

ANALYSIS OF THE INFLUENCE OF BEHAVIORAL PSYCHOLOGY ON THE EFFECT OF JAPANESE TEACHING

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SUMMARY

Background: Behavioral psychology is one of the important schools of learning theory today, and its theoretical ideas have an important influence on modern teaching. This paper analyzes the behavioral learning theory, combines it with pedagogy, and applies it to Japanese education and teaching to improve the quality of Japanese teaching.

Subjects and methods: This research verifies whether teachers' teaching behaviors can give students moderate stimulation, drive students' emotional behaviors, and maximize their subjective initiative, using simple sounds, pictures, and text as examples.

Results: Under the teaching behavior that gives the same stimulus, different students have different responses, which produce different effects. In the early stage of teaching, teachers can use more teaching methods to improve teaching efficiency and impose different stimuli on the different characteristics of students. In response to these behaviors, we have proposed the following methods and strategies to stimulate students' learning motivation, guide students to face failure correctly, set a learning example, cultivate students' observational learning ability, and pay attention to strengthening students' learning content.

Conclusions: This paper focuses on behavioral psychology and studies the influence of behavioral psychology on Japanese teaching. By responding to student behaviors and students' responses to different stimuli, changing the current teaching methods, enhancing the effectiveness of classroom teaching, improving students' Japanese proficiency, conforming to the requirements of the new curriculum standards and the country's demand for talents, and cultivating well-rounded college students.

Key words: behavioral psychology - Japanese teaching - student behavior - stimulate - reaction

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INTRODUCTION

Behaviorism is the psychology of behavior as the research object. Behavioral psychology takes objective and observable objects as the object of research, and it has great resistance to the traditional psychology that takes consciousness as the object of research (Sahu et al. 2020). Behavior in behaviorist psychology refers to the various body reactions that are made when affected by external environmental factors. American psychologist Watson divides the construction of psychology into two levels. On the one hand, it is the observable object, which refers to the reaction of the organism to the outside world under the influence of heredity or certain habits. These reactions may be adapted to the external environment, or they may not be suitable for the external environment, and some organisms may even react in order to survive. On the other hand, it is the body's response to certain specific stimuli, which can be regarded as the essential generalization of behaviorist psychology, which is stimulus and response (Oga-Baldwin et al. 2017). Stimulus refers to external factors that can cause changes in the body. In real life, stimuli are often produced through multiple forms intertwined, which is what we often say (Hiver et al. 2018).

Behaviorism can predict and control the behavior of organisms. The behaviors of all human beings and animals are caused by external stimuli. Behavioral psychology studies the laws of such stimuli and responses, so that it can predict what kind of response will be based on the stimulus, the reaction by which

infer what kind of stimulus, thereby achieving efficient prediction and control of behavior (Pinner et al. 2019). A successful behaviorist psychologist should be able to use scientific methods to predict and control people's behavior, so that they can predict their possible reactions when they encounter certain stimuli (Alhamami et al. 2018).

Behavioral psychology believes that learning is a connection between stimulus and response established through conditioned reflex. The content of learning should be the formation of habit, the connection of stimulus and response; the viewpoint of behaviorism is mechanical and focuses on the effect of learning content (King et al. 2018). Behaviorist psychology has a deep influence on foreign language teaching. The "contrastive analysis hypothesis" in foreign language learning theory is put forward under its influence, and the "listening and listening method" in foreign language teaching method is also put forward on its basis (Dewaele et al. 2019). Although behaviorist psychology has declined or even been declared "dead", the concepts of "language contrast", "timely feedback", "active reinforcement" and "a lot of practice" put forward by it in language teaching still have practical significance (Jin et al. 2018). In some aspects of teaching, the crutch of behaviorism is still needed, which is one reason why the learning theory of behaviorism "catch but not fall" (Sun et al. 2020) even believes that in the absence of a language environment for Japanese teaching in China, "this is the only effective Japanese learning concept, and establishing a corresponding teaching method based on this concept is the fastest, effective, and more effective way of foreign

language learning”.

