

## Research on the Training Mode of Interdisciplinary Talents in Japanese Majors

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**Abstract:** The Japanese major is the second largest foreign language in my country besides English. In recent years, there has been a wave of Japanese learning in China. However, there is a single educational model that pursues pure language learning in the current talent training model. In order to overcome this drawback, it is necessary to re-study and demonstrate the current Japanese talent training model, and propose a cross-composite talent training model suitable for the current era. In response to the new requirements under the background of education informatization, research the training model of interdisciplinary Japanese talents, and cultivate foreign language talents that meet the needs of my country's current economic and social development.

### 1. Introduction

In the international context of economic globalization and regional integration, the demand for global foreign language talents is constantly increasing. At the same time, with the frequent exchanges in the economic, political and cultural aspects of countries around the world, the foreign language talents needed in the job market not only require excellent foreign language skills, but also compound foreign language talents with comprehensive qualities such as humanistic spirit and professional skills. In this regard, the “National Medium and Long-term Educational Reform and Development Plan (2010-2020)” also puts forward new requirements for China's foreign language education, that is, to adapt to the requirements of the country's economic and social opening to the outside world, and to train a large number of people with international vision and international knowledge. Rules, international talents who can participate in international affairs and international competition. In the context of educational informationization, the traditional training model of foreign language talents has been difficult to meet the needs of current development, and the call for reform of the training model of Japanese professionals is the most urgent. China and Japan are neighbors separated by a narrow strip of water. There are close economic, political, and cultural exchanges. There is a high demand for Japanese talents. In addition to the rapid expansion of the number of Japanese students in the domestic college entrance examination in recent years, the job market has a sharp demand for Japanese professionals. rise. From the perspective of the number of students, Japanese majors are the second largest foreign language in my country except English, but unlike English majors, almost all Japanese majors are beginner learners after entering colleges. In order to quickly improve Japanese skills, it is easier to cycle a single education mode of pure language learning. In order to overcome this drawback, it is necessary to re-study and demonstrate the current Japanese talent training model, and propose a cross-composite talent training model suitable for the current era.

The theoretical value and practical value of this subject research mainly have the following points. First of all, it has important practical significance in teaching and educating people. In response to the new requirements under the background of educational informationization, research on the training model of interdisciplinary Japanese talents is conducive to cultivating foreign language talents that meet the needs of my country's current economic and social development. Secondly, this project advocates freeing from the isolated and pure language teaching model and cultivating high-quality compound foreign language talents, which is conducive to improving the comprehensive quality and professional ability of college students, and enhancing their employment competitiveness and innovation and entrepreneurship capabilities. In addition, this project is conducive to the optimization of the resources of the Japanese professional teacher team, and the

actual effect of professional construction is improved.

Take our school as an example. In recent years, the total number of students majoring in Japanese has been between 260-300, about 1,000 students majoring in English who use Japanese as a second foreign language, and the number of students whose public foreign language is Japanese is more than 300. The Japanese Association There are a total of more than 1,200 students in each grade, a total of more than 2,000 students, which is a very large group of students in the school. Therefore, the development of this topic has a profound impact on the training of Japanese talents. In addition, the research results of this topic will provide reference value for the teaching reform of English, Russian and other languages

## **2. Current Status of Japanese Education in China**

On the whole, the current talent training philosophy and knowledge update speed of Japanese majors generally have not kept up with the pace of development of the times, and are still limited to traditional training models.

In terms of curriculum, the update speed of professional curriculum content is lagging behind, and the phenomenon of “homogenization” of Japanese majors in colleges and universities across the country is serious, and the curriculum content is mainly based on pure language knowledge. Literacy is difficult to improve. Secondly, from the perspective of teaching mode, the traditional “cracking duck” teaching mode still exists. This single output teaching model is difficult to comprehensively improve students' Japanese ability and cross-cultural communication skills, and it is also difficult to expand their international horizons. In terms of evaluation methods, there is still a phenomenon that the final test score is the only criterion for judging students, which leads some students to blindly take high scores as their direction of work, while ignoring the actual use of Japanese ability and the improvement of all aspects of comprehensive quality. In addition, it is located in western Guangdong and lacks a good international language environment and practical opportunities for cross-cultural communication outside the school, which is not conducive to the improvement of students' foreign language practice ability.

In summary, it is an urgent task to explore the cross-composite talent training model for Japanese majors suitable for our school under the background of “new liberal arts” according to local conditions. It is an urgent task to train foreign language talents suitable for the development of local economy in our country.

