Research on the Design of Japanese Intensive Reading Course based on Computer Network Teaching

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Abstract. With the development of the times and the deepening of foreign language teaching reform, the traditional Japanese teaching mode can no longer meet the needs of modern teaching. Computer aided Japanese intensive reading teaching has been more and more used in Japanese Teaching in Colleges and universities in China. Computer assisted Japanese intensive reading teaching breaks through the limitations of single course learning, arouses the enthusiasm of students, improves the teaching effect in unit time, and makes up for the deficiency of traditional Japanese intensive reading teaching. Therefore, in the future Japanese teaching, we should give full play to the role of computer network technology in teaching and improve the level of teaching modernization.

Keywords: Computer Network Teaching, Intensive Reading of Japanese

1. Introduction

How to reform Japanese teaching, promote the improvement of students’ comprehensive ability, and cultivate practical Japanese talents suitable for the needs of today’s society is an important topic faced by Japanese educators. In Japan and other developed countries, the use of multimedia network technology for teaching has been common, in China has also been a preliminary development. Japanese intensive reading is the most important course for students to acquire knowledge. Therefore, it is imperative to apply computer network technology in Japanese intensive reading teaching.

2. Problems in the traditional teaching mode of Japanese Intensive Reading

The traditional teaching mode is still adopted by most Japanese majors in China. The first mock exam of Japanese teaching is mainly grammar translation and structural analysis. The emphasis of teaching is on the knowledge of Japanese. The teaching mode often comes from explaining the meaning of words, interpreting grammar and practicing sentence patterns. It emphasizes the mastery of phonetics, vocabulary and grammar, that is to say, most of our energy is devoted to the explanation of language...
forms, the ability of reading articles and taking exams. This traditional teaching mode has some disadvantages in Japanese teaching. [1]

Teachers lay particular stress on the cultivation of students’ pure language ability, but ignore the cultivation of students’ communication ability, that is to say, they ignore the cultivation of students’ ability to use language properly in specific language environment. The traditional single teaching mode will make students feel boring and the classroom effect is poor. There is no auxiliary teaching aids in the traditional classroom. When teachers teach some Japanese knowledge (such as Japanese culture, etc.), because there is no intuitive feeling, students will inevitably feel abstract.

Therefore, the traditional Japanese teaching cannot meet the students’ various needs for knowledge under the new situation. Therefore, teachers should combine traditional teaching with computer network technology to improve Japanese teaching level.

![Diagram](image)

**Figure 1.** one to many network teaching

### 3. The advantages of computer aided Japanese Intensive Reading Teaching

#### 3.1. It can change the traditional teaching concept and establish a new teaching mode

Most of the traditional classroom teaching is based on teachers and pays attention to the teaching of knowledge. The use of computer-aided Japanese teaching highlights the students as the main body, focusing on the acquisition of knowledge. [2]

#### 3.2. Improve students’ interest in learning

With the help of computer-aided Japanese teaching, teachers can provide students with corresponding audio-visual materials, such as news, Japanese culture collection, etc. on the basis of classroom teaching, students can improve their listening and speaking ability while improving their interest.

#### 3.3. Change the limitations of single course learning

Computer aided Japanese teaching can integrate the contents of listening, Japanese culture and other courses into the teaching of Japanese intensive reading, so as to improve students’ comprehensive Japanese ability.
4. Practice and effect evaluation of computer aided Japanese Intensive Reading Teaching

From the survey results, we can see that students hope to adopt multimedia assisted teaching method in class, but at the same time think that traditional teaching is indispensable. In addition, students hope to acquire new knowledge through multi-media teaching.

4.1. The practice of computer aided Japanese Intensive Reading Teaching

Before using multimedia in teaching, the author mainly did the following work: making part of the courseware of Volume 2 and volume 3 of new Japanese in the form of power point; sorting out some audio-visual materials related to the text content, such as news clips, Japanese culture brochures, etc. The main content of multimedia classroom teaching is the introduction of text background knowledge, the explanation of key words and grammar, and the supplement of audio-visual materials.

First of all, use text, pictures and so on to introduce background knowledge. Though this direct visual effect, students can have a deeper understanding of Japanese culture, and some Japanese words appear in it can be easily memorized. Secondly, the explanation of important words and grammar is accompanied by more exercises, which can quickly and effectively grasp the knowledge points and save class time. Finally, according to the specific content of the text, let’s see some short Japanese audio-visual materials and let students practice. Play the latest video, the video conversation can consolidate the text knowledge, and can improve students’ Japanese Listening and speaking ability.

