



Analysis of the Mixed Teaching Mode of High School Japanese Language Under the ‘Internet+’ Information Platform

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Abstract. Based on the general background of social development, the spread of huge information and network innovations has had a significant impact on socio-economic development and the improvement of education. Compared to five years ago, the number of schools promoting blended Japanese in our high schools has increased by 45%. ‘Web+’ can be described as blended instruction that combines the framework and core concepts of today’s social development under the perspective of ‘Web+.’ ‘Web + Professional Teaching’ breaks the traditional model of professional teaching in the classroom. Teachers can use the network as an innovative stage and carrier to carry out a combination of online and offline teaching work mode, to promote the optimisation and change of the impact of the current teaching work. Cross-border teaching mode, the key in the accepted teaching demonstration in the ‘semi-finished product’, which covers all the teaching space, teaching strategies, teaching exercises and other teaching content, adding a variety of teaching components, can show the most amazing teaching effect, and in the courseware to show the teaching effect. This paper focuses on the development countermeasures of higher vocational Japanese language hybrid teaching based on cloud mass information and ‘network +’ innovation, the advantages and disadvantages of the existing teaching demonstration, and finally puts forward a discussion on the change of the hybrid teaching method of higher vocational Japanese language. The conclusion shows that the new teaching mode makes ‘network +’ teaching and traditional classroom teaching complement each other, which can stimulate students’ interest in learning Japanese, rapidly improve Japanese cross-cultural communication skills, and achieve the best independent learning effect.

Keywords: Big data; ‘Internet+’; Japanese language in high school; self-directed learning; blended learning.

1 Introduction

On the basis of ‘network +’, the hybrid education model is a reasonable combination of online and offline teaching. Over a long period of time in the past, the development of information technology has been advancing by leaps and bounds, which has had a

significant impact on people's thoughts, life and many other fields [1-3]. As a result, higher education has also been profoundly affected by the layout innovation, and its education mode is being effectively improved, thus entering a new stage of development. In order to further improve the quality and influence of Japanese language teaching and make it have a higher level of recognition and enhancement, numerous colleges and universities are effectively upgrading their traditional teaching modes and making reasonable use of 'network' innovations (as shown in Fig. 1). In the specific teaching mode, Japanese teachers should make reasonable use of the choreography innovation to carry out blended teaching, so as to better advance the development of Japanese language teaching and enhance the influence of Japanese language teaching [4]. The blended Japanese language teaching mode based on 'network +' conforms to the needs of the times, embodies the policy of combining applicability, informativeness and interestingness in Japanese language teaching, fully mobilises the enthusiasm of students to memorise the Japanese language, and in particular determines the concept of student-centred teaching. The blended Japanese language teaching model also inherits the excellent parts of the traditional teacher-led teaching model. The blended Japanese language teaching mode represents the future development trend of Japanese language teaching and will accelerate the pace of Japanese language teaching reform in China.

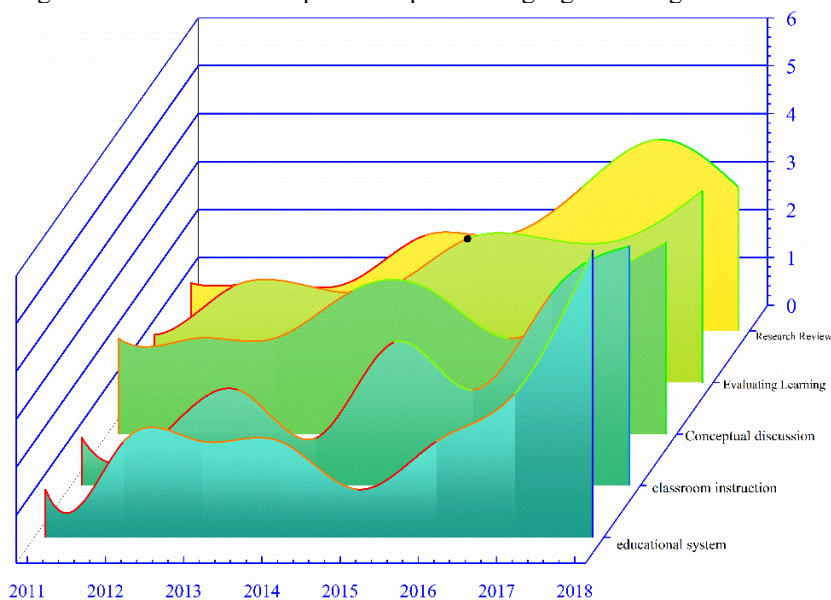


Fig. 1. Quantitative statistical results and proportion of Japanese papers from 2011 to 2018

