The Strategies of Applying for an Online Teaching Methods based on the Course of "A Survey of Japan" under the Background of Teaching Information 2.0

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Abstract: The development of Internet information technology has made teaching informatization a new direction of teaching method innovation. In the early 21st century, domestic scholars introduced a mixed teaching model in teaching, while the integration of online teaching methods and traditional offline teaching method has become the focus of education circle, but many colleges and universities have introduced more information-based teaching methods in professional courses in other to create a smart teaching systems such as "online virtual teaching and research + offline heterogeneous courses". In the context of teaching informatization 2.0, online teaching methods are used in the "Overview of Japan" course, which proposes to use the MOOCs according to students' academic conditions, using the Internet education platform to provide students with rich curriculum resources, and use online resources to arrange more teaching tasks. To realize the interactive characteristics of online and offline teaching guidance, magical online teaching, and improve students' ability to reflect on the curriculum and put forward specific innovative strategies, which will help realize the bilingual teaching and explain Japanese culture more vividly and Knowledge systematically, to improve the teaching quality of the course so "A Survey of Japan" is of positive significance.

Online teaching has gradually become an important form of teaching reform in higher education, and currently, more than 400 universities have opened an "Overview of Japan" or related courses, of which 27 Japanese or Japanese culture-related courses have been introduced online, and more than 10 million college students are learning online and to obtain an electronic certificate. It can be seen that the number of Japanese-related courses on the MOOC platform is gradually increasing, but most of them are based on language skills courses, and there is still a great deal of "golden courses" with "high-level, innovative and also challenging". In the current use of an online teaching methods, most colleges' during the online courses uses video recording to sort out and explain the general situation of Japan, but the content lacks diversity, and there is less horizontal comparison of Chinese and Japanese cultures. There are deficiencies in interaction and innovation in teaching methods, while the method of the online teaching caters to young students' love of the Internet and the growth laws and characteristics of social networks, but the use of online teaching can arouse the enthusiasm of students as well achieving the course teaching purpose [1].

1. The Need for an Online Teaching Method Is to be Applied to the Course of "Overview of Japan" Under the Background of Teaching Information 2.0

(1) The current situation of the teaching "A Survey of Japan"

The "Overview of Japan" course is an important part of the curriculum system for Japanese majors. At present, there are large number of universities in my country that offer an "Overview of Japan" courses. The course of "Overview of Japan" is an important subject for teaching Japanese culture and the history of Japanese development, judging from the current teaching of "A Survey of Japan", there are mainly the following aspects:

One is the setting and teaching materials of "A Survey of Japan", the Japanese majors in colleges and universities have set the teaching content of the "Overview of Japan" and the courses are as a

sophomore compulsory course. The Japanese majors at this stage have already learned Japanese knowledge and can master certain Japanese vocabulary. However, some colleges and universities adopt the "Overview of Japan" which is in all-Japanese textbook,but the purpose of colleges and universities is to allow students have direct access to the full Japanese environment and increase its professional vocabulary. However, there is a large amount of content in "Japan Overview" that introduces the Japanese culture, while a large number of professional vocabulary makes it more difficult for students to learn. The content of the textbook of "A Survey of Japan" covers a wide range and is complicated and difficult for students to grasp the rules, but in the teaching of "A Survey of Japan", teachers mainly explain in accordance with the requirements of the syllabus, and they are less able to diverge the students' thinking, let alone explaining through the cultural contrast between China and Japan at the same time.

The second is the current situation of teachers and the language of instruction, because most Japanese teachers in colleges and universities are Chinese, and some are foreign teachers from Japan. So the Japanese teachers can speak Japanese in other to create a suitable language atmosphere, but many professional vocabularies are prone to appear in the process of speaking. Japanese used for political, economic, and cultural issues, this is difficult for some students to understand and the interaction between teachers and students is also difficult when explaining. At the same time, the foreign teachers in Japan have introduce the Japanese local customs, tourism, culture, etc. in the process of imparting knowledge, and will also selectively explain the content, which is prone to one-sided teaching. When Chinese teachers are teaching Japanese, they cannot be as accurate as the Japanese foreign teachers in the complex and abstract Japanese culture or the accuracy of Japanese expression.

