

Cultivation of Students' Language Application Ability in Japanese Language Teaching in the Information Age

Ting Qiu

*Jingdezhen Ceramic University School of International Culture and Communication, Jingdezhen, Jiangxi, 333403, China
29509447@qq.com*

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Abstract: People entering the information age are no longer satisfied with only mastering basic knowledge such as vocabulary and grammar, but expect to constantly update their knowledge structure and promote the improvement of their overall quality. At the same time, Japanese has gradually become a popular major, but due to the influence of traditional educational ideas, many schools have not applied information technology to teaching, leading to students becoming bored with the knowledge they have learned. This in turn affects learning outcomes. This article attempts to integrate information technology into Japanese language teaching activities, showcasing effective teaching effects through the use of multimedia teaching methods, providing students with a better learning environment and greater development space, enabling them to acquire good language application skills, and quickly find suitable methods and strategies for their own learning, and achieving comprehensive development. Comparing the traditional teaching mode with the Japanese teaching mode in the information age, and selecting Class A and Class B as participants, the experimental results show that the average total score of Class A in the final examination is about 77.486 points, while that of Class B is about 83.532 points. The overall score of Class B is better than that of Class A.

1. Introduction

Language is a way for people to communicate and an important symbol of the inheritance and development of a nation's culture. With the continuous advancement of economic globalization, people have paid more attention to the cultures of various countries, and high-quality foreign language talents have gradually become a scarce talent needed by society, including the popular language Japanese. Japanese teaching is not only related to the improvement of learners' own quality and future employment, but also plays a very important role in enhancing cross-cultural communication awareness and better carrying out work in the world. This article mainly focuses on how to train students to have a solid foundation and good language expression ability through Japanese teaching, hoping to provide reference for future Japanese as a foreign language.

Affected by globalization, international education programs and student exchange programs have become increasingly common, and the standardization of foreign language teaching has become

very important, including foreign language learning [1]. As is well known, when teaching a foreign language, it is not only important to develop students' language skills, but also to enhance their cross-cultural communication skills [2]. Reading and writing ability is a key term in foreign language teaching, and diversified foreign language teaching related to reading and writing ability and language teaching is bringing new vitality to foreign language education [3]. The sensitivity of second and third language learners to Japanese pitch stress is additive, which proves the potential favorable transfer between first and second language users and emphasizes the cumulative role of pitch in language learning [4]. The goal of foreign language teaching is to achieve true communication, rather than studying grammar and vocabulary systems. Most teachers attach great importance to the teaching process and know how to create courses based on the knowledge taught, the teaching background, and any content proposed by themselves [5]. With the popularization of foreign languages and second languages, teachers and material designers are facing the task of online and remote learning. The new perspective of how to utilize daily familiar technologies that learners can access at home for foreign language learning is highly favored [6]. Japanese, as a subject with strong communication skills and strong practicality, has been accepted and loved by more and more people.

Understanding a foreign language is a requirement of the times, and using effective information technology methods to learn it can increase interest in foreign language teaching and learning, creating more opportunities for young people [7]. As a history of scientific development, foreign language teaching methods have also used many modern methods [8]. Learning a foreign language is a multifaceted activity that undergoes complex psychological changes, including the comparison process between mother tongue and foreign language, which also involves the use of different teaching methods and techniques [9]. The integration of information and communication technology into foreign language classrooms in school education aims to improve the quality of education and enable teachers and students to be confident and competitive in today's globalized world [10]. In the context of fully meeting the teaching needs of information technology hardware, establishing a model to explore and elucidate the impact mechanism of teaching behavior on student activities provides a reform direction for promoting the efficient development of information technology teaching, completing the effective connection between information technology and professional courses, and integrating rich information technology teaching resources [11]. The problem of using new information technologies in the education system is increasing. They are not only new technological means, but also new teaching forms and methods. Using these methods in foreign language teaching can help students complete assigned tasks faster and learn how to correctly apply new tools in tasks [12]. Applying modern information technology to Japanese language teaching can effectively help learners understand and master basic conversation and some common oral skills.

