Sustainable Education: Teaching and Learning Primary Japanese Language

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Abstract. Information technology is a great achievement of the scientific and technical revolution and is developing extremely strongly in this era. In the era of IT boom, the positive effects it brings in the educational environment are very clear. IT-supported foreign language training has been taking place in almost all schools across the country. Applying IT in class time will help learners remember, understand and promote their creativity, and at the same time create a simpler and more active environment for learners to actively explore knowledge. Especially with Japanese subjects currently being taught at most schools across the country. Japanese is a subject that requires students to apply extremely dry and boring memorization methods. Hence applying IT as a medicine for this subject. This article uses the questionnaire research method to collect the opinions of 70 Japanese language students from universities in Ho Chi Minh City. Research results show that applying IT to teaching is absolutely correct and necessary.

1 Introduction

Realizing the huge role of information technology in all aspects of life, the application of information technology in teaching, training and building knowledge team has soon been thought of. In Western countries, the education system from primary to high school has been widely and effectively applied information technology to teaching [1]. More specifically, for the Japanese language subject with its own particular characteristics, the application of information technology in teaching and learning is now more necessary than ever. With specialized equipment, teachers and learners can interact with each other more effectively [2]. The application of information technology will bring useful tools to teaching and learning subjects in general, especially Japanese in particular, thereby contributing to improving the quality of teaching and learning. However, the application of information technology in teaching does not mean completely changing traditional teaching methods, but combining with traditional methods to make teaching and learning more interesting and easier [3].

2 Research history

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In recent years, there have been many studies and reports that have highlighted the advantages and benefits of applying information technology to improve teaching [1]. During the roundtable on science and technology for sustainable development organized by UNESCO in Paris in 2013, information technology was mentioned as “an essential tool in building communal knowledge [1] and is an essential teaching tool in schools to provide a more advanced and effective teaching system.

In the article “Management Strategies for E-Learning System as the Core Component of Systemic Change: A Qualitative Analysis”, Ghavifekr emphasized that schools and other educational institutions need to consider applying IT in teaching to prepare students with the knowledge needed to enter a knowledge society [2].

In the study of Azis Nurkholis Majid [3], the role of teachers is mentioned as a guide on how to use information technology media such as Facebook to create learning motivation of students better.

3 Current situations of applying it in teaching and learning Japanese today

From July to October 2013, a study was conducted by the GV Violet community network in conjunction with the Teaching Equipment Research Center-Vietnam Institute of Educational Science and Intel Vietnam Limited. conducted an online survey on the needs and habits of using IT in teaching of Vietnamese teachers with 10,000 teachers nationwide. According to the survey results, only 50.1% of teachers use IT equipment in the process of working and teaching at schools; 73% of schools have multi-function computer labs and 43.9% use multi-function rooms for teaching and learning Japanese.

An online survey was conducted of 70 students from FPT University. For the question of which Japanese teaching method is being applied at the target school attended, 56 students (accounting for 80% of the total number of students) said that the teachers still apply the traditional teaching method of taking notes. on the board, listening on CDs and using electronic lectures (slide shows). Only 17 students (accounting for about 24%) said that the teachers use the Internet in the teaching process and 3SV (about 4%) use specialized Japanese learning software [5].

According to the survey above, on the student side, when asked "What do you think if you apply IT in teaching Japanese", 90% of students said that "should apply because it will help learning Japanese effectively. than"; 50% found that "it is very necessary [6], it needs to be deployed and applied in today's context" and only 2% of the students think that "it is okay to apply, if not applicable, it is okay".

4 Research methodology

Articles are completed based on relevant online sources or from books, magazines and newspapers. Through the method of research and investigation of tables, students from the Japanese language major of some universities in Ho Chi Minh City have completed the questionnaire. These schools were selected because in terms of geographic distance there was not any difficulty in data collection. The data were then processed by Hancock's analysis [4].

5 Results

The above figures show the current situation of IT application in Japanese language teaching at the tertiary level: the number of teachers applying IT in teaching is only at an average level, most of which only apply in the preparation of electronic courses and still using a

cassette / CD player for Japanese listening skills. On the other hand, the number of schools equipped with multimedia computer rooms is quite large but teachers have yet to make full use of the functions for teaching [4]. On the side of students, most of the students realize the importance of applying IT in learning and wish to apply more deeply.

