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Research on the Application of the Flipped Class Model of Microlecture in Japanese Teaching in Colleges

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Abstract: *The flipped class model is designed based on constructivism and instructional design theory, conforms to the trend of education informationization, meets the requirements of college Japanese professional curriculum design, and is conducive to solving the problems in the traditional foreign language teaching model. The author attempts to construct and apply a flipped class model based on microlecture in the course of Basic Japanese. Through empirical research methods such as data statistics, performance comparison, and questionnaire surveys, the author tests its effects in improving learners' comprehensive language use ability and learning autonomy, explores the problems in practice, and provides reference for related teaching reforms.*

Keywords: *Microlecture; Flipped classroom; Basic Japanese; Applied research*

Introduction

In recent years, the Khan Academy, a large-scale online course learning platform, has taken the world by storm, promoting more and more high-quality course resources to meet the needs of educators and learners for knowledge transfer, and also promoting the development and practice of the flipped class model. Microlecture, MOOC, flipped classroom, etc., as new information-based teaching resources and teaching models, have also received more attention from educators in China. At present, they have gradually been applied to the teaching practice of different levels and specialties.

Basic Japanese is a basic course offered by college Japanese majors for junior students. It mainly involves the cultivation and training of comprehensive language skills such as listening, speaking, reading, writing, and translation. The effect of the course is directly related to the quality of Japanese compound talent training. The basic Japanese courses under the traditional teaching mode mainly have the following main problems: First, the course content overemphasizes the vocabulary and grammar learning of the textbooks, and ignores the cultivation and training of comprehensive language skills such as listening and speaking. The second is the lack of comprehensive explanations linking language knowledge and cultural information, and the content of textbooks is outdated. The third is that the classroom teaching method is single, mainly based on teachers' teaching and students' listening mode, and lack of students' participation in language practice and teachers' effective guidance to students' practice (Yang & Sun, 2007). In the face of these problems, it is necessary to introduce microlecture and flipped classroom into basic Japanese curriculum teaching, give play to their ad-

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vantages in knowledge transfer and knowledge internalization, and improve teaching effects.

Literature Review

Research on flipped classrooms in the field of Japanese language teaching in China began in 2014, and 136 papers have been published so far. According to the research content, they can be divided into two categories: The macro study is an overall analysis of the necessity, feasibility and guiding principles of the flipped classroom in Japanese teaching. And the micro-research on the process design and teaching effect of the flipped classroom in basic Japanese, Japanese translation and other specific courses (Table 1). In the macro study, Wang discussed the necessity of introducing the flipped classroom into the teaching of Japanese in colleges and universities, the introduction principles, the design of basic links, and the challenges faced by teachers and students. This provides theoretical support and practical guidance for the subsequent development of related research and the implementation of specific teaching design (Wang, 2015). Wang and others discussed the construction of a course evaluation system from summative evaluation to procedural evaluation during the implementation of flipped classrooms, and provided new ideas for innovative flipped classroom evaluation methods (Wang, 2019). In macro studies, researchers mostly analyze and design flipped classroom process, classroom activities, after-class training, evaluation methods and so on from the perspective of pedagogy, but lack of research on the particularity of Japanese as a foreign language teaching, and also lack of research on the guiding theory of Japanese learning (Li & Li, 2017). In the micro research, the researchers designed the development process of the flipped classroom according to the characteristics of the courses and specific ability training objectives in Basic Japanese, Japanese Translation, and Second Foreign Japanese courses, and conducted research on related teaching effects. From the perspective of course distribution, the research carried out in Basic Japanese (including comprehensive basic courses such as Intensive Reading and Comprehensive Japanese) accounted for an absolute majority (41 articles), highlighting the reform's importance and necessity of Basic Japanese in Japanese teaching. From the perspective of research methods, most research only stays at the level of process design, or does not carry out teaching practice, or lacks empirical analysis of teaching effects (64 articles), which weakens the convincing and scientific nature of the research results. Among the only 14 papers that carried out empirical research on the flipped classroom teaching practice of Basic Japanese, the vast majority of researchers (13 papers) investigated the changes in students' recognition of the new teaching model and the changes in learning enthusiasm through questionnaire surveys. They pointed out that the flipped classroom meets the learning needs of students, and has been widely recognized by students, and at the same time, there has been a great improvement in learning enthusiasm. Some researchers (5 articles) inspected the changes in language ability through performance comparison, and the results showed that students' test scores improved. Judging from the results of existing research, although student performance has improved under the new model, the test results did not show significant differences (Wang, 2018; Zhao, 2017). And there is a certain chance. At the same time, the study did not examine changes in specific abilities such as vocabulary, grammar, reading or translation, which is a little regrettable. In order to make up for the shortcomings of existing research, this research intends to optimize pre-class learning, class activities, and after-class exercises based on the design model of flipped classrooms in foreign language teaching in colleges and universities, and guided by second language acquisition theory. This article aims to reform the course evaluation method and design a new microlecture and flipped class model of Basic Japanese. On the basis of practical application, I focus on