The modern 'national standard' sets out four requirements, the third of which, 'empowering students to embrace curious learning strategies' and the fourth, 'making rational use of cutting-edge pedagogical innovations', provide hypothetical premises for blended education in Japan. The unused 'national standards' emphasise the improvement of students' independent learning skills. In terms of the organisation of teaching

conditions, the modern teaching model is also proposed as ‘having a library of electronic databases and learning equipment related to the speciality; an arrangement covering the place of study and living; and basic conditions for the advancement, development and operation of online open courses’ [5-6]. As far as Japanese language learning is concerned, there is an unspoken difference in the evaluation of Japanese language learning between China and Japan, which affects learners’ attitudes towards learning and teachers’ teaching evaluation and decision-making (as shown in Fig 2). The blended Japanese language teaching model based on ‘Network+’ meets the requirements of the Times, embodies the policy of combining applicability, informativeness and fun in Japanese language teaching, and fully mobilises the students' motivation to learn Japanese, especially reflecting the concept of student-centred teaching. Blended Japanese language teaching has also absorbed the amazing features of traditional teacher-led teaching. The emergence of blended Japanese language teaching conforms to the future development trend of Japanese language teaching and accelerates the pace of change of Japanese language teaching in China.

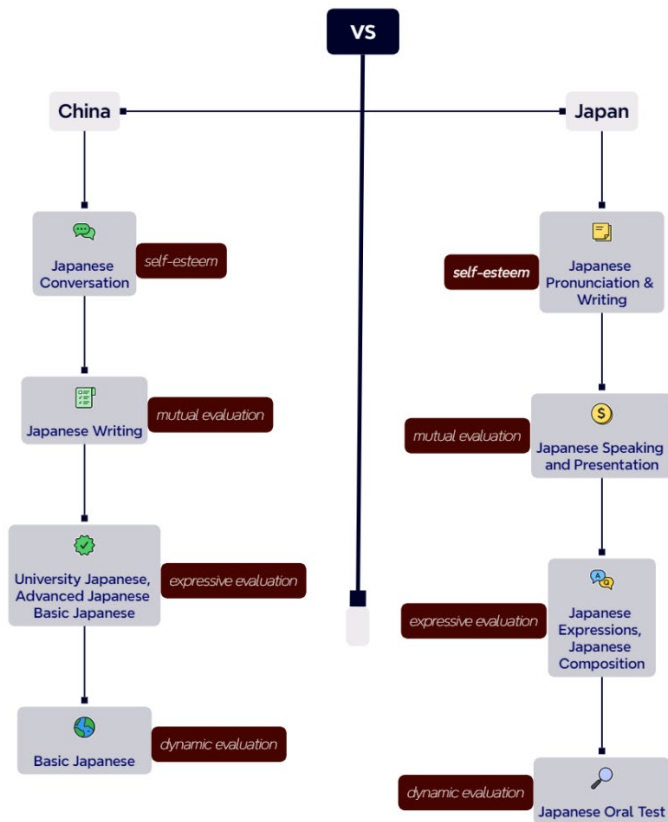


Fig. 2. Statistical table of evaluation practice courses in China and Japan

The so-called blended teaching is to combine the preference of traditional learning strategies with the preference of computerised or organised learning, that is to say, it should not play the dominant role of the teacher in guiding, motivating and observing the teaching and learning process as it used to do, but should fully reflect the student's initiative, excitement and creativity as the main body of the learning process [7-8]. The hybrid Japanese language teaching model can be said to be a change in teaching philosophy, which transforms the traditional 'teacher-centred' packaged teaching model into a 'student-centred' self-directed inquiry-based learning model. Hybrid Japanese language teaching uses the Internet, modern media, QQ, and teaching programmes. It not only teaches comprehensive dialectal information about Japanese, but also focuses on the practical application of 'listening, speaking, reading, writing, and interpreting' and the ability of students to memorise Japanese freely, giving full play to the potential of students to memorise Japanese freely. The three-dimensional teaching methods of sound, picture and content make the teaching effect distinctive and compelling. The roles of teachers and students have changed in a similar way.