![Figure 2. Basic course of computer network](image)

4.2. Evaluation of the effect of computer aided Japanese Intensive Reading Teaching

Through a semester of traditional teaching combined with computer teaching practice, students in the classroom performance than before, active, good feedback; listening and speaking ability has been improved; in the usual test and final examination, students’ scores have also improved. Computer aided Japanese intensive reading teaching not only expands students’ knowledge and improves their Japanese
level, but also enhances students’ interest and confidence in Japanese learning. The combination of traditional and modern technology teaching method has a great role in promoting the students’ International Japanese level one examination and future employment.\textsuperscript{[3]}

5. Optimization of College Japanese Intensive Reading Course Design in Network Teaching

5.1. Analyze the teaching and determine the goal

In the network teaching of College Japanese intensive reading course, has not played the desired effect, in the students for the Japanese intensive reading course learning, only played a supplementary role, not intended to guide the auxiliary teaching. Therefore, in order to improve the Japanese intensive reading course, we should first analyze the teaching situation and investigate the students learning situation. Through the survey data, we can analyze the loopholes in students learning and the weak links in students daily learning. When designing the network class, we should increase the proportion and make clear the goal, so that the Japanese intensive reading online class can play a real leak detection and make up Lack of role, and guide the role of auxiliary teaching. In order to make students improve themselves in all aspects in online learning, no matter in terms of cognitive vocabulary, grammar, writing, listening, or pronunciation and reading, let network teaching Japanese intensive reading class become a favorable helper for students to learn after class.

5.2. Adjust the existing course column

The course design of Japanese intensive reading in network teaching includes many aspects, such as style, interface, color matching, page, etc. These factors in the design will become the factors affecting students learning effect. In the design, we should take into account the visual enjoyment of students, as well as the clear interface and clear navigation, so as to prevent students from being lost and unable to find the object they want to find. According to the teaching analysis, adjust the column of Japanese Intensive Reading Course in network teaching. Keep necessary columns, such as lecturer, course introduction, teaching plan and teacher-student interaction. Merge related columns, such as the original related resources, bibliography two columns can be merged into a column, named teaching resources. Delete and modify the inconsistent columns, some columns in the effect of students praying confusion, or inconsistent with other columns, should be considered to delete or modify. Add columns conducive to students learning, such as course navigation, clearly guide students learning direction, and increase students forum to increase online learning exchange among students.\textsuperscript{[4]}
5.3. Adjust and enrich the course content

Compared with traditional teaching methods, intensive Japanese reading course in network teaching can provide students with more abundant contents, such as pictures, films, music, animation, etc. In the network teaching course content and the traditional classroom teacher teaching content corresponding, but also can insert some pictures, or cultural explanation to enrich the teaching content, students in addition to understand more thoroughly, but also can increase the enthusiasm and interest in learning. In the content can also add some Japanese inspirational films, animation, etc., students in the study of relaxation, but also relaxed to accept the Japanese teaching outside the classroom, so that students learning content closer to real life, more local. In addition to these interesting contents, the original content should also be adjusted accordingly. For example, the annotation of vocabulary, the application of grammar and the pronunciation of reading aloud in the intensive reading text should be more in line with the students learning habits, so as to make it clear, comprehensive, specific and prominent. Enriching interesting content can attract students attention and make them study more actively.

5.4. Improve the quality of existing courseware

Courseware is the core component of network teaching. The quality of courseware directly determines the teaching quality of network teaching classroom. The content of the existing courseware is generally for teachers However, unlike traditional classroom teaching, network teaching is completely dependent on students autonomy and self-learning ability. Therefore, courseware should be rich in content and consistent with teaching content, and visual design should be added to make students easier to accept the content. Enjoy the process of reading and learning. In the design, we should pay attention to the matching of background, words and pictures, and highlight the key points, so that students can make clear the primary and secondary points when learning the content of a presentation. For example, when designing courseware, the font and color of the key part of the courseware should be changed less to show that it is different from other parts.
6. Conclusion

The advantages and disadvantages of the course design of Japanese intensive reading in network teaching are directly related to the learning quality and achievements of students in the use of learning. The optimization of the course design needs more in-depth investigation and research, so as to further improve the network teaching system, so that students can learn knowledge, cultivate interest, improve self-consciousness and exercise perseverance in self-learning, so as to truly achieve the goal of network teaching. This paper discusses the role of guiding and assisting teaching of College Japanese intensive reading course. [6]

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