The traditional Japanese language teaching methods are mostly based on teacher lectures, while students passively accept it. In the current rapid development of information technology and social progress, it is necessary to change the previous "indoctrination" teaching mode [13]. This article could analyze the problems in current Japanese language teaching from the perspective of combining information technology with traditional teaching, and provide relevant suggestions for the construction of a Japanese language teaching information system. Interactive teaching with the help of advanced network information resources can help learners master necessary vocabulary, grammar knowledge, and related skills, and cultivate their language application ability. Compared to traditional classroom teaching, it helps to improve teaching quality, stimulate students' learning enthusiasm, optimize the allocation and rational utilization of teaching resources, and promote the in-depth development of foreign language education.

2. Evaluation of the Current Situation and Existing Problems in Japanese Language Teaching

In recent years, the popularity of anime has attracted a large number of Japanese learners. Japan's influence on the world has gradually increased, and Japanese has become the first choice for more people. However, Japanese as a foreign language in higher vocational colleges has always been in an awkward situation. There is a lack of the necessary faculty, and there are more pronounced language differences and weaknesses in the students' foundation. Under such circumstances, schools must reform the traditional teaching methods, and carry out targeted and practical teaching activities for students at different levels, so that they can truly master solid professional knowledge.

Although many schools offer Japanese language courses, most of them attach importance to theoretical teaching and neglect practical teaching. Even if there are professional teachers teaching, they only focus on grammar and written knowledge teaching, neglecting the training of actual oral communication skills and practical application abilities, resulting in students lacking confidence or even fearing difficulties in actual daily conversations and practical scenarios. They are unable to efficiently learn and use language.

With the popularization and application of information technology, Japanese language teaching can also make full use of various scientific and technological means and innovative methods. The combination of multimedia and other modern educational technology can not only make classroom teaching more vivid and colorful, but also help to stimulate students' interest in learning and improve the learning effect [14]. However, in current Japanese language teaching, the application of technology is not sufficient and cannot effectively achieve the organic integration of knowledge and skills, limiting students' ability to focus on language application in practical scenarios and effectively cultivating their comprehensive practical ability to apply theoretical knowledge to solve life problems.