The third is the situation of teaching methods. The "Overview of Japan" in colleges and universities mainly adopts the method of teaching in large classes, and the teaching method also adopted the method of teacher's explanation and students' listening. While the course teaching process mainly relies on the traditional mode of "PPT + textbook". In the course of teaching, the teachers will teach the content of the textbook to students in the form of blackboard writing, formatting the knowledge of Japanese culture and the use of Japanese teaching, which is the lack of effective interaction between students and teachers, because "A Survey of Japan" is made up of a full-Japanese textbook, as some new words and Japanese grammar appears in it, and some students are having difficulty acquiring knowledge, as such the teachers tend to turn the overview class into an intensive reading class, mainly focusing on explaining the grammar, new word language, and neglecting Japan culture, but giving the explanation of knowledge content of history, geography, culture, economy, customs and so on in the profile.

(2) Advantages of online teaching methods.

The online teaching method is applied to the course teaching of "A Survey of Japan", subverting the traditional classroom teaching methods and reasoning. The emergence of the online course of MOOC in the online teaching method can realize its teaching method of flipping the classroom, and allowing the students to become the main body of teaching, highlighting students' participatory teaching, also giving the student opportunity to be active during the teaching process, and mobilizing students' interest in learning. The characteristics of the online teaching methods should be based on "interaction, cooperation, and integration", Teachers can use the Internet teaching platform for the online course as per live and direct, to be recorded and broadcast methods and to also choose a suitable way to carry out course teaching [2]. The online teaching method should be flexible in other to realize a dynamic teaching form, so that the teachers can timely adjust the content of the course according to the students' online course learning and the detection of online knowledge points, and always adjust the learning content, so to meet the students' acceptance ability, helping students construct a knowledgeable system and improve on the quality of student learning [3].

2. Specific Strategies for Using an Online Teaching Methods in the Course of "A Survey of Japan"

Under the influence of the new crown pneumonia epidemic in 2020, as colleges and universities are facing the arduous task of epidemic prevention and control, and the online education model of "preventing classes but not so preventing schools from operating" which means "leaving school but not teaching" is gradually being promoted. The Ministry of Education clearly requires colleges and universities to guarantee the teaching tasks, the development and application of online teaching systems can smoothly realize the teaching content and increase the interest of teaching [4].

(1) The use of MOOC according to students' academic conditions, and choosing the content that fits the teaching theme of the course "A Survey of Japan" In the teaching of Japanese language based on the courses in colleges and universities, that the use and function of MOOCs needs to be accurately located, but it should not be forcibly added to the curriculum in order to use the MOOCs. One is to choose a suitable MOOC according to the Japanese university teaching goals and teaching content. Teachers need to do a good job in the design of the teaching plan, When the content of the MOOC needs to be interspersed in the teaching process, they need to choose the MOOC content that suits the teaching content. Teachers also need to sort out the knowledge content of the course "A Survey of Japan" that needs to be taught in this semester, clarify the teaching goals of this semester, and decompose the semester goals into the teaching goals and teaching tasks of each unit, and design the teaching task-oriented Or search for suitable MOOC content on the Internet. The second is to check the Japanese level of the students and select the appropriate MOOC course content. The content level of the MOOC needs to be in line with the students' Japanese proficiency, and the teacher needs to have a more comprehensive understanding of the students' overall Japanese proficiency. The teacher screens the resources of the MOOC after investigating the students' academic conditions, selects the teaching content of the MOOC, and designs exercise questions after the MOOC based on the students' academic conditions. The third is the effective integration of teacher explanations and MOOC broadcasting. Teachers need to select the appropriate MOOC course content according to the content of the teaching, and integrate the explanation with the broadcasting of the MOOC, which can effectively mobilize the atmosphere of the Japanese classroom. At the same time, it can also allow students to watch the MOOC video while combining the focus of the teacher's explanation and the difficult points to understand the knowledge points which are conducive to the improvement of students' Japanese thinking ability.

