Research on the Application of Computer Aided Multimedia Teaching Technology in Japanese Teaching

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Abstract. Japanese has always been a minority language, but there are a large number of students and high social needs in China. Refer to the past teaching methods and means has important value in basic talent education. However, the continuous improvement of employment demand and the requirements of the development of the times put forward higher requirements for the effectiveness of Japanese teaching and training. Therefore, the study of strengthening the effect of Japanese teaching has important practical value. Computer-assisted multimedia teaching technology has a wide range of application value in Japanese teaching, but there are certain limitations in the actual use process, which affects the effectiveness of Japanese teaching in the multimedia environment. Therefore, it needs to be improved and optimized. This paper conducts research from three aspects: the application of computer-assisted multimedia teaching technology in Japanese teaching, teaching difficulties and promotion strategies [1-3].

Keywords: Multimedia Teaching, Japanese Teaching, Application

1. Introduction
As a kind of teaching method based on Internet, multimedia teaching technology has inspired the majority of students' motivation and enthusiasm to learn Japanese in the past period through a flexible and changeable teaching content, teaching methods and the follow-up of monitoring means, which has enhanced the theoretical basis and language practice effect of college students. However, with the continuous enhancement of cultural infiltration and exchange, the continuous improvement of social requirements for the application ability of Japanese talents and the higher requirements for the high-level application talents in the aspects of cultural literacy, literary accomplishment, etiquette, etc., the advantages of multimedia teaching technology based on language teaching and training in the past are getting lower and lower. The training methods of advanced Japanese talents are becoming more and more rigid and the teaching effect is becoming pale. However, multimedia technology is an important educational technology in Japanese teaching. We can't be "one size fits all", but we need to carry out dialectical critical development in combination with the background of the times and by deeply analyzing the main problems of multimedia teaching methods in current college Japanese teaching, and exploring the application strategies of multimedia technology in college Japanese teaching [4-6]. In addition, the paper puts forward some problems that should be paid attention to in the application of
multimedia technology in college Japanese teaching. The purpose of this paper is to explore the function of multimedia technology in college Japanese teaching, to promote the realization of college Japanese teaching objectives, and to cultivate more and more excellent Japanese talents[7].

2. Analysis of the difficulties encountered in the application of multimedia in Japanese teaching

2.1. Pay attention to teaching results and exam oriented education ideas to make multimedia technology increase the burden of students or ignore the teaching process and the cultivation of students' learning skills, but by affecting the thinking of students' main body, resulting in the reduction of learning interest and effective learning time

The final result of language teaching is tested by application and communication, which is also the most direct indicator to measure the quality of language teaching and talent training. As a kind of language teaching, Japanese teaching relies not only on the teaching of pronunciation, grammar and vocabulary, but also on the acquisition and improvement of students' active application abilities. The introduction of multimedia technology into Japanese teaching in colleges and universities has more content advantages and interactive advantages for the single teaching mode of "textbook teaching and examination feedback" in the past. According to the survey, since the introduction of multimedia Japanese teaching into the Japanese classroom, it has a great impact on the current Japanese teaching and learning effectiveness.

However, with the rapid increase of practical business volume of Japanese and the increasing demand for practical skills and abilities such as the application ability of Japanese talents and the accuracy of context translation, the social adaptability of multimedia technology teaching and the learning effect of talents' application ability fail to meet expectations. The primary dilemma of multimedia application in Japanese teaching is that teachers pay too much attention to the teaching results, but ignore the teaching process and the training of students' learning skills, which affects the students' main language learning thinking. Teachers occupy the main position in the classroom. Large capacity multimedia technology has become the bag of knowledge filling, but promotes the "cramming teaching" mode. At the same time, under the influence of the teaching thought of the exam oriented mode, the teaching of teachers in the classroom overemphasizes the theoretical teaching, which is basically that teachers play the recording and PPT based on the textbook content, Students do exercises on the content of the textbook. The boring mode of teachers asking questions, students answering questions, and teachers explaining with reference to the text is difficult to complete the effective combination of teaching content in and out of class and the stimulation of theoretical teaching and students' ability and independent learning ability. Such a teaching mode is difficult to improve students' interest in Japanese learning. It results in low interest in learning and effective learning time, and neglects the training of students' learning skills. The result is not worth the loss.

