

Analysis of the Current Situation and Development Trends of Japanese Language Education in Chinese Universities

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Abstract. This article mainly analyzes the current development trend of Japanese language education in universities, analyzes the problems in current Japanese language teaching, and positions new goals for the development of Japanese language education and teaching based on the background of the new era. This article explores the development trends of Japanese language education in Chinese universities, including emphasis on practicality, cultural cultivation of students, active implementation of compound and bilingual teaching, order based training, lifelong education, etc., so that Japanese language professionals can truly serve national strategies. Cultivating composite talents with Japanese language skills ultimately enables the cultivation of Japanese language professionals to truly serve the national strategy of the 21st century.

Keywords: Japanese Language Education; Composite and Bilingual Teaching; Deepen Integration of Industry and Education.

1. Introduction

With the development of the times, the popularization speed of Japanese language education in Chinese universities has accelerated. At the same time, there are obvious shortcomings in the teaching of Japanese language education in universities, which are disconnected from the employment needs of enterprises. The cultivation of Japanese language talents is facing difficulties, and universities should actively innovate the teaching methods of Japanese language education, comprehensively enhance students' language literacy and comprehensive quality, cultivate composite talents for cross-cultural communication, and meet the talent needs of China's social development.

2. The Current Situation of Japanese Language Education in Chinese Universities

In the 21st century, learning a foreign language can enhance connections with the world and better adapt to the process of globalization. Japan and China face each other across the sea, with numerous exchanges and cooperation in economic, political, cultural and other fields. College students are the main force in Japanese language learning in China, and about 60% of Japanese language learners engage in systematic and concentrated language learning during their university years. At this point, Japanese is no longer a minor language major, but a truly major major. At present, there are about 500 universities in China that offer Japanese language majors, mainly teaching Japanese language, grammar, speaking, listening, translation, literature, culture, and other aspects. The training directions for Japanese language majors mainly include language and literature, trade, foreign-related tourism, applied translation, and other composite professional talents. At present, Chinese universities have designed three types of language courses for the teaching needs of Japanese majors, including language skills courses, language knowledge courses, and public courses. The course design is basically modeled after the Japanese teaching methods of universities such as Beijing Foreign Studies University and Shanghai Foreign Studies University and Zhejiang University etc.. Undergraduate Japanese education and higher vocational language education mainly use textbooks from foreign language universities, and the innovation of course content is low, which cannot well meet the needs of talent cultivation. At the same time, there is a lack of school-based curriculum, and teaching design and talent cultivation methods are relatively backward, requiring early reform.

3. The Problems in Japanese Language Teaching in Universities

(1) The Japanese language discipline system is incomplete

Due to frequent business cooperation between China and Japan, the demand for Japanese language professionals has been increasing year by year. So relevant universities carried out activities such as adding Japanese majors and expanding recruitment of talents, and a large number of expansion resulted in a decline in the quality of talents. At the same time, due to the lack of experience in teaching and research in Japanese language majors, the quality of teaching and research activities is not high, the teaching philosophy of Japanese language education is outdated, and the teaching of Japanese language majors cannot meet the current talent needs of enterprises, resulting in a disconnect phenomenon.

(2) The teaching content is not keeping up with the times

For a long time, universities have mainly adopted the same set of Japanese language teaching data and plans, without updating professional teaching content, resulting in a disconnect between Japanese language teaching and the times. What teachers teach is what they learned in school many years ago. In addition, universities focus on cultivating students' language skills, and their practical and job seeking abilities are relatively poor. The talent training plans of universities do not match the talent needs of enterprises, resulting in high difficulty in job seeking for Japanese language majors.

(3) The issue of students' interest in learning

Due to the tedious process of language learning, students need to memorize grammar, vocabulary, practice reading, listening, and speaking skills. During this process, students are prone to a decline in interest and find it difficult to experience the joy of learning Japanese. So in Japanese language teaching, how to cultivate and maintain students' interest in learning is the most important issue currently in Japanese language teaching.

(4) The quality of the teaching staff needs to be improved

For a long time, teachers have adopted outdated teaching methods and focused mainly on theoretical research when conducting teaching research, resulting in a disconnect between teaching content and reality. In response to this issue, universities should strengthen the construction of their teaching staff and improve their literacy. Teachers should also actively engage in teaching and research activities to continuously improve their professional competence.

4. Japanese Language Teaching Objectives in Chinese Universities

(1) Enhance the comprehensive quality of students

By adjusting teaching objectives and optimizing teaching processes, universities can help Japanese language majors achieve professional skills, and at the same time, carry out courses on ideological and political education to enhance students' ideological literacy, enabling them to have a basic sense of social responsibility, enhance cultural awareness in cross-cultural communication, and become disseminators of the Chinese voice.

