

Analysis of Employment Situation of Japanese Majors and Its Enlightenment for Talent Training

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Abstract: With the continuous development of language education, the number of language majors is increasing year by year. According to the society's demand for Japanese talents, certain methods and methods need to be used in teaching to strive to train students to master professional knowledge, and can be applied to real life, effectively increasing the employment rate of Japanese graduates and enhancing students' social competitiveness.

1. Introduction

With the changes in the social situation, the employment of Japanese majors has become an important issue in the education world. In order to help students to use the knowledge they have learned to gain a foothold in society after graduation, the training of talents for Japanese majors needs to be reformed in methods to enhance students' social competitiveness. Therefore, in teaching, teachers need to adjust students' mentality first, so that students can take an objective and positive attitude to the current environment, without affecting the learning progress, so as to lay a good foundation for future learning and work.

2. Problems in the Development of Japanese Majors in Colleges and Universities

2.1 Unreasonable Curriculum

At present, colleges and universities have a relatively simple Japanese professional curriculum, and generally only have basic language learning courses, such as the study of Japanese phrases, sentences, and phonetic symbols. They do not attach importance to the ability of students to apply the knowledge of Japanese to actual life, leading students to learn The Japanese language knowledge cannot be connected with the society, which is not conducive to the development of Japanese professional. In addition, the curriculum is not uniform among different schools. Some students can start learning the basics of Japanese writing after entering the school, and some students need to start after one semester. This situation limits the students' Japanese. The cultivation of abilities is also not conducive to students studying for relevant level certificates. At the same time, most of the Japanese courses do not use teaching time for Japanese translation, simultaneous interpretation and other courses, resulting in students being unable to exercise their practical Japanese ability during learning, which is not conducive to improving students' Japanese ability.

2.2 Insufficient Professional Knowledge of Teachers

To learn a new language, you first need to understand the cultural background, folk customs, etc. of the language. Based on the influence of historical factors, Japanese teachers are generally those who have studied in their home country or have studied abroad. They do not have a thorough understanding of the Japanese culture-related background, etc. The knowledge of Japanese is only blunt text in the textbook, which cannot meet the students' learning. need. In teaching, teachers generally conduct research based on their subjective concepts and students, unable to carry out in-depth analysis of language and culture with an objective attitude, resulting in students' Japanese learning unable to adapt to social needs.

2.3 Student Employment Expectations Are Too High

At present, Japanese graduates generally have the problem of “eyes are high but hands are low”. After graduation, students have certain misunderstandings about the content of their future work and corporate qualifications, which leads to unoptimistic employment conditions. After entering the school, students will have certain plans and career positioning for future development, as will Japanese graduates. In addition to some students who choose to continue their studies, most students want to work in large enterprises and have high salary expectations. As a result, they cannot start from a practical point of view when choosing employment, and they are not mature enough to deal with employment issues, which affects the Japanese professional employment situation. In the long run, the student union generally believes that the Japanese major cannot be based on society after graduation and affects the development of the Japanese major.

3. Employment Status of Japanese Graduates

At present, the employment status of Japanese majors has the following five characteristics: (1) Most Japanese majors are concentrated in small enterprises, and medium- or large-scale enterprises have relatively scarce work resources, and the demand for talents is not high, causing graduates to fail to achieve their career ideals [1]. (2) The job positions for Japanese majors are mainly part-time jobs, and they cannot learn real professional skills. For clerk, business document, translation, customer service, etc., there are no vacancies in more important professional positions. (3) After the Japanese majors are employed, they need to acquire more skills in their positions, such as customs clearance and order filling skills in foreign trade positions; public relations and communication skills in marketing positions. This requires students to learn certain professional knowledge, but also to master certain business contacts and other abilities. Enterprises will include these additional skills in the recruitment requirements, so that graduates have some concerns about job choices. (4) The level of Japanese mastered by graduates directly affects their employment situation. For students with poor foundations, there is not much room for employment. (5) There are relatively few high-level and highly-skilled Japanese professionals. Most students hold the attitude of “learning not to learn the knowledge required for work” and enter the employment stage without being fully prepared. Relatively low, unable to be competent for its work content.

4. Strategies for Training Japanese Language Professionals

4.1 Change the Traditional Teaching Concept

The traditional Japanese teaching form mainly focuses on the basic knowledge of Japanese. Japanese teaching is carried out through word sentence translation and structural analysis. The teaching form is mainly to explain the meaning of sentences and phrases, and pay attention to the grammar and the practice of sentence patterns. In this teaching mode, teachers will explain and read the language form most of the time in the teaching. The purpose is often to improve the students' examination ability and ignore the students' ability to communicate in Japanese. Language knowledge learning not only requires simple teacher explanations and student listening forms, but students can take the initiative to start learning and interact with teachers under the correct guidance of teachers to form a complete Japanese language system. Teachers need to take students as the main body in teaching, use scientific and effective methods to carry out teaching, stimulate students' interest in learning, encourage students to actively discuss with teachers, strengthen students' learning initiative, and enable students to consolidate what they have learned in communication with teachers, to improve students' Japanese mastery [2]. For example, in teaching, teachers can enhance the interaction with students by asking questions, change the dull classroom atmosphere in traditional teaching activities, and enable students to actively participate in teaching. When asking questions, teachers can use Japanese to answer questions one by one with students. By understanding the knowledge of students, they can effectively change teaching strategies and improve the efficiency of Japanese teaching. In addition, teachers can also enhance students'

learning initiative through group cooperation. After the students are divided into groups, the questions raised by the teachers are discussed, and then the group selects a representative to come on stage to publish the answers to enhance the students' enthusiasm for learning. Teachers need to be assisted to prevent students from having difficulty in publishing and losing confidence in learning Japanese. In this way, it can effectively help students to build up their confidence in learning Japanese and improve learning efficiency. At the same time, they can also train students' ability to use language, which will help students in future social life.

