

Micro Class Application and Exploration in Japanese Teaching

YingxianJin^{1,a}

¹BOHAI University, China

^ajinyingxian@sina.com

Keywords: Micro lesson, Japanese, Education, Application

Abstract. Based on the brief micro lesson concepts and characteristics, analyzes the Japanese language teaching, said a few problems that exist, and describes some of the disadvantages of the current classroom teaching in the current, concise and pointed out that the concept of micro-class characteristics, combined with micro advantages lesson elaborated for existing Students, teachers and role in promoting the teaching process, in order to better promote the teaching of seeking enlightenment through philosophy and application of micro-lesson.

Introduction

The rapid development of network technology and the increasing popularity of mobile devices, so speed of information dissemination faster, every day we want the greater the amount of information received, the only way to keep up with this in pursuit of fast, efficient social rhythm. But each of us time is limited, so we request for information resources to the extent possible a clear theme, time short, easy to use. In order to comply with the development of the times, the traditional media to replace the original "micro era" has quietly arrived, where "micro-blogging", "micro-letters", the arrival of "micro-movie" to the traditional Internet applications with unprecedented revolutionary impact, at the same time but also to the field of education has brought no small impact. "Micro-Lesson" - a new teaching model is gradually emerging in the field of education.

Unlike traditional classroom teaching micro lesson, which is mainly characterized by "a prominent theme, point clear; diverse resources, real scenarios; small and easy to use; semi-structured, easy to expand[1]. It can meet students' individual learning needs, not only can help students Network access, strengthen the consolidation of knowledge, but also allows students to learn anytime, anywhere, is an important complement and expand the resources of traditional classroom learning [1].The characteristics of micro-lesson teaching mode solve a variety of Japanese language teaching in criticism, so the introduction of micro-lesson of this teaching mode in Japanese teaching is necessary.

Status and Problems of Japanese Teaching

Japanese impede the quality of teaching and raise the level of the main reasons mainly in the following aspects(shown in Fig.1):

Low teaching efficiency of classroom teaching. Teaching Effectiveness from the Japanese, I heard two kinds of skills training should be given priority. Traditional classroom often paid great attention to grammar teaching, teachers spend a lot of time writing on the blackboard while students are busy copying notes in the limited class time students do not have sufficient time for listening and speaking[2]. Therefore, in the traditional Japanese classroom teaching, students read and write a lot of skills is no problem, but could not say do not understand is often said to be mute Japanese.

Classroom learning boring. Japanese traditional classroom teaching, in teaching text translation teaching method often taken, words passed between heavy interpretation of the meaning and the meaning of the sentence translation, students and teachers ways information is dialogue and writing on the blackboard, the teacher to explain the students just passively acceptance, rigid boring classroom atmosphere, over time easy for students to lose interest in learning Japanese.

Japanese traditional classroom teaching mainly scripted teacher actively explain and students passively receive knowledge-based container type. at the same time. Planned and scheduled by the resistance of the teaching, so that students become the audience, the audience. Evolved the process of

teaching students with teachers would complete the process of pre-designed lesson plans. In addition, teachers in the classroom emphasis on learning the discipline, seriousness, too much emphasis on the results of the final evaluation of teaching[2]. Thus ignoring the teaching process is actually more should come from the students knowledge of internal, autonomous pursuit.

Traditional Japanese teaching limited the development of the student's way of thinking. Traditional classroom teacher at the high top, condescending. Students in uniform, standardized, orderly classroom atmosphere are ignored for the experience of process knowledge, and more attention to the conclusions of memory; deprived of thinking time and space, and the lack of challenge and innovation[2].

Current classroom is not conducive to the cultivation of students' ability. Traditional classroom teaching basic is the implementation of a single teacher "how to teach, how to teach," is a way of building activities between teachers and students, are the lack of appropriate communication between students and students. Students always in a passive state to cope, the lack of self-exploration, cooperation and exchange, dare to express opinions learning state, dry atmosphere in the classroom closed, command if the loss of teacher's instructions, the student will be a loss flawless, so the ability to not properly train and exercise[3].