After a specific environmental stimulus is presented, an appropriate response can be shown, even if learning has occurred. The key factors are stimulus, reaction and the connection between the two, learning motivation comes from external reinforcement. What people need to consider is how to form a connection between stimulus and response, and to strengthen and maintain it. The art of teaching lies in how to arrange the reinforcement. This paper mainly analyzes the influence of behaviorist psychology on the effect of Japanese teaching, and proposes effective methods and strategies for these influences to improve the effect of Japanese teaching.

SUBJECTS AND METHODS

Japanese learning is carried out on the basis that we have been able to use knowledge to interpret the various variables of the language, which puts forward higher requirements for teaching work. Whether the teaching

behavior of teachers can give students moderate stimulation and drive students’ emotional behaviors, so that Subjective initiative has been maximized.

Behavioral psychology uses the stimulus-response (S-R) formula to explain people’s mental activities. This model has a great influence on the theory and practice of English teaching, and has led to the “audiovisual teaching method”. This method was first created in France in the 1950s, emphasizing the interaction and function of image and recording stimuli. Since language is the stimulus and response of acquired development and is formed by conditioned reflex, then the most critical issue in language learning is to make full use of brain mechanisms. Watching, listening and practicing in class can create a good language environment for students, consolidate and improve learning efficiency. In Japanese teaching, a simple experiment is used to test the reaction order of students, the result is shown in Table 1.

Table 1. The order of students’ responses to different stimuli

Stimuli	Picture	Sound	Headline	Small print
Female (20 people)	5	1	13	3
Male (10 people)	8	2	1	0

When using multimedia software to play the slideshow, 20 female students and 10 male students, the picture and sound are played at the same time, the order of reaction of male and female students is investigated, and 13 of the 20 female students pay attention to the headline first, 5 people paid attention to the picture, then the explanation under the title, and finally the sound. Among the 10 boys, 8 people first paid attention to the middle picture, the second focus was on the sound, and then the headline. After summarizing, it can be seen that there are differences in the choice of gender differences under the principle of majority.

RESULTS

Under the same stimulating teaching behavior, male students are more likely to grasp Japanese tones than female students, while female students are easier to grasp the meaning of grammatical meanings, words and so on than male students. However, the performance of this teaching in the early stage of teaching, time will enable various abilities to be comprehensively displayed, and thus produce different effects. In the early stage of teaching, teachers can use more teaching methods, such as pictures, Flash, and viewing pictures to make sentences and essays to improve teaching efficiency. They can also apply different stimuli to the different characteristics of male and female students.

The same stimulating behavior is not applicable to all individuals. If Japanese teaching is only regarded as an explanation of vocabulary, grammar, and text knowledge, it will make students feel that the learning environment

is single and lose their interest in learning, which is the “no reinforcement” in psychology. For example, some students have made great progress in the early stage, but after a long time, they regress. This is not forgetting, but lack of stimulus. Teachers should review whether they are applying new stimuli reasonably while looking for the subjective reasons of students. As a teacher, you must always adjust your mentality, there is no kind of teaching, but also to realize that stimulation and compulsion are two concepts. Rather than instilling experience and concepts, it is better to let students start from their own situation and consciously carry out learning behaviors. Learning itself is not the same. This accumulation is a continuous awareness. Teachers can also continuously adjust teaching methods from the teaching process to keep pace with the times.

Effective teaching is actually through certain educational activities, so that students’ learning achieves the best expected results. Research on the effectiveness of foreign classroom teaching began in the first half of the 20th century. Gagne clarified the nature of the five types of learning in his psychology book “Conditions of Learning” (1985) (namely, speech information, intelligence skills, cognitive strategies, motor skills, and attitudes. These five types of learning represent the individual gains All learning results), the conditions for effective learning and their educational implications. He also proposed a new system of teaching theory based on the analysis of his learning conditions, and discussed effective teaching from four aspects: teaching objectives, teaching process, and evaluation and evaluation of teaching methods and teaching results (Bursali et al.