investigating students' comprehensive language use ability and students' learning initiative, etc., to provide reference for the effective development of flipped classroom in Japanese teaching in universities.

Table 1. Current Research Status of Flipped Class in Japanese Course

	Course name	Empirical Research				Non-Empirical Research	Total
		Questionnaire survey	Experimental research	Both have	Total		
Macro research		0	0	0	0	24	24
Micro research	Basic Japanese	9	1	4	14	27	41
	Listening	2	0	1	3	3	6
	Writing	1	0	0	1	0	1
	Reading	3	0	0	3	5	8
	Translation	1	0	0	1	10	11
	Voice	2	0	0	2	1	3
	Literature	1	0	0	1	4	5
	Second foreign language	1	0	0	1	9	10
	Public Japanese	0	1	0	1	1	2
	Business Japanese	0	0	1	1	4	5

Research Methods

Research Questions

The research questions of this experiment mainly include the following three aspects:

1. Is the teaching effect of the flipped classroom teaching model based on the microlecture in basic Japanese courses better than the teaching effect of the traditional teaching model?
2. How do students recognize the new teaching model?
3. What changes have taken place in students' learning autonomy under the new teaching model?

Research Objects

In this experiment, the second-year Japanese majors of Guangdong Zhaoqing University (grade 2017) were selected as the research object, a total of 70 people, of which 1 class is an experimental class (34 students), and class 2 is a control class (36 students). Before the experiment, the two groups of students completed a year of basic Japanese courses under the traditional teaching mode, and have the ability to participate

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in classroom language practice activities such as topic presentation, group dialogue, and Japanese drama dubbing. At the same time, students are familiar with the campus learning environment through one year of studying and living in school, and there are no objective obstacles in the microlecture learning carrier (computer, mobile phone, tablet, etc.), which can ensure the smooth progress of the experiment.

Research Tools

The data of this experiment is mainly composed of pre-test results, post-test results, and questionnaire survey data. Among them, the pre-test and post-test results are the students' written test results. Written test questions mainly use the real questions of the International Japanese Language Proficiency Test (pre-test questions are N3 level, post-test questions are N2 level), covering vocabulary, grammar, reading and other objective questions; supplemented by comprehensive Japanese-Chinese translation on this basis Class topic. The written test is conducted in two classes at the same time, aiming to examine the changes in the language application ability of the two groups of students. The questionnaire survey included 5 structural questions and 1 open question. The Likert scale was used for data collection (1=strongly disapproved; 2=disapproved; 3=general; 4=approved; 5=strongly approved). The experiment is only conducted in the experimental group, aiming to examine the students' recognition of the new teaching model and its elements, as well as the changes in their learning autonomy.

