Application and evaluation of computer in Japanese teaching

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Abstract: With its unique charm, computers have developed rapidly in various fields of science and technology, which has led to assistant teaching in linguistics, especially human-computer interaction. Computer will implement dynamic teaching, such as online teaching, video teaching and so on, which can provide technical support for new teaching concepts. Through elaborate production of network resources and design strategies, Japanese teachers can carry out application experiments in teaching. Through continuous analysis, summary and improvement, we can draw the application strategy of computer in Japanese teaching. This paper first analyses the unique function of computer in Japanese teaching. Then, this paper puts forward some problems. Finally, some suggestions are put forward.

1. Introduction
Computer is the medium of teaching in foreign language teaching, which provides a good learning environment for students. Through the dialogue with computers, teachers can carry out a new type of teaching. As a teaching medium, computer can help teachers improve teaching effect, which enlarges teaching scope and extends teachers’ educational function. Moreover, computers are interactive and can be accessed and processed automatically, which can not only present teaching information, but also receive students to answer questions. By judging in advance, we can guide and check students’ basic learning.

2. The importance of computer application in Japanese teaching
2.1. Arousing students’ interest in communication
Computers can provide students with learning materials in many ways. The content displayed on the screen can be repeated and replaced at will, and the computer can show the dynamic changes of things. The computer can also produce corresponding sound as the picture changes. Through multimedia technology, we can realize some abstract and difficult teaching process. Through the vivid and interesting multimedia interface, we can show the learning content, which will enhance students’ interest in learning and individual training. Students’ learning speed can be controlled by themselves or by computers, which can improve students’ learning efficiency. Computer plays such a positive role in teaching. On the one hand, it is the ability of computer equipment itself. On the other hand, it is also the most important aspect. Teachers have prepared CAI courseware with various functions beforehand. Computer has the function of executing these courseware applications. Japanese teaching network resources are often multimedia resources that integrate text, image, audio and video. By means of multimedia display and dissemination, the teaching content can show the course knowledge intuitively, vividly and vividly, which can fully activate the language environment of students’ various sensory organs. The authentic Japanese on the Internet is real and natural. It involves culture, society, economy, science and technology and other aspects. It creates real and good language learning materials and environment for students.
2.2. Promoting the renewal of teachers’ ideas
From the perspective of educational communication process, every update of media is accompanied by the enhancement of communication function, which puts forward higher requirements for both sides of education. Electronic communication requires both sides to have certain technical ability and environmental conditions, which has been used to the unchanged teaching mode for many years. With the advent of computer-assisted instruction (CAI), teachers will feel a lot of pressure, which makes Japanese teachers re-establish information-oriented teaching concept. With the advent of teaching reform, it is necessary to change the traditional role of expressing teaching content by words in class. Pre-class preparation is particularly important. We can use computers to establish teaching databases and classify and set up multiple folders, such as 「文法の解釈」、「豆知識」、「日本の習慣？風俗」、「言葉の広場」、「問題集」 and so on. By organizing, designing, making and processing teaching information, teaching courseware can be operated and controlled in class, which can actively eliminate unfavorable factors such as students’ attention transfer or excessive dependence on media. In fact, teachers play a variety of roles, such as organizer, coordinator and instructor. In Japanese teaching, with the continuous updating of some knowledge, online teaching becomes possible. Online teaching requires teachers to constantly improve their professional knowledge. Only in this way can we meet the needs of students.

2.3. Promoting teachers’ teaching level
In traditional Japanese classroom teaching, only a few textbooks are used to impart knowledge, and the resources are very limited, which can’t meet the needs of teaching and students’ learning of Japanese. Computer-aided Japanese teaching has the characteristics of large amount of information and abundant resources, which broadens students’ horizons. And the computer with its powerful storage capacity, fast and convenient retrieval function, which provides a wealth of learning resources for teachers and students. Network resources can also improve the role of Japanese teaching, which will be beneficial to the construction of Japanese teachers. By changing teachers’ educational and teaching concepts, we can improve teachers’ information literacy, which will improve teachers’ professional level and teaching skills. Finally, computer application will enrich and expand teachers’ knowledge structure and system.

Combining with teaching requirements, content and actual situation, teachers can use network resources flexibly and pertinently, which provides space for teachers’ autonomy and creativity in teaching.

3. Problems of computer in Japanese teaching
A total of 1000 questionnaires were issued, and 961 questionnaires were valid, with an effective rate of 96.1%. The specific analysis is as follows.

