



A Probe into the Sustainable Development of the Japanese Talent Cultivation by the Cooperation between Private Universities and Enterprises

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Abstract: With the increasingly frequent exchanges between China and Japan, many companies in China are in urgent need of high-quality Japanese professionals. In this context, private colleges and universities pay more and more attention to school-enterprise cooperation, hoping to further optimize the talent training model of Japanese majors through school-enterprise cooperation. This article starts from the analysis of the problems existing in the training of Japanese professionals in private universities, and focuses on the exploration of the sustainable development of the training of Japanese professionals in private colleges and universities, with a view to comprehensively improving the teaching quality of Japanese professionals in private colleges and universities, and delivering more talents to the society.

Keywords: Private Colleges and Universities; School-enterprise Cooperation; Japanese Majors; Talent Training

With the development of society, modern enterprises have higher standards for Japanese professionals. In order to better meet the employment needs of modern enterprises, our private colleges and universities pay more and more attention to school-enterprise cooperation. The School-enterprise cooperation focuses on improving teaching quality and optimizing the talent training model through the participation of enterprises. Practices have proved that the scientific and efficient school-enterprise cooperation mechanism is not only conducive to the training of talents in universities, but also to the healthy development of enterprises, which is a “win-win” measure.

1. Problems existing in the talent training of Japanese in private universities

1.1 The goal of talent training is not clear

At present, some private universities and colleges in China still have unclear goals in terms of talent training. On the one hand, the Japanese majors in some private colleges and universities pay too much attention to the students' Japanese theoretical knowledge, such as Japanese grammar, Japanese listening, Japanese reading, etc., and ignore the students' practical application ability of Japanese^[1]. Under such a teaching model, students may have the ability to take Japanese exams, but they do not necessarily have the ability to use Japanese flexibly, which is not conducive to private colleges and universities to cultivate Japanese practical talents. On the other hand, some private colleges and universities have Japanese majors in the issue of talent training, but the evaluation system is too limited. Some teachers pay too much attention to the students' Japanese learning performance. As long as the students' Japanese learning performance is good, they can get a better evaluation. They did not conduct dimensional assessment of students from the aspects of Japanese culture and Japanese innovation. Under such an evaluation system, it is difficult for private colleges and universities to

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train high-quality Japanese professionals with all aspects of development.

1.2 The teaching model is too backward

In the process of learning Japanese, students must have a certain interest in learning in order to achieve better learning results. However, in reality, the Japanese teaching model of many private universities is too backward, and it is difficult to stimulate students' interest in Japanese learning. First, the reason why it is difficult to stimulate students' interest in learning in some private universities' Japanese majors is that teachers are too focused on lectures and rarely interact with students. If students are only passive listeners in Japanese classrooms, their subjective initiative will be difficult to stimulate, which is not conducive to cultivating students' autonomous learning. Second, in some private universities' Japanese majors, teachers' teaching philosophy is too oriented to talent training, thinking that the way to learn Japanese can only be in the classroom and there is no way to expand Japanese learning outside the classroom. Private colleges and universities have limited Japanese class hours per semester^[2]. If teachers are not good at guiding students through methods outside the classroom, students' Japanese learning resources and channels will be limited, which will easily hinder students' diversified development in the field of Japanese.

1.3 There are insufficient teachers

In some private universities in China, there is obviously a shortage of teachers in terms of talent training in Japanese majors. On the one hand, some private colleges and universities lack Japanese teachers with a strong comprehensive ability in terms of talent training. Some Japanese teachers have very high academic qualifications and rich theoretical knowledge^[3], but lack the practical application ability of Japanese. If the teacher's own practical application ability is insufficient, it is difficult to design a high-quality Japanese practical teaching system, which is not conducive to cultivating students' Japanese practical application ability. On the other hand, some private universities and Japanese majors lack comprehensive literacy comparison in terms of talent training. Some Japanese teachers are very good at teaching and the students trained are also good at exams, but the comprehensive Japanese literacy shown by these students is not high. Once faced with job hunting, these students' employment competitiveness is not strong. The main reason for this problem is that teachers have not properly penetrated knowledge of Japanese culture, Japanese social etiquette, and Japanese professionalism in daily Japanese teaching.

