

Research on the Application of Flipped Classroom in Japanese Teaching under the Background of Educational Informationization

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Abstract—The development of information technology has had a revolutionary impact on education. New teaching modes such as moocs, flipped classroom are changing the traditional teaching mode. Flipped classroom is a new teaching mode which originated in the West. It has been well received abroad and impacted the traditional teaching mode. Flipped classroom is to turn over the traditional classroom, impart knowledge outside the classroom, and internalize knowledge within the classroom. Knowledge impart is taught by teachers to create video, and students can complete the instruction of teachers in video in their home or outside class, and return to the classroom to discuss and consolidate the teaching form of the learned knowledge. At present, the use of flipped classroom teaching mode is seldom seen in Japanese teaching. This paper mainly studies the feasibility, advantages and problems of flipped classroom in Japanese teaching.

Keywords—education informationization; flipped classroom; Japanese teaching

I. INTRODUCTION

The Ten Year Development Plan of Education Informatization in March 2012(2011-2020 years) provides guidance and general direction for the construction of educational informatization in the next 10 years. The rapid development of education informatization has promoted the process of education modernization and changed the traditional teaching mode with information technology. The development of education informatization has brought about great changes in the form of education and learning, and promoted educational reform. Education information has a great impact on traditional teaching methods, teaching design and teaching evaluation. It also brings a large number of new patterns of network digital teaching. Compared with the traditional model, these new teaching modes are not only novel in form, but also a lot of new teaching ideas, such as emphasizing students as the center and paying more attention to the individualized educational formula of giving full play to the initiative of students. Information technology has entered the traditional classroom, and new technologies such as multimedia and Internet have replaced “blackboard + chalk” to make classroom teaching more vivid and effective. It has brought about reform in traditional teaching, changed the teaching idea of teachers and provided more

individualized learning environment for students to learn independently. As a Japanese educator, we should change the traditional teaching concept and actively introduce advanced classroom teaching mode to improve the teaching effect. Flipped classroom changes the position of traditional teachers and students, and enables students to participate actively in teaching. Teachers change from traditional lecturer and docent to mentors of students, motivating and inspiring their learning. Flipped classroom is very popular abroad and has good teaching effect, but it is still a groping stage in Japanese teaching. In the Advantages of the Overturned Class in Colleges and Universities, Fan Miaoran pointed out that college students' spare time, the support of information technology, the rich network resources and the learning characteristics of the students in Colleges and universities are the reasons for the implementation of the overturned class in the college teaching. Therefore, Japanese teaching should also actively explore how to introduce flipped classroom to improve teaching effectiveness and attract students' learning initiative so as to improve students' Japanese proficiency.

II. THE DIFFERENCE BETWEEN FLIPPED CLASSROOM AND TRADITIONAL CLASSROOM TEACHING

A. Changes in the Roles of Teachers and Students

The traditional classroom teacher occupies the dominant position, the teacher is the main impart of knowledge. It is mainly teachers who teach and students learn knowledge passively. Flipped classroom has completely reversed the role of teachers and students. In class, teachers are the guide of knowledge to help students master knowledge points. Students change from passive learning to the protagonist of the classroom. Students can discuss freely in class, express their opinions, and collide with their opinions. Throughout the class, the teacher is no longer cramming, but the role of threading.

B. Transformation of Teaching Form and Content

Flipped classroom completely subverts the traditional classroom teaching form. The learning of knowledge is no longer in the classroom. Students can watch the teaching video to achieve the learning of new knowledge in the extra-

curricular time. And In the classroom, knowledge is internalized mainly through student discussion or teacher's question design. Flipped classroom completely subverts traditional classroom teaching, which is a completely new teaching concept.

III. THE POSITIVE ROLE OF FLIPPED CLASSROOM IN TEACHING

A. Enhance Students' Learning Initiative

The most important feature of flipped classroom is that students occupy the dominant position in the classroom. All classroom teaching activities are centered around students, so flipped classroom not only improves the students' ability of independent learning, but also improves students' ability to find and solve problems. Today's college students are all in the post-90s. The post-90s growth environment makes them prefer to study freely, and they are more willing to learn through the Internet. Therefore, flipped classroom is very suitable for college teaching.

B. Shorten the Gap among Students

The characteristic of flipped classroom is that students study independently at anytime and anywhere. The difference in achievement among students comes from their ability to accept knowledge. Flipped classroom is very beneficial to students with poor reception ability. They can watch the teaching video repeatedly after class until they understand it. Watching teaching videos repeatedly is also an advantage of flipped classroom.

C. Active Classroom Atmosphere

The characteristics of language specialty are the vocabulary, sentence patterns and grammar points, so it is easy for the classroom to form a teacher cramming, which can easily lead to the classroom learning boring. The flipping classroom can effectively alleviate the boring phenomenon and make students occupy the dominant position; the form of teaching video is also very attractive, so that students more easily accept knowledge points. The teaching form of discussion, transfer the dominant right to the student. In the process of interacting with other students, students can fully express their opinions and make the atmosphere of the class no longer boring.

