Small Study in the Big Data Era: Application of Network Information Resources in Japanese Learning and Translation Studies

Hongfang Duan\textsuperscript{1,*}, Yingchao Chen\textsuperscript{2}
Heilongjiang University Of Technology, China, 158100

*Corresponding author e-mail: as534700786@163.com

Abstract: With the advent of the era of big data, Internet + has been included in national strategies, bringing unprecedented opportunities and challenges to all walks of life. Higher education is no exception. Internet + education is a major subject that requires a lot of effort to think about in foreign language teaching in colleges and universities. As an essential carrier of network information resources, iPad features massive information, mobile convenience, and robust interaction, which is quite suitable for the teaching of various courses. In this paper, the possibility of using the iPad in Japanese literature translation courses to enrich the teaching modes and concepts is explored.

Keywords: Internet +, iPad, Translation Teaching, Mobile Teaching

1. Introduction
Currently, with the rapid development and rapid popularization of information technology, the relationship between education and the Internet has reached an unprecedented degree of closeness. In the “Opinions on Strengthening the Construction and Application of Online Open Courses in Colleges and Universities” promulgated by the Ministry of Education this year, the focus is following the pattern of teaching and education, promoting the deep integration of information technology and education. Hence, it is imminent to integrate network information technology and education. How to implement the integration of physical classroom teaching and networked classroom teaching in the real sense has become the focus of attention [1].

The new teaching model represented by interactive teaching and mobile teaching has become the focus of teaching model reform at present. Interactive teaching refers to treating educational activities as deep knowledge-based and creative exchanges and communication activities between teachers and
students, and teaching process as a dynamic interactive interaction and interactive activity of teaching and learning. In this process, through the optimization of the “teaching interaction” method, i.e., by deepening the teacher-student relationship and its interactions, a teaching structure model for benign teacher-student interaction, student-student interaction, and the learning individual and the teaching agent's interaction is formed to enhance the interaction between the people and environment, thereby improving the teaching effect [2-3]. Mobile teaching is another new type of teaching and learning model after digital teaching. It is also a unique innovation point in the field of educational technology research [4]. Mobile education refers to education implemented in mobile learning places or using mobile learning tools. It is based on the more mature wireless mobile networks, the Internet, and multimedia technologies. Students and teachers use mobile devices (such as mobile phones) to implement interactive teaching activities via mobile teaching servers [5]. For a practical mobile education system, three aspects (students, teachers, and educational resources) should be considered, and they should be organically integrated through the system. How to make full and active use of network information resources to study Japanese translation has become the focus of mobile teaching. The mobile terminal represented by the iPad can integrate the two focuses perfectly. The advent of mobile terminals makes teaching activities no longer limited by time, location or place, which has indeed implemented the learning at “anywhere, anytime”.

2. Application of Network Information Resources in Japanese Study and Translation Studies

In the subsequent section, Kawabata Yasunari's masterpiece “Izu Maiden” is taken as an example to introduce the use of network information resources in the study of Japanese learning and translation briefly.

2.1. Preliminary preparations

A new individual (as shown in Figure 1) course (mu class) was created on the iPad-specific APP--iTunes U. The name of this course I built was the literary translation. In the individual course, all the functions that mainstream lessons can implement, such as course introduction, syllabus, teaching materials release, teaching video (micro-lecture) push, homework assignments for students, the arrangement of discussion topics, interaction with students, etc. The personal online course function in iTunes U is used. For the literary translation courses in the entire semester that cannot be taught in the classroom in detail, the additional knowledge points and content that students need to learn are provided to the students through iPad interaction, thus forming a three-dimensional teaching mode that integrates the study in class and out of class, online and offline.
Figure 1. iTunes Literature Translation Network Course

The specific process is as follows:

The pdf version of “Izu Maiden” and the Chinese translation are uploaded to MOOC in advance. The students are required to read the Japanese version of the text in advance with questions and read the Chinese version. They are required to pay attention to reading notes during the reading process, consider the style and stylistic features of the original work, and whether the translated works reflect the original work's form and stylistic features, focusing on recording the questionable paragraphs and vocabulary.

A micro-course of about five minutes is produced and sent to the mu class of iTunes U. The content is a brief introduction to Kawabata Yasunari's literature and a detailed review of the current domestic translation of its literature. The purpose is to give students an understanding of Kawabata literature and translation in China.