Traditional classroom teaching effect reduced due. Despite the using of various modern multimedia teaching techniques, most cases still be written on the blackboard content to display on a computer screen only, all faithful to the textbook teaching activities. It can be seen that teachers pay more attention to "teach textbook, test textbook." Teachers teaching behavior carefully tailored specification, embodied in the "heavy knowledge, light capability" approach, but truly neglected "mastery of knowledge, forming ability."

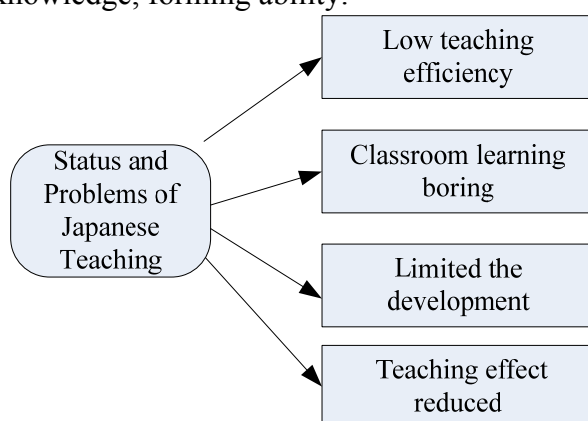


Fig.1 Status and Problems of Japanese Teaching

The concept and characteristics of the micro-lesson

In the video for the main carrier, records teachers to carry out the whole process of teaching and learning activities in the wonderful knowledge around a point (key, difficult or doubtful) or teaching in the classroom and outside the educational process[2]. Micro lesson within a short time, after a full and careful instructional design, to demonstrate concrete, typifying case highlights a knowledge or skill points. Independent learners for online learning is through a variety of network terminals or mobile device, inquiry-based learning.

But class is not a simple micro-micro-video presentation, but should be included a complete set of instructional design, including teaching reflection, material courseware, learning aids, synchronous and asynchronous discussion and collaboration, different levels of practice and feedback and related teaching resources. Micro lesson should focus on the integration and the reality of the classroom. Micro lesson rooted in the reality of the classroom, but the role of a more diverse, for example, can be introduced into the curriculum, or to explain the core concepts of inquiry, or demonstrate the operation of a process, and so on, which requires students to carry out specific learning situation analysis, combined with the task of teaching demand, determining learning content, the final decomposition constitute micro lesson resources.

Application of micro-lesson teaching in Japanese

For many problems that exist in the above Japanese teaching, combining the characteristics of micro lesson, we can try to micro-lesson introduced to Japanese teaching, to improve the level and quality of Japanese language teaching (see fig.2).



Fig.2 The micro-lesson

To promote student learning. Courses are based on micro-video as the carrier, to explain by teachers, mostly together with PPT aid to complete, while the PPT with text, music, pictures and animation and other forms, teachers can also control the time to explain the kind of conduct live demonstration[4]. Such a section micro lesson is not only lively and interesting; to attract students' attention in a short time, provoke thinking.

a. as the main learning students can learn anytime, anywhere through the network and a variety of terminal equipment. Also due to the micro class resources focused knowledge, students can take advantage of fragmented time, so actively learning in extracurricular possible.

b. knowledge or skill points is relatively concentrated micro lesson, so that students can follow their own actual conditions (such as interest or where required) targeted learning, to achieve learning anything, to improve learning efficiency and learning.

c. through micro lesson, you can change the "heavy indoctrination, light thinking", "heavy content, light capability," the teaching methods, along with the gradual strengthening of self-inquiry learning, with more adequate thinking time, strengthen the learning knowledge of the experience of the process.

