APPLICATION OF POWER POINT SOFTWARE IN JAPANESE TEACHING TO IMPROVE TEACHING QUALITY

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ABSTRACT--_The role and effectiveness of applying information technology in teaching has been proved by domestic and foreign educational practices in recent years, it shows that the application of information technology in teaching and learning is a trend. Inevitability of education. Power point lectures are one of the most effective supportive tools for teachers to make their lessons easier and more attractive. Because a lecture with technology applications must show science and pedagogy, requires teachers to have professional knowledge, pedagogy and information technology skills. This article refers to Japanese as a subject of social science, so knowledge is sometimes very abstract and difficult to understand, if not illustrated by models, image diagrams, it is difficult for students to acquire new knowledge. The use of technology in teaching certainly brings a lot of benefits in imparting knowledge to students._

Keywords--_Application, Education, Japanese, PowerPoint, Benefits._

I.   INTRODUCTION

If teachers had previously struggled hard to find images, symbols and materials for lectures, now with information technology, teachers can use the Internet to actively exploit resources. rich educational resources, actively filming, taking photos as materials for electronic lectures. Just type in "Google" what we need is a whole library of materials for us to choose from are the pictures of funny animals, colorful flowers, and good music with the effect of the lively sounds in life which immediately attract the attention and stimulate students' interest for being more active to explore the content of the lecture. This can be considered as a preeminent method that is suitable for both students' physiological characteristics and the principles of Vygotsky relating to "students-centered teaching" easily. It can be seen that the application of information technology in education has created a qualitative change in the teaching effectiveness of the education industry creating a highly interactive educational environment between teachers and students [1].

II.   RESEARCH CONTENT

2.1. Introducing PowerPoint software

MS PowerPoint is a software of the MS Office group, which supports the design, drafting and formatting of document content, which is very convenient for presentations in teaching, presentations, etc. In Informatics, PowerPoint has been bringing vivid lessons. With many outstanding features (creating and presenting lectures;

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supporting editing text, sound, drawings; connecting easily with other software; vivid effects, etc.) PowerPoint has made lectures become more attractive. It helps us to simulate processes that are difficult to

conduct or observe in reality. Not only that, the high interactivity of the product also helps teachers assess the level of comprehension as well as promote students' activeness and initiative and enhance the link between language teaching and learning activities. Therefore, in recent years, many schools have included PowerPoint in the training program for students [2].

2.2. Purpose of using PowerPoint software

Teachers use PowerPoint software in guiding students to learn new knowledge, practice skills, reduce the abstraction of knowledge, stimulate students' interest in learning. It creates necessary conditions for students to practice and formulate skills. It also contributes to innovating teaching methods and innovating assessing student learning results. Then, it assists teachers in improving their knowledge, skills, and lesson design in a more student-centered manner [3].

Today, PowerPoint software has a huge role in general teaching and Japanese learning in particular. PowerPoint software can complement that direct experience with indirect experience. With the combination of images and sound in the form of motion, PowerPoint is capable of directly presenting the basic knowledge content of research objects in the form of systematization, generalization, simplification. Complicated and colorful phenomena objects create conditions for students to observe, think independently, conduct analysis, synthesis, comparison, judgment, etc. on the basis of that self-knowledge discovery, grasp knowledge more firmly [4].

PowerPoint presents the content of knowledge in an optimal way through images, with real scenes, real people, tables, diagrams, maps, writing, and real noises. With music and lively voice notes, the pace of document introduction will be increased, giving more time for teachers to organize student awareness activities [2].

PowerPoint not only records research objects honestly and vivid images and sounds combined with the specific subject matter, but also accompanied by explanations, explanations, comments, and directing students' attention to the key issues of the lesson content. Therefore, PowerPoint can be effective in many different forms and teaching methods such as whole class teaching, group learning, individual learning, etc.

The content in PowerPoint lectures not only introduces research subjects effectively but also through images of the country and people with production activities and the activity is accompanied by explanations and comments that help students discover the cultural and social values of countries and peoples of the world on their own, contributing to fostering students' feelings [4].

2.3. Some notes when using PowerPoint software

Using computers to teach is one of the ways to change teaching methods in schools today. In particular, the teaching by PowerPoint software is being done by many teachers. Of course, it is neither and nor is it necessary to turn every lesson into a computer-based lesson, even if in some school there are enough sufficient equipment. Every teacher needs to choose a lesson so that if we put it on a PowerPoint slide, we will make the most of our computer in terms of providing information for students, the attractiveness of the lecture, at least also more effective than lectures with regular writing (Figure 1). It is necessary to avoid running the movement so that the

lectures are poor quality, abusing the effects in PowerPoint software to distract students' attention, not be able to take notes and not gain important knowledge [5].

Figure 1: An interface of PowerPoint used in Japanese class

The criteria of the lecture are not the same as the presentations, the report. The subjects taught are completely different from those in conferences and seminars. Therefore, preparing a PowerPoint lecture should ensure not only the content (scientific) but also the criteria for pedagogy. Pedagogy here includes the students' physiological appropriateness, the aesthetics of the slides, the smooth expression of teaching principles and teaching methods. Therefore, teachers who want to use PowerPoint to teach effectively must not only have minimum knowledge of this software but also need pedagogical knowledge, teaching theory and teaching methods [6].

