

Application of PDCA Cycle in Japanese Teaching Management

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Abstract: Teaching quality is important in the entire teaching process, and it is like the lifeline of a school. The improvement of teaching quality is of great significance to promote the development of learning. When researching Japanese teaching management in schools, more and more learning methods are biased towards PDCA Cycle teaching which is a scientific teaching method that can help improve the quality of Japanese teaching and is scientific and suitable for students. In this regard, the author first outlines the basic theoretical knowledge of the PDCA Cycle, then analyzes the implementation of PDCA in Japanese teaching management in detail, and elaborates the precautions when implementing PDCA Cycle teaching in Japanese teaching management.

1. Introduction

Japanese classroom teaching is prone to lack of focus and seriousness. These are big problems for Japanese teaching management, so that the quality of school courses cannot be improved, and students have more obstacles to learn Japanese, so the overall efficiency of the curriculum is not high. The PDCA Cycle, as a novel model, has been applied in the fields of medical treatment and enterprise management. Relatively little research has been made on its application in language teaching. The author analyzes it based on his own experience and literature knowledge. The specific content is as follows:

2. Basic Theoretical Knowledge of the PDCA Cycle

The PDCA Cycle was first proposed by the well-known American quality management expert Shewhart. It is Deming who popularizes and applies PDCA Cycle, so the PDCA Cycle can also be called the Deming Ring. The country has been widely spread and popular since about 2000. Its main meaning is like the name Deming Ring, which divides the entire process into four parts, liking a ring with four points and directions. Its specific application in management work can obtain relatively good results. In the current enterprise or medical management, the management methods suitable for their own needs are screened out from the process of the PDCA Cycle, the methods that have no value are excluded, and then the management of the entire process is restarted until the quality of the entire management process reaches a certain goal. It is actually a more scientific quality management method and a regular management method.

P stands for Plan, which means plan; D stands for Do, which means implementation; C stands for Check, which means inspection; A stands for Action, which means processing. So the whole PDCA Cycle is a process of planning, implementation, inspection and processing. It is a kind of model in management science, which has high universality and can also achieve a relatively ideal effect. After the PDCA Cycle, the whole management can gradually tend to a virtuous cycle, so the quality and efficiency of management have been greatly improved. PDCA Cycle has been widely used in management. If there are still problems in the above process, it cannot stop to carry out PDCA Cycle teaching until all problems are solved. Such a cycle can find problems in each cycle and summarize experience. This spiral management method can help improve the efficiency and quality of teaching. So PDCA Cycle is a scientific procedure of total quality management, which is suitable for step-by-step management.

3. The Application of PDCA in Japanese Teaching Management

Plan refers to the formulation of objectives and policies for the implementation of this action in the overall context, and the formulation of specific activity plans. Plan is the top priority in PDCA Cycle, so it should be well prepared. In the initial stage of Japanese teaching, the first problem to be solved is to read the syllabus. According to the specific requirements of the syllabus and the actual situation of the students, the teaching plan and teaching objectives should be well formulated. Before Japanese teaching, teachers should grasp the current situation of students accurately, analyze and confirm the causes of the problems in teaching in detail, and finally draw up a Japanese teaching plan suitable for teaching students. We can make a detailed analysis from the six W's from the perspective of teaching plan. First of all, why should we make this plan (why). Second, what is the goal (what), and then where is the plan implemented (where), who is in charge of completing these plans (who), and then, when the plans finish (when), and finally how to complete these plans (how). The whole plan should have clear plan with realizability and measurability.