6 Discussion

It is certain to apply IT in teaching Japanese at the elementary level, but under the present conditions, it is not possible to do it immediately, but it needs a long investment process [7]. For most educational organizations today, there are common challenges and shortcomings that need to be overcome soon. Firstly, the biggest challenge is probably the insufficient infrastructure conditions for applying IT in teaching. Most schools are only equipped with projectors and sound systems, while laptops are equipped by teachers themselves, while not every teacher is qualified to equip themselves with a laptop [8]. The second is that some teachers' knowledge, qualifications and skills of applying IT are still limited, along with traditional thinking in teaching methods, leading to hesitation in applying new things, and changing teaching and learning methods [2]. Therefore, the first thing to do is to train teachers who are not only good at professional skills, but also need to master IT application skills and have innovative and creative thinking in education. Third, the application of IT in teaching and learning Japanese requires that both teachers and students need to be flexible, creative and selective for themselves the most necessary content. Fourth, the application of IT in teaching is not a complete change in traditional teaching methods, but also with traditional teaching methods to bring a more effective teaching form. [5]

6.1 The necessity of applying IT in teaching and learning Japanese

The Internet is an inexhaustible store of knowledge. With just a few keywords, a few clicks, students can find hundreds, thousands of useful documents for themselves to support their learning. In addition, there will be no image of students going to class having to carry a dictionary that is hundreds of pages thick because the Internet itself also provides massive online dictionaries with a database of hundreds of thousands of words that students have. can be searched at any time [6]. And an even bigger benefit is that computer dictionaries provide excellent word pronunciation. A characteristic of the Japanese subject is that if you want to hear correctly, if you say it correctly, you need to pronounce correctly [1]. The fact that teachers in class make pronunciation and then repeat students cannot be guaranteed effectively because of the large number of words while the teacher cannot repeat the pronunciation of a few words many times or students cannot listen in time. The digital dictionaries will help students to listen and repeat the pronunciation of words for the most accurate way [5].

For teachers, when applying IT, lesson preparation will not just stop at the words and sequences in lesson plans. Composing computer-based lectures will help teachers create lively and interesting electronic lectures: lesson content presented next to pictures, audio, and video illustrations, will attract attention. ideas and create excitement for students [4].

On the other hand, in addition to providing vivid lectures to students, teachers can also interact directly with each student or many students at the same time through the internet system. Nowadays, there are many applications and services to support such group interaction: from social networks Facebook, Google Groups, email systems like Yahoo! Mail, Google Mail, Netop School. Teachers can easily communicate with students, support knowledge, check exercises as well as practice conversations, communicate directly Japanese with students. It can be said that information technology devices and the Internet system open up a series of approaches and interactions between teachers and students in learning Japanese in the most active and effective way [3].

6.2 Some forms of applying IT in the teaching and learning process of elementary Japanese

6.2.1 Teaching with electronic lectures

Teaching with electronic lectures using e-Learning technology has the advantage of creating excitement for both teachers and students in the lesson thanks to the transmission and reception of lectures through rich and diverse forms such as pictures, pictures and sounds help students to receive lectures easier to understand. Lecturers do not worry about "burning" the lesson plan because time is controlled by machine. Lecturers are reduced to lecture, have conditions to exchange, discuss with students about problems that arise. Thereby, students are stimulated to discover knowledge through received information, can ask questions with teachers, helping to make learning more lively. Lecturers do not have to prepare lectures many times, but only need to invest in the first preparation and update and edit the lessons for better next time [9].

However, teaching and learning with electronic lectures also has certain limitations. In fact, teaching - learning with electronic lectures cannot be applied to all the contents of each lesson, there are periods that will not be able to achieve maximum efficiency without traditional teaching methods [10], there are Lessons will not help students to understand and remember for a long time without visual and audio support, so teachers need to combine well between electronic teaching methods and traditional teaching methods to be able to maximize the effectiveness of teaching and learning [2].

In order to have an effective lesson with e-Learning technology, the teacher must spend a lot of time collecting and carefully preparing documents and knowledge to get illustrations, sound for lectures [11]. Teachers must be proficient in using computers and some supporting software for composing electronic lessons such as PowerPoint, AutoCAD, etc.