(2) The goal of cultivating service talents

The mission of offering Japanese language majors in universities is to cultivate high-quality composite talents who meet the employment needs of enterprises, have proficient language skills, possess cross-cultural communication abilities, and are determined in ideology and politics. The purpose of Japanese language teaching is to enable students to master language skills while better integrating into society, becoming well-rounded talents who understand both language and humanities.

(3) Stimulate students' learning enthusiasm

The fundamental reason for the establishment of Japanese language majors in universities is to provide professional Japanese learning opportunities for learners who have the ability and enthusiasm to learn Japanese. In Japanese language teaching in universities, a student-centered teaching concept should be implemented, and Japanese language teaching methods and content should be optimized to ensure that Japanese language education can not only meet students' pursuit of knowledge and skills, but also cultivate their correct outlook on life and social responsibility, making them more purposeful and responsible in their career development.

5. The Development Trend of Japanese Language Teaching in Chinese Universities

(1) Emphasize practicality

Japanese majors in universities should meet the needs of enterprise talents, strengthen the practicality of the curriculum, and improve students' ability to apply Japanese knowledge. When teaching, teachers should pay attention to reforming teaching methods, improving the design of Japanese language curriculum according to the situation, and letting students understand Japanese culture, Japanese thinking, and background. For example, the course "Selected Readings of Japanese Newspapers and Magazines" offered by universities can enable students to deeply apply their Japanese reading abilities, enhance their language thinking and logical summarization abilities, expand their horizons, and enable them to better understand the views of Japanese media on social hot topics. When selecting teaching resources for the course, teachers can use materials such as Asahi Shimbun, Yomiuri Shimbun, and Daily News to effectively improve the practicality of Japanese language teaching content, ensure that students can learn the most authentic and standardized Japanese expression methods, and make up for the deficiencies in current textbook content. In addition, universities should introduce foreign teacher resources and enhance classroom interaction mechanisms to provide students with sufficient opportunities for exercise and practice in language skill teaching, especially in areas such as audio-visual and oral teaching. In the teaching of Japanese audio-visual modules, teachers should organize students to conduct scene simulations to enhance their language application abilities. For example, organizing students to simulate conversations in scenarios such as hotels and restaurants allows them to learn and practice Japanese language skills in actual language environments, thereby enhancing the practicality of the course and laying a solid professional foundation for their future career development.

(2) Composite and bilingual teaching

Universities should understand the needs of enterprises and industries, scientifically design Japanese courses, and before offering Japanese majors, they should fully understand the development and talent needs of Japanese enterprises, strengthen the cultivation of compound talents, promote bilingual teaching, combine Japanese education with other majors, improve the literacy of Japanese major students, and cultivate compound talents with dual degrees. At the same time, universities should actively establish cooperative relationships with Japanese enterprises, establish practical training bases, and enable students to enhance their language application abilities through internships and project practice activities. Based on the training needs of bilingual composite talents, on the one hand, teachers should actively explore new teaching methods, apply problem oriented, case-based teaching and other methods, so that students can deeply learn Japanese knowledge cases, improve their language application ability, and enable students to master Japanese communication methods in different scenarios. At the same time, we attach great importance to students' opinions and suggestions on Japanese language courses and related teaching activities, collect their opinions through methods such as student representative meetings and questionnaire surveys, adjust teaching plans, and improve the effectiveness and pertinence of Japanese language teaching. Simultaneously committed to cultivating dual qualified teachers with both teaching and business experience.

On the other hand, based on the demand for cultivating bilingual composite talents, universities should actively organize teaching and training activities for teachers, hone their teaching skills, enable teachers to update their teaching concepts in a timely manner, comprehensively improve teaching

quality, and ensure that Japanese language teaching activities can meet the talent needs of current Japanese enterprises.

(3) Emphasize cultural cultivation

For students majoring in Japanese, improving language proficiency is easy, but enhancing Japanese cultural awareness is not easy. The behavior, language, and thinking of Japanese people are manifestations of their cultural behavior. Universities should attach great importance to cultivating students' cultural awareness and strengthening the cultivation of Japanese culture in order to reduce friction in job seeking and career development, increase employment rates, and enhance their adaptability to the professional environment, thereby reducing career risks. Therefore, universities should establish Japanese cultural courses to guide students to have a deep understanding of Japanese culture, expand their cognitive boundaries, and cultivate their comprehensive literacy. The teaching of Japanese culture should be centered around culture and incorporate other Japanese language elements such as language, audio-visual, and reading, in order to better cultivate students' cultural awareness and language application abilities. At the same time, an international exchange platform should be established to allow students to integrate into the cultural environment of Japanese companies through study abroad programs, talent development programs, etc., improve their understanding of Japanese culture, reduce job search barriers, and have a better career. From another perspective, with the continuous development of our country, Japanese language professionals should play a role in cultural exchange and output.