3. Impact and Improvement Direction of the Information Age on Japanese Language Teaching

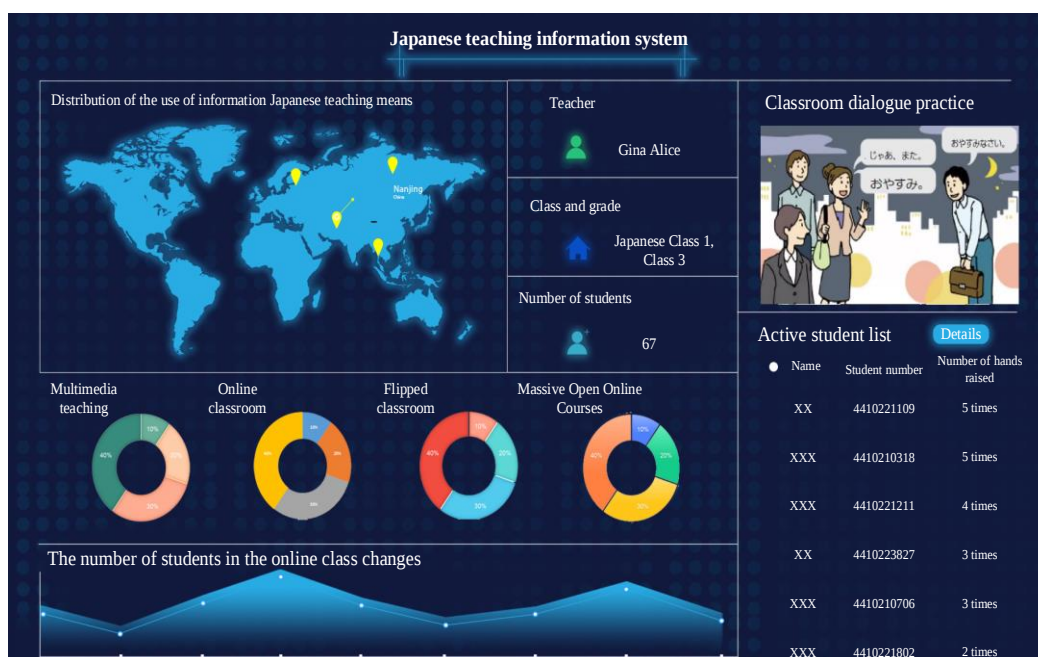


Figure 1 Japanese teaching information system

Informatization is the necessity of social development. With the rapid development of economic globalization and information technology, a “Information superhighway” has been formed worldwide. It not only promotes exchanges and cooperation among countries, but also promotes profound changes in people’s language, and way of thinking and values. In the era of information technology, Japanese language teaching could be student-centered, emphasizing students’ individual differences, and placing greater emphasis on cultivating their ability to apply knowledge to solve problems. This enables everyone to enjoy high-quality educational resources and better realize their own value [15]. The Japanese teaching information system generated under this concept is shown in Figure 1.

This system utilizes advanced computer and network technologies to integrate existing textbooks and construct a teaching mode with certain characteristics. It can fully mobilize the enthusiasm of teachers and students in learning Japanese, and truly achieve the goal of “student-centered”, meet the needs of students at different levels, and promote students’ independent development. This teaching model is guided by constructivist theory, starting from teaching practice, using modern educational technology and methods to organically combine multimedia technology with traditional teaching methods, and forming a new type of mixed teaching system for college Japanese based on multimedia environment. The primary goal of a teacher is to gain a deep understanding of the relevant knowledge that students have mastered, in order to adjust teaching methods in a timely manner, improve teaching quality, and maximize students’ initiative and creativity, thereby achieving twice the result with half the effort.

In response to the impact of informatization on Japanese language teaching, the following improvement directions are proposed:

Firstly, teachers should plan teaching plans in advance, scientifically arrange the teaching process, fully utilize information technology resources, provide students with diverse learning experiences and opportunities, attach importance to the application of online resources in teaching activities, and enable students to fully utilize online teaching resources through various channels. The implementation of this measure could help promote the transformation of traditional teaching models to modern teaching models, stimulate learners’ ability to independently explore new knowledge and obtain necessary information in the online environment, and thus acquire new knowledge more efficiently.

Secondly, creating a specific language environments, including explaining through examples, emphasizing the induction and summary of the topic, enhancing its interest, and closely linking it with real life, are all effective ways to improve students’ oral expression ability and comprehensive application skills, helping them deepen their impression, resolve difficulties, mobilize their enthusiasm for oral learning, and cultivate creative thinking and communication skills.

Thirdly, classroom teaching activities are carried out in various forms. At this stage, the mainstream information-based teaching means cover multimedia teaching, online classroom, flipped classroom and MOOC. Teachers should actively use information-based technology, combine the latest technology and teaching philosophy, design and develop attractive and practical textbooks and teaching programs, and open up resources to society through various channels to better serve educational and teaching activities [16-17].

Fourthly, there is a need to establish cordial teacher-student relationships and to enhance trust between teachers and students. In traditional teaching models, teachers often evaluate students based on grades or other forms rather than emotional attitudes. However, in the modern information technology environment, teachers no longer rely solely on exams as the sole basis, but on their own abilities as the core of comprehensive evaluation standards, which helps students more accept teachers and the knowledge they impart, successfully achieving academic goals and laying a solid career foundation and development direction.

