Study on the Teaching Reform of the Course of Japanese Audio-visual Speaking from the Perspective of "Integration"

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Abstract—The course of "Japanese Audio-visual Speaking" plays an important role in the curriculum system, so it has likewise become one of the topics in the study of Japanese teaching. Based on the teaching reform example of the course of "Japanese Audio-visual Speaking", this paper analyzes the exploration of teaching reform and the construction of the curriculum system of practical course. Through the introduction of the theoretical basis of its teaching reform and the construction of the integrated curriculum system, this paper analyzes the achievements and shortcomings of the teaching reform of the course of "Japanese Audio-visual Speaking", so as to provide some reference for the teaching reform of the course of "Japanese Audio-visual Speaking".

Keywords—curriculum system; integration; practical teaching; Japanese Audio-visual Speaking

I. INTRODUCTION

The course of "Japanese Audio-visual Speaking" is a highly applied course which can cultivate students' listening, speaking and writing ability, and plays an extremely important role in the curriculum setting. Therefore, teaching reform and research of the course of "Japanese Audio-visual Speaking" are a permanent topic for colleges and universities. Taking the teaching reform of the course of "Japanese Audio-visual Speaking" in Dalian Neusoft University of Information as an example, this paper will make a detailed analysis of the reform ideas and exploration of this course.

II. INTRODUCTION OF THE COURSE OF JAPANESE AUDIO-VISUAL SPEAKING

A. The Position and Function of the Course of "Japanese Audio-visual Speaking"

The course "Japanese Audio-visual Speaking" for Japanese majors in the Department of Japanese of Dalian Neusoft University of Information together with the parallel courses "Basic Japanese" and "Japanese Conversation" constitutes the three core courses. "Japanese Audio-visual Speaking" (I)~(V) are a series of courses and have 256 class hours in total. It is an important course set up in the freshman and sophomore year and the first semester of the junior year, aiming at cultivating students' good Japanese listening and speaking ability and Japanese language skills.

B. The Theoretical Basis — TOPCARES-CDIO of the Teaching Reform of Japanese Audio-visual Speaking Theory

TOPCARES-CDIO is the result of the inheritance and innovation of the concept of CDIO Note 1 by Dalian Neusoft University of Information, which is the Sinicization and localization of CDIO. The TOPCARES is an acronym of 8 Level I competency indicators, representing 8 major competencies respectively. The Department of Japanese of Dalian Neusoft University of Information takes this idea as the core, and probes into the teaching reform of the course of "Japanese Audio-visual Speaking".

After the introduction of CDIO educational concept into China, it is mainly used in the field of computer and other engineering education. But as a method of study, it is universal. Many of these views also have a very important guiding role in the teaching of Japanese language. For example:

Standard 3 — Integrated Course Plan

It is a curriculum system designed by mutually supportive professional courses and programs that explicitly integrate individual, interpersonal skills and the ability to build products, processes and systems.

In the design of the integrated curriculum plan, the selection at the highest level is the organizing principle of the course plan. It advocates the principles of organization: Discipline Mutual support, and with the ability and project to define each other. The structure of this curriculum program facilitates the learning of subject and provides a variety of flexible structures for the design of the project-the integration of experience.

III. EXPLORATION AND PRACTICE OF THE TEACHING REFORM OF THE COURSE OF JAPANESE AUDIO-VISUAL SPEAKING

A. Construction of Integrated Curriculum System

According to the requirements of the CDIO Standard 3 — Integrated Course Plan, we combed the project and curriculum system. Consequently, it is found that "Japanese Audio-visual Speaking" is not an isolated course, but rather constitutes the basis of the entire Japanese language learning with other two pillars of the core backbone of the main course "Business Basic Japanese" and "Japanese Conversation" courses. Horizontal and parallel courses are closely linked and the degree of longitudinal capacity training is gradually increasing.