(4) Deepen the integration of industry and education, combining with enterprises and cultivating through order-based training.

The report of the 20th National Congress pointed out that "promote integration of vocational and general education, of industry and education, of science and education, and optimizing the type positioning of vocational education" and developing education that meets the people's expectations. Japanese language education in Chinese universities should also promote the integration of industry and education.

In response to the employment characteristics and talent development paths of Japanese language major students, universities should play their own role, actively combine with enterprises, establish talent training cooperation plans, and allow enterprises to deeply participate in the process of student training. Universities should jointly develop talent training plans with enterprises, determine talent training goals, curriculum and teaching content and methods. Universities are responsible for providing teaching resources and student management for students, while enterprises are responsible for providing internship and project practice opportunities and guidance for students, ensuring that the employment needs of enterprises are met through an order based approach. In the order based talent cultivation model, it is necessary to clarify the teaching content, ensure that students not only learn Japanese knowledge and skills, but also learn corporate culture courses, thereby optimizing the talent cultivation path and improving the quality of talent cultivation. At the same time, attention should be paid to regularly evaluating student literacy to ensure that students can develop comprehensively and better adapt to job requirements. Based on an order based training plan, universities should actively create an industry university research platform, allowing students to have a deep understanding of the company's situation and allowing enterprise talents to come to the university for teaching, providing solid talent and resource support for universities to comprehensively improve the quality of talent cultivation.

(5) Strengthening lifelong education

For Japanese language majors who have already graduated, universities should provide career development guidance and establish career social platforms for students. On the one hand, it can help students better adapt to the development and changes of enterprises, adapt to the workplace environment, and improve the employment rate of Japanese language majors. On the other hand, by understanding the needs of graduates, universities can adjust their courses in a timely manner to

ensure that the training mode of Japanese language professionals can adapt to the needs of social development. In order to better provide career development guidance for Japanese language major students, universities should establish continuing education centers, collaborate with enterprises to develop training courses, provide vocational education for graduates, enable students to learn the latest professional knowledge and skills, and build bridges for enterprise and talent development through activities such as lectures and job fairs.

(6) Serving national strategy

In the context of the new era, serving national strategies and innovating foreign language education is the new mission of Japanese language education in the new era. When offering Japanese language majors in universities, it is important to ensure that Japanese language education and teaching work is highly adapted to the development of new liberal arts, and to ensure that Japanese language students can become disseminators of the Chinese voice in cross-cultural communication, thereby improving their ideological and moral standards. When planning Japanese language teaching, universities should actively innovate the Japanese language education and teaching system, stimulate students' patriotism, and cultivate compound language talents with international perspectives and professional cultivation. To better serve the national strategy, universities should clearly define the training objectives for Japanese language professionals, use diverse training methods, and improve students' language skills, ideological level, and comprehensive literacy through certificates, competitions, and ideological and political courses. In Japanese language teaching, attention should be paid to cultivating students' humanistic literacy and social responsibility, and methods such as curriculum integration and ideological and political education should be used to help students shape good values. In addition, based on the development trend of artificial intelligence, Japanese language teaching in universities should follow the trend of the times, actively adapt, and optimize teaching content and methods. By strengthening professional construction and carrying out professional practice, students can have a deep understanding of the employment prospects of Japanese language majors, stimulate their interest in learning, better grasp the development lifeline of the industry, continuously hone themselves, and thus meet the employment needs of enterprises. At the same time, the construction of the Japanese language major should actively break down disciplinary barriers, cultivate students' comprehensive literacy, guide students to understand new industries and new formats, integrate Japanese skills with the industry, and enable students to better obtain better opportunities in their future career development.

6. Conclusion

In summary, based on the current development trend of Japanese language education in universities, analyzing the existing problems in Japanese language teaching, universities should reposition new goals for the development of Japanese language education and teaching. At the same time, in the development of Japanese language teaching, universities should pay attention to practicality, cultural cultivation of students, actively carry out compound and bilingual teaching, Deepen Integration of Industry and Education and apply order based training models. In addition, universities should strengthen lifelong education to enable Japanese language professionals to serve national strategies. Cultivating composite talents with Japanese language skills ultimately enables the cultivation of Japanese language professionals to truly serve the national strategy of the 21st century.

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