Research Design

This teaching mode reform experiment started in September 2018 and ended in July 2019, and lasted two semesters. Before the start of the experiment, pass the preliminary test to detect whether there is a significant difference in the language application ability of the two groups of students. During the experiment, the experimental class adopted the new teaching model described below (the teaching process is shown in Figure 1), and the control class adopted the traditional teaching model to carry out teaching activities. The teaching content, teaching progress, and teaching hours of the two classes are consistent. At the same time, in order to control the interference of irrelevant variables to the experiment, the basic Japanese courses of the experimental class and the control class were held by two young teachers with the same graduate degree, lecturer title, and 5 years of college teaching experience. Other supplementary courses such as listening, speaking, writing, and reading are all taken by the same teacher. After the experiment is over, post-tests are used to detect changes in students' comprehensive language ability, and questionnaires are used to investigate changes in students' recognition of the new teaching model and learning autonomy.

In the new teaching model, the curriculum mainly takes the requirements of the Basic Japanese course syllabus as the teaching goal. It aims at completing the vocabulary and grammar teaching of students, while focusing on cultivating students' comprehensive language application skills such as listening, speaking, reading, writing and translation. The development process of the new teaching model is as follows:

First, complete the knowledge transfer focusing on the content of the microlecture before class. Before the start of the course, the teacher will provide students with a microlecture video of the new course through the online platform one week in advance, and remind the key and difficult points of the course through the

learning task list. Students complete self-learning according to the task list, and feedback the problems encountered in the learning process to teachers through the network platform. Microlecture courses are mainly edited and recorded by the teacher team. The content mainly includes the key vocabulary, grammar knowledge points, text content and supplementary knowledge that appear in the new course. In terms of microlecture design and editing, in order to ensure that students are concentrated while studying, the duration of each microlecture video is generally controlled within 6 to 8 minutes, provided that the content of the lecture is complete. Taking the textbook New Japanese used in this experiment as an example, the teaching and supplement of each lesson content can be made into 10 microlecture videos on average, with a total length of 60 to 70 minutes, and the amount of knowledge imparted per unit time is far Ultra-traditional teaching mode. In addition to the above learning of the content of the microlectures, students also need to complete the sentence exercises and word applications assigned by the teacher according to the new curriculum content before class to prepare for the development of language practice in the flipped classroom.

Second, the effective internalization of knowledge is achieved through language practice in the classroom. Because students have completed the learning of the new course content through microlectures before class, teachers have greatly reduced the explanation of vocabulary and grammar knowledge points in the classroom, and spent a lot of time on students' language practice. Classroom language practice activities mainly include vocabulary and grammar review, text content explanation, language practice training, etc. The vocabulary part only highlights vocabulary with a high rate of misuse in the application. The grammar part is based on the teacher answering questions and interacting with students to review the grammar points, focusing on the students completing sentence-making exercises, applying sentence patterns to answer questions and other sentence patterns application training, and the teacher will correct and explain their language practice. The content of textbooks, such as texts and conversations, is mainly used by students to complete the retelling and listening translation of the text. On this basis, after the completion of each lesson, the teacher will organize the students to complete the language practice of topic publication, group dialogue, Japanese drama dubbing, topic discussion, etc. (2 lessons per week), in order to exercise students' comprehensive language ability At the same time, cultivate their logical thinking ability and innovation ability.

Third, follow up and summarize the students' practice after the course. After class, teachers are responsible for managing students' learning information, and reflecting on the classroom teaching process and effects in terms of the achievement of teaching goals, the effectiveness of student practice, and the rationality of practical activity design. At the same time, teachers should update the content of the micro-classes in a timely manner based on student feedback, adjust teaching arrangements, and arrange homework through the network platform. According to the teacher's targeted guidance, students summarize and correct their own problems in practice, complete after-school homework, and start learning about the content of a new lesson.

Finally, in the teaching process, the students' learning effect is formatively evaluated with the focus on comprehensive language use ability. In the new teaching model, a combination of result evaluation (final exam) and formative evaluation (language application ability) is used for the assessment of course performance. Among them, the evaluation of students' practical language application ability accounts for 30% of the students' total evaluation scores of the course. This part is mainly based on the investigation and evaluation of students' completion in sentence pattern exercises, paraphrase listening and translation, project presentation, group discussion and other projects. This kind of teaching evaluation focuses more on the

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investigation and motivation of students' application ability, aiming to stimulate students' learning initiative and enthusiasm, encourage students to participate more in language application practice, and ensure the effective realization of knowledge internalization.