3.1. Language teachers lack of talent ability
In the process of applying network resources to Japanese teaching, the vast majority of students actively participate in classroom teaching activities such as dialogue, situational performance, listening self-test and answer. In the course of applying network resources to Japanese classroom teaching, students participate actively in answering questions, perform situational conversations actively, communicate and discuss frequently among group members, the classroom atmosphere is active, and the learning effect is remarkable. Japanese teachers lack the knowledge and application of computers, and they lack the corresponding skills. At present, although basic computer operations, electronic courseware, etc., but for the production of VR content, most people do not have such skills. Japanese education needs rigorous and professional content. Therefore, the production of Japanese VR education content not only requires video technicians, but also requires the in-depth participation of Japanese teachers. According to the survey results, the main problems are poor computer technology and poor professional competence in Japanese, accounting for 66.7% and 54.8%, respectively, as shown in Figure 1.
3.2. Japanese teaching resources are not systematic

Education attaches great importance to quality and content. It requires not only the rigor of content, but also the quality of teaching. At present, the Japanese education of many network resources is not systematic, which greatly affects the quality and rigor of the development of Japanese education network resources. Due to the unreasonable content arrangement of educational products, common sense errors may even occur. According to the survey results, the main problems are unsystematic Teaching resources and uneven Video quality, accounting for 61.4% and 50.9%, respectively, as shown in Figure 2.

4. Reform of evaluation model of professional Japanese teaching

4.1. Establishing and perfecting teaching evaluation organizations

We must promote the reform of teaching evaluation model. We should pay attention to it from the school leadership level. Through the establishment of a school-level leadership group for teaching quality assessment, this will assist the school leadership team in the specific implementation and supervision of teaching evaluation. With the help of pictures, audio and video materials, the students practice and imitate the sentences they have just learned repeatedly to form habitual expressions, which can effectively help the reading and understanding of the text. Corresponding the object nouns in the new vocabulary with network pictures, students are interested in learning, and the classroom atmosphere is active, which can effectively help students memorize words. After class, teachers should publish the network resources used in classroom teaching in the Japanese teaching network resource bank. Through QQ group and other ways to share with students, students can facilitate after-school review consolidation and extension of learning.

4.2. Refinement of teaching evaluation model

Through the refinement of the existing conventional teaching evaluation model, we can increase the level and richness of evaluation. Firstly, the evaluation and feedback of students in computer classroom teaching is the threshold and basis of curriculum evaluation. Secondly, the school takes the teaching class as the basic unit of evaluation. The Teaching Department of curriculum management is responsible for evaluating the teaching situation of teachers during the evaluation term, and collating and comparing the results. When evaluating and evaluating, courses with students’ evaluation scores below 80 are not eligible for evaluation, and courses with 80 or more are eligible for evaluation. Through the initial evaluation of the curriculum and teachers can be re-evaluated by students, enterprises and relevant education industry experts. The evaluation content mainly includes the following four aspects: preschool
lecture, mid-term lecture, student evaluation and final summary and acceptance. The evaluation grade can be divided into six grades according to the superiority to the inferiority. Grades are divided into six grades: first, second, third, fourth, qualified and unqualified. The final evaluation results will be linked with teachers’ remuneration, performance and Title evaluation. Under the guidance of this model, education experts, industry and enterprise experts, school experts and students jointly participate in the evaluation work, which is more democratic and comprehensive.

4.3. Improve teachers' teaching level
Network resources can improve Japanese teaching, which is mainly due to the construction of Japanese teachers. We can improve teachers' information literacy by changing teachers' education and teaching ideas. By improving teachers' professional level, we can improve and enhance teachers' teaching skills, which will greatly enrich and expand teachers' knowledge structure and system. Combined with teaching requirements, content and actual situation, we can use network resources flexibly and pertinently. Information literacy is to judge information effectively. Only when we know what needs to obtain information, can we effectively use information, which involves information awareness, information ability and information application. The good information literacy of an individual is mainly manifested in the skillful use of various information tools, including office automation tools, network information dissemination tools, multimedia production and application tools, etc. Teachers should be able to get and sort out all kinds of learning information according to learning objectives. Only in this way can we easily retrieve, browse, download, copy, spread, share and apply information. Under the influence of many kinds of information interaction, we can develop creative thinking, which will create valuable new information. By being good at using information to solve problems, we can comprehensively apply information, which will bring the greatest benefit. Network resources not only provide space for teachers' autonomy and creativity, but also challenge teachers' teaching ideas and professional level.

5. Conclusions
Computer-aided instruction has become an important entry point in the reform of higher education, and also a hot issue of educational technology. Through continuous improvement and timely updating of computer multimedia network Japanese teaching, it is bound to provide more powerful technical support for the realization of modern foreign language education concept.

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