IV. THE APPLICATION OF FLIPPED CLASSROOM IN EDUCATION JAPANESE

A. Production of High-quality Japanese Teaching Video

Flipped classroom requires the production of instructional videos. First, the teacher must collect the material for making the video and need to master a video production skill. Therefore, the flipped classroom puts forward higher requirements for teachers. In addition to the need for extensive reading and collection of materials, it is also necessary to learn some software operations in order to improve the quality of video teaching. Making instructional videos is an important part of the flipped classroom.

Teachers should make relevant teaching videos before class. Teaching video should be streamlined, and it will be interesting to convey to students what they want to teach. In addition, the teaching video is not too long and should be controlled within 20 minutes. Because the average time for students to concentrate their attention is 15 minutes, video production requires a lot of time and effort, so it is more suitable for team work. In addition, there must be a dedicated studio to provide recordings so as to ensure the effect of the video. Producing excellent teaching videos requires teachers to have a high level of teaching and video production capabilities, which will increase the intensity of teachers' work.

At present, the Japanese language teaching in Colleges and universities is still at the exploratory stage for the flipped classroom teaching mode. Flipped classroom can start from basic Japanese. The author believes that some basic points of grammar are very suitable for flipped classroom mode such as the intransitive verbs, transitive verbs, the causative verb, the passive and the onomatopoeia in Japanese. If teachers teach these things in class, they are usually taught repeatedly to instill knowledge, which is not only boring, but also difficult for students to understand. If the flipping teaching can be introduced, the teachers make easy-to-understand videos that the students accept these knowledge points through the vision; it will certainly produce better results. This requires teachers to make more effort in the production of teaching videos, through the short and concise teaching video to complete the boring grammar explanation. In addition to some grammar points, words, sentence patterns can also be completed by flipped classroom teaching. In the process of making videos, teachers list the phrases, fixed usage and special usage of some words with emphasis. Students learn some key words or sentence patterns through repeated watching teaching videos.

B. Courses Suitable for the Introduction of Flipped Classroom

In Japanese teaching, basic Japanese and advanced Japanese intensive reading courses are very suitable for introducing flipped classroom teaching mode. The goal of the Japanese intensive reading course is to develop comprehensive listening, speaking, reading, writing, and translation skills. Improving students' Japanese language expression ability is the focus of the Japanese language intensive reading course. Flipped classroom teaching is very helpful to improve students' Japanese expression ability. The most important feature of the flipping class is to make full use of the classroom time to organize effective classroom learning activities, to improve the learning efficiency and to maximize the efficiency of the internalization of students' knowledge. In the design of classroom activities, teachers should encourage students to explore, cooperate and study independently, so that students can participate in the specific situation, thus mobilizing the initiative and enthusiasm of the students and improving the students' discovery and inquiry learning ability. The guidance and problem design of teachers are very important in the course of flipped classroom teaching. Good problem design can inspire

students and express their opinions in the form of discussions, and consolidate their knowledge.

C. Problems Existing in the Introduction of Japanese Teaching in Flipped Classroom

In addition to teaching video, teachers should pay attention to the specific learning objectives, direction and content of students before class, so as to improve students' independent learning effect. Therefore, the effective guidance of teachers before class is very important. Flipped classroom has higher requirements for teachers. Zhang Jinlei, Wang Ying, Zhang Baohui pointed out that when teachers develop video courses, they should also pay attention to how to make students actively participate in the study of video. It turns out that when students take video lessons for the first time, most of them are not listening seriously but taking notes. In order to avoid these problems, teachers should provide students with video copies of key content so that students can focus on what is being explained. In addition, teachers in the classroom should use their role as mentors and facilitators to help students consolidate internalized knowledge. Therefore, it is very important for teachers to ask questions in class, because teachers can understand the students' knowledge by asking questions. In addition, teachers can guide students to express their views through heuristic teaching, so that students can discuss with each other. Through these skills, improve students' ability of Japanese expression and consider issues from different angles.

After the introduction of flipped classroom, how to evaluate students' performance is the second problem. Because flipped classroom is completely contrary to traditional teaching, traditional student evaluation mechanism can not evaluate students comprehensively and correctly. Another problem is that the flipped classroom requires a high degree of autonomous learning ability, and whether students with poor autonomous learning ability can use flipped classroom to teach.

The third problem is the teacher's video production technology. In the information age, teachers not only need to master professional knowledge, but also need certain computer operation ability as an auxiliary means. Obviously, not all teachers can meet this requirement at present. Wang Xiaodong and Zhang Chen Jingzi pointed out that the real challenge of flipped classroom is whether teachers can develop corresponding learning resources and provide sufficient learning support for students. They believe that this is the key factor that really restricts the application of flipped classroom in university teaching. Indeed, if the teaching video content is boring, it will be impossible to arouse the students' interest in learning and influence the teaching results. Anyhow, Japanese teaching can try to the flipped classroom teaching model in a small range and accumulate experience, so that the flipped classroom can improve the teaching effect and improve the students' Japanese level.

V. CONCLUSION

Flipped classroom is new teaching mode and teaching philosophy. As teachers and students, we should actively face new teaching ideas and make changes. Flip the classroom to the teacher put forward higher requirements. If the quality of the teaching video and teaching resources produced by teachers is poor, which leads to insufficient preparation before class, and the classroom cannot use the time efficiently for discussion, the good teaching effect cannot be achieved. It can be said that flipped classroom is a new revolution for teachers.

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