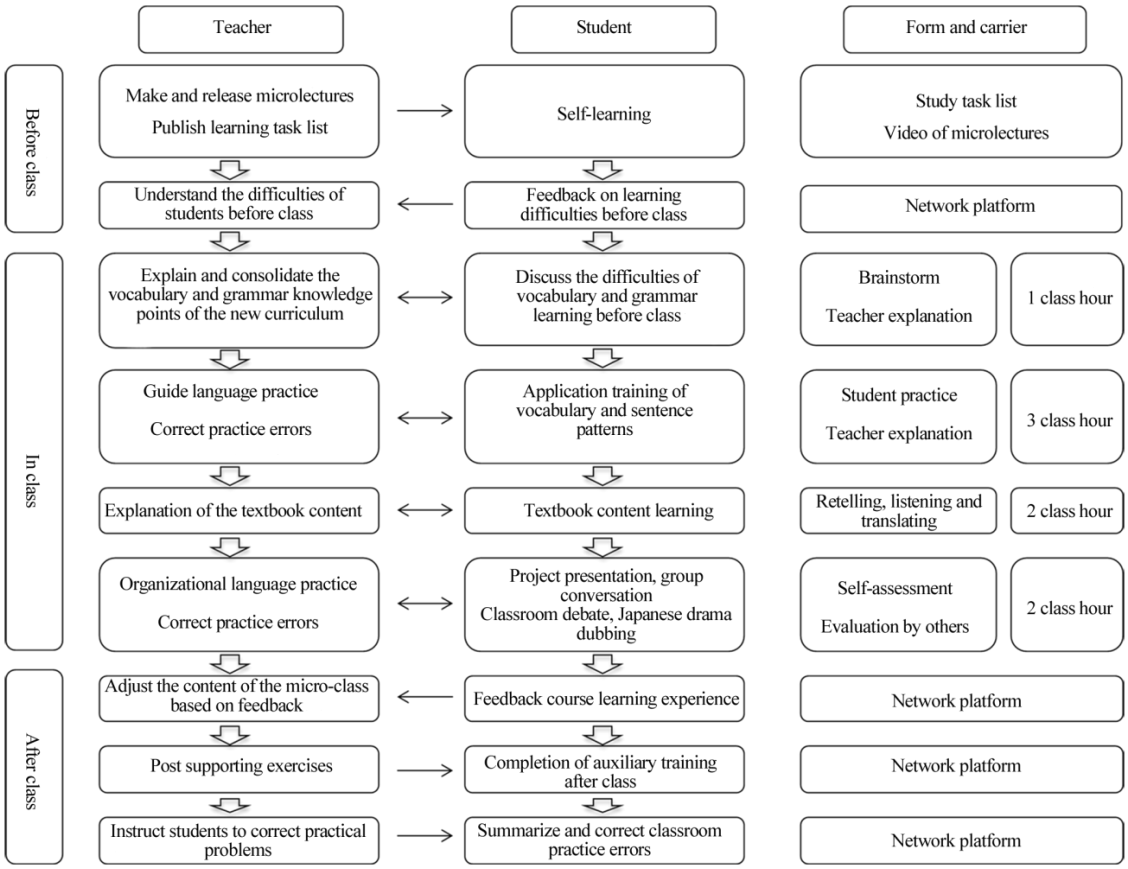

Figure 1. Teaching process of flipped classroom teaching model based on micro-classes (Note: the direction of the arrow represents the direction of information transmission)

Data Collection and Analysis

Before the beginning and after the end of this experiment, students completed the pre-test and post-test questions in the final exam, and used them as the pre-test and post-test scores of the research object. In addition, after the experiment is over, the students in the experimental group will complete the questionnaire in the classroom. In this experiment, 34 test papers were issued, 33 copies were retrieved, and 33 valid questionnaires were collected. After all the statistics are completed, the research uses SPSS21.0 to analyze the data.