2018). Therefore, this paper starts from behaviorism and applies it to the teaching system to obtain more effective teaching methods.

Research shows that effective teaching essentially depends on teachers' ability to build learning experiences that can achieve expected educational outcomes, and that every student's participation in teaching activities is a prerequisite for effective teaching.

Teaching objectives

Starting from the behaviorist learning theory, learning only occurs when the response has a certain effect on the environment. Learning is a gradually increasing difficulty and orderly sequence, and timely feedback to the reaction can produce reinforcement. Teaching goals can become reinforcements. By setting specific and precise goals, learning behaviors and results can be precise and measurable, so as to provide timely feedback on learning behaviors. Teaching goals should be more specific and precise.

Student's study

Students must learn to learn autonomously, and the acquisition of autonomous learning ability is naturally inseparable from the guidance, promotion and supervision of teachers. Therefore, some scholars pointed out that teachers should play three roles in learning, namely, the "counselor", "facilitator" and "trainer" of learners' autonomy in learning. In addition, teachers should also play three roles, that is, teachers should be the navigator of learners and help learners establish a correct concept of autonomous learning; teachers should be the detectors of learners and help learners find the best learning method; teachers should serve as waiters for learners and help learners provide sufficient learning resources.

It is precisely because autonomous learning is not completely independent in the sense of autonomy, based on the theory of behaviorist psychology, the researcher believes that the teaching mode of "autonomous learning under the guidance of teachers + classroom teaching with students as the main body + individualized autonomous learning" should be adopted in the teaching mode. And use Table 2 to illustrate the relationship between the three.

Table 2. The relationship between the three teaching modes

Teaching link	Teaching time	Teaching methods	Operation content/step	Remark
Autonomous learning under the guidance of teachers	2class hours	Autonomous learning under the guidance of teachers	The teacher assigns learning tasks and provides framework guidance-students solve problems independently-the teacher checks and summarizes the vocabulary and article structure and other issues	Pay attention to time allocation, point out key and difficult points, strengthen guidance
Student-oriented classroom teaching	1 class hours	Take students as the main body,	Solve the remaining problems in the holidays and check the effect of independent learning	Record classroom performance
	1 class hours	interactive teaching	Listening and speaking training	Around the unit theme
Personalized self-learning	1 class hours	Human-Computer Interaction	Complete the job on the network platform	Correction in timely feedback
	1 class hours	Self-learning		Summarize and report self-learning experience

Teaching environment

Effective teaching is actually through certain educational activities, so that students' learning achieves the best expected results. In the best results expected to be achieved, in addition to factors such as teachers, students, and content, there are also environmental impacts. Many aspects of the teaching situation are related to the success of teaching. The key factor affecting the effectiveness of teaching is student learning, and behaviorist theory has a profound explanation for this.

In view of the influence of behavioral psychology on the effect of Japanese teaching, we propose the following methods and strategies.

Stimulate students' learning motivation

In teaching, teachers should focus on encouragement and motivation. Schools in Japanese teaching should fully stimulate students' interest in learning. In teaching, teachers should adopt teaching methods that students love to hear, and use social hot issues to introduce new lessons to increase students' interest in learning Japanese. Teachers and parents should adopt the method of encouragement and guidance. Through verbal guidance, students can feel the trust of parents and teachers in their

DISCUSSION

learning ability. Through encouragement and praise, students should be motivated to learn and feel the joy of learning Japanese, thereby improving students' Learning enthusiasm effectively improves the effectiveness of Japanese teaching.