As can be seen from Fig. 3, the Internet provides effective technical support for Japanese blended teaching, extending teaching from a single classroom to instantaneous teaching. As long as there is an Internet, communication and answering questions can be done at any time. Students' learning changes from monotonous classroom learning to anytime, anywhere learning. This can greatly improve the learning efficiency and learning effect of students.' Blended Japanese language teaching under the background of 'Internet +' can play the leading role of teachers and change students' learning from "teachers teach, students learn" to "teachers teach, students learn".

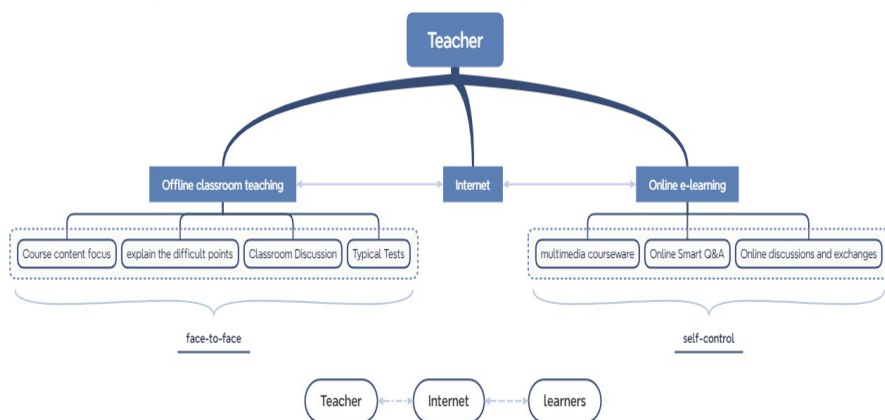


Fig. 3. Hybrid Japanese language teaching platform

As can be seen from the network topology in Fig. 4, cross breed teaching in Japan breaks the limitation of time and space, and both courseware teaching and online teaching substance are put away in a Web server, with a central disposer to swap the teaching objectives, mixed media courseware, homework and entrepreneurial projects for the exchange of data compilation. The primary job of an educator is to 'drive + motivate'. The centre of the teacher's work is not to teach lessons, but to define educational goals,

develop comparative educational methods and provide rich learning assets for students at different levels [9-14]. The role of the student is ‘autonomous + demanding’. The student can choose reasonable materials according to his/her needs based on the objectives and charts of the course. The line between classroom and online instruction has blurred. All e-lessons, survey materials, audio and visual materials are interconnected and accessible anytime, anywhere. Get rid of the ‘slate and chalk’ show. The fundamental reason is to cultivate students’ independent learning ability, mobilise each student’s enthusiasm, promote students’ individual development through layered guidance, and reflect the application, fun and informatisation of Japanese blended teaching.



Fig. 4. Grid topology of the hybrid Japanese language teaching model

2 Pros and Cons of the Existing Blended Japanese Language Teaching Model in High Schools in the Context of Big Data

2.1 Advantages of the Blended Model in Teaching Japanese in High School

In the blended model, educational resources are not limited to Japanese course readings, but there are also a large number of organisational resources that provide students with references for Japanese language learning. At the same time, teachers are able to effectively investigate and preserve a variety of important information, creatively manage students, and direct and form persuasive classroom education. Education management and study management are more rational and standardised. Students can submit videos, images and archives online after completing the learning tasks assigned by the teacher to finish the homework, in addition, students can study independently according to their own plans and participate in online interactions with the teacher and discussion groups, and the teacher can also evaluate and assess the students according to the number of times they logged on to the platform, the time, the number of posts, the audio and video materials they submitted, their IDs, and other information [15-17]. This assessment is divided into network data assessment and examination assessment, in which this teaching mode of network data assessment can effectively eliminate the bad behaviours such as cheating and substitute examination. At the same time, the combination of classroom teaching and network teaching, the comprehensive use of different teaching strategies and innovative means of teaching, to create a good learning environment for students,

improve the students' Japanese language cognitive level at the same time, but also effectively stimulate the students to use the Japanese dialect information for cross-cultural communication, which helps to open up the students' horizons.