Experimental Research Results and Discussion

Analysis of the Teaching Effect of the New Teaching Model

In terms of the comparison of written test scores reflecting students' comprehensive language ability, the independent sample t test results (Table 2) showed that there was no significant difference in language application ability between the experimental group and the control group before the experiment began (t=-1.622, df= 68, p>0.05). Although the scores of the two groups of students were different (MD=-5.63), they did not reach a significant level. In other words, the two groups of students have the same comprehensive language ability under the traditional teaching model.

After the experiment, there was a difference in language application ability between the experimental group and the control group (MD=6.50), and the experimental group's performance was significantly higher than that of the control group (t=2.014, df=68, p<0.05). The data shows that after one year of reform of the teaching model, the language application ability of the experimental group students has been significantly higher than the control group students. Based on this, it can be inferred that the flipped class model based on microlectures is significantly better than the traditional teaching model in terms of cultivating students' language application ability.

Table 2. Test of independent samples of pre-test and post-test scores in the experimental class and the control class

	Experimental class (n=34)		Control class (n=36)			
	M	SD	M	SD	MD	t (68)
Pre-test results	64.34	17.49	69.97	10.50	-5.63	-1.622
Post-test results	70.69	14.19	64.19	12.78	6.50	2.014*

*p < 0.05

Analysis of the Degree of Recognition of the New Teaching Model Among Students

The questionnaire survey data (Figure 2) shows that students' overall recognition of the new teaching model reached 90.9% (Mean=4.30, SD=0.637). Among them, the proportions of "recognized" and "extremely recognized" were 51.5% and 39.3% respectively, and the proportion of students with negative attitudes was 0%. The data shows that the new teaching model meets students' expectations of teaching and is highly recognized in practice.

In terms of the recognition of the elements of the new teaching model (Figure 3), the students' recognition of the micro-class content reached 87.9% (Mean=4.36, SD=0.783), and only one person held a negative attitude towards the microlecture content. The data shows that the subjects are more positive about the role of microlectures in knowledge transfer. In terms of the recognition of language practice activities and organizational forms of flipped classrooms, 81.8% of the students held a recognition attitude (Mean=4.12, SD=0.781). The data shows that in flipped classrooms, group discussions and topic presentations that emphasize language output ability training are popular among students and they are willing to participate. At the same time, the recognition of the formative evaluation method focusing on language application ability in

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the new teaching model reached 84.9% (Mean=3.97, SD=0.918). This result shows that students are willing to accept this type of evaluation and assessment, and the evaluation method is more positive in urging students to pay attention to language ability training. In terms of attitude towards after-school auxiliary exercises, the recognition rate of students reached 87.9% (Mean=4.12, SD=0.820). The data shows that students are more aware of the role of after-school auxiliary exercises in consolidating the effect of flipped classroom learning.

