

Discussion on Experiential Teaching Mode Based on BOPPPS Theory

-- Taking "Basic Japanese" Series Courses as An Example

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Abstract

With the rapid development of globalization and the improvement of China's comprehensive national strength, foreign language, as a bridge and medium of communication, plays an important role. Whether the foreign language education in Colleges and universities can adapt to the development trend of the times and cultivate foreign language talents with "practical" ability for the needs of the times is particularly important. In addition to English, the education of small languages, which are becoming more and more popular but relatively short of talents, has also become an important topic in Colleges and universities. Throughout the Japanese education in Colleges and universities in China, most Japanese majors have developed mature, but limited by the traditional teaching mode, the teaching content is dogmatic, students can not apply what they have learned, and the teaching disadvantages separated from practical application are realized. Taking "basic Japanese" course as an example, this paper discusses the application of experiential teaching mode based on BOPPPS teaching theory in class, and discusses how to improve students' learning enthusiasm and classroom participation rate in combination with online and offline teaching means.

Keywords

BOPPPS; Experiential teaching; Japanese Teaching.

1. Introduction

"Basic Japanese" is one of the basic professional series courses of Japanese major. It takes Japanese language knowledge, application skills, learning strategies and cultural background knowledge as the main content. It belongs to the course of basic Japanese knowledge and skills, involving a large number of new words and boring Japanese grammar knowledge. If the traditional "cramming" teaching mode is adopted, Students' classroom enthusiasm is not high and it is difficult to achieve the expected teaching objectives. Taking this course as an example, based on the interpretation of the theoretical connotation of BOPPPS, this paper discusses the application of experiential teaching mode in Japanese teaching.

2. Connotation of BOPPPS Theory

In recent years, with the advancement and deepening of teaching reform, BOPPPS has become a highly respected teaching model. BOPPPS is a teaching model adopted by Canadian teachers' skill training. This model divides the classroom into six steps: Bridge in, objective, pre assessment, participant learning, post assessment and summary [1].

2.1. Bridge-in

The introduction is the first step for teachers to carry out teaching. Video, audio, pictures, Story Sharing and other means can be used to connect the classroom content, so as to attract students'

attention and improve students' interest in learning, and let students understand the key and difficult points and learning tasks of the course. However, it should be noted that the introduction should not occupy too much classroom time.

2.2. Objective

Learning goals are from the perspective of students, usually involving cognitive goals, skill goals and emotional and emotional goals. Before teaching new knowledge, teachers clarify their teaching tasks and students' learning objectives, which can help students clarify their learning direction and better absorb classroom knowledge.

2.3. Pre-assessment

The pre-test can be carried out by means of question answering, right and wrong selection, anonymous voting, open questions, experience sharing, etc. Its function is to understand students' interests and prior knowledge, adjust the follow-up difficulties and progress, and make the objectives of the course more focused. It is used to evaluate what learners know and understand now, to guide the follow-up arrangement of teaching, and to remind learners of what they have learned.

2.4. Participatory Learning

The purpose of participatory learning is to enable active learning, in-depth thinking and strengthen impression. It should be student-centered. Teachers should not teach in one direction for a long time. It can be carried out in the way of interaction between teachers and students, such as Q & A, discussion, case, demonstration, etc. it can also use questionnaire star, Tencent classroom Rain classroom and other online teaching platforms carry out interactive answers to stimulate students' participation enthusiasm.

2.5. Post-assessment

The purpose of post-test is to check and accept students' learning achievements and whether they have achieved their learning goals. If the back side corresponds to the pre-test and the level of educational objectives is upgraded, it will be excellent. It can be formed and carried out by knowledge point test, application writing, operation demonstration, feeling experience, etc.

2.6. Summary

Summary is the summary review and knowledge summary of teachers' teaching contents of the course. It can also be summarized by students to further consolidate the learning effect. It can also arrange extended thinking, homework and follow-up course preview, etc. until the teaching goal of this class is successfully completed.

3. Experiential Teaching Mode under the Guidance of BOPPPS Theory

3.1. The Connotation of Experiential Teaching Mode

Experiential teaching originated in Germany. It was put forward by Dewey, a famous educator, in an outdoor experiential training. Dewey advocates that school teaching should establish students' subject consciousness and let students become the subject of teaching [2]. The experiential teaching mode mainly refers to that under the guidance of the original teaching theory, teachers adopt a relatively unique teaching method, create teaching situations according to the teaching content, help students complete the corresponding teaching tasks, and test the correctness of the knowledge system in the form of practice, so that students can achieve the unity of knowledge and practice, so as to deepen students' understanding of the teaching content [3]. The experiential teaching mode puts forward strict requirements for teachers' teaching. Teachers need to do the following when carrying out the experiential teaching mode: first, we should design the classroom according to the specific teaching content

and the actual situation of students, so as to make the situational mode more in line with the teaching content and closer to the reality of life. Second, teachers should learn to use Internet multimedia technology for auxiliary teaching, mobilize students' learning enthusiasm through network teaching platform, and enhance students' sensory experience of knowledge content. Third, teachers should actively change their role from the leader of the classroom to the guide of the classroom, give full play to the main role of students, correctly guide students to participate in classroom teaching, correctly apply the learned theoretical knowledge to social practice, and truly combine theory with practice.

The experiential teaching model plays a positive role in Japanese Teaching in Colleges and universities. If students are exposed to Japanese for the first time in college, it is far from enough to rely on classroom theoretical teaching in order to master a foreign language in a short time. Students need to make full use of their spare time and energy to practice. Therefore, the experiential teaching mode is integrated into the "basic Japanese" series of courses, which fully combines the learning of Japanese theoretical knowledge with practical teaching such as situational dialogue and oral training, and creates different teaching situations according to the Japanese teaching content, so that students can learn Japanese on the basis of understanding Japanese history, culture and tradition, and deepen their understanding and understanding of Japanese knowledge. In addition, the experiential teaching mode also provides students with more exercise opportunities. Students strengthen their interaction with teachers and students through the experiential teaching mode, and then improve their Japanese level virtually.

