Research and Practice on the Influence of Internet Technology on Students' Japanese Learning Mode

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Abstract. With the popularization and wide application of Internet technology, the influence of Internet is no longer limited to communication, information acquisition and sharing ways, but also affects individual thinking mode, information acquisition mode, communication mode and so as to even the learning mode. As a language teaching, Japanese students’ language output abilities and application abilities are the most important standards to measure the effectiveness of Japanese learning, and they are also the most concerned abilities and development goals of Japanese students and so as Japanese teaching. In the Internet social environment, due to the rapid changes of language learning environment and social environment, their learning mode of Japanese students should also be changed to adapt actively. In this paper, under the background of Internet society, the influence of Internet technology on students' Japanese learning mode is studied and practiced. The purpose is to explore a new way of Japanese Teaching under the background of Internet society.

Keywords: Internet Technology, Students, Japanese Learning Model, Impact Practice

1. Introduction
With the popularity of the Internet worldwide, China's education system is a country with a high degree of Internet application, so it not only brings a revolutionary impact on the development of disciplines and the development of teachers' teaching activities in the teaching field, but also has a profound impact on their learning mode, thinking mode and effective use of information of student groups. As a traditional language teaching subject, the ultimate goals of Japanese teaching are the application and communication because of the instrumentality of language. Therefore, the application of Internet technology in Japanese teaching and students' Japanese learning is an inevitable development of the times, especially in the aspect of students' Japanese learning, which has a certain impact on the learning mode. According to the author's large number of classroom observation and literature search results, the use of traditional learning mode makes students have more and more limitations in learning Japanese, especially the way to acquire knowledge, the opportunity and use of language training, the construction of Japanese thinking, etc., which can’t be fully satisfied by teaching materials and courses[1]. At the same time, in the process of extracurricular learning, students often rely on traditional media such as audio materials of teaching materials, Japanese broadcasting and library books borrowing, which are not only troublesome, but also have limitations of time and
place. Nowadays, the emergence of the Internet has created good conditions for enriching the learning mode of students. Up to 67% of Japanese students prefer to search, learn, download and integrate relevant Japanese learning materials on the Internet. In addition, about 34% of the economically well-off students choose to use online school courses, so the Internet technology has a profound impact on students' Japanese learning mode. What profound influence does Internet education technology have on students' Japanese learning mode? How do students practice their Internet learning mode? The author uses empirical method to study the above issues. An empirical study of 500 Japanese students from 80 colleges and universities in 10 provinces and cities in China was conducted to understand the Internet learning of Japanese students at different levels of schooling and ability.

2. Research object
In order to understand the Internet learning of Japanese students at different school levels and ability levels, the author conducted an empirical study on 500 Japanese students from 80 colleges and universities in 10 provinces and cities including Beijing, Weihai, Xinjiang[2], Inner Mongolia, Shijiazhuang, Tai'an, Xi'an, Zhengzhou, Hefei and Guilin. Japanese students are random, regardless of gender.

3. Research methods

3.1. Literature retrieval
As this paper belongs to empirical research, in order to master more comprehensive data and data as much as possible, the author takes literature retrieval method as an important research method of this paper, and searches 89 highly relevant documents in four major Chinese journal databases, such as How Net, as the research basis of this study and an important reference for Japanese students' Internet Learning in various places.

3.2. Questionnaire survey
Due to the wide spread of network and mobile technology, the Internet does not have regional differences among the majority of students[3]. Moreover, due to the differences in the level of Internet Education and cognitive style of students and schools, there are great differences in the use of the Internet and the results of the impact on individual Japanese Learning. Therefore, this paper mainly uses the questionnaire survey method as the core method of this study. For this reason, the author conducted four different purpose questionnaires on 500 students in a school year. The results of the questionnaire are the original data and basis of this analysis.

3.3. Mathematical statistics
Using swart to make data statistics, analyze the distribution of influencing factors, and draw correct conclusions on the influence of Japanese learning mode on the Internet.

4. Research results and analysis

4.1. Internet technology provides convenience for students to learn Japanese language technology and becomes the most commonly used tool and way for students
According to the results of the questionnaire conducted by the author on the application of Internet technology in the process of learning Japanese by 500 Japanese students in Grade 1-3, 89.4% of the students actively used Internet technology to learn basic Japanese language skills and technologies, including vocabulary memory and expansion, voice exercises, grammar knowledge learning, etc., which produced a very good learning model for their basic language technology impact[3]. Taking vocabulary memory and expansion as an example, the past learning mode was to recite words mechanically with the help of textbooks and teaching auxiliary materials. However, 91% of the students played an important role in online education after the application of Internet technology. They
recited words by using websites, free online education, app and other related word recitation software. In a word, the emergence of Internet technology and its application in the study of Japanese make students change the traditional mode of word learning. At the same time, Internet technology also affects the acquisition of grammar. In the stage of Japanese grammar learning, students no longer have mechanical memory, but take the initiative to use Internet technology and related software to watch Japanese grammar teaching online, which plays a crucial role in broadening their learning channels. In addition, Internet technology has a more profound impact on students' use of Japanese language[5]. Due to the lack of teachers and teaching resources in small language teaching, we always pay attention to language memory learning in language teaching, including Japanese teaching. It is difficult to take into account a large number of language exchanges and applications between students and teachers, so as to improve students' language application ability. Internet technology creates convenient conditions for students to communicate with each other in oral and written Japanese. About 78.9% of the students have registered their personal accounts on different Japanese education websites and forums, and they can learn Japanese on the Internet Learning Forum, and they can ensure that they have a certain time to communicate with each other every day. The application of Internet education technology makes the Japanese learning more frequent, realizes the community of Japanese learning inside and outside the school, and gradually permeates the students' learning life. Therefore, students are learning Japanese when using Internet technology; it has a great influence on Japanese learning mode. See table 1 for specific impacts.