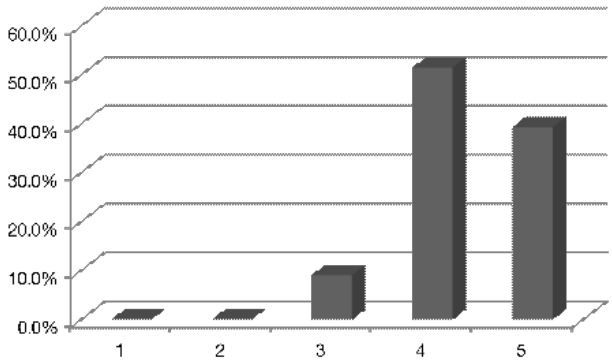

Figure 2. Recognition of the new teaching model

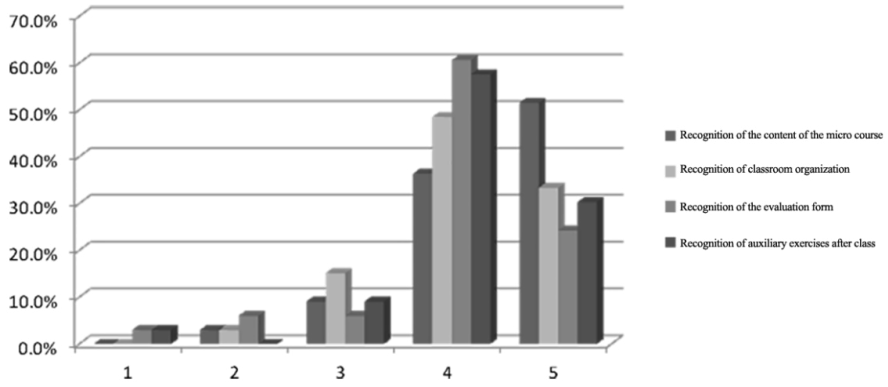

Figure 3. Students' recognition of the elements of the new teaching model

Open-ended questions mainly examine students' evaluations and suggestions on the new teaching model. In this regard, students mostly hold a positive attitude. In terms of micro-classes, students think: “The video is not long and can be downloaded to the mobile phone to watch at any time, which is convenient for learning knowledge.” “Through video learning and consolidation in class, the knowledge points are better than before.” The form of microlectures has improved the situation of students who just immersed themselves in taking notes and missed some important knowledge points during class, which is great!" etc. In terms of the format of flipped classroom development, students think that “personally find sentence pattern exercises, topic presentations, and group discussions are very useful and helpful to our language skills.” “Under the guidance of the teacher, they found a lot of self-study I can't find the language problems and pronunciation errors." "There are more opportunities to practice in class, and I dare to speak" and so on. At the same time, a small number of students raised objective problems such as "because there are microlecture videos, sometimes they get distracted in class", "there is a lot of learning content before class, which is a little overwhelming".

Analysis of Changes in Students' Learning Autonomy under the New Teaching Model

In terms of the impact of the new teaching model on students' learning autonomy (Figure 4), 75.8% of students believe that there has been a positive change in their personal learning autonomy (Mean=3.76, SD=0.751). Among them, 66.7% and 9.09% became active and very active respectively, and 15.2% did not change. At the same time, 9.09% of students believe that their learning autonomy has undergone a negative change. The data shows that the new teaching model has a relatively positive effect on improving students' learning autonomy. At the same time, some students cannot adapt to the new teaching model, and their learning autonomy has declined.

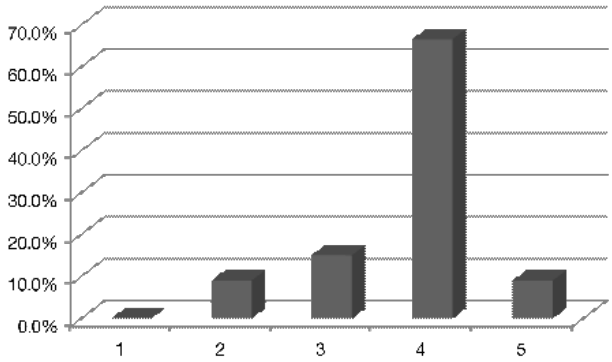

Figure 4. Changes in student autonomy in learning

According to the analysis results of the above questionnaire survey, we found that students have a high degree of recognition of the new teaching methods, and they are more certain of the role of the new teaching methods in improving personal language application ability. Students believe that the new teaching model also objectively breaks the time and space barriers of traditional learning methods, improves their own learning autonomy, and ensures the effective internalization of knowledge by individuals.

Discussion

The above data analysis results show that the flipped class model based on microlecture is significantly better than the traditional teaching model in terms of teaching effect, which will help students improve their language application ability. This model meets the requirements of students for teaching activities and has a high degree of recognition among students. The reasons can be analyzed from the following aspects:

First of all, the design of language practice activities in the flipped classroom attaches importance to the laws of second language acquisition, and provides students with a lot of practical opportunities, which is conducive to improving personal language application ability. The classroom practice activities under the basic Japanese flipped class model are mainly based on language acquisition theories such as structuralism and functionalism, and are designed according to the design principles of task-based teaching methods. It mainly includes practical forms such as sentence pattern training, topic presentation, group dialogue, and dubbing of

