

Research on Applied Talents Training for College Japanese from the Prospective of Cross-cultural

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Abstract: With the rapid development of China's economy, more and more applied talents are needed, and they are more suitable for the development and needs of the times. Exchanges and contacts between different countries are becoming more frequent and there is a need to raise awareness and cultural sensitivity to different cultural differences. Based on the cross-cultural perspective, this paper, aiming at the existing problems in the training of college Japanese application-oriented talents, proposes the countermeasures of college Japanese applied talents training from the cross-cultural perspective to improve students' practical application ability of Japanese and intercultural communication ability, and provides solutions for the reform of college Japanese personnel training mode. Specific strategies include: to reconstruct the teaching mode of college Japanese, to improve the existing teaching materials, to build a perfect practical teaching system, to adopt the formative evaluation based on big data, to comprehensively deepen the integration of industry and education and the cooperation between schools and enterprises, and to improve the cross-cultural ability by relying on the introduction of Japanese culture.

1. Introduction

With the development of economy and society, profound changes have taken place in Chinese society. The demand for high-level talents in Japanese is increasing, and the traditional Japanese teaching mode is difficult to adapt to the social development, so the teaching objectives and contents need to be further adjusted. Change the traditional teaching mode based on language and writing to the applied talents who are proficient in language and master certain skills, and have strong comprehensive quality and intercultural communication ability. The cultivation of applied talents is the development direction of deepening the reform of higher education in China. Applied talents refer to a type of specialized talents who can apply professional knowledge and skills to professional social practice. They are technical or professional talents who master the basic knowledge and skills of the first line of social production or social activities and are mainly engaged in the first line of production. For the training of applied talents, the major setting should be dominated by the emerging major or the new major training direction, which is an important measure to adjust the national talent training strategy in recent years, and also an effective means and approach for local colleges and universities to serve the regional economic and social development.

Applied Japanese talents training goal is to meet the need of regional economic and social development, having both ability and political integrity, having a solid Japanese language foundation, broad cultural knowledge, high cultural accomplishment, strong professional practice ability and innovation spirit, and to make sure they can skillfully use Japanese in foreign affairs, trade, education, science and technology and enterprise departments, engaged in translation, such as business, teaching and research work of talents. With the development of economic globalization, the exchanges and contacts between different countries are increasingly frequent. The exchanges between people from different countries and with different cultural backgrounds have become a common concern. Learning the cultural etiquette and customs of different nations has become an indispensable part of cross-cultural communication activities. This paper studies the cultivation of

university Japanese applied talents from the perspective of cross-culturalism, follows the people-oriented teaching concept and student-centered educational thought to improve students' practical Japanese application ability and intercultural communication ability, effectively improve teaching methods and improve teaching efficiency, and finally realize the goal of the reform of Japanese applied talents training mode.

2. Culture and Cross-cultural Communication

Culture is the sum total of material and spiritual wealth created by human beings in the process of social and historical development. It has the following profound connotations: First, culture is not innate, but acquired and taught through symbols; Second, culture is created over a long period of time and is a social heritage; Third, culture consists of people's implicit and explicit behaviors, including communicative behaviors; Fourth, culture includes not only beliefs, values, customs and knowledge, but also objects and utensils; Fifth, culture is a collection of group behavior norms, a guide to people's action, providing people with solutions to problems; Sixth, culture is selective, human choices are infinite, and the rules chosen for each particular culture are limited; Seventh, the value concept is the core of culture, and different cultures can be distinguished according to different values.

Communication refers to the process of people interacting and exchanging information, and is a continuous process in which multiple components interact with each other. Communication is not carried out in a vacuum, always in a certain social and cultural environment. Between different cultures, "communication" is both a specific attribute and a means of communication. More and more people realize that communicating with people from different cultural backgrounds is not only related to language, but also related to cultural factors. Language and culture are interdependent and mutually influential. Language is an important carrier of culture, and culture has a restrictive effect on language. Culture is composed of people's communicative behavior, while at the same time restricting communicative behavior. Through language communication, human culture can be produced, passed down and carried forward. A nation's culture has a very close relationship with its communicative behavior, communication process, coding and decoding, communication, communication style and communication strategy, and pragmatic rules. Language communication and culture, which are interdependent, interact and interact, are an inseparable unity.

