Construction of “Audio-Visual Japanese” Digital Course Based on “General Education Curriculum” Cloud Platform

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Abstract: In this paper, the development of new textbooks is taken as the first step, the modern information technology is used to establish a multidimensional stereoscopic teaching mode of “Cloud platform-assisted learning + students' autonomous learning”, which has effectively improved the teaching effect of the Japanese audio-visual course. This paper is aimed to explore new ideas for building the digital course of “Audio-Visual Japanese” based on the “General Education Curriculum” cloud platform, to improve students' Japanese listening and speaking skills effectively, and provide a reference for practical teaching and research in this field.

Keywords: development of new textbooks, basic audio-visual Japanese courses, multidimensional stereoscopic, teaching mode reform

1. Introduction
For university students majoring in Japanese, as long as you download the Japanese NHK news broadcast on your mobile phone and open the link, you can hear the latest Japanese news broadcast at any time and learn about the newest information in Japan [1-2]. Meanwhile, various WeChat public accounts for Japanese learning are also emerging [3]. Hence, in the information society under the impact of mobile phones and the Internet, how to fully leverage Japanese learning resources such as network technology and mobile platforms to change educational concepts, update the educational content, reform teaching modes, and improve teaching results are issues that educators must consider [4-5]. To meet the requirements of the development of information technology society, and to better realize the organic integration of cloud platform teaching, this paper comprehensively carried out the advancement and core teaching content reform with the digital course construction of “audio-visual Japanese”; actively using cloud technology to establish A multidimensional and stereoscopic teaching mode featuring “cloud-assisted learning + students’ autonomous learning” featuring listening teaching.

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The practice has verified that this new teaching mode is superior to the traditional simple classroom teaching. In the multimedia teaching environment, students are the main body of learning. Teachers should be good at guiding and cultivating students' self-learning ability composed of self-planning, self-regulation, self-evaluation, and self-regulation.

2. Teaching content reform based on cloud platform teaching material development

In many years of teaching practice, the teaching teams of basic audio-visual Japanese have found that the current textbooks can no longer adequately meet the needs of multimedia teaching in the information age, and it is even more challenging to satisfy students' thirst for new knowledge. Based on this, this paper attempts to reform the teaching materials based on the existing resources of the current “General Education Curriculum” cloud platform.

As audio-visual Japanese textbook, the “General Studies” cloud platform legal textbook has fully reflected the design with students as the main body, laying a foundation for multimedia teaching through diversified, stereoscopic, task-based, and thematic content. The features of the textbook are: “Listening” as the mainstay, focusing on the development of listening skills; setting task-based and topical training methods with clear learning objectives for each lesson; strong cultural topics, integrating Japanese society and culture into the language; Language knowledge points are progressive and closely connected with basic Japanese; the form of classroom exercises follows the principle of combining the input and output of language learning, i.e., learning is practice; a lot of real-life pictures are used to provide a real language environment for multimedia presentations, as shown in Figure 1. As shown. Through the effective integration of various teaching resources, the shortcomings of the Japanese listening teaching resources are not related, and they are scattered and fragmented so that the multidimensional and stereoscopic teaching mode that has been explored for many years is becoming more and more complete and perfect.

![Digital course based on cloud platform "Japanese Audiovisual"](image)

**Figure 1.** Cloud platform teaching materials

3. Digital Course Construction of “audio-visual Japanese”

Based on the above ideas, from August 2017 to July 2018, an audiovisual teaching team composed of 21 teachers of the basic audio-visual Japanese course in a university, combined with the new “New Classic University Japanese Listening Course”. For nearly a thousand students in freshman and sophomore majors, they conducted a reform and exploration of new teaching modes, that is, they
strive to gradually build a basic Audio-visual Japanese course into a “cloud platform classroom-assisted learning + students’ autonomous learning” in 3 years. Multidimensional dimensional course. By maximizing the technical advantages of the cloud platform, increasing shared learning resources, and exploring the potential of students 'autonomous learning, we can improve the quality and effectiveness of classroom teaching. The students' comprehensive Japanese listening and comprehension ability can be improved as well. To this end, the teaching team has held a number of thematic discussions: present the nature of the course, teaching goals, and teaching methods; timely communication and improvement of problems that occurred during the one-year trial of new textbooks that match the course; and gradually improved Teaching courseware videos and lesson plans supporting the new teaching materials; Establishing and updating the teaching resource library shared by teachers every week (teaching calendar, syllabus, lesson plans, courseware, daily practice content, two video content per week, etc.). The problems in the communication and improvement through teacher-student meeting will be resolved for the reform and practice of the following learning modes.

![Diagram](image)

**Figure 2. Digital Course Construction of “audio-visual Japanese”**

3.1. **Classroom-assisted cloud platform**

1) “General Education Curriculum” cloud platform classroom-assisted learning mode