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Japanese dramas. These language practice activities take interactivity as the core principle and emphasize the two-way and multi-directional interaction between students and teachers and students in the classroom. These are conducive to creating opportunities for language use, helping students to constantly correct their own language deficiencies in communication, learn communication strategies and cooperative principles, achieve inter-personal goals, and achieve the complementarity of language understanding and expression. Secondly, in the language practice activities, attach importance to the process of student participation, emphasize the student's dominant position, encourage their active participation in cognition and active practice of pre-class learning content. By creating a language learning environment close to real, it helps students to perceive the rules of language use in language applications, build a complete understanding of Japanese structure, function, semantics and usage, and learn to communicate and learn in the process of solving problems in Japanese. Cooperate and learn languages. In addition, the language materials used in practical activities such as dubbing of Japanese dramas are all Japanese original materials. Through direct contact with Japanese, it helps students experience the real Japanese culture and ensures the authenticity and dynamics of the language they have learned. The language practice of the flipped classroom adheres to the concept of "learning for application" and "combination of learning with application", creating a large number of language application opportunities close to real life, avoiding the disconnection between language practice and social practice, reducing the gap between classroom and society, and ensuring Realization of communication and socialization of the classroom. These factors satisfy students' expectations of teaching activities, and provide active help to stimulate students' learning motivation and interest, and to achieve effective internalization of language knowledge.

Secondly, the learning flexibility and content richness of microlectures are conducive to enhancing students' learning autonomy and improving the efficiency of knowledge transfer. As a new type of knowledge resource, microlectures have a more convenient way of dissemination. Students can not only learn online through the Internet, but also download courses to mobile terminals such as mobile phones and tablets for mobile autonomous learning anytime, anywhere. Microlecture learning also breaks the unified learning progress under the traditional teaching model. Students can freely choose the learning content according to their own knowledge, flexibly control the learning time, and achieve more sufficient knowledge internalization through more free knowledge transfer methods. On the other hand, the teaching content of microlectures is mainly prepared and designed by teachers with collective wisdom in the form of a team, which ensures the accuracy, comprehensiveness and effectiveness of knowledge transfer. The transformation of the knowledge transfer model solves the problems of teachers' high degree of randomness in teaching and boring and rigid teaching content under the traditional teaching model. It not only provides accurate reference for students to study and review, but also provides resource protection for their active learning and reduces the causes. Errors and frustration caused by insufficient class notes. In addition, the microlectures are rich in content and cover a wide range of areas, including vocabulary and grammar knowledge explanations, as well as multimedia audio and video materials that are close to the development of the times, making it possible for students to comprehensively learn language and cultural knowledge and deepen the knowledge of what they have learned.While broadening students' horizons, it also provides a wealth of knowledge reserves for their future study and work, and further stimulates students' initiative in learning.

Third, the flipping of the roles of students and teachers in flipped classrooms attaches importance to the subjectivity of students in the learning process, which helps to improve students' learning autonomy.

Compared with the traditional learning model, the role of students under the new teaching model has changed from passive receivers of knowledge to active explorers. In the process of preparing for language practice such as topic presentations and group conversations before class, students can not only expand their knowledge and optimize knowledge structure by consulting data, but also train their own logical and innovative abilities through preparation. In classroom practice, students through the teacher's targeted guidance, not only ensure the correct grasp of knowledge, but also more clearly their own problems. This learned experience for later learning and language application, and completed the construction of new knowledge meaning in cognitive conflict. This reversal of the knowledge internalization process brings freshness and sense of accomplishment to students, which helps to stimulate students' learning motivation and improve their learning autonomy. In addition, in the new teaching model, due to the increase in classroom interactive activities, the classroom atmosphere is further active and the learning atmosphere is further optimized. This has also stimulated students' enthusiasm to take the initiative to participate in classroom activities and increase personal language practice opportunities to a certain extent, creating good conditions for their language ability.