4. Role of Information-based Japanese Language Teaching in Cultivating Students' Language Abilities

First of all, information technology provides rich and diverse multimedia resources such as audio, video, and images to create a good language environment for learners. By watching and learning these materials, learners can have a deeper understanding of culture of Japan, feel the profound cultural heritage contained in the traditional national culture, and help broaden students' knowledge, broaden their horizons, and promote the transformation of thinking methods and values.

Secondly, information technology has the characteristic of interactivity, allowing students to communicate with teachers or classmates through online discussions, which helps students overcome psychological barriers, deepen their understanding of the knowledge content they have learned, improve their oral and listening comprehension abilities, cultivate students' communicative expression abilities, and broaden their communication scope and development space in social life [18-19].

Once again, teaching in the information age emphasizes self-directed learning and group collaboration, requiring teachers to be good at using information technology to create a good classroom teaching atmosphere, guiding students to actively explore problem-solving methods, improving classroom organization and teaching methods, allowing more teachers and students to participate, thereby mobilizing their enthusiasm, promoting students' interaction and cooperation abilities, and enhancing their overall literacy.

Finally, information-based teaching platforms can also provide opportunities for immediate feedback and evaluation. Through the collection and processing of online information resources, as well as online Q&A, personalized tutoring can be provided to students, enabling them to receive timely guidance and evaluation from teachers. This helps students correct errors, improve learning strategies, and enhance language application abilities.

5. Empirical Evaluation of the Effectiveness of Japanese Language Teaching in the Information Age

5.1 Experimental Design and Participants

Two classes were randomly selected from a school's Japanese program and ensured that they had similar characteristics and backgrounds. For the convenience of comparison, this article refers to it as Class A and Class B, with 26 students in Class A and 29 students in Class B. Traditional classroom teaching methods are used for Class A, while information based teaching methods such as multimedia resources, interactive learning, and self-directed learning are used for Class B. The impact of traditional classroom teaching methods and information based teaching methods on students' Japanese language proficiency is compared.

5.2 Evaluation Indicators

This article plans to evaluate students' learning outcomes under the two modes from three aspects: speaking, writing, and exam scores. By analyzing the correlation and difference between various indicators, it explores the impact of Japanese language teaching in the information age on students' language application ability, learning enthusiasm, initiative, and creativity.

5.3 Data Evaluation

5.3.1 Speaking

Students in the two classes were given an accompanying speaking test, and a scale of 1 to 10 was set to judge the two classes' ability to apply the spoken language based on the students' scores in the three areas of oral fluency, pronunciation accuracy, and grammatical application, and the results are shown in Figure 2.

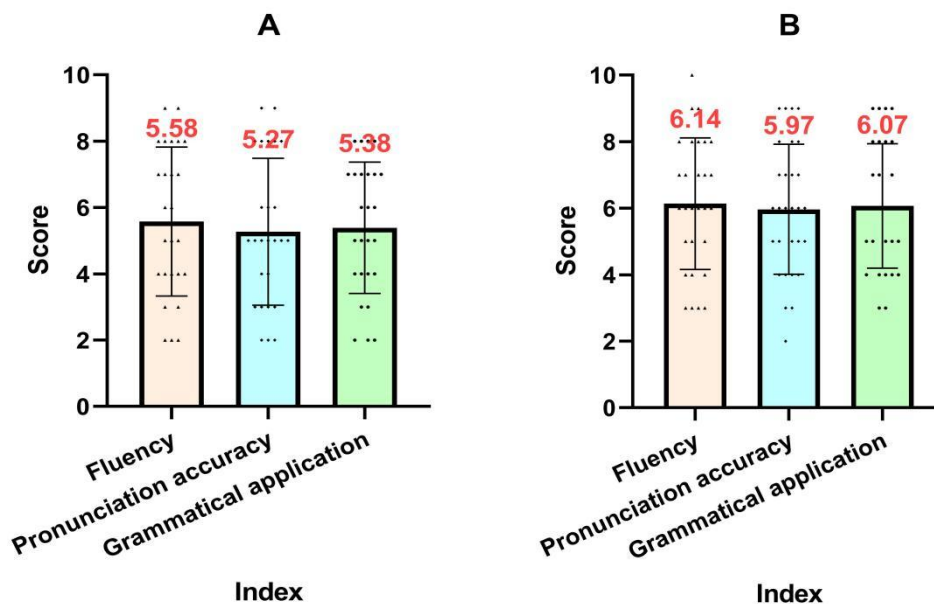


Figure 2 Comparison of oral application ability between two classes

Figure 2A Rating results of oral application ability of Class A students. Figure 2B Rating results of oral application ability of Class B students