Table 1. Specific impacts

| Group         | R^1   | W^2  | I^3              |
|---------------|-------|------|------------------|
| Grade One     | 47.9% | 1(77%) | 4(56%)/5(47%) |
|               |       | /2(9.3%) | /6(21.1%)       |
| Grade Two     | 79.8% | /3(12.7%) | 4(78%)/5(65%) |
| Grade Three   | 95.5% | 1(89%) /2(39%) | /6(87%)       |
|               |       | /3(67%) |                  |
|               |       | 1(82%)/2(86%) | /6(78%)       |
|               |       | /3(92%) |                  |

Notes: R^1 = Internet usage, such as i.e. the ratio of Internet technology usage to different learning paths.
W^2 = Internet access, especially the ratio of Internet technology on students' Japanese Learning.
I^3 = Internet impact on learning outcomes.
1 = basic language technology learning, including Japanese vocabulary, grammar and pronunciation.
2 = specialized online education courses.
3 = groups and ways of language application and output such as Japanese learning community.
4 = learning and mastering basic knowledge of pronunciation, vocabulary and grammar.
5 = language communication and Application.
6 = language professionalism, professional quality and other factors related to the cultivation of students' Japanese literacy in the future.

4.2. The lack of Internet learning strategy teaching for students leads to the lack of Internet learning effectiveness and learning strategy for students
Learning attitude refers to the stable and selective response tendency of students to learning. It is an internal state acquired in learning activities and is composed of cognitive factors, emotional factors and will factors. According to the teaching situation of the 50 colleges and universities surveyed, students' autonomous learning by Internet is basically spontaneous learning. 89.4% of colleges and universities do not provide the teaching of Internet learning strategies and skills, which also affects their application level and learning attitude of students' Internet technology[6]. The results turn out that only 47% of the 500 students are able to make clear the purpose and correct method of Internet Japanese learning, and have a positive attitude of autonomous learning and corresponding self-discipline. However, as many as 56% of the students who are lack of good autonomous learning habits do not know the tasks or purposes of online learning, and cannot persist in active learning. As high as 78.6% of college teachers do not specify learning websites, apps or online education resources, which make 76.4% of students, have blindness and lack of pertinence in the selection of teaching resources and Japanese learning materials. Most of the extra-curricular time and energy are used for online chat, less for the study of professional courses, resulting in the limited effective learning time of extra-curricular Japanese. With the deepening of the difficulty of learning content, it is more difficult to combine Japanese learning with network technology, and even make Japanese learning appear the phenomenon of weariness.

5. Conclusion and suggestion
To sum up in the process of learning Japanese knowledge, students should be based on the traditional learning mode. We have seen Japanese students' enthusiasm and positive attitude towards Internet technology. In the future, Japanese teaching should teach them to use Internet technology scientifically, play the role of Internet technology through effective use, and learn Japanese by means of Internet technology. At the same time, according to the research results, we also see the problems and puzzles of Japanese students in the process of using Internet technology, especially the lack of Internet technology learning methods and the lack of autonomous learning strategy teaching, which makes the students' Internet application ability and learning effect far from the expectation, which is also the focus of our Japanese Teaching in the future. The author thinks that the research on the influence of Internet technology on students' Japanese learning mode will have two main practical directions in the future: One is to build an Internet learning mechanism for Japanese in colleges and universities. Through the mechanism to make the role and influence of Internet self-learning get the correct cognition of teachers and students, strengthen the school's research and education on learning resources, learning ways and learning methods, and create good Internet cognitive ability and application ability for students. Good learning strategy is an indispensable internal condition for self-learning. The second is to establish the evaluation mechanism of Internet independent learning. Teachers monitor students' effective time for Japanese learning after class, as well as their ability to organize and transform information in self-learning by means of homework, language use ability inspection, website forum posting, etc. to urge students to make correct use of the Internet, set learning objectives, make plans, and seek opportunities and scenarios for Japanese use, so as to improve Japanese application water as much as possible Ping, for the future language literacy, professional literacy and other issues related to the good development of society in the future.

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