There are at least two main points of focus in teaching hybrid Japanese in the Upper School. First, teaching is not limited by time and space. As long as instructors and students have electronic devices such as smartphones, blended instruction is possible. In 2020, the Japanese branch conducted online teaching in a timely manner, and through about a semester of honing in on this, it was found that online teaching had a much more profound impact than traditional education, especially by greatly enhancing students' eagerness to learn, and that after a period of time, the students made overall progress in all competencies, especially in the area of foreign language speaking, where online classes scored 10 per cent to 15 per cent higher on the speaking test than the traditional classes [18]. 10 to 15 percent [18-19]. In addition, students had the strength to take tests and talk. In traditional classrooms, talking and discussion have been a big problem. In open classes, college students seldom raised their hands to speak due to 'confrontation' issues, and their pressure was almost always to 'talk badly', 'talk poorly', or even 'talk badly'. Later, in every conversation and discussion, almost all students expressed their opinions in a positive state. This makes us more optimistic about the prospect of applying the blended teaching mode.

2.2 Limitations of Blended Learning Model in Japanese Classroom Teaching

2.2.1 Inexperienced Students.

The goal of blended teaching is to harmonise traditional teaching with modern science, coordinating teaching environments, assets, data, strategies and so on from multiple perspectives, ultimately advancing the productivity of classroom teaching. However, under the current teaching framework in China, course learning is incompatible with traditional offline teaching, a few teaching has a more prominent impediment to the presentation of cutting-edge teaching under traditional teaching ideas and considerations, and many schools still do not add it to the traditional teaching model, and computerised teaching courses are isolated into two isolated parts, online and offline. Mobile phones and other electronic devices are essential tools for blended learning. Without free Wi-Fi, Internet access is charged for, which undoubtedly adds to the budgetary burden of students or their families. In addition, although blended learning is not limited by time and space, it is limited by the speed of the Internet and the environment in which it is set up, and a slow Internet connection or a poor network environment can greatly affect the effectiveness of learning.

2.2.2 Lack of Student Initiative.

Educational reforms and innovations in the information age have challenged previous curriculum models, but little attention has been paid to the students, the subject of blended learning. The development of Japanese language teaching has not taken into account the different cognitive levels and abilities of students. All students receive the

same information about online education, so the blended learning model is a form of educating students on an online platform. This indiscriminate provision of learning resources to students makes the learning materials too simple for some students and too difficult for others, which is contrary to the purpose and direction of blended learning to cater for students' needs. As most of the teaching resources and contents are controlled by the Japanese teachers, it is difficult for students to control the specific teaching time, process and scope according to their own needs, which to a certain extent restricts students' autonomy and fails to highlight students' subjectivity in the process of Japanese language learning.

2.2.3 Overly Rigid Assessment Methods.

In teaching, it is necessary to evaluate the quality of education. China's education model has changed to a great extent, but the education evaluation system remains stagnant. In the hybrid education model, high-tech programmes are proliferating. Nonetheless, the teaching evaluation framework has not changed along with the teaching demonstration [20-22]. It still uses traditional strategies such as tests and interviews to assess the degree of accomplishment of instructional objectives. Nonetheless, the assessment of modern teaching strategies, interest within the course, and student self-assessment were not part of the original instructional evaluation framework. The same is true for online classrooms for Japanese language learning, where assessment requires information and timeliness, which prevents teachers from communicating with students in an appropriate and compelling way. Rigid assessment systems do not provide positive guidance for teaching, feedback and decision-making, nor do they help to improve the effectiveness and quality of teaching.