The horizontal axis of Figures 2A and 2B represent the three indicators of students' oral proficiency, while the vertical axis represents the scoring results. Combining the two pictures, it can be seen that the average scores of both classes in terms of oral expression and application exceed 5 points, and in terms of oral fluency, both classes show a certain degree of advantage, with Class B even achieving a score of 6.14. It can be seen that in Japanese language teaching, information technology provides students with real and specific oral examples, enriching the content and experience of oral learning.

5.3.2 Writing

The writing application ability of two classes was evaluated from three aspects: grammar correctness, vocabulary richness, and logical thinking ability. The score was also set at 1-10 points, and the results are shown in Figure 3.

Figure 3A Rating results of writing application ability for Class A students. Figure 3B Rating results of writing application ability for Class B students

The horizontal axis of Figures 3A and 3B represents the three evaluation indicators of writing ability, while the vertical axis represents the specific score situation. In terms of grammar correctness, the scoring results of Class A students are in the range of 2-8 points, with an average score of around 5.04 points, while the scoring results of Class B are concentrated in the range of 3-9 points, with an average score of around 5.93 points. In terms of vocabulary richness, Class A's score

range has expanded to between 2-9 points, and the average score has also increased to around 5.46 points. However, Class B's score is more stable, and the average score has also increased to around 6.17 points. Students in both classes can use some common vocabulary for expression and communication. In terms of logical thinking ability, the performance of both classes is not ideal. The average score of Class A is only about 4.38 points, while Class B is about 5.69 points. It can be seen that the cultivation of Japanese logical thinking ability is not something that can be achieved overnight. It requires long-term and unremitting training and accumulation to achieve good results.

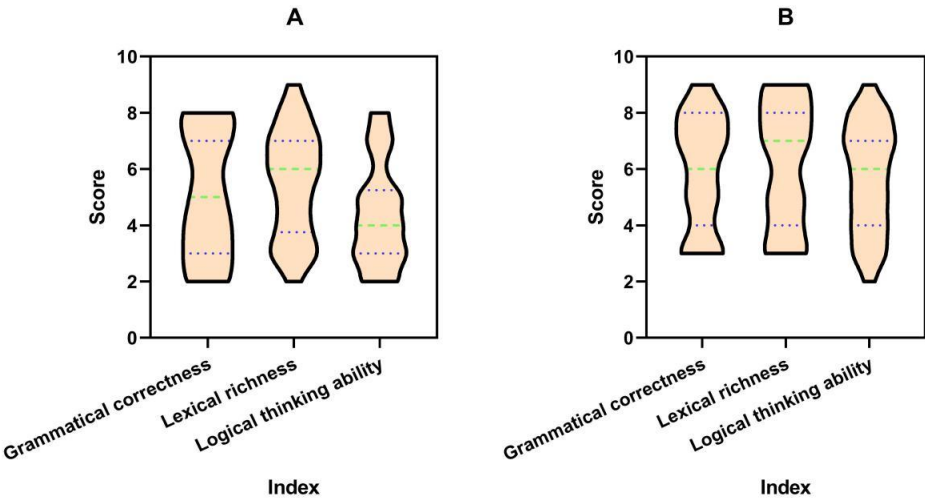


Figure 3 Comparison of writing application abilities between two classes

5.3.3 Exam Scores

After a semester of teaching, the final examination scores of the two classes were counted. The total scores were divided into listening scores and paper scores, with a full score of 100. The final scores were converted according to a certain proportion, of which listening tests accounted for 40% and paper scores accounted for 60%. Statistics were conducted on the total and average scores of students in two classes, as shown in Figure 4.