2.2. Teaching in class – using the dual screen in teaching

In the multimedia classroom, dual-screen teaching can better realize the teaching of literary translation. One screen is a TV screen connected with the teacher's personal laptop to display the pdf version of the Chinese translation. One screen is a classroom computer screen to display the middle. The original Japanese work (see Figure 2), and project the original Japanese work to the computer on each student's desk through the iPad. There may be some people here. Can the iPad screen be projected on the computer screen in the multimedia classroom? The answer is yes. Explanation through two screens in this way can help students grasp the relevance of the original and translated works more intuitively.
First, the original and translated works of Kawabata Yasunari's work are displayed on two screens, with keywords and sentences marked in the original. And by asking questions, let students talk about their feelings when reading the original text and the translation, and talk about their own translations of some words and phrases, so that the students naturally integrate into the classroom, forming a positive interaction atmosphere. (The pdf version of Izu's Dancing Girl translated by Ye Weiqu, who was put into the lesson in advance, is displayed on the TV screen)

Because both the original and translated texts can be seen by the students, the reading area and reading volume of the students are greatly expanded, and the students have a holistic grasp of the text.

The investigation of literary language is also the focus of this lesson. Literary translation is actually the conversion between different languages of literary language. It is demanding and needs to be considered with patience. It is required to have excellent aesthetic capability and the ability to find beautiful things from the works. The following is a detailed statistics and analysis of how the literary language is used in the works and how to improve the students' aesthetic ability. Teachers first ask students to identify the characteristics of literary expression.

The characteristics of literary language are mainly reflected in the following aspects:

1. Poetic language brings readers to a beautiful world that is real and magical.

Many of Kawabata's works have one thing in common: that fantasy and reality are intertwined, making it difficult for readers to distinguish between true and false. The stage of “Izu's Dancing Girl” is full of fantastic atmosphere.

The following original texts of Kawabata Yasunari's works are quoted from the electronic version of “The Beans of Izu” by Jiyingsha e-library.

(1) Rain foot the fir tree in the dense forest you can see the white early from scratch private from
chase what was that?. The torrential rain, white and bright, covers the dense fir forest, sweeping over me from the foothills.

(By Kawabata Yasunari, translated by Ye Weiqu, 2005: 3)

The sense of speed and anthropomorphic description endows the whole scene with a great sense of image and three-dimensional appeal

(2) Rain to washing autumn night no, it's just... The autumn night washed by rain was extraordinarily bright and silvery.

(By Kawabata Yasunari, translated by Ye Weiqu, 2005: 11)

The rainy night has been modified by a passive type washed by rain so that the bright and clean autumn night is vividly portrayed.

(3) The position of the mountain seems to be far and near, the color is white, the color of the front is small, and the sound is high. The towering mountains are stained with white flowers. It is impossible to distinguish between far and near ...

(By Kawabata Yasunari, translated by Ye Weiqu, 2005: 10)

The same vivid, poetic description portrays Izu in the rain very realistically.

The translation is based on Bayesian word segmentation, as shown in equations (1) and (2):

\[ p(c_i | w) = \frac{p(w | c_i) p(c_i)}{p(w)} \]  
\[ p(w_0, w_1, w_2, \ldots, w_N | c_i) = p(w_0 | c_i) p(w_1 | c_i) p(w_2 | c_i) \cdots p(w_N | c_i) \]  

Where one is to find the sum of the occurrences of wj in the sample set of the category ci and then divide it by the sum of the samples; the second method is to find the sum of the occurrences of wj in the sample set of the category ci and then divide by the sum of the occurrences of all features in the sample. p is the probability of occurrence.

2. Quirky and unique metaphor endows the language with a touch of modern rhythm.

(4) From the exit of the tunnel, one side of the white fence was stitched together and the road of the mountain pass was like lightning. The mountain road starts from the tunnel exit, and along the edge of the cliff is surrounded by a white-painted railing that extends like lightning.

(By Kawabata Yasunari, translated by Ye Weiqu, 2005: 7)

The use of the metaphor of lightning makes readers realize that modern civilization has penetrated every corner. The virtual world and the real world are very close, and the hero can freely move between fantasy and reality.

3. The classical description adds a lot of traditional flavor to the works.

(5) It was almost like the image of a hihistorical girl who exaggerated her hair. It makes her feel like a portrait of a girl in a novel, with very thick hair.

(By Kawabata Yasunari, translated by Ye Weiqu, 2005: 4)

It seemed that we came to ancient times through the time machine as if a lifetime had passed.

(6) Looking at the white naked figure with smooth feet like a young paulownia, I felt spring water in my mind, took a deep breath and laughed. The white nude, slender legs, stood there like a little sycamore. I see this picture ...
(By Kawabata Yasunari, translated by Ye Weiqu, 2005: 12)

7 I looked back and I thought my journey had taken me. From time to time, I look back at them, and the excitement of traveling is spontaneous.