3 Analysis of the Path of Blended Teaching Reform of Japanese Language in High School Based on Big Data and 'Internet +' Background

On the basis of 'Network+', the extension of educational change is promoted, and the comprehensive advancement of Japanese language should grasp the characteristics of Japanese education, complete and feasible construction of idealised information-based teaching framework, effective creation of the learning stage and so on, and guiding the students to dynamically apply the data innovation to achieve independent learning and human learning. It can be said that the in-depth improvement of network innovation provides a strong foundation for the change of Japanese language education, and also ensures the general feasibility of Japanese language teaching to a great extent [23]. In the specific reform process, we should rely on the following reform and innovation paths to effectively consolidate and improve the overall level of Japanese language teaching.

3.1 Actively Reform the Teaching Content and Realise Conceptual Innovation

In the process of honing Japanese language teaching, relying on the reasonable advancement and wide application of online and offline cross-teaching demonstrations, the influence of Japanese language teaching can be greatly improved, and the Japanese language level of students can be optimised comprehensively and their Japanese language learning ability can be better improved. Japanese is a very easy-to-understand dialect. In the preparation process of Japanese language learning, the most important purpose is to better apply Japanese language information and optimise students' dialect communication ability. Influenced by the traditional teaching mode, in the process of Japanese language teaching, teachers may be more limited to the basic information of Japanese speaking, vocabulary, sentence design, language structure, interpreting, discussing, and reading, without the development and expansion of comparative information [24-25]. As a matter of fact, as a key subject in Japanese language learning, students should not only acquire solid basic knowledge of Japanese language in the preparatory stage of Japanese language learning, but also develop a detailed and comprehensive understanding of Japanese society, life, culture, economy, and other multiple perspectives, so as to cultivate good listening, speaking, reading, writing, and interpreting skills [26]. In other words, the deep learning of Japanese is not only simple listening, speaking, reading and writing, but also includes four learning modes: adaptation, diffusion, integration and assimilation (as shown in Fig. 5).

In the honing process of Japanese language teaching. Teachers should grasp the relationship between online teaching and offline classroom teaching, and successfully produce high-quality small-scale recordings by combining the real needs of Japanese language teaching and the structure of course content [27-28]. According to the school grading system, the average value of online and offline Japanese language learning is obtained, and the average value of online and offline teaching after big data analysis is corrected by big data analysis.

$$Q_t = \frac{\alpha_t + \beta_t}{2} \quad (1)$$

The average of online and offline teaching is then corrected by big data analysis.

$$Q_t = \frac{\alpha_t + \delta_t}{2} \quad (2)$$

Fitting the maximum envelope (upper envelope) and local minimum envelope (lower envelope) of the original data $X(t)$ with a cubic spline function

$$m(t) = \frac{m_{\max} + m_{\min}}{2} \quad (3)$$

Subtract the average of the upper and lower envelopes $m(t)$ from the original data $X(t)$

$$X(t) - m(t) = h(t) \tag{4}$$

In this case, the original data $X(t)$ can be expressed as the sum of all IMFs and the remaining sequence $r(t)$

$$X(t) = \sum_{i=1}^n c_i(t) + r_n(t) \tag{5}$$

As a key subject in Japanese language learning, students can make use of their spare time to watch and learn more videos, so as to effectively sort out problems and cognitive disorders, and thus better carry out their Japanese language learning work. Teachers, as the guide of Japanese language teaching, should constantly ensure the completeness and scientificity of Japanese language teaching videos to ensure that students can be greatly inspired by watching Japanese language videos and better improve their self-learning ability.