Cross-cultural communication refers to the communication between native speakers and non-native speakers, and also refers to the communication between people who have differences in language and cultural background. The connotation of cross-cultural communication includes the following points: both parties must come from different cultural backgrounds, both parties must use the same language to communicate, and both parties conduct direct verbal communication. Cross-cultural communication is also a comprehensive subject, which is the result of the comprehensive research of contemporary social sciences. The subject background mainly involves cultural linguistics, sociolinguistics and language communication. As an important means, cross-cultural communication aims to improve people's awareness of different cultural differences in communication, improve cultural sensitivity, improve people's ability to freely switch between different cultures, and reduce language barriers and cultural differences in communication. When designing Japanese courses in universities, full consideration should be given to the cultivation of students' cultural quality and the teaching of international cultural knowledge. Language carriers should be used as much as possible to make students understand science and technology and western social and cultural knowledge, so as to improve students' cross-cultural communication awareness and cultivate their cross-cultural communication ability.

3. Problems on Applied Talents Training for College Japanese

To cultivate applied talents, practice and application should be emphasized. However, the current university Japanese teaching is still far from the training of talents, and there are some problems:

(1) There is a lack of training in cross-cultural communication during the teaching process. To

master a subject knowledge means not only to understand the theoretical knowledge, but also to practice and use it. Language skills, in particular, require communication and must be improved through constant communication. Due to the influence and time limitation of traditional exam-oriented education, the Japanese teaching in college mainly focuses on the explanation of theoretical knowledge and pays little attention to the communication training of students. Although many students have mastered a lot of theoretical knowledge of Japanese, they are unable to use it flexibly. Even some students are afraid to speak Japanese and dare not communicate with others.

(2) Lack of supporting facilities for the training of applied Japanese talents. Japanese practical teaching funding is limited. Many colleges do not have an independent Japanese training room. The Japanese training facilities are attached to the English major, which leads to the practice of teaching. Most of the off-campus practice bases are not related to Japanese. Some of the internship bases are in the hotel service industry, and students' Japanese practice and application skills are not exercised. Although some internship bases are company companies, the company aims to maximize benefits, taking into account many factors such as safety, production and management, so they are not willing to provide students with practical application positions, and students cannot go to the first-line production practice.

(3) The "instillation" teaching model deprives students of language application rights. "Infusion" education, also known as "injection" education, is characterized by teachers' instillation of students' knowledge. At present, Japanese language teaching in colleges still uses "indoctrination" teaching, which regards students as containers and does not deviate from the mode of teaching materials, language knowledge and teachers; They do not pay attention to the development of students' intelligence, lack of vitality in classroom teaching, deprive students of language application rights, and are not conducive to the development of students' intercultural communication skills; Students can only memorize, can only test can not use, has not been able to adapt to the requirements of the development of the times.

(4) The application of Chinese Japanese caused by negative cultural transfer. Chinese-speaking Japanese refers to the Japanese language learning and users in China. Due to the interference and influence of the mother tongue, the rules and habits of Japanese are hard-wired, and the Japanese language that appears in Japanese communication does not conform to Japanese norms and cultural habits. Chinese-style Japanese is an inter-language error, a linguistic phenomenon caused by the negative transfer of the speaker's mother tongue. The reasons students are used to using Chinese Japanese are: They do not really grasp the connotation of Japanese vocabulary and lack the ability to use vocabulary flexibly; The two languages have different thinking patterns. When communicating in Japanese, they still think in Chinese.

(5) Language teaching is divorced from cultural teaching. Many Japanese teachers in universities lack practical teaching experience and pay attention to the explanation and teaching of Japanese knowledge points. Students spend a lot of time only receiving language knowledge training, but their application ability is not improved. The division of language teaching and culture teaching into two courses leads to students simply mastering Japanese vocabulary and grammar, or simply mastering the basic communication methods of Japanese, without understanding the thinking mode, outlook on life, values and customs of Japanese. Language knowledge mastered by students is rigid, so it is difficult to achieve the active learning of knowledge.

4. Countermeasures on Applied Talents Training for College Japanese from the Prospective of Cross-cultural

From the perspective of cross-cultural perspective, the cultivation of university Japanese applied talents must improve students' sensitivity to culture, cultivate cross-cultural awareness, and improve communication skills. In order to improve students' intercultural communication skills, students need to learn a large amount of cultural content. In addition to learning Japanese language knowledge, they must also have access to the rich cultural connotations of Japanese. Enable students to actively and consciously absorb and integrate into the new cultural environment, better

master and use the language, and finally achieve the goal of cross-cultural communication. The countermeasures for the cultivation of university Japanese applied talents from the perspective of cross-culturalism proposed in this paper are as follows:

(1) To reconstruct the teaching mode of college Japanese, to improve the existing teaching materials. Under the requirements of applied talent training, the Japanese language teaching mode of colleges and universities needs comprehensive innovation and improvement, and abandons the simplification and inefficiency of traditional teaching mode. From the perspective of professional development, Japanese language teaching and professional content are combined to improve the ability of Japanese language while improving the ability to apply professionally; From the perspective of intercultural communication, learning the language while learning the language to comprehensively strengthen the students' intercultural communication ability; From a personal point of view, applied Japanese language teaching enables each student to effectively apply Japanese language, and provides teaching support according to the actual situation of each student through a combination of online and offline. Teachers use the teaching methods such as problem teaching method and cooperative teaching method reasonably in the teaching process to guide students to explore the practical application of Japanese knowledge and further strengthen the application of Japanese teaching.