## **3. The Content and Goals of Teaching Reform**

### **3.1 Reform Content**

In order to solve the problems existing in the current training model of Japanese professionals and cultivate compound foreign language talents who can adapt to local economic development, we need to start from the following three aspects:

#### **3.1.1 Reform the Curriculum System and Teaching Content**

Guided by the “National Standards for Undergraduate Professional Teaching Quality in Ordinary Colleges and Universities” and the “Undergraduate Teaching Guide for Undergraduate Foreign Languages and Literatures in Ordinary Colleges and Universities”, in terms of curriculum settings, in addition to guaranteeing courses for improving basic foreign language skills, combined with the school's characteristics, Added theoretical and practical courses on marine economy, Japanese society, speech and debate, and cross-cultural communication. In terms of teaching content, in addition to cultivating students' solid five skills of listening, speaking, reading, writing, and translation, it also cultivates students' cross-cultural communication skills and comprehensive humanistic qualities, and creates a “Japanese + X” compound foreign language talent.

#### **3.1.2 Reform the Teaching Model**

Use information technology to reform a single classroom teaching, and adopt a teaching mode

that combines online + offline teaching to improve teaching effects. The established online courses are used before class, so that students do well in preview and preparation to improve the efficiency of absorbing knowledge in offline classes. In addition, online courses have added expanded content and discussion areas to mobilize students' learning enthusiasm and autonomy. In the classroom, flexible use of flipped classroom, interactive teaching modes, etc., improve students' practical ability to use foreign languages. After class, through the homework and data analysis on the learning platform, quickly and accurately understand the internalization of students. Through the reform of the teaching mode of each link, the classroom will be promoted from the traditional “teacher as the main body” to the three-dimensional and multi-directional teaching mode with “students as the main body and teachers as the guidance”.

### **3.1.3 Reform the Evaluation System**

Reform the assessment method to avoid students' one-sided pursuit of high scores while ignoring the practical ability. Combining online + offline teaching mode, and using information network technology to assist teaching, scientific data statistics and analysis of students' learning trajectories, supervision and evaluation of students' learning process, and promotion of the combination of learning process and result evaluation, Establish a scientific management and evaluation system to promote the training of foreign language talents.

### **3.1.4 Actively Build Off-Campus Practice Teaching Bases and Second Classrooms**

Strengthen the construction of off-campus practice teaching bases, expand the second classroom on campus, carry out a variety of extracurricular activities, realize the extension and deepening of classroom teaching, and enhance students' comprehensive practical ability of foreign language.

## **3.2 Reform Goals**

The main goal of the teaching reform is to explore a cross-composite talent training model suitable for Japanese majors in our school, so as to cultivate foreign language talents that meet the needs of the current local economic and social development in our country. Through this research, we hope to achieve the following goals:

In the reform of curriculum and teaching mode, optimize the curriculum and combine the teaching of online and offline classrooms to provide effective teaching and thinking guidance to students.

In teaching and research, through data analysis on the teaching platform, in addition to more effective management and evaluation of student learning, it can also accurately grasp the relationship between students' learning effects and learning content, teaching methods and other variables. The teaching team provides data support for teaching and research.

In the construction of the teaching staff, the teachers of this teaching team are given full play to their strengths, supplemented with content for different courses, to enhance the effect of talent training, and at the same time promote the combination of teachers' teaching and teaching and research, and optimize teacher resources.

Through the reform of the Japanese language professional talent training model, enhance the influence of the Japanese language major in western Guangdong, create the foreign language brand of Guangdong Ocean University, let more people understand our school, and promote school enrollment and employment.

## **3.3 Key Issues to Be Solved**

First of all, according to the requirements of the “National Standard” and “Guide” and the actual situation of our school, we will optimize the curriculum and formulate a training plan for Japanese professionals suitable for the social development of the times.

Secondly, establish a common and effective cooperation model in the teacher team of this major, and plan the specific plan for the construction of each course in combination with the professional and expertise of the teacher team. And based on the research and analysis of this topic, publish relevant teaching research and teaching reform papers.

The ultimate goal of this topic is to solve the problem of how to cultivate students' language ability in listening, speaking, reading, writing and translation and the comprehensive humanistic quality of the “Japanese + X” model in the information age. Cultivate diversified Japanese professionals with good overall quality, solid Japanese basic skills and professional ability, master relevant professional knowledge, and serve the needs of social development. On this basis, from the perspective of serving local economy and student employment, the five parts of the curriculum system, public courses, professional core courses, professional orientation courses, practical links and graduation thesis, are reformed in the talent training model.

#### **4. Specific Plans for Curriculum Reform**

##### **4.1 Implementation Plan, Implementation Method, Specific Implementation Plan (Including Annual Progress) and Feasibility Analysis**

###### **4.1.1 Implementation Plan and Method**

Reform the curriculum. To enable students to learn professional knowledge while mastering certain professional knowledge in various fields of economic and social development. In addition, the teacher team jointly explores the ideological and political education resources contained in professional courses, and guides students in learning Japanese culture through “curriculum ideological and political” At the same time, it reflects on Chinese traditional culture and improves its humanistic quality.