(2) Using an Internet education platform resources to exercise the students' Japanese ability.

The establishment of an online learning group of "Overview of Japan" will help the students to better grasp the situation in Japan and comprehensively improve on their Japanese application ability, because the communication between students and teachers can enhance the effect of learning as an online teaching is perfect when it is interactive, with the help of the construction of the Japanese university's resource database, the activity groups are set up between classes. While Teachers use the online platform as a carrier to distribute the Japanese course practice tasks in the classroom, and each of the students group should write to each other, so as to complete the corresponding tasks within the specified time, and the teacher will test the learning results within the specified time, which effectively improves the students' ability to learn using an online platforms [4]. At the same time, teachers can directly take an online assessments from the Japanese university's resource database to improve students' practical ability.

(3) Clever use of Internet as an online resources to arrange the teaching tasks to achieve online and offline teaching guidance

One is to choose an online teaching content according to professional arrangement and selection. Online teaching resources on the Internet platform are very rich, and a large number of online courses are free to share and learn for free. So the teachers need to use the rich resources on the Internet to integrate teaching tasks with specific online courses and choose the suitable course content [5]. For example, when teaching the Japanese economic content of "Overview of Japan", it is necessary to pay attention to the practicality of Japanese, and the selected online course content needs to be combined with majors. For example, in the teaching of "Overview of Japan" for business Japanese, the selected online course content should be Select the business etiquette courses and use contextual presentations to deepen the impression of students, how each Japanese

vocabulary is used in specific business etiquette, and the differences in oral English used by different recipients, so that the students can be the first to feel the difference in time and also master different application methods. The second is to lay out the practice questions of "A Survey of Japan" based on professional needs and offline conduct guide. Teachers can arrange exercises based on the content of online resources and the professional characteristics of the students taught, while the students would have to complete the after-class exercises according to the online content and the teacher's exercise arrangements,so the teachers need timely guidance, such as the help of WeChat groups. Ways to guide, help students consolidate knowledge [6]. The third is to use an online platforms to create more teaching situations to stimulate students' interest in class, and interest driving force of students' for continuous learning and the key to improving the learning effect,using an online teaching methods skillfully, combining video with the content of the course, cultivate students' sense of language, and improve students' vocabulary ability [7].

(4) The magical use of interactive features of an online teaching to enhance students' ability to reflect and apply Japanese courses in colleges and universities which is no longer limited to the level test, but to improve the Japanese application ability of college students, especially the oral ability and contextual Japanese application ability of college students [8]. In the application process of the course "A Survey of Japan", which is based on the online teaching methods have interactive characteristics. For example, the MOOC can provide a platform for teachers and students to interact, and can use the Internet to discuss learning more, teaching content, and teaching reflection, giving report on the learning situation of "Overview of Japan" in a way, and can also use the MOOC to explain some difficult knowledge points. The first is to use the small and refined characteristics of the MOOCs to refine the difficult points in the course content of "A Survey of Japan" for Japanese majors in colleges and universities to help students quickly grasp the difficult points of knowledge. As a compulsory course for Japanese majors, the Japanese as a language requires an interaction and communication. The exchange platform created by the MOOC can not only realize the exchange of quality courses between universities in developed and poor areas, but also realize intra-school communication[9]. With the help of an online interactive features, the interaction between students is increased in the teaching of "A Survey of Japan", and the content of the teaching is reflected, difficult and doubtful issues are reproduced by teachers and students, and excellent online courses , Solving some difficult points, that promote students' discussion in the learning process. The second is to use foreign online platforms to achieve an interactive communication and exercise students' application skills, through the use of foreign online resources, a broader platform can be provided to students, so that students can use high-quality teaching resources at home and abroad to carry out learning [10]. In the course of teaching in the "Overview of Japan" classroom in colleges and universities, as an online based teaching software is used to evaluate students' performance, watch excellent online courses, explain new knowledge points, and complete knowledge input with an online video learning.

Funds

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