4.2 Reasonably Set Up Teaching Courses

In daily Japanese teaching, teachers need to set up distinctive courses based on students' actual learning needs, clearly understand the employment direction of Japanese majors, and create a reasonable teaching system. At the same time, teachers need to pay attention to help students master basic Japanese language knowledge, make students' Japanese personality more prominent, and enhance the employment competitiveness of Japanese majors. In the Japanese course, in addition to teaching basic knowledge, it is also necessary to add students' ability to apply Japanese language and innovation, so that students can independently translate and communicate skills, and cultivate professional talents that meet the needs of employment. For example, in teaching, in addition to daily basic knowledge teaching, teachers also need to use part of the time to improve students' mastery of Japanese. For example, when training students' listening, reading, and writing skills, teachers can first play a short Japanese video for students, let students summarize the video explanation by watching the video, and write out the perception according to their own understanding, and finally publish it. In this way, students can exercise their Japanese listening, speaking, reading and writing skills, effectively improve their comprehensive Japanese ability, and lay a good foundation for their future development.

4.3 Help Students Set Goals Reasonably

The learning goals of Japanese majors need to meet the needs of future social development. This requires students to have strong language application skills, and can use Japanese as a survival tool to cultivate composite senior foreign language talents. According to the current employment situation, there is a general need for talents who understand Japanese and possess certain professional skills. This demand is far greater than that of graduates who possess professional knowledge of pure Japanese language. Therefore, students need to have a certain ability to use Japanese comprehensively and have professional skills in their positions before entering the society. This requires teachers to focus on Japanese teaching in teaching, supplemented by professional skills teaching, and pay attention to training students in Japanese communication and application. Ability. Students need to know that they have a wide range of professional knowledge in Japanese learning, but they should not be too deep. They should strive to improve their ability to adapt to society, and they can effectively improve their competitiveness in accordance with the relevant requirements of their positions within a short time after employment. For example, Japanese students can develop professionally in translation, tour guides or teachers in the future, so in order to better adapt to the content of related professional work, students need to master relevant basic knowledge during the study period to provide certain guarantee for future career development. Such as obtaining relevant professional certificates, conducting professional course training, pre-employment internship, etc., through these methods to strive to improve relevant professional skills, to prepare for future employment.

4.4 Improve the Professional Quality of Teachers

In the teaching activities, the professional quality of teachers directly affects the learning effect of students, so teachers need to first improve their professional qualities before they can lead students to learn Japanese better. Teachers have a high cultural background. In the teaching, they can use the knowledge they master to provide objective and effective guidance to students, so that students can treat this subject fairly, enhance students' enthusiasm for Japanese learning, and develop in the future. The professional planning of the profession in [3]. The correct guidance of

teachers can enable students to actively participate in teaching activities, effectively improve teaching efficiency and learning outcomes, help students establish a correct sense of Japanese learning, and provide help for students' future learning. For example, in addition to being actively involved in relevant training activities, teachers can also provide students with learning and employment assistance through online news, practical developments, and career needs. For example, if a teacher learns that some students want to work in a large-scale enterprise through a survey, then the teacher can first understand the enterprise, organize the daily work, enterprise services, and corporate culture of the enterprise, and analyze and discuss with the students. And according to their own professional knowledge and cultural literacy to give some reasonable suggestions, so that students can be prepared before employment and enhance the competitiveness of students in the employment market. In addition, teachers can also communicate with teachers in other colleges or related language researchers with Japanese cultural literacy through the Internet, and improve the comprehensive Japanese cultural literacy through communication with others to facilitate better guidance in teaching student.

4.5 Increase Student Internship Opportunities

In Japanese teaching, teachers need to fully understand the important role of innovation awareness and application ability in order to truly understand the importance of practical teaching for talent training. Practical ability refers to the ability of students to use the knowledge of Japanese they have learned and apply it in real life, and it is also an evaluation of the students' mastery of Japanese. At present, most teachers pay more attention to the teaching of Japanese theoretical knowledge. They do not pay attention to whether students can use the knowledge to effectively apply it in actual life and work. At the same time, they also neglect the students' Japanese expression and writing skills, leading to the formation of "dead" "Reading" learning status [4]. According to this situation, colleges and universities can set up professional internship bases to provide students with more practical opportunities. Teachers can help students improve their practical application skills through correct guidance and lay the foundation for students' future development in their work. For example, a teacher can lead a student to simulate an internship scene, and use the Japanese to talk to the student in the scene, set questions according to the professional needs of the student, and observe whether the student can use the knowledge learned to solve the problem effectively without pre-preparation. Or allow students to enter relevant cooperative enterprises, experience the working environment and work content, have a certain plan for their own development after employment, and help students effectively formulate employment plans.

5. Conclusion

Teaching activities in colleges and universities are an important way to cultivate talents in need of society. To enable Japanese majors to have a certain market competitiveness, teachers need to actively discover problems in teaching, effectively change traditional teaching concepts by analyzing the current employment situation, and allocate courses reasonably. At the same time, teachers improve their professional qualities to help students better master Japanese knowledge, so that students have clear goals for future development, so that students can smoothly enter social life.

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