

Research on the Application of Gamification Teaching Methods in Japanese Basic Courses in Higher Vocational

Yan Li

Shenzhen Polytechnic University

Abstract: In the teaching of Japanese basic courses in higher vocational colleges, teachers mostly carry out teaching according to the traditional teaching mode for most of the time. Over time, the enthusiasm and initiative of students to participate in the learning of Japanese basic courses will be affected. In order to further enhance students' interest in participating in course learning and boost the efficiency of course teaching, it is necessary to introduce and apply gamification teaching methods. This paper provides an in-depth analysis and exploration of the specific application of the gamification teaching method in Japanese basic courses in higher vocational colleges.

Keywords: gamification teaching, Japanese language courses, higher vocational education, classroom engagement

Introduction

Game-based teaching method, as the name suggests, integrates game elements into the whole process of Japanese basic course teaching, attracts students' attention through the form of games, and mobilizes students' enthusiasm to participate in course learning. From the practical application of the current gamification teaching method in the teaching of Japanese basic courses in higher vocational colleges, the gamification teaching method demonstrates strong application value and is recognized and affirmed by the majority of teachers and students in higher vocational colleges.

1. Analysis of the advantages of the gamification teaching method in the teaching of Japanese basic courses in higher vocational colleges

(1) The gamification teaching method effectively mobilizes the interest of students to participate in curriculum learning.

Games are inherently highly engaging. Now, combining the teaching of Japanese basic courses with the form of games and carrying out specific teaching work in the form of games will inevitably help to improve the interest of classroom teaching. Students will also be more active and enthusiastic in this learning process, showing higher learning interest. For example, in the daily teaching of basic Japanese courses, teachers often use the game form of Japanese word connection, that is, students use the last pseudonym of the last word as the beginning of the next word. This game method shows a strong interest and challenge, which is of great help to mobilize and maintain students' interest in participating in course learning^[1].

(2) The gamification teaching method has greatly improved the students' participation in curriculum learning.

Compared with traditional teaching methods, one of the great advantages of gamification teaching method is that it can enable every student to participate in the game, play the corresponding role and assume some responsibilities in the game. For example, in the game of scene simulation, students often complete different scene simulation tasks in groups, such as asking for directions, shopping, dining, etc. Each student will play a role suitable for himself in combination with specific scene settings and interact with each other in Japanese. This kind of opportunity to let every student participate in it greatly improves the participation of students in curriculum learning.

(3) Game-based teaching method helps students to further promote knowledge consolidation.

Students are highly motivated to participate in game learning, and teachers can redesign and adjust the corresponding learning content through games. For example, teachers can choose the game of " Japanese Grammar Challenge " as an effective channel to consolidate and review the knowledge they have learned, change the traditional memory recitation and writing mode, and use the game to guide students to complete a series of grammar multiple-choice questions and fill in blanks, etc., and set time limits for students. After the game, students will have a deeper impression of the wrong grammar points in the game, so as to realize the effective consolidation of the basic knowledge of Japanese.

2. The problems and difficulties encountered in the application of the gamification teaching method in the teaching of Japanese basic courses in higher vocational colleges

(1) It is difficult to develop and prepare game teaching resources.

The gamification teaching method usually applies to some special game materials, then it involves the production and preparation of materials, which is a time-consuming and labor-intensive task. Relatively simple game materials include Japanese word cards, game cards, game scripts, etc., which require teachers to prepare in combination with specific course content. Taking the basic word card as an example, teachers should screen out the appropriate words according to the course content, but this is only the first step. After determining the words, teachers also need to prepare corresponding interpretations or pictures, video materials, etc. For each word, and ensure its aesthetics, which can bring students a pleasant feeling. In this way, teachers need to invest a lot of time and energy, and put forward high requirements for teachers ' teaching skills^[2]. In addition, there are not many textbooks and supporting resources suitable for the game-based teaching of Japanese basic courses in higher vocational colleges in the market. On the one hand, teachers cannot directly obtain the game-based teaching content from the Japanese course textbooks and cannot directly purchase relevant materials from the market. This means that teachers need to independently develop game-based teaching resources or carry out secondary research and development of the content of the course textbooks, and then correspond the specific knowledge points to the designed game links one by one, which is a very difficult and challenging task for teachers of Japanese basic courses.

(2) There is an imbalance in the game participation of higher vocational students.

The imbalance shown by higher vocational students in the game-based teaching method of Japanese basic courses is closely related to the differences between individual higher vocational students. First of all, higher vocational students ' basic level of Japanese is uneven, some students ' learning ability is relatively strong, and their basic level of Japanese is relatively strong. Such students can quickly understand the rules of the game, and can flexibly apply Japanese knowledge to complete the game tasks. For example, they will have a very agile response in the word dragon game, quickly pick up the words, and be very active and enthusiastic. However, for some students with basic Japanese deviation, it is difficult for them to keep up with the rhythm of the game. The pronunciation and recognition of words will hinder their efficiency in participating in the game. Moreover, these students are prone to frustration and eventually choose passive escape. The enthusiasm of participating in the game will become lower and lower. Secondly, the differences between the personality of higher vocational students will also affect their game participation^[3]. For example, students with relatively outgoing and

cheerful personalities are more willing to participate in various types of games. They will show and express themselves in the game, actively interact with teachers and classmates, so as to promote the smooth progress of the game, but students with more introverted personality will resist the game, be afraid of making mistakes, be afraid of being ridiculed, etc., even if they have answers in their hearts, they dare not express themselves, and appear very passive and negative.