Aiming at the problem that the content of in-class and out-of-class learning in the audiovisual course of most students cannot be effectively connected, the teaching team has designed a stereoscopic language environment for students to teach, learn, and use, to facilitate “online + offline” teachers and students Communication and interaction. The teachers of the teaching team have jointly undertaken and recorded high-quality basic audio-visual Japanese course teaching videos so that the teaching videos of outstanding teachers have the opportunity to be shared by the teachers and students of this school or other institutions. According to the expertise of each teacher, the teaching team carefully prepares and teaches what they are optimal at, and their teaching videos can be shared by everyone. Meanwhile, the use of network technology to make basic courseware of basic Japanese listening lessons, so that each lesson's knowledge points, key points, difficult points and related content are linked online. In this way, you can track the latest information at any time, always maintain the advanced nature of teaching materials and course content and limit the limited teaching resources. Based on these high-quality teaching videos and courseware, students can realize autonomous learning based on the principle of step-by-step learning. In the face-to-face class, students can use the online
teacher to confirm the listening teaching tasks provided by the online teacher before the lesson, including content understanding, point grasp, oral expression, student group activities, etc., to further improve the students' free understanding of the content The “internal capacity” expressed by the ground. After class, teachers should update and manage assignments on the network platform in a timely manner, and track and control students' extracurricular learning progress. Teachers always urge students to complete the course video learning within the prescribed time, and carry out online learning discussions, exchange learning experiences, submit learning reports, and carry out activities such as mutual evaluation of students.

2) Students’ autonomous learning mode

The panel discussions focused on self-study mornings and evenings in these classes. The teaching team makes full use of this learning platform to divide the class of about 28-30 people into 5-6 groups, effectively organizing students to conduct group learning and discussion related to audio-visual Japanese. Including inviting senior students to introduce their Japanese listening experience; complete the dictation of video content in groups; assign roles and have different members of the group complete a voice-over animation activity; provide a platform to show the results of group activities.

3.2. Auxiliary teaching arrangements

1) Organize Japanese listening contest

The Japanese listening teaching emphasizes the ability of listening comprehension and imitation of expression. Hence, focusing closely on the features of basic audio-visual Japanese teaching, maximizing the enthusiasm of students' learning and the cohesion of the whole class, two Japanese listening competitions were arranged for each grade, providing a platform for the results of class and group activities. The competition requires year-round units. Each class can participate in several groups. All listening teachers participate as judges. Through the preliminary and rematch, the outstanding team is finally selected. The Japanese listening competition of “Listening and Competition” has been launched in class 2015, and the “Japanese dubbing contest” imitating Japanese drama has been held in class 2014. The results of ordinary group activities and students' autonomous learning have been carried out through a larger platform. The display has stimulated students' interest and enthusiasm for learning. Group activities reached the third and fourth levels and then evolved into Japanese versions of “micro-films” and “translation contests”. In addition, these events have continued to be done in the next few years, which has become a feature of the school's Japanese professional auxiliary teaching.

2) Student mode

The basic audiovisual teaching team has a total of 21 face-to-face teachers who teach Japanese audio-visual courses in 30 classes (audio-visual Japanese 1, 2). To manage students more effectively, the general teacher designates the class leader of each class and the school board to assist students. The purpose is to allow the scholars to use the morning and evening self-study time to organize the study, discussions, communications, and cooperation among the groups (5-6 persons/group) in the whole class effectively, record the learning discussions and report them to the instructor. All the self-learning tasks of students outside the class are uploaded to the class WeChat group through the monitor of the class and the school committee, and the information that needs to be fed back to the teacher is then fed back to the teacher by the team leader and the school committee.
3) Students' academic evaluation is usually included in the final assessment

In the multidimensional stereoscopic mixed teaching mode, four parts are used to evaluate academic ability. One is the students' classroom performance and the completion of their self-study. The other is online learning, answering questions, and discussions. The third is the enthusiasm of group members for participating in discussions and other activities. The degree of contribution; the fourth is the overall scores of the undergraduate subjects covering the results of the weekly exam, monthly exam, mid-term, and final written exams. The first three items are assessment content that reflects the students' extra-curricular learning situation and are effectively included in the final comprehensive assessment.

In practice, these four parts are used as first-level indicators, and the weight coefficient is $M_i$ ($i = 1, 2, 3, 4$). For the convenience of calculation, a proportional coefficient $K_i$ ($i = 1, 2, 3, 4$) is introduced. $K_i$ is calculated based on the index's weight coefficient $M_i$ and the sum of its importance coefficient ($\sum N_i$), as shown in equation (1):

$$K_i = M_i \times 100 / (\sum N_i)$$ (1)

The hierarchical state expression is used as follows

$$U_i = K_i (a_i \sum N_i A + b_i \sum N_i B + c_i \sum N_i C + d_i \sum N_i D)$$ (2)

Where A, B, C, and D are important coefficients of the secondary indicators for evaluation, $U = \sum U_i = aA + bB + cC + dD$, $a+b+c+d=100$.

4. Conclusions

The multidimensional stereoscopic teaching mode of the basic audio-visual Japanese course covers many audio-visual teaching links such as teacher teaching, teacher-student interaction, classroom discussion, students’ autonomous learning, tutoring and answering questions, evaluation, and examination, etc., to implement the teaching mode of “Cloud platform-assisted learning + students' autonomous learning”. It is also a teaching organization form not subject to the constraints of time and space, which offers a new trial and reference for teaching reform. Classroom teaching is the primary channel for talent training, and the classroom mode basically reflects the talent training mode. “Adhering to learner-centered, personalized, diversified, high-quality education services for different levels and types of the educated, promoting learners' active learning, and releasing their potential for comprehensive development” will become the mainstream of future teaching. Nowadays, when multimedia application technology and skills are highly valued, the effective integration of audio-visual Japanese teaching and network information resources to improve students' Japanese listening, speaking, reading and writing skills and achieve the optimal teaching results will become the mainstream for building the basic audio-visual Japanese courses in the future.

Acknowledgement

Research on the reform and practice of online-online-offline hybrid teaching in foreign language classroom under the concept of General Education.

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