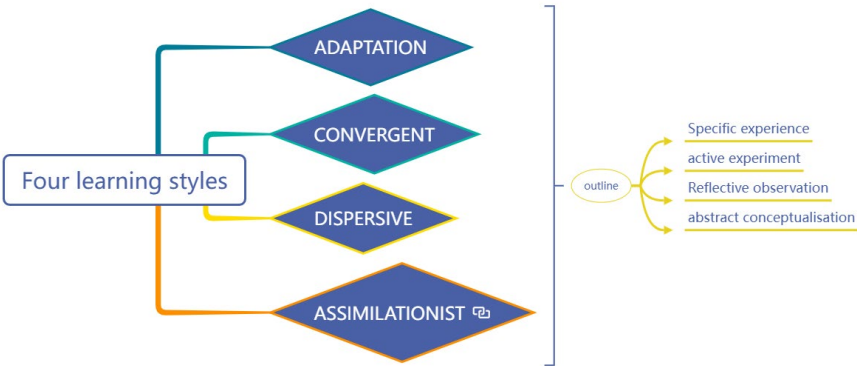


Fig. 5. Four Japanese learning methods based on big data experience

In the teaching tasks given in the recent period. On the basis of clearly defining students’ Japanese language learning tasks and objectives, teachers are more likely to deductively set up different test sessions in the light of different students’ Japanese language education, practically ensure the richness and flawlessness of the test sessions, and guide the students to effectively use a test interface for self-evaluation and self-checking [29]. In the self-evaluation processing procedure, students can quickly input their modern Japanese information into the test preparation system, and the system can automatically give scores, which is like providing a mirror for students. By looking in the mirror, students can find out their knowledge loopholes and deficiencies, and they can also better ensure the learning effect.

In the process of creating pre-course video assets. In addition to instructing students to memorise and organise information, teachers should also instruct students to engage in effective Japanese conversation, and by extension, instruct students to engage in effective self-assessment. In the so-called ‘two-pronged’ approach, while students may be at a loss in the teaching and learning scheme of modern Japanese language learning,

their minds are likely to be generally expanded and optimised through free conversation, which is likely to inspire incredible astuteness and thus better consolidate their Japanese language learning abilities. Teachers should therefore guide students to examine without reservation.

In the process of serious teaching, teachers should do a good job of standardised guidance and answering questions. After studying before class, students can clarify the key points and difficulties of Japanese language learning. When teachers attend classes, they use data technology to quantify the classroom risk value in real time and establish a good classroom teaching mechanism, as shown in the following figure (shown in Fig 6), which can reduce teachers' bias and misjudgement to a certain extent. In the process of offline classroom teaching, teachers can focus on answering questions about common problems in students' Japanese learning to help students understand Japanese better [30]. Of course, teachers can also create a cooperative learning situation before the formal Q&A, handing over the common problems in students' independent learning to cooperative learning for independent and diversified discussions, and guiding students to try to solve them by themselves. After students' co-operation, teachers will further regulate and guide them.

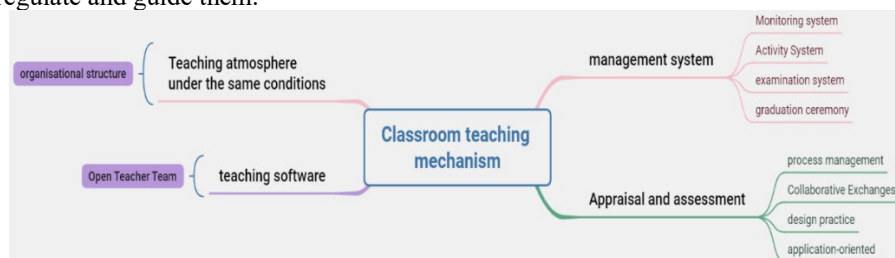


Fig. 6. Classroom Teaching Mechanisms

3.2 Actively Innovate Teaching Methods and Comprehensively Integrate Teaching Resources

In the process of Japanese language teaching and honing, in order to successfully construct the ultimate online semi-breeding teaching framework through network innovation, and to practically improve and optimise students' Japanese language proficiency and ability, teachers must also pay attention to the development and change of teaching strategies, and integrate the teaching resources in all aspects, so as to maximally safeguard the students' Japanese language learning. On the one hand, in the process of honing Japanese language teaching and learning, in order to successfully change the teaching strategies, teachers can completely adopt the 'Extended Assignment Strategy' and other advanced teaching and learning strategies to achieve the development of Japanese language teaching and learning. Relying on this strategy, it is possible to successfully link up before, during and after class to form a whole big structure, as well as to fully integrate online and offline scheduling to form a complete vein of knowledge. As the key subjects of Japanese language learning, students can carry out in-depth and comprehensive independent inquiry according to the project tasks they receive, or they can carry out cooperative inquiry in a collaborative process. Teachers play a key role in