(By Kawabata Yasunari, translated by Ye Weiqu, 2005: 4)

Escaping from the real-world entanglement and enjoying the joy of traveling alone is probably the main reason why many travelers love traveling. The existence of Izu Maiko has a healing effect, allowing the hero to heal the injured heart.

Through these examples of literary language examples, students gradually understand the uniqueness of literary language. This is a crucial step in literary translation. The literary translation should restore the characteristics and flavor of the literary language in the original language in the target language. Therefore, only by grasping the connotation of literary words can accurate positioning and moderate translation be achieved in translation practice.

It is also imperative to cultivate students' aesthetic ability. Each literary work has some aesthetic taste, and how to discover and dig it out is very important to improve the quality of literary translation. The aesthetic taste is mainly reflected in the “meaning beyond the image”, the “message between the lines” and the “ideas beyond the mere words” in the text, which requires readers to taste carefully to capture it. The aesthetic implication of literary works requires teachers to inspire and guide students to discover and explore the beauty in the process of studying with students. Literary translation courses should first be literature courses, and it is best to be taught by a literary teacher. As teachers of literature direction know how to guide students to discover and explore the beauty. Without understanding the characteristics of literary language, it is impossible for teachers to provide guidance and interpretation in literary translation teaching.

“The Dancing Girl of Izu” is taken as an example. How to appreciate this work aesthetically, and what should be the focus during the translation process? I think this work depicts a touch of love, or a touch of romance may be more appropriate in the quietness of the moisturizer. Under the plain language, the natural beauty, traditional arts, and inferior dancers live on the paper so that readers can feel full of real feelings and meaning. Some say that this is the essence of Japanese literature- “Mono no aware” (the outside/material world versus oneself). In the seemingly bland writing, there are clumsy words and overwhelming emotions, which is an essential reason for it to become a famous piece. Therefore, in the process of translation, we should grasp the unique style of Kawabata Yasunari, whose soul is faint in his works. Only in this way can the original work be translated into place, and the translated work can stand out.

2.3. Arrange practical activities in literary translation
After appreciating famous translation works with classmates, we will enter the translation practice activities with students as the main body, and the teachers will arrange the specific translation content. Because this lesson is based on the work of Kawabata Yasunari, the designated students try to translate a fragment of their representative work “Snow Country” and publish it in groups in the next lesson. The content of the publication is to introduce to you the problems and solutions encountered in the translation process and to make an evaluation of your own translation practice.
The students' practical activities are actually crucial scientific research data and materials, and it is necessary to make full use of them. In this way, through the teaching work, we have obtained precious first-hand data for scientific research, which can be described as killing two birds with one stone.

In addition, there are some Chinese and Japanese corpora on the Internet that can be used well. For example, “Japanese learner composition "Ky corpus" marked with corpus and "sino-japanese"” and so on. These corpora are very helpful for us to engage in translation teaching, foreign language research, and foreign language teaching. Especially in the Internet + era, the analysis of a large amount of text data through the corpus will help us to scientifically analyze the prominent styles and sentences of the original and translated works. Features.

3. Conclusions
The above content is a brief introduction to the author's preliminary attempt to integrate network information resources into Japanese learning and translation in the context of the Internet + era. The concepts of mobile teaching and interactive teaching have been reflected herein. However, further exploration is still required to develop better and more practical teaching models and approaches.

References
[1] kanwa, P. C. Demographic Variables and Students Use of E-Learning Resources in Public Secondary Schools Libraries in Rivers State of Nigeria.[J]. International Journal of Educational Administration & Policy Studies, 2017, 9(2):10-27.
[2] Yuko Ono, Koichi Tanigawa, Kazuaki Shinohara. Human and equipment resources for difficult airway management, airway education programs, and capnometry use in Japanese emergency departments: a nationwide cross-sectional study[J]. International Journal of Emergency Medicine, 2017, 10(1):28-43.
[3] Xiao Xiang Zhu, Devis Tuia, Lichao Mou. Deep Learning in Remote Sensing: A Comprehensive Review and List of Resources[J]. IEEE Geoscience & Remote Sensing Magazine, 2017, 5(4):8-36.
[4] L Cristobal Monraz Gomez, Maria Kondratova, Jean-Marie Ravel. Application of Atlas of Cancer Signalling Network in preclinical studies[J]. Briefings in Bioinformatics, 2019, 20(2):701-716.
[5] Masaki MURATA, Yuki ABE. Using Machine Learning for Automatic Estimation of Emphases in Japanese Documents[J]. Ieice Transactions on Information & Systems, 2017, 100(10):2669-2672.