Table 3. Comparison of new teaching model and traditional teaching model

	Traditional teaching model	Flipped class model based on micro-classes
Knowledge transfer	Teacher classroom teaching	Multimedia materials such as microlectures and online videos
Knowledge internalization	Students finish off class, lack of teacher guidance	Students complete the classroom, with teacher assistance
Course content	The teacher prepares lessons independently, with a single content	The team produces micro-classes with rich content
Language practice	Limited by the course schedule and the number of students, there are few opportunities	A variety of classroom language practice activities, many opportunities
Assessment method	A content assessment that examines the degree of memory	Pay attention to the formative evaluation of application ability development
Course Progress	Unified progress	Adjust learning progress according to your own situation

Problems and Solutions in the New Teaching Model

Through the analysis of the open-ended questions in the questionnaire survey and the communication with some subjects, the author understands some of the problems existing in the new teaching model in the practice of basic Japanese courses. In response to these problems, the author puts forward relevant suggestions for improvement, hoping to provide reference for the further development of relevant practices.

First, there is a lack of innovation in the teaching format of microlecture courses. Although the content of the microlectures designed and recorded in this experiment is relatively rich, the teaching methods of knowledge points still follow the traditional teaching methods, namely analysis of meaning → analysis of use

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context → introduction of use methods → list of examples → summary of key points. Too much use of the same teaching method can easily make students bored. At the same time, the over-reliance on the captions explained in the video will also lead to the weakening of learning initiative. In future practice, we can try to combine the teaching of knowledge points in microlectures with practical training in independent learning through various methods such as "listening to translated example sentences" and "modifying the misuse of sentence patterns" to innovate micro-class teaching methods, Improve learners' learning efficiency. It is also possible to adopt modes such as "video shooting + animation", "Japanese drama editing + commentary", or appropriately add students' practical scenes to the micro-class, so as to increase the freshness of students' learning.

Second, there is overlap between the review and explanation of the knowledge points and the content of the microlecture in the classroom teaching, and the review time is too long. The review in the classroom aims to awaken students' memory of the content of the microlectures and deepen their understanding of knowledge points. However, too much content repetition and too long occupying time will easily cause problems such as inattention and distraction of students, which will affect the learning effect. This problem puts forward new requirements on the organizational strategy of teachers' teaching activities, and needs to be corrected by teachers in the future through innovative review methods and adjustment of review forms.

Third, the teaching intensity of the new teaching model is too high, which affects the learning of other professional courses. The flipped class model not only increases students' language application opportunities, but also puts forward higher task requirements for students' off-class learning. The task preparation for the completion of frequent topic publications and group discussions objectively reduces the time for students to study other courses, and hinders the cultivation of all-round compound talents. In this regard, in future practice, teachers need to appropriately adjust the teaching intensity according to the setting of professional courses, scientifically and rationally design flipped classroom curriculum tasks, and coordinate the frequency of various language practice activities. Teaching should follow the student-centered principle to ensure the all-round development of students.

Conclusion

Based on the theory of constructivism and instructional design, this paper constructs a flipped class model based on microlecture in basic Japanese courses for Japanese majors, and carries out a one-year teaching experiment in teaching. Through quantitative analysis and questionnaire survey data analysis, it is concluded that the teaching effect of the new teaching model is better than that of the traditional teaching model, which will help students improve their language application ability. Students have a high degree of recognition of the new teaching model, and believe that the new teaching model enhances personal learning autonomy. The author tried to analyze the experimental results from three aspects: the scientific design of classroom practical activities and the increase of students' practical opportunities, the improvement of knowledge transfer efficiency brought by microlecture, and the improvement of learning autonomy brought about by the reversal of the roles of teachers and students. Based on student feedback, the author discussed the problems and solutions in the practice of the new teaching model. In the future research, the author will continue to carry out empirical research on the influence factors of the teaching effect of the new teaching mode, and provide

reference for the promotion of related teaching reforms.

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[3] Zhaoqing University Quality Engineering and Teaching Reform Project: The Construction and Application of the Flipped Classroom Teaching Model based on POA in Basic Japanese Teaching [No. ZLGC201865].

[4] Beijing Foreign Studies University Chinese Foreign Language Textbook Research Special Project: Research on the Construction of a Series of Textbooks for College Japanese Majors in Business Direction [No. KJ20201111266].

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