In order to clarify the extent to which the same ability is cultivated at different stages, we have developed a progressive map of the training capacity of the Japanese Audio-visual Speaking (I) to (V) curriculum in accordance with the Bloom Education target classification. Taking "good Japanese listening and speaking ability" as an example, it is used as a language application skill, and the author thinks that in audio-visual speaking (I) to (V), it is the highest degree of language. Japanese majors combine the law of language learning, according to the amount of knowledge learned and the degree of application, the bloom classification of the "application" is divided into primary use, intermediate application and advanced application. "Japanese Audio-visual Speaking" (I) for the initial stage of language learning, students can only understand simple words and everyday language, so the "primary application" stage of this ability, "Japanese Audio-visual Speaking" (II) and (III), students have mastered a certain amount of language knowledge and skills, being able to understand simple daily conversation, and can use them in Japanese and Japanese simple communication, so for the "intermediate application" stage, "Japanese Audio-visual Speaking" (IV) and (V), after nearly two years of study, students' listening and speaking ability has been greatly improved, can use listening, speaking skills and the Japanese to carry out normal communication, so for the "advanced use" stage.

B. Teaching Content of Design Around Main Course

The teaching content of the course of "Japanese Audio-visual Speaking" should be based on "Basic Japanese for Business", which is later than and easy to be the content of the "Basic Japanese" course. That is, in the course of "Japanese Audio-visual Speaking", especially in the primary stage of Japanese learning, it is not aiming at learning the number of new knowledge, but focusing on listening intensive training for vocabulary, sentence patterns and scenes learned in the basic Japanese of business. Deepening memory through repeated training is one of the effective methods of language learning.

C. Making Full Use of Extracurricular Time to Provide Students with Integrated Learning Experience

Due to the limitation of study time in class, students can not get adequate exercise in improving their listening and speaking skills so how to use extracurricular learning time to enrich the teaching content, to provide students with integrated learning experience is particularly important. In the design of teaching content, we pay attention to the selection of some open and extensive topic or content, we train the students with the post-class layout of related operations (listening to audio, watching video, collecting network information, recording frequency, dictation of electronic audio text, etc.) and in the form of spot checks. It can not only assist in class learning, improve listening and hearing ability, but also help to cultivate students' good learning attitude and habits.

Watching: Mainly for the project preparation phase. In class, students are guided to watch the original Japanese videos related to the above seven scenes, to experience the original Japanese and Japanese culture, and to stimulate students' interest in learning. We assign students after class layout data access to the operation, so that students can collect their own materials and deepen the understanding of Japanese culture and Japanese business etiquette. When watching the video, the teacher should carry out the curriculum design in advance, highlight the key difficulties, and guide the students correctly.

Listening: Mainly for the project preparation phase. In listening class, we guide students to do "intensive listening" or "extensive listening" according to the characteristics of listening materials. "Extensive listening" requires students to understand the meaning of the listening material word for word, "intensive listening" does not require students to fully understand, just focus on the general content. For the above seven business scene sessions, we use the "intensive listening" method, first let the students listen to the whole, understand the general content, and be able to answer the relevant questions or to summarize the main idea in simple words. Then let the students listen to the side record, retell the conversation. For the information that is not understood, first let the student make conjecture according to the context, and then let the teacher make a simple explanation.

Speaking: Mainly reflected in the project publishing stage. The ultimate goal of listening training is not to test how many words and grammar students understand, but to cultivate students' ability to obtain information from listening materials and to re-process the information. After the information "input" "View" and "Listen", we require students to achieve the "output" of the information when the project is published in form of "speaking". This requires students to summarize the listening text from the "intensive listening" process, select at least three of these scenes to make conversations in group in class. When making conversation performance, we pay attention to the "view" in the process of understanding the common sense of business etiquette for flexible use. At the end of the publication, the other students are asked questions about the relevant issues in the conversation, which is another process of "viewing, listening and speaking". This can not only detect and urge other students' attendance status, but also let them achieve the goal of common progress through the project's self-assessment and mutual evaluation of the link to find out the lack of leakage.

As mentioned above, "view, listen and speak" are not isolated, but inseparable. The best teaching results can only be achieved by organically combining the three in the course. From the current teaching reform practice, the students in grade 2009 have basically adapted to this teaching model, students in the "audio-visual speaking" course has greatly improved their listening skill through repeated intensive training.

D. All-round Comprehensive Testing of Students' Ability Assessment Methods

In order to comprehensively test students' knowledge, ability and quality, the course of "Japanese Audio-visual Speaking" has also made a new attempt in the way of assessment. In the assessment, we introduce the concept of TOPCARES-CDIO "project" Assessment, change the previous "a listening test paper to win or lose" model, pay attention to the stage assessment, the combination of listening and hearing skills comprehensive assessment.

