operation practice for a certain problem. In the micro-course structure design, in order to thoroughly penetrate the knowledge points in just a few
minutes, it is necessary to present the theme in a concise language and precise expression. The explanation of the knowledge points should be targeted, highlight the key points, and optimize the students' learning effectiveness. The important part of the emblem class is micro-video. The production of micro-video should be lively and lively. The production screen is simple and generous, and there should be no irrelevant background, messy mouse shaking and so on. In addition to micro-video, there are also corresponding supporting resources, including instructional design, teaching cases, learning tasks, evaluation reflections, etc. as teaching aid resources.

(2) Building a micro-curriculum resource platform

Good micro-curriculum resources also need a network platform that can be shared and applied as the basis. The open micro-curriculum resource platform can realize the functions of course learning, online practice, evaluation feedback and so on. In the course display platform, including the micro-curricular resources of each chapter of the course, students can learn independently, and use the online practice platform to test the effect, and interact with the teacher through the evaluation feedback platform. The micro-curriculum resource platform provides a guarantee for teachers to implement the "flip classroom" teaching mode. Students use the platform to conduct pre-class study, answer questions in class, and review after class. It will subvert the traditional teaching mode and better meet the individualized and hierarchical learning of students (Figure 1).

Figure 1. "Flip classroom" teaching mode.

(3) Promotion of micro-curriculum resources

The construction of the micro-disciplinary resource pool is not a simple task, nor is it done overnight. It is a long-term, step-by-step process that is the brainchild of an excellent teaching team. To build micro-curricular resources, it is necessary to integrate information technology and teaching deeply, and require teachers to have in-depth research on learning activities, topics, key points and difficulties in knowledge points.

And the overall grasp. The high-quality micro-curricular resources that unite the efforts of many teachers cannot be abandoned only once. Through various teaching activities, we should promote micro-curricular resources, benefit more learners and educators, improve the utilization of micro-curricular resources, and at the same time, drive more teachers to participate in resource construction.
4. The application of micro-curriculum resources in Japanese Extensive Reading

"Japanese Extensive Reading" is a subject that directly faces Japanese reading. In the classroom teaching, students use Japanese reading to conduct independent study, research and exploration. The school has built a micro-teaching platform for the Japanese Extensive Reading course, and provides APP mobile. On the client side, students can make good use of micro-curricular resources to learn. For some students who do not have a computer, they can also learn independently on a mobile terminal through a smart phone. The construction of the micro-curriculum resource library is equivalent to providing each student with a private classroom to conduct self-learning in a very free environment. The introduction of the "Flip Classroom" teaching mode into the classroom makes the demand for micro-curricular resources more urgent and more important. Students use micro-teaching resources to assist in learning before class, which creates a relaxed and elegant atmosphere for learning, which improves the efficiency of learning and makes it easier to stimulate students' creativity. In the classroom, between teachers and students is no longer a simple "I say you listen" indoctrinating teaching, but a very active and active communication and discussion-based learning. The subversive teaching model respects the development of students' personality. The construction of micro-teaching teaching resources can enable teachers to deeply explore their own teaching experience, and develop curriculum resources for teaching resources, which facilitates the teaching methods and experience exchange among teachers. For teachers, it is also an improvement of their own quality.

5. Conclusion

In order to implement the teaching reform of the multimedia "Japanese Extensive Reading" course, it is necessary to introduce a teaching model suitable for "flipped classroom". The prerequisite for the success of teaching reform is the construction of high-quality microteaching resources. Therefore, the construction of "Japanese Extensive Reading" micro-course teaching resources is imperative. At the same time, in the research of micro-course resources, the new teaching environment and atmosphere make students' Japanese reading and learning more active and personalized. In the construction of the micro-course resource database, teachers have enriched their knowledge, strengthened communication between the teaching team, and improved work efficiency.

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