Do refers to the implementation of specific steps according to the established goals and activity plans, so that the whole action is justified, the whole rhythm is controlled and the implementation is high. As the second stage of PDCA Cycle, the implementation stage is to implement the plans according to the plans made, specifically, the responsibilities should be in place. Efficient execution is important in this link. On the one hand, teachers need to complete all teaching objectives according to their own teaching plans; on the other hand, they should make relevant plans to complete all work according to the actual situation of the classroom. In the whole teaching stage, teachers should give full play to their initiative to guide students to think and explore problems. Relatively speaking, students have a relatively poor foundation in Japanese, so the nature of passive acceptance of learning is stronger, which is relatively far from what teachers expect. Therefore, in the process of teaching, teachers should design creative courses and carefully prepare questions to help improve students' enthusiasm. In the process of learning, new media can be used appropriately, and Japanese culture, fashion and customs can be integrated in the classroom to enhance the interest of learning.

Check is regarded as analyzing the results of each step of the implementation plan, analyzing the right and wrong among them and the areas worth improvement, and evaluating the specific effects. Inspection is the third stage of the PDCA Cycle, and it is necessary to inspect the completed work. Teachers' inspection work must start from the students' wishes, and develop effective inspection methods, which can ensure that the learning results of students are fully displayed, and encourage students to continue to implement various goals.

Action, that is, processing. The results obtained by inspection are processed, the experience is summarized, the excellence is affirmed, the lessons are summarized, and a corresponding plan is formulated. The fourth stage in the PDCA Cycle is the processing stage. Processing encourages students to continue learning from the perspective of motivation. The results of the inspection will present different problems, from which various handling measures are formulated to provide new answers to the problems. In the PDCA Cycle, the core stage is the planning stage and the processing stage. The processing stage needs to summarize the experience and lessons of the cycle, objectively affirm the achievements, correct errors in time, and take corresponding measures to improve the deficiencies. Teachers also need to educate students at different stages according to the final results.

4. Precautions when Implementing PDCA in Japanese Teaching Management

The following points need to be paid attention to when using PDCA Cycle in Japanese teaching management: (1) The four stages of PDCA Cycle are a ring, which means that each stage is not completely independent, it is a large ring that stabilizes a small ring, and small ring is to protect big ring. Therefore, choosing PDCA Cycle for Japanese teaching management is not only suitable for teaching materials, but also for each classroom; it not only plays a role in Japanese team teaching and teaching groups, but also has a positive promotion between Japanese teachers and students. It can organically combine various teaching methods and teaching tasks to achieve the purpose of

promoting each other and working together. (2) The PDCA Cycle rises spirally, and each cycle can help solve part of the problem. After summarizing and presenting new goals, the next cycle is started, and the level of Japanese can be gradually improved. (3) The PDCA Cycle is used in Japanese teaching management, which needs to start from the actual situation of students. There are differences between the study of secondary vocational students and the study of college students. In teaching, we should grasp the different characteristics of students, and analyze them from the student's learning initiative and purpose. The PDCA Cycle is used to carry out Japanese teaching. If students have poor basics, it can strengthen the learning of basic knowledge based on teaching materials; if they have strong learning abilities, it should gradually introduce new ideas and encourage students to acquire more knowledge and abilities. Throughout the process, attention should be paid to improving students' sense of achievement and self-confidence, helping students like Japanese and falling in love with Japanese classes. (4) The PDCA cycle-assisted Japanese teaching management should strictly follow the formulated plan and implement according to the steps, but it should also pay attention to dynamic adjustment. Teachers' teaching should not be stale, but should keep pace with the times and adjust strategies in time to better complete teaching goals.

5. Conclusion

The current situation of Japanese teaching is that no matter the secondary vocational school students or the undergraduate students, when they study Japanese, they are relatively weak in self-learning ability. When they study, they generally show a deeper emphasis on professional courses and a lack of interest in learning Japanese culture courses. As a whole, the process of Japanese learning will have a relatively weak foundation of language and culture and there are no relatively more scientific study habits, the enthusiasm for learning has also declined due to external temptations, and the belief in learning has not been so persistent. PDCA Cycle is a spiral teaching mode, which helps students to learn better from each cycle, strengthens the foundation of students' learning Japanese, improves students' ability of learning Japanese, and really improves the quality of learning.

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