guiding students through the full range of tasks and empowering them to take on the responsibility of personalised and productive learning using diverse assets and stages [31]. On the other hand, to take full advantage of the concentration of online and offline cross-species education in Japanese teaching practice, it is more important for us to consider the use of innovative means for effective and comprehensive asset integration. In the preparation process of asset integration, in addition to the necessary and final integration of curriculum assets, we should also carry out effective asset development. For example, Japanese dramas, Japanese variety shows, and Japanese current affairs news that are of interest to students are used as teaching assets, and students are effectively guided to apply information assets that meet their appealing interfaces [32].

3.3 Forming a Diversified Evaluation System to Comprehensively Test Students' Japanese Language Literacy

In order to comprehensively promote online cross-disciplinary teaching on the basis of the Internet, and to successfully optimise and advance students' Japanese language learning ability, it is all the more important for teachers to change the necessary and critical teaching evaluation, to carry out a comprehensive evaluation and assessment of Japanese language ability, and to encourage the consolidation of the adequacy of students' Japanese language learning. On the one hand, in the process of Japanese language teaching reform, efforts should be made to form a diversified evaluation system, and differentiated evaluation methods should be implemented by grasping the teaching characteristics of different online, which should not only comprehensively evaluate and assess the students' basic knowledge, but also combine the students' online test scores and their Japanese language practice ability to carry out all-around assessment; on the other hand, in order to better improve the students' Japanese language literacy, teachers should constantly innovate and carry out practical teaching. On the other hand, in order to better improve students' Japanese language literacy, teachers should constantly innovate and carry out practical teaching. The so-called practical teaching means that teachers should provide students with a wide range of practical platforms to guide them to better Japanese language learning.

4 Conclusion

Since Premier Li Keqiang put forward the concept of 'Internet+', the Internet has been more and more widely used, not only profoundly changing people's daily life, but also bringing unprecedented new challenges to the Japanese language teaching mode in universities. The heat of big data and 'Internet+' continues to rise, and the number of researchers in related fields has increased by 37 percentage points compared with ten years ago. The obstacles and drawbacks of the traditional teaching model are becoming more and more prominent. Those college students who 'learnt from the best' no longer have no way out, and the influence of the Internet has opened up infinite possibilities. The mixed education mode is an inevitable result of modern society based on 'mass

progress and universal entrepreneurship'. Under this mode of education, students' independent learning ability and development potential will be maximised, and the school will cultivate more innovative talents for the country.

The Japanese language curriculum is an important part of the curriculum for the cultivation of international talents. Schools should give full play to the advantages and roles of 'Internet+', and construct and apply the Japanese language teaching mode based on 'Internet+' with full consideration of students' learning rules and cognitive characteristics. In addition, the Japanese language curriculum contains a large amount of dialect information and a rich social foundation, which requires teachers to make use of the innovation of 'Internet +' to improve students' ability to master Japanese culture, dialect, society, literature and other basic information. In the process of the development of Japanese language teaching mode, teachers should make intelligent docking from the recent course arrangement, course articulation, and post-course reflection, give full play to their own preferences and the advantages of 'network +', reasonably change and cross the traditional classroom teaching mode, improve the teaching quality of Japanese language proficiency and talent cultivation, so as to promote the overall progress of Japanese language teaching and realise the successful teaching change.

To sum up, the arrival of the big data era has brought great changes to the teaching concept and teaching method of Japanese reading, and has also provided effective resource support and technical support for the smooth implementation of the blended teaching mode. Under the background of big data, the blended teaching mode of Japanese language courses does not mean completely abandoning the traditional teaching mode, but organically combining with it to carry out teaching in a form more popular with students. To this end, teachers should take into account the actual situation and the characteristics of students, use a variety of today's data innovations and educational strategies, change the teaching mode, and improve the teaching effect by carrying out the teaching mode combining traditional classroom teaching and portable terminal network course computer programmes, secondly enhancing students' independent learning consciousness and ability, and cultivating students' Japanese reading ability on the basis of cross-border Japanese language teaching.

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