6.2.2 Search documents, look up information on the Internet

Today, teaching staff and students must have the habit and ability to self-study to improve their professional qualifications and skills, and accumulate knowledge. However, teachers and learners often find it difficult to find materials and look up information because traditional librarians do not meet their learning, research and research needs. Therefore, the Internet and computers are the best means for each person to learn by themselves. Teachers and students can search and look up knowledge in all fields [12]. Currently, there are two ways to find information on the Internet: static search and dynamic search. Static search is using directory websites. Just type in the correct website address, users can access the website to exploit information. Dynamic search is an online search, which uses the web site address as a search engine (Search Engine). The most effective search sites today are Google and Yahoo. From the windows of those websites, visitors only need to type directly the words or phrases to find and type the Enter key, the home pages will connect (link) to the addresses containing the words or phrases. use to find [8]. Then teachers and students can print directly or archive by downloading related documents.

6.2.3 Refer to electronic books, electronic textbooks

Innovating teaching methods towards enhancing self-study and self-study is an urgent issue posed for each teacher and student. In order to enhance the nature of research and turn the training process into self-training of students, the teacher, as a process instructor, needs to show students how to find and exploit the resources. open educational materials on the global information technology network [13]. Currently, most domestic and foreign libraries,

publishers, research institutes, universities and colleges have their own websites. These websites have published scientific research works, electronic books and textbooks [3]. It can be said that with e-books and textbooks on the Internet, each lecturer and student can refer to hundreds, thousands of different books and lectures at any time and place [4]. Each person can find books and textbooks they need quickly, can join forums and exchange their thoughts on a book or a topic of interest, can rewrite memos, bookmark and the book's important information, which can be simply passed from one page to another. In these websites, there are most of the textbooks specified in the training program. In each course, the authors introduced their lecture outline, presented ideas and how to organize the lessons. The same lesson content is specified in the program and curriculum, but there are many ways to exploit and organize the lessons [6].

6.2.4 Use electronic devices in the teaching process

The teaching-learning process for students needs to promote the use of audio-visual devices to increase the efficiency of students' learning and memorizing lessons, and reduce the writing, reading, and writing of teachers and students. Educational studies show that learners remember only 10% of what they read, 20% of what they heard and about 50% of what they heard and saw. Some commonly used listening devices in schools are tape recorders (cassettes) + tape, digital recorders; visual devices such as projector + positive film, overhead projector + film (film) A4, visual projector + A4 film or object, positive film projector 35mm (action) + film; audio-visual media such as video projector, tape + TV, VCD player, DVD + CD room types + TV, multi-function projector (multimedia projector), etc. Students often learn in an environment with electronic devices, it will always increase interest in learning and promote the ability to think creatively [7]. Teaching and learning methods with more participation of students through group discussion, giving opinions will promote more proactive in receiving knowledge. With the same amount of time, but the amount of knowledge and skills students acquire is more specific, more vivid and profound. The number of students' practice exercises are also more practiced. Since then, the skills of self-study and self-study will be promoted more effectively [12].

6.2.5 Send and receive documents by email

Electronic mail or e-mail (electronic mail) is a system for sending and receiving mail over computer networks. An e-mail can be sent in encrypted or conventional form and transmitted over computer networks, especially the Internet. It can transfer samples of information (text, images, sound, video) from one server to one or many receivers at the same time [4]. This is very necessary in the exchange and communication between faculty and students. Whenever students write essays, write articles, etc. they can be sent via e-mail for lecturers to comment and correct directly on the computer. Another advantage is that students can write emails to ask permission from scientists and teachers to download articles and books for their own study.

7 Conclusions

The picture of the application of information technology in school teaching for subjects in general and Japanese in particular has had new prosperity, but is still fragmented. The progress of science and technology, information technology with many positive roles has shown that the application of information technology in teaching is an inevitable trend to develop education and achieve the goal of improving. High efficiency and quality of training. For Japanese language in particular, the application of IT in teaching and learning is an

inevitable trend and need in today's context because of the great benefits that information technology brings. However, it is a long process because there still exist many challenges and difficulties in human, financial, physical and financial facilities. In addition to the initial achievements, surely in the coming time, the teachers - people who are carrying on their career "cultivating" will do their best to bring IT into Japanese language teaching in particular. and other subjects in general, in a broader way, aiming to create dynamic, creative, proactive, active and ready knowledge teams to integrate with the world.

Conflict of interests

There is no conflict of interest in the paper

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