Discussion on The Online + Offline Hybrid Teaching of Japanese Courses in Colleges and Universities in The Internet + Era

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Abstract
The in-depth development of the Internet + era has brought a new opportunity to education and teaching. Relying on the Internet, building an online + offline hybrid teaching has become the focus of many educators. For the teaching of Japanese courses in Colleges and universities, for a long time in the past, the teaching of Japanese courses was limited to the traditional offline classroom mode and failed to make use of online teaching, resulting in the teaching activities lagging behind the development of the times and the teaching effect failed to be further improved. In the Internet + era, we need to pay attention to the application of online teaching and build a hybrid teaching mode of Online + offline. Based on Japanese Teaching in Colleges and universities, this paper first analyzes the connotation and value of Online + offline mixed teaching, and then puts forward corresponding teaching strategies, hoping to provide reference for Japanese teachers in Colleges and universities.

Keywords
Internet +, Japanese course, Online + offline, Mixed teaching

With the rapid development of the Internet, the Internet has broken its limitations and started to establish close ties with all walks of life. For each traditional industry, through the combination with the Internet, the industry has been updated and upgraded. Under such circumstances, the concept of Internet + was put forward and required to be integrated into various industries. In the field of education, we also need to pay attention to the development of Internet +, build online teaching based on the Internet, and integrate online teaching and offline teaching to form an online + offline hybrid teaching system.

1. Online + offline mixed teaching

1.1. Connotation
As for Online + offline hybrid teaching, this mode is a brand-new teaching mode rising in recent years. It mainly
covers online and offline teaching. It integrates online and offline teaching together to serve teaching activities, thus showing the characteristics of hybrid teaching. For this teaching mode, it has many significant characteristics: first, it is interactive. Based on the combination of online and offline, it can realize the interaction of online learning and offline teaching, and also can enhance the interaction between teachers and students, students and students, and create a more active teaching atmosphere [1]. The second is openness. Online + offline mixed teaching, relying on online channels, can make teaching activities show significant openness, break the restrictions of classrooms and textbooks, and expand and introduce many new contents. Third, autonomy. Learning based on online channels can provide students with space for independent learning. Students can participate in learning independently through online channels without interference and restriction from teachers, so that students' autonomy can be reflected.

1.2. Value

For the teaching of Japanese courses in Colleges and universities, the construction of Online + offline mixed teaching can play a positive role in many aspects, which requires Japanese teachers to form a clear understanding. First, it helps to expand the scope of Japanese teaching and improve the effectiveness of teaching. The traditional Japanese teaching is limited in the classroom and teaching materials, and the students have limited knowledge of Japanese, which lags behind the development of the times. Through the application of Online + offline hybrid teaching, teaching activities can be expanded from online channels, so as to expand the scope of teaching, introduce more new knowledge, and let students master. The second is to increase the interest of teaching and stimulate students' learning initiative. The application of the mixed teaching mode has completely changed the traditional classroom teaching activities and reconstructed the teaching process, which makes the Japanese teaching more interesting. Students can be stimulated and show more strong interest in learning [2]. Third, it realizes the innovation of Japanese teaching and promotes the continuous improvement of Japanese teachers' teaching ability. To use online + offline hybrid teaching, Japanese teachers need to strengthen their online teaching ability, strengthen teaching innovation and reconstruct the teaching system. In this way, the personal teaching quality of Japanese teachers can be effectively improved.

2. Suggestions on the construction of Online + offline Hybrid Teaching in Japanese Teaching in Colleges and Universities

Under the background of the Internet + era, college education and teaching activities should be closer to the Internet and actively develop online teaching. However, at the current stage, online teaching is suitable as a supplementary means to be used in combination with offline classes. This requires that in teaching activities, we should adhere to the principle of "Online + offline", create a mixed teaching system, and provide better environmental conditions for Japanese teaching.

2.1. Build online platforms and resources

To apply the online + offline hybrid teaching to college Japanese teaching, we need to build the online platform and resources first. Only by ensuring that we have a fully functional platform and rich resources can we lay a solid foundation for the development of online teaching.

On the one hand, the construction of online Japanese teaching platform. For the construction of the online platform, it is not appropriate to directly use the existing online course platform. It should be considered from the long-term perspective of the development of higher education, and build the online platform independently. The function design of the online platform should be divided into two parts: teacher teaching and student learning. In the part of teaching, teachers should focus on teaching needs and design diversified functions such as roll call, online questioning, courseware display, learning evaluation, student management and online assessment. In the part of students' learning, it is necessary to design diversified functions such as knowledge summary, oral practice, listening practice, homework after class, self-assessment and learning communication from the perspective of students' learning needs [3].

On the other hand, the construction of online Japanese learning resources. Whether it is to carry out online teaching or to guide students' online learning, we need sufficient resources. Only by using these resources can we design corresponding teaching activities. Therefore, for Japanese teachers, it is necessary to build online Japanese resources through various channels. First, you can collect materials from Internet channels, especially from various Japanese we media, and integrate them into the online resource library. Second, it can digitally transfer offline resources. In the long-term Japanese teaching, a lot of offline resources have been accumulated. Offline resources can be transferred to the online through scanning, manual input, format conversion and other methods. Third, you can make online resources by yourself, such as making micro lessons and Japanese review materials.
2.2. Relying on the online platform to carry out teaching

For Japanese courses, it is necessary to effectively use the online platform and carry out Japanese teaching activities. First of all, we should adjust the arrangement of Japanese class hours, and set aside part of the class hours for online teaching. Teachers should inform students in advance to conduct online teaching. It's better to keep online teaching for 2 hours a week, and make it a part of Japanese teaching.

Secondly, guide students to learn through the online platform. In Japanese teaching, teachers can arrange various learning tasks for students based on the online platform. For example, you can set pre class preview, upload preview micro classes on the online platform, and let students watch online and preview in advance. You can also set up Japanese Listening and speaking exercises through the online platform. In addition, online assessment can also be designed to regularly evaluate students' learning [4].

2.3. Keep the combination of online and offline Teaching

In the implementation of Online + offline hybrid teaching, we need to pay attention to the close combination of the two, and ensure that online teaching and offline teaching form a unity, so as to play an ideal teaching effect.

First of all, we should plan the Japanese teaching content. The combination of online teaching and offline teaching needs to ensure the continuity of teaching content. This requires that online and offline teaching contents be arranged as a whole from a macro perspective to ensure effective connection and form a whole.

Second, strengthen the interaction between online and offline. In Japanese teaching, good interaction should be maintained between online and offline parts. For example, online teaching can provide students with offline practice, while offline teaching can provide students with online learning. By strengthening the interaction between online and offline, the integrity of teaching activities can be improved.

Finally, the whole process of teaching evaluation. In the evaluation of Japanese teaching, it is necessary to maintain the whole process evaluation, that is, to evaluate online and offline teaching as a whole [5].

3. Concluding remarks

In the Internet + era, College Japanese teaching needs to pay attention to the development of online teaching, maintain the unity of online and offline, and actively build online + offline hybrid teaching. In practice, it is necessary to build online platforms and resources, effectively carry out teaching, and maintain the close combination of the two, so as to achieve ideal results in Japanese teaching.

References