3.2. Application of Experiential Teaching Mode under the Guidance of BOPPPS Theory

Compared with traditional classroom teaching, BOPPPS teaching model emphasizes the position of several elements in the classroom, highlights participatory learning and emphasizes the active role of learners in the classroom, which is the fundamental difference between BOPPPS model and traditional classroom teaching design [4]. There are three key elements in BOPPPS model: first, the model emphasizes and pays attention to clear and achievable learning objectives; Second, the model emphasizes student-centered teaching and students' active participation in the process; Third, the model emphasizes the reflection of the teaching process [5]. According to the transformation learning theory, it is precisely the above key elements that constitute the basic points necessary for students to deeply participate in and complete the transformation learning process. Any kind of classroom teaching form is inseparable from the participation of teachers and students, the support of teaching content and teaching resources, and the organizational form of teaching activities. The uniqueness of classroom teaching form based on BOPPPS model lies in its teaching activity organization method, which emphasizes participatory learning. Therefore, classroom practice can start from the following aspects.

First, change the role of teachers and create experiential classroom teaching. College Japanese teaching should actively change the teaching concept, get rid of the traditional teacher-oriented teaching mode, establish the teaching concept of "student-oriented", give full play to the main role of students, and let students actively participate in teaching activities. In the "basic Japanese" series of courses, teachers can divide students into groups when teaching Japanese courses, and then arrange learning tasks for each group according to the contents of the course, so that group members can unite and cooperate, gather group wisdom, and then show everyone the learning situation of the group in class. This group discussion learning method can not only improve students' interest in learning, but also strengthen the communication between students and teachers, so that teachers can clearly understand students' weak links and students' views on relevant problems, and then give corresponding guidance. Secondly, in the process of Japanese teaching, teachers should learn to create situations in line with the learning

content, build corresponding scenes for students, so that students can learn the specific usage of Japanese in the scenes, and then master the corresponding Japanese learning skills.

Second, actively expand extracurricular practice classroom. It is far from enough for language learning to rely solely on classroom teaching. If students want to master Japanese knowledge skillfully in a limited time, they should actively expand extracurricular practice classroom. For example, college teachers can take students to actively participate in exchange activities with Japan, let students exercise their Japanese expression ability in relevant activities, and enhance students' understanding of Japanese history and culture, national conditions and appearance by participating in different Sino Japanese exchange activities, so as to improve students' Japanese learning ability. In addition, teachers can also organize students to practice in relevant Japanese enterprises, so that students can fully experience the working environment and mode of Japanese enterprises, and provide convenient conditions for students to learn and apply Japanese.

Third, strengthen communication and exchange with Japanese universities. Language environment is very important for language learning. In order to improve students' Japanese learning level, colleges and universities need to constantly reform and deepen the experiential teaching mode and strengthen communication and exchange with Japanese Colleges and universities. Colleges and universities can cooperate with Japanese Colleges and universities in relevant projects, so that Japanese students and Chinese students can participate and cooperate with each other. In the process of cooperation and communication with Japanese students, students can improve their Japanese expression ability. Secondly, colleges and universities can cooperate with Japanese Colleges and universities to send foreign students to their respective schools for further study. Colleges and universities send students to study in Japanese Colleges and universities, so that students can learn Japanese in a Japanese speaking environment, deepen their understanding of Japanese and increase their opportunities to speak Japanese. In such a real language environment, students have more opportunities to communicate in Japanese, so as to improve their Japanese level.

4. Online and Offline Teaching Mode under the Guidance of BOPPPS Theory

The combination of online and offline teaching mode is to use information technology and rely on the network platform to extend the classroom to In the network virtual space, that is, on the basis of traditional classroom teaching, combined with the teaching resources of the online teaching platform and using advanced teaching tools for online teaching [6]. With the development of Electronic Science and technology and the rapid rise of network media, the traditional offline teaching mode has become more and more difficult to meet the teaching requirements of teachers and students' learning needs due to the limitations of venue, time and other factors. Especially since the epidemic, how to efficiently complete teaching and improve teaching quality, how to optimize curriculum management and follow-up learning situation management are issues that every teacher needs to consider. The combination of online and offline teaching mode breaks the restrictions of space and time. Students can use rich teaching resources such as video, text, courseware and animation on the network for online autonomous learning. This teaching mode fully emphasizes students' autonomous learning and realizes personalized learning. Under the guidance of BOPPPS theory, when teaching "basic Japanese" series courses, teachers can adopt task driven method, set learning task points with the help of superstar and questionnaire star platforms, and urge students to complete preview and review in time. At the same time, teachers can release online tests or questionnaires to pre assess and post assess students' preview and review, and grasp students' learning in real time through online evaluation. Students can also watch micro classes and other teaching videos through the

platform, so as to complement and integrate offline and online, so as to improve the efficiency of virtual learning.

5. Conclusion

In foreign language learning, the cultivation of comprehensive language use ability is very important. In order to improve the level of Japanese Teaching in Colleges and universities, we should actively change the teaching mode, take the advanced BOPPPS theory as the guidance, strive to build an experiential teaching mode, adopt the hybrid teaching of online and offline, improve the teaching quality, optimize the course management, grasp the changes of learning situation, and create a situation for students' Japanese learning, Let students perceive the charm of Japanese in a real environment.

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