Reform the teaching model. The team of teachers jointly explored how to follow the three different modules of “before class-during class-after class” in different professional courses, and integrate online and offline classroom models for teaching.

Reform the evaluation method. Change the single evaluation method that only evaluates students based on their scores, and evaluate students based on statistics from online teaching platforms. And by increasing the proportion of the assessment, to promote students' daily online and offline learning, thereby improving their ability to use.

###### **4.1.2 Specific Implementation Plan**

The first stage: July 2020 ~ December 2020

Reform the curriculum and tap the ideological and political resources in the curriculum. The teacher team jointly explored how to conduct “curriculum ideology” in different professional courses.

The second stage: January 2021 to June 2021

Teacher teams share teaching resources, explore the social and cultural aspects of the curriculum, and build a curriculum teaching platform to realize the online and offline hybrid teaching mode of professional core courses.

The third stage: June 2021 to August 2021

Formulate the assessment and evaluation standards, and conduct statistics on students' learning through the online teaching platform to understand whether the assessment method can promote the enthusiasm of students for independent learning.

Phase 4: August 2021 to July 2022

Revise and formulate a training plan for Japanese professionals that is suitable for my country's contemporary development and the actual situation of the school, and based on the research results of the project, publish teaching research and teaching reform papers, and apply for provincial-level first-class majors.

###### **4.1.3 Feasibility Analysis**

In the past two years, the professional team has conducted more than ten collective discussions on the reform of the curriculum with reference to the “National Standards” and the actual conditions of the school. The person in charge of the project (the person in charge of the Japanese major) put forward the “Benchmark Analysis Report”, and approved it by Shanghai Ocean The jury of experts

from outside professors including the School of Foreign Languages of the University and the School of Foreign Languages of Lingnan Normal University passed the review.

In terms of course teaching content, many teachers have accumulated more curriculum ideological and political resources. The teacher team has researched and tried the “online and offline combination” hybrid teaching model, which has established the basis for the future reform of the talent training model. With the help of data analysis on the online teaching platform, the team can scientifically and effectively formulate student assessment standards.

## **4.2 The Expected Results of the Project and Its Practical Application Expectations**

### **4.2.1 Project Expected Results**

Develop a talent training plan for Japanese majors.

Published 1 teaching paper related to this project and 1 general journal in Chinese core journals or three major international retrieval platforms.

Build an online classroom platform, improve teaching methods, etc., and actively turn it into a teaching achievement award.

Declaring a provincial-level first-class professional.

### **4.2.2 Practical Application Expectations**

Improve the teaching methods of the teacher team through information technology, so that the classroom teaching effect is better, and the students' foreign language use and expression ability; the “curriculum ideological and political” concept is more flexibly applied to the course teaching of this major, Improve the comprehensive quality of the humanistic spirit of the students of this major; build an online teaching platform for the major courses, provide shared resources for teaching and provide data support for future scientific research; the construction experience of this major is for other majors of the school and other The Japanese majors of colleges and universities provide references for talent training.

## **4.3 Features and Innovations of Reform**

### **4.3.1 Reform Direction**

This project is carried out on the basis of combining the new requirements of the times and professional characteristics. Language is the carrier of culture. Foreign languages have the function of communicating to the outside world and carry cultural exchanges while interacting with information. This project uses the characteristics of foreign language majors to combine “Japanese professional skills” with “skills beyond foreign language ability”. It is beneficial to cultivate “Japanese +” compound foreign language talents that meet the requirements of the times.

### **4.3.2 Reform Method**

Use the current information technology to reform the teaching model, and in the classroom teaching, it is divided into pre-class, in-class and after-class research teaching models, breaking through the limitations of time and space in traditional foreign language teaching.

### **4.3.3 Research Methods**

This project uses the data on the platform to carry out classroom teaching analysis to reform the assessment teaching mode. Be able to more objectively grasp the learning situation of students, and conduct assessment and evaluation of students more comprehensively.

## **5. Conclusion**

To sum up, the current talent training concept and knowledge update speed of Japanese majors have generally not kept up with the pace of development of the times, and are still limited to the traditional training mode. The update speed of professional curriculum content is lagging, and the phenomenon of “homogenization” is serious. The teaching mode is traditional The “cracking duck-

style” teaching mode still exists, and it is difficult to comprehensively improve students' Japanese ability and cross-cultural communication skills. According to local conditions, we should explore the cross-composite talent training model for Japanese majors suitable for our school under the background of “new liberal arts”. Training foreign language talents suitable for my country's local economic development is the next subject that must be faced directly.

### **Acknowledgment**

The key project of Guangdong Ocean University's teaching reform: Research on the training model of interdisciplinary talents for Japanese majors under the background of “new liberal arts”

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