In the case of Japanese Audio-visual Speaking (IV), the weight values of each part are: Normal score (30%), level four items (20%), Level three items (20%), Final Examination (30%). Increase the proportion of normal results and periodic assessment, dilute the impact of the final examination on the overall academic performance, help to make students pay attention to the accumulation of ordinary, and cultivate students good learning attitude and habits; while two level four projects and a level three project are processed by students after the material "watching" and "listening", the "speaking" is published in conversation In the form of a comprehensive detection of the display. The introduction of project assessment has broken the conventional audio-visual Speaking Course assessment mode, so that students can stay in the project, increase interest, and cultivate students' sense of accomplishment when completing the project.

E. Construction of Practical Teaching Environment of "3A"

The term "3A" refers to anytime, anywhere, anyway, that is to enable students carry out curriculum practice and project practice at any time, any place and in any way.

First of all, it is needed to make full use of the network platform to create a full range of three-dimensional language practice environment, use the completed "Japanese Audio-visual Speaking" boutique course website and "Japanese Intensive System" to decorate online operations and increase the amount of homework after class. Teachers can use the network backstage to detect the completion of students' homework, make it easy to guide and control students after class learning. After class work is rich and colorful, full amount of homework, to ensure that students spend at least 1 hour a day for Japanese listening practice.

Secondly, it is needed to enrich extracurricular activities and arouse students' enthusiasm for learning. Extracurricular activities can not only enable students to apply the knowledge learned in class in practice, but also cultivate students' sense of honor through this form, to stimulate students' enthusiasm for learning. Based on the

characteristics of "listen" and "speak", which are unique to the course of "Japanese Audio-visual Speaking", the form of extracurricular activities can be designed to be livelier. For example, you can hold "Japanese drama dubbing contest", "Japanese short drama competition" and other interesting activities. We can truly achieve the combination of in-class teaching and extracurricular activities, and fully mobilize the enthusiasm of students.

IV. ISSUES TO BE RESOLVED

In the exploration and practice of curriculum reform, although some achievements have been made, there are still some details to be improved. On the one hand, in the design of teaching materials, although has been in accordance with TOPCARES-CDIO integrated curriculum concept, designed the basic content of audio-visual Speaking course, completed the first draft of self-compiled teaching materials. However, limited by personal ability and teaching experience, teaching materials have yet to be further improved in practice teaching. On the other hand, due to the limitation of teaching resources, under the existing teaching conditions, it is difficult to create a "3A" language practice environment for students. Although the author mentioned in this article "Watching, listening and speaking" integration of the proposal, but also to achieve the effect of simulating the language environment, but with the real language environment there is still a certain gap. It is recommended to create a more realistic language environment for students by playing Japanese videos or Japanese news in different places.

V. CONCLUSION

Firstly, it clarifies the position and function of audio-visual Speaking course in Japanese majors in colleges and universities, and puts forward the problems existing in the current audio-visual Speaking course, that is, the parallel curriculum is relatively independent and the relevance is not strong, and the lack of language practice environment and the poor learning effect. Secondly, it introduces the theoretical basis of the course reform of "Japanese Audio-visual Speaking" — TOPCARES-CDIO integrated curriculum design standard and teaching plan model. Thirdly, according to the goal of training Japanese professional personnel, the overall training goal, training goal and ability index of "Japanese Audio-visual Speaking" course are established. And according to the integrated teaching plan model, we pay attention to the relevance of horizontal longitudinal curriculum, and design an integrated teaching content. At the same time, through the "Watching, listening and speaking" of the integrated design, simulation of the language practice environment, we improve the interest of the course, and highlight the characteristics of the curriculum. In order to comprehensively test students' knowledge, ability and quality, we introduce the concept of TOPCARES-CDIO "project" Assessment in the assessment, attach importance to the stage assessment, and attach importance to the comprehensive assessment of the combination of listening and hearing skills. Finally, we offer the network platform and extracurricular activities for students to build a "3A"

practical teaching environment, to cultivate students' good learning habits and interest in learning.

Curriculum reform is a long-term process, and the effect of teaching reform also needs to be verified in practice. In the future, the author will continue to carry out research in teaching methods, learning effective evaluation and so on, and constantly carry out the exploration and practice of the course of "Japanese Audio-visual Speaking".

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