There are some common mistakes of teachers when using PowerPoint software including improper use of the screen in text layout, inappropriate font size and inconsistencies in the presentation; abuse of color effects, sound, etc. makes students lose focus on the lecture.

To ensure a quality PowerPoint lecture, we should meet the following basic requirements. First is slide content. We can select the most meaningful and important information of the lesson. On the slide, we must show the teaching methods, ensuring the continuity of the lecture content from page to page so that students can easily follow and take notes. Then, students can easily follow and record; stimulate the interest of learning and educate students at the same time [7].

Second is font size. It is suitable for the number of learners, neither too large nor thin so that the last person in the class can see clearly. Usually, 24 up to 30 font size is suitable. Teachers should use certain font sizes; fonts and colors according to each lesson's heading type. The font size for specific content is smaller than the headings. If the text on a page has only one color, the student will be very bored except that the page contains only one type of content such as an excerpt, a discussion question. Conversely, using too many colors in a page or in a lecture will keep students from focusing on the content of the lesson. Teachers should use from 2 to up to 5 colors, properly distributed, the slide will become more attractive. For example, we can use a primary color for the science content of the lesson, some more prominent colors for headings and another to highlight important points.

Figure 2: An effective PowerPoint used in Japanese class

Teachers should pay attention that headings with equal roles must have the same color (font size, font style are the same). Often people use red to highlight important ideas. Science has shown that of the three primary colors, the number of neurons that sense red is about 64% of the retina, the number of neurons that sense green is 34% and the dark green is 2%. Commonly used fonts are Times New Roman and Arial because they render the text clearly, in a serious way and are usually defaulted in the software. Title should use WordArt to increase the aesthetics. Pay attention to the background color, the number of lines on a slide, etc. (Figure 2).

Teachers try to take advantage of technology in the software to demonstrate the pedagogy of the lecture. The special feature of PowerPoint software is the richness of effects (types of slide, animation schemes, types of text, images, etc.). But, we should use them depending on the case, especially the type of text appearance. Teachers pay attention to perform quickly so that it does not take time and cause boredom (choose Fast or Very Fast in the Speed pane). Use PowerPoint software with teaching and illustration activities. This is an advantage of PowerPoint software which a normal board cannot do. In lectures that use positive teaching methods, lecturers need to expand the content into reality (with images, films), update information or insert questions, discussion guides, etc. while The lecture content must still be on the PowerPoint page for students to follow and record. Teachers do this in many ways such as using hyperlinks, inserting documents with appearance and delete effects, etc. Now, in many schools, it is possible to combine PowerPoint software with using the blackboard during teaching. This will maximize the effectiveness of the lecture, students can relate to the reality (through images, maps, diagrams, movies, etc. in PowerPoint) but they can still take notes and review the contents of the lesson [8].

2.4 Process of using PowerPoint software in order to promote students 'positivity

If using PowerPoint software with inappropriate teaching methods will not promote the advantages of the means that the lesson will be boring and ineffective. At that time, the software merely became an electronic board to show the lecture content for students to copy. Teachers should not use PowerPoint as a means of presenting for word channels or illustrating their lectures, but must know how to guide students to self-exploit knowledge, practice skills, and promote the students' positivity. The teaching method is called positive if the following basic elements are converged if we demonstrate the role of the learner, the interaction in the learning process (teacher to

student, student to student). We need to effectively use sources of information and promote learners' motivation [9].

Thus, in order to use PowerPoint software in the direction of promoting student's positive, teachers can proceed through the levels from low to high. The first is imitation, students try to follow the action pattern of teachers, classmates, etc. Second is the exploration, students independently solve the problems raised, looking for different solutions. on a number of issues, etc. The third is creativity; students find new, unique, effective solutions. When preparing and teaching using PowerPoint software, teachers need to pay attention to orientation as this is a very necessary part in every lecture. Teachers need to make students understand the basic goals and requirements of the lesson [10]. The teacher then gives students the main topics in the lesson that can be put up on the board for students to follow. Next is applicability, that is, the teacher builds a suggestive question system, problematic situations with each form of appropriate, flexible organization (individual learning, peer learning, group learning, whole class) to help students perfect each unit of knowledge of the lesson. Last is consolidation. Teacher needs to summarize the lesson, evaluate the student's learning results, review the main ideas of the lesson and raise necessary notes on how to exploit knowledge. Through this reinforcement, students can test themselves, evaluate and draw experience on how to learn.

III. CONCLUSION

The use of PowerPoint in teaching Japanese has brought certain effects in the teaching process. It supports teachers to flexibly apply teaching methods. However, teachers avoid misuse it, must combine with traditional teaching methods and other modern teaching methods in accordance with the content of the lecture and student. Teachers should not use PowerPoint to create a whole lecture because it takes a lot of design effort but not very effective. Teachers should use it to create materials and then work with blackboards to complete a lesson. In order to apply this software well, teachers need to have strong professional knowledge and love in using computer software to improve the quality of teaching.

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