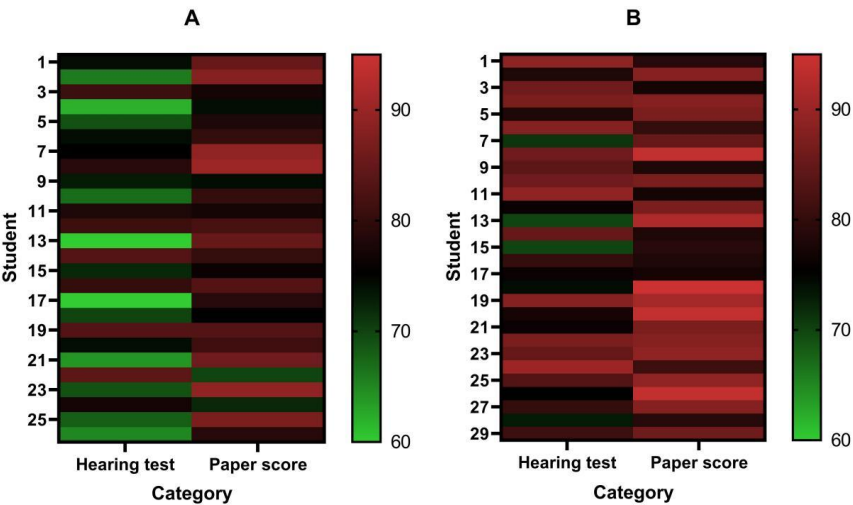


Figure 4 Comparison of exam scores between two classes

Figure 4A Examination results of Class A students. Figure 4B Examination results of Class B students

The horizontal coordinates of Figures 4A and 4B represent the two categories of listening tests and paper scores, while the vertical axis represents the number of students in both classes. The values set for the heat map range from 60 to 95 points, and the color changes from green to black and then to red. The lower the score, the greener the color of the graph, the higher the score, and the more red the color. Combining the two images, it can be clearly seen that there are more green and darker colors in Figure 4A, and more red and heavier colors in Figure 4B. From this, it can be concluded that the overall performance of students in Class B is higher than that of Class A. After calculation, the average score of Class A's listening test is around 72.62 points, and the exam score is around 80.73 points. After proportional conversion, it is around 29.048 points and 48.438 points, respectively. Therefore, the average total score of Class A is around 77.486 points. The average score of the listening test in Class B is about 80.97 points, and the paper score is about 85.24 points. After conversion, the average total score of Class B is about 32.388 points and 51.144 points. Therefore, the average total score of Class B is about 83.532 points, and the students in Class B have better grades.

Comprehensive analysis of the above three aspects, it is not difficult to find that Japanese language teaching in the age of information technology makes use of rich multimedia resources, interactive learning platforms and online aids to provide more real-time oral communication and practice opportunities for both teachers and students, so that students can more comprehensively develop their oral and writing skills and achieve better results in exams, which has a positive effect on improving the quality of teaching and promoting the development of students' language application skills and the Japanese language profession.

6. Conclusions

In school education, Japanese is an important professional basic course, and the key to improving its teaching quality lies in stimulating students' interest in learning, cultivating their way of thinking, and enhancing their sense of autonomy. Integrating information technology into the teaching process can not only enrich the classroom teaching form, optimize the teaching content and improve the knowledge system, but also help students to improve their language application ability and cross-cultural communication level. This article conducts an in-depth analysis of the current situation and problems in Japanese language teaching in universities, exploring methods and corresponding strategies for constructing Japanese language teaching based on information technology and network environment. It is hoped that it can provide reference experience for Japanese language teachers, make them more scientific and effective in Japanese language teaching, and create a good atmosphere for students to better master Japanese language skills.

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