(2) To improve the existing teaching materials. Students systematically master knowledge, generally starting from the perception of teaching materials, the richer the perception, the clearer the concept, the easier it is to form concepts and understand knowledge. At the same time, the teaching materials make the knowledge acquired by students in the process of learning more systematic and standardized, which helps to understand and master the teaching materials, and facilitates students to review and work. The single content of the textbook is an important factor hindering the cultivation of applied talents. In the process of Japanese teaching, students have different orientations and development directions, and there is also a difference in the demand for teaching content. Teachers should have a deep understanding of the direction, goals and specific needs of students' Japanese language learning, provide them with supplementary content, and improve the pertinence of teaching. They should try their best to select some high-quality Japanese teaching materials, so as to ensure the standardization and practicability of the learning content at the source and lay a good foundation for the cultivation of applied Japanese talents.

(3) To build a perfect practical teaching system. Practical teaching is the continuation, supplement, extension and deepening of theoretical teaching, which enables students to verify and deeply understand theoretical knowledge, master practical skills, and improve the ability to analyze and solve problems. The practical teaching system needs to cover the following modules: First, according to the level and characteristics of students, extracurricular activities and contests should be carefully designed in the practice module of basic language skills, so as to practice the basic skills of "listening, speaking, reading, writing and translating" of Japanese and improve the application ability; Second, the professional knowledge practice module should emphasize the ability to develop students' professional knowledge, ability to think, analyze problems and solve problems, and the ability of teamwork to comprehensively improve professionalism; Third, the modules of education and professional practice should apply students' professional knowledge to specific work, laying a foundation for the career.

(4) To adopt the formative evaluation based on big data. Traditional summative teaching evaluation is usually carried out after the end of teaching to judge the learning effect. It ignores the learning process, learning attitude and learning behavior, can only reveal some specific problems, lacks comprehensiveness, and cannot give full play to the function of evaluation to promote learning. Formative assessment is a developmental assessment based on continuous observation, recording and reflection of the whole learning process of students based on the idea of "overall improvement", which makes students become the subject and active participant of the assessment from passive acceptance. Big data provides technical support for formative evaluation. Big data is deeply used to establish a complete data chain for each student's development and accurately record the development trajectory of each student, so as to make the education process visible, clear,

accurate and scientific, comprehensively improve the quality of talent cultivation and promote the in-depth reform in the field of education.

(5) To comprehensively deepen the integration of industry and education and the cooperation between schools and enterprises. The essence of the integration of production and education is the integration of production and training. The integration of industry and education is rich in connotation, is the deepening and development of school-enterprise cooperation. Through integration and cooperation between colleges and education through various channels to raise incremental development funds, to strengthen practical laboratory and practice base construction, and planning of off-campus practice base and choose to create the perfect internship practice base group, carry out relying on the second classroom comprehensive language skills training, improve the students' practical ability and innovation ability, strengthen students' sense of social responsibility and service consciousness, comprehensively promote university-enterprise cooperation education, provide talent support for the enterprise development. Meanwhile, professional and technical backbone staff of enterprises are employed as part-time teachers to teach practical contents to improve students' language practice ability.

(6) To improve the cross-cultural ability by relying on the introduction of Japanese culture. Language teaching and culture teaching interact and promote each other. We should attach importance to the cultural introduction in Japanese teaching, arouse the enthusiasm of students and improve the cross-cultural ability of teachers and students. Language should be taught from a cultural perspective, not from a linguistic perspective. Cultural introduction should follow the principles of contrast, absorption, respect and cognition. The specific contents are as follows: First, reveal the cultural connotation of vocabulary. Vocabulary has a certain stability, to focus on the different cultural connotation, so that students can more easily grasp the three-dimensional vocabulary. Second, explore the cultural information of the discourse. In Japanese teaching, the introduction and teaching of discourse culture and discourse analysis should be strengthened to enrich students' language structure and expand their cultural horizon. Third, incorporate the cultural perspective of grammar. As a structural system, grammar is the hub of language's structural system, phonetic system and semantic system.

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