Guide students to face failure correctly

Some teachers and students, influenced by some traditional misconceptions and one-sided pursuit of utilitarianism, pay too much attention to teaching results and test results, and ignore the summary and improvement of their failure experience. Therefore, teachers and parents cannot deny students because of a student's failure in a certain exam. They should guide students to sort out the reasons for the failure and prepare for the next success. As the so-called "failure is the mother of success", students must also adjust their mentality, not be addicted to the negative emotions of failure, have the courage to face failure, discover their own shortcomings from failure, and strive to achieve excellent results in the next exam. One way to avoid the classical conditioning of negative reactions is to repeatedly pair positive emotions with certain learning, especially those subjects that are prone to anxiety. For example, teachers can allow students who have difficulty reading to read in a comfortable and joyful atmosphere, and students gradually establish a connection between the comfort from the reading environment and the task of reading itself. When a teacher asks a student, he should put the student in a safe situation, mainly psychological safety, to ensure that the questioning brings positive consequences. If the teacher should consider every student when asking questions, instead of just asking a small group of students, then the classroom will establish a connection with positive responses and hard thinking; Teachers should ask some simple questions at the beginning for those students who have low desire for achievement and are unwilling to answer questions. No matter how they answer these questions, they are appropriate. When students are reluctant to answer, the teacher can give some hints to help students answer the questions.

Establish a learning example and cultivate students' ability to observe and learn. The power of role models is immense. Bandura's social cognition theory emphasizes the importance of observational learning. It believes that individuals have the ability to learn socially and learn their behaviors by observing the behaviors of the society and the people around them. Therefore, students' living environment and the individuals they come into contact with in life It has an influence on the behavior of students. Parents and teachers, as the main influence objects of students, should pay attention to the guiding role of their own words and deeds for students. Teachers should lead by example, regulate their own behavior, establish correct values, and play a good role model.

Pay attention to strengthening the learning content of

students, guide self-directed learning. In the teaching process, teachers should teach knowledge from easy to difficult, gradually increase the difficulty, and achieve specific knowledge points. Students' understanding of knowledge is gradual, and don't rush for quick success. While learning new knowledge, it is necessary to repeatedly consolidate the knowledge that has been learned. As the so-called "learning the new through reviewing the old", the learning of Japanese is trivial and the knowledge is more casual, which requires students to repeatedly memorize and practice Japanese words. Teachers should concentrate and contact the connections that should be combined, especially for difficult problems, emphasizing repeated exercises of knowledge (Sun et al. 2020). Education is to learn some reactions, some useful reactions in the future, teachers should use these operational behavior techniques to cause meaningful behavior changes in adult students. Therefore, a good teacher should have the ability to arrange appropriate reinforcement sequences and use these reinforcements to enable adult students to produce appropriate behavioral responses. The key to using reinforcement technology is that reinforcement must be timely and machine teaching must be proficiently used. Teachers should provide different reinforcements for different adult students, and pay attention to observe and understand what reinforcements they are interested in. Educators are good at discovering what adult students need for reinforcement, some should be given appropriate positive reinforcement, and some should be given a certain negative reinforcement, so as to be more conducive to the modification of adult students' behavior and the formation of new attitudes and behaviors. What deserves special attention of educators is that for their good behaviors, they should be encouraged and affirmed in time to make them consolidate and develop, otherwise the behaviors will easily fade; negative reinforcement should be given to bad behaviors, and their negativity should be weakened to stop their inappropriate behaviors.

The object of education is people with initiative, therefore, teaching activities have their particularities. According to different educational objects, students' learning ability and Japanese foundation are even more different, and Japanese teachers should adopt different teaching methods. Each student's learning ability and personality characteristics are different. Teachers must analyze the characteristics of students in teaching, adopt different teaching methods for students of different personalities, and teach students in accordance with their aptitude, which puts forward higher requirements for teachers. It is not only to have a full understanding of the content of the teaching materials, but also to understand the personality characteristics and learning conditions of each student. This is an effective way to teach students according to their talents and improve the efficiency of Japanese teaching

CONCLUSIONS

This paper focuses on behavioral psychology and studies the influence of behavioral psychology on Japanese teaching. By responding to student behavior and different stimuli, changing the current teaching methods, increasing students' interest in learning, changing the traditional single teaching mode, and enhancing the effectiveness of classroom teaching, but in the process of implementation, teachers should combine the specific characteristics of students. Do not advance blindly, pay attention to adopting correct methods and strategies to improve students' Japanese proficiency, conform to the requirements of the new curriculum standards and the country's demand for talents, and cultivate comprehensively developed college students.

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