(3) The difficulty of classroom management of gamification teaching is relatively high.

Although the game is guided by clear rules, it is difficult to maintain the order of the game. In the process of participating in the game, students are prone to emotional fluctuations, or high, or excited, or low, etc., especially in the game of competition, the whole classroom order is easy to fall into confusion. For example, in some error correction games, some students are likely to shout loudly in order to answer quickly, or even forget the rules of the game. In the face of this situation, teachers need to spend a lot of time maintaining classroom order, which will affect their attention to teaching content, students' attention, and rhythm control.

In addition, the high difficulty of classroom management in gamification teaching is also reflected in the control of time. Teachers generally formulate corresponding time schedules for specific game links, but when it is implemented into specific implementation, the time is easily disturbed and affected by various factors, which in turn affects the length of game links, and more is delayed. Finally, the time of subsequent teaching content explanation is compressed, and the teaching task cannot be successfully completed.

3. The effective implementation strategy of gamification teaching method in Japanese basic course of higher vocational education

(1) Word teaching game design

The word class teaching game is a common type of game form in the basic Japanese course of higher vocational education. Teachers can try the following specific implementation methods: First, design 'word card flip music', that is, make Japanese word cards in advance. One is Japanese words, the other is the Chinese interpretation of words. After disrupting the order of the cards, the students take turns to flip the cards into groups, each time turning two cards. If the contents of the two cards match (such as one is the Japanese word 'りんご', and the other is the corresponding apple picture), the group score of the card is turned, and the group with the highest score wins. This game helps students quickly remember the writing, pronunciation and meaning of words. Second, organize and carry out the 'word puzzle competition', split some Japanese words that are more difficult and complex for daily students to remember into different puzzle parts, and the students participate in the puzzle competition in groups, and after completing the puzzle splicing, they must accurately read out the words and explain their meanings. This game method can well train students' cognition and memory of Japanese word structure.

(2) Grammar teaching game design

Grammar teaching is one of the core tasks of Japanese basic course teaching in higher vocational colleges. According to the needs of grammar teaching, it is suggested that teachers can adopt the game form of 'grammar error correction big battle', that is, teachers give some Japanese sentences containing grammatical errors, and students can quickly find out the errors and correct them. Each time the error correction is correct, the corresponding score can be obtained. Finally, the total score is counted to see which group wins. This kind of game mode has a high degree of student participation, and can help students master Japanese grammar rules more clearly and avoid making such mistakes in practical application. In addition, teachers can also choose the way of "grammar story creation", that is, teachers give several Japanese grammar points, and students group create a story based on these grammar points. It is required that the given grammar be used correctly in the story and the plot must be coherent. In this way, students can flexibly use grammatical knowledge in creative activities.

(3) Oral teaching game design

Spoken language is also an important part of the teaching of basic Japanese courses in higher vocational colleges. Teachers can try to adopt game forms such as ' Japanese scene dubbing show ' or ' Japanese tongue twister challenge '. For example, in the ' Japanese scene dubbing show ' game, teachers can combine the students ' real learning situation to select some classic Japanese animation clips or film clips that can be understood, use the corresponding technology to remove the original sound, and then pass the students to the group as a unit for dubbing, according to the role characteristics and plot accurate use of Japanese oral expression. For example, teachers can prepare some relatively simple Japanese tongue twisters, organize students to carry out a tongue twister competition in classroom teaching, and the competition can set different difficulty levels to correctly, quickly and clearly say the tongue twister as the criterion. This helps students improve the accuracy and fluency of Japanese pronunciation.

Conclusion:

To sum up, the game-based teaching method is a relatively high degree of adaptation to the teaching needs of the basic Japanese courses in higher vocational colleges. Various types and games are introduced and applied to specific teaching, which not only helps to stimulate students ' interest in learning and improve students ' classroom participation, but also helps to further promote the consolidation and application of basic Japanese knowledge. However, in the process of practical application, teachers should still adhere to the principle of starting from reality, closely combine the teaching content and students' characteristics to carefully design and rationalize the use of game teaching forms, and constantly explore and innovate.

References:

- [1] Yang Xiu. Picture book teaching method under the concept of curriculum gamification [J]. Happy family, 2021(9): 111-112.
- [2] Wei Xiangyu. The application of games in Japanese pseudonym teaching in secondary vocational schools [J]. Secondary Japanese Education, 2022: 148-155.
- [3] Peng Zhen, Hu Yongjin. Based on the characteristics of Japanese, the exploration and practice of ' applied ' second foreign language Japanese teaching and assessment methods [J]. Journal of Suzhou University, 2024, 39 (5): 76-80.