Meet students' individual learning needs. Micro lesson design are generally centered around a point of knowledge, teaching goal is relatively simple, point very clear, and Japanese explanation can be divided into general principles to explain, explain and test content instrument requirements and considerations these parts, Similarly, for students who are relatively unfamiliar instrument you can put energy into learning the instrument parts, or involved in a pilot project in the late pre-pilot project in certain instruments, and students and they have forgotten, you can original section of micro lesson that re-learning, such as we can "adjust prism spectrometer and determination of the refractive index" this experiment, how to adjust the spectrometer made into a micro-lesson, so "ultrasonic grating measured in the latter part of the pilot project speed of sound "in the regulation when it comes to the spectrometer, the spectrometer adjustment for inexperienced students can grasp by a spectrometer to improve efficiency of this experiment regulate the micro-lesson review[4]. So to meet students' individual learning needs in the form of micro-lessons, improve classroom teaching efficiency.

Improve student learning efficiency. Traditional teaching video generally there is a long time, a large-capacity problem, watch and download now need to spend more time, according to scientific studies, the average adult can focus on one thing at the time about 15 minutes, long learning curve makes it easy for learners to feel tired and impatient, but ultimately did not spend less time learning did not improve[5]. And one of the characteristics of micro lesson is short and pithy, a "micro-lesson" Video Length usually in about 10 minutes, this video is long video resides more in line with law students and learning cognitive characteristics, allows students to complete learning tasks efficiently without feeling fatigue and distraction; and because "micro lesson" capacity is relatively small, so

students can either watch online smoothly "micro lesson" video in the network, you can also quickly download it to a variety of mobile devices.

For the development of the role of teachers[5]. 1) In the process of making micro lesson constantly repeated meticulously refined and concentrated knowledge. Clear and refine teaching focus. This can enhance teachers for the accuracy and depth of the expertise point Again. 2) In the process of the creation of micro-lesson teacher, not only can learn and master a variety of modern teaching aids in the ability to use. 3) in the production process can hear the comments and suggestions of different teachers, other teachers can learn a good way, then at the same time when the micro lesson publish on the web. You can get more reviews and exchanges in the network platform.

For the teaching process improvement and optimization of the role. Conventional classroom teaching process is essential, but due to different specific learning situation and time constraints[4]. Mostly only complete step by step lesson plans or teaching materials. The micro-lesson is one aspect of the teaching process. Students can make better use of fragmented time, the contents of the classroom in their spare time for preparation, review, or even a certain repetitive learning content until they master the teaching objectives and knowledge in explicit content, methods, case studies etc. At the same time, what statistics can be repeatedly browse through the system platform. It can also reflect on the part of the students in the classroom may not be understood or may not explain the teachers understand students. And then again examine and improve their teaching methods.

From this perspective, micro course is a complement to classroom teaching and improve the aim is to optimize the teaching process, improve teaching quality. For teachers and students at the same time have a positive role in promoting. Therefore, Micro-lesson learning tasks according to different categories. Select different teaching content, teaching strategies, teaching methods, identify priorities and difficulties, so that teaching and learning as much as possible to achieve the best results.

Conclusion

In short, the modern IT environment, the universal application of smart phones, tablet PCs, computers and more to promote micro teaching repeated viewing of video use, application of micro lesson teaching teachers can effectively conserve resources, improve the utilization of teaching resources, the excitation the enthusiasm of students, while helping students to consolidate master key and difficult knowledge. With the importance of information technology curriculum has become increasingly prominent, IT educators must actively promote IT education reform, and micro-class applied information technology courses of learning activities, so that students get the full autonomy of learning. At present, the applications of micro-lesson teaching still have a lot to discuss research issues.

References

- [1] T.Sh. Hu, "Micro class"--the new trend of regional educational information resource development, Educational study, 2011, pp.10-16.
- [2] T.K. Hu, Regional development and quality micro lesson resources, Primary and Middle Schools IT education, 2013 , pp.19-22.
- [3] Y.P. Li, Micro Course: Towards simple learning, Chinese IT education, 2012 , pp.15-19.
- [4] J.H. Li, The meaning and development of micro-lesson, Primary and Secondary Schools, 2013, pp.41-45.
- [5] H.X. Sun, The lesson is introduced to the study of micro-Business Japanese Teaching, China Education Innovation Herald, 2014, pp.75-81.