2.2. Lack of teaching feedback, low pertinence of teaching content and difficult to meet the needs of application ability teaching influences the education results

Multimedia technology teaching is a kind of teaching method for teachers to deal with words, figures, images and sounds comprehensively by computer based on the arrangement of teaching contents. Therefore, in theory, compared with traditional classroom teaching, multimedia teaching technology can fully mobilize students' listening, speaking, reading and writing all-round senses of classroom experience and the efficiency of information interaction. With the deepening of quality education and the continuous optimization of teaching reform, Japanese teachers rely too much on the application of multimedia technology, and even abuse it. According to the results of the questionnaire survey of 100 Japanese teaching units, about 92.1% of Japanese teaching is presented through multimedia technology. It can be said that Japanese teachers highly rely on multimedia technology for teaching.

However, compared with the teaching input and output of today's students, the Japanese learning effect of today's students still has a large gap with the ideal value. The main reason lies in the application of multimedia teaching technology. Multimedia teaching technology has changed the
traditional form of classroom presentation, expanded the content of teaching and enriched the means and presentation of classroom teaching, so that Japanese Teaching in pronunciation, vocabulary, grammar simple technology teaching has achieved better results, but the abuse of multimedia technology in Japanese teaching makes the Japanese teaching content lack of pertinence and feedback. Especially for the junior students, they have no strong feelings for Japanese, and the training needs of subject interest and learning ability are often greater than language technology learning. However, according to a large number of classroom observation results, it is found that the use of multimedia technology occupies too much classroom time and ignores the cultivation of learning ability, especially language emotion. As high as 89.4% of the junior students have no or deep understanding of Japanese culture, and compared with the multimedia teaching technology lacks teaching ideas of cultural education and teaching feedback. As a result above, the Japanese teaching has low pertinence, which is difficult to meet the needs of students' application ability teaching, resulting in the lack of interest in Japanese learning in the learning process, affecting the students' language use ability Training of ability and learning ability.

3. The optimized application of multimedia teaching technology in Japanese Teaching

3.1. Properly control the use of multimedia technology, make full use of multimedia technology to build language and cultural environment and Japanese emotional training channels in order to clear the boundaries between teaching methods and tasks to make multimedia technology become a good means of serving teaching content

The final result of classroom teaching is to improve students' subjective initiative, learning initiative and enthusiasm. As a foreign language teaching, Japanese is a totally new language and culture for 89.3% of college students. The key of Japanese teaching lies in cultivating students' language emotion, cultural perception and identity. Therefore, in order to explore the optimal application of multimedia teaching technology in Japanese teaching, we should first clarify the task of Japanese teaching. The author thinks that the first thing we should do to optimize the use of multimedia technology in Japanese teaching in the future is to control the use of multimedia technology appropriately, so that we can make full use of multimedia technology to build language environment, cultural environment and Japanese emotional training channels, clarify the boundary between teaching means and teaching tasks, make multimedia technology become a means of serving teaching content, and make multimedia technology become a means of serving teaching content. The combination of resources and Japanese teaching. Japanese learning materials are very important. Teachers need to have a variety of Japanese learning materials to meet the learning needs of students with different learning levels and skills. Multimedia technology can meet this need. Japanese teachers can use modern information technology to provide students with rich learning resources, to build a real language environment, so that students have the opportunity to infiltrate in the whole Japanese learning environment to have a positive connection and emotional identity with Japanese language and culture, and can make Japanese learning and social reality as synchronous as possible through NHK and TBS Japanese news, so that students can conduct self-evaluation in the process of learning. If we can learn the original Japanese knowledge and culture, we will greatly reduce the pressure of cramming multimedia teaching technology and the negative psychological impact of learning depression, which will achieve twice the result with half the effort.

3.2. Use multimedia technology to enrich teaching means and build interactive learning mode

It is very important to construct the situation mode of language learning. The emergence of multimedia teaching technology and modern communication mode based on network makes the construction of interactive learning mode based on multimedia teaching method become reality. Teachers can make full use of multimedia equipment to establish teaching situation mode for students, and require students to use Japanese in the situation mode for dialogue, so as to improve students' listening and oral expression ability by simulating the dialogue in the scene by making use of We
Chat group and aping to make interactive teaching mode content, pictures and texts, and open social scenes. The open learning environment makes teaching more targeted and can help students to exercise their creative thinking ability and the ability to utilize network information resources.

4. Conclusion
The use of computer-assisted multimedia technology for Japanese teaching is an indispensable teaching method in the process of Japanese learning, and it is also the main teaching exploration direction for actively constructing a teaching environment for the pain points and resources of Japanese teaching in colleges and universities. The deficiencies of computer-assisted multimedia technology teaching methods should be optimized according to the requirements of the times. In particular, improving students' autonomous learning ability and Japanese application ability is a core requirement. Based on the results of a large number of researches and questionnaires, this paper analyzes the difficulties faced by computer-assisted multimedia technology in Japanese teaching, and puts forward suggestions to optimize its application, which has important teaching research value.

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