2. A probe into the sustainable development of Japanese talent cultivation by the cooperation between private Universities and enterprises

2.1 Based on the school-enterprise cooperation mechanism, clarify the training goals of Japanese majors

Through the school-enterprise cooperation mechanism, private colleges and universities can further clarify the training goals of Japanese majors. On the one hand, with regard to the issue of personnel training for Japanese majors in private colleges and universities, through the school-enterprise cooperation mechanism, it is possible to deeply understand the company's demand for Japanese professionals, build a "language + skills" talent training goal, and strengthen every student's Japanese Practicing the application ability, cultivate more Japanese application-oriented talents. On the other hand, the Japanese majors in private colleges and universities can establish and improve the evaluation system of Japanese majors based on the "school-enterprise cooperation" mechanism^[4] in terms of talent training. Colleges and universities can invite outstanding business representatives to participate in discussions, publish suggestions, develop a more comprehensive evaluation system, and conduct multi-dimensional assessments on students such as "Japanese performance", "Japanese culture", and "Japanese innovative thinking", and cultivate more high-quality Japanese professionals developed in all aspects.

2.2 Improve the teaching mode of Japanese majors through the school-enterprise cooperation platform

How to improve the teaching mode of Japanese majors? First, the Japanese majors in private colleges and universities should actively improve the traditional teaching model in terms of talent training. In the Japanese class, teachers should be good at stimulating students' interest in learning, and communicate and interact more with students. Through

the school-enterprise cooperation platform, teachers can integrate the Japanese knowledge most commonly used by enterprises and integrate these knowledge points into classroom teaching to enrich students' learning content. In order to better stimulate students' enthusiasm for inquiry, teachers can also use information-based teaching tools to play typical Japanese application scenarios in the enterprise, allowing students to conduct Japanese scenario simulations in groups, which can not only enliven the classroom atmosphere, but also improve students' Japanese practice and application ability. Secondly, teachers should open up their minds in terms of talent training for Japanese majors in private universities, and should not limit Japanese teaching to the classroom. Through the school-enterprise cooperation platform, teachers should regularly lead students to study and research within the company, and feel the company's real demand for Japanese professionals. In this process, teachers should also carry out necessary science popularization for students in terms of professional ethics and professional psychological quality, so as to lay a solid foundation for students' future employment.

2.3 Use the school-enterprise cooperation as the starting point to strengthen the teaching staff of Japanese majors

Optimizing the talent training model of Japanese majors in private universities is inseparable from excellent teachers. To strengthen the teaching staff of Japanese majors, universities can work hard from these aspects. On the one hand, the Japanese majors in private universities should strengthen the comprehensive ability of teachers in terms of talent training. For Japanese teachers who emphasize theory and ignore practice, colleges and universities can use "school-enterprise cooperation" as the entry point to regularly arrange Japanese teachers to study and communicate on the front line of enterprises, and allow teachers to report and share in the form of practical learning experience. Improve teachers' Japanese practical application ability and bring better quality practical teaching to students. On the other hand, the Japanese majors in private universities should strengthen the comprehensive quality of teachers in terms of talent training. At this stage, most Japanese teachers lack comprehensive literacy, mainly because they do not understand the knowledge of Japanese culture. Taking the school-enterprise cooperation as the starting point, colleges and universities can invite business representatives to campus and hold lectures and forums related to Japanese culture to enrich school teachers' Japanese knowledge and improve their comprehensive Japanese literacy. After teachers have a relatively high comprehensive Japanese literacy, they can consciously infiltrate knowledge of Japanese culture, Japanese social etiquette, and Japanese professional literacy in Japanese teaching, so as to improve students' comprehensive Japanese literacy.

3. Conclusion

With the popularization and deepening of the school-enterprise cooperation mechanism, private colleges and universities should pay attention to the specific details of the school-enterprise cooperation. When students enter an excellent company for internship, they will not only meet the frontline employees of the company, but also students from other schools. In this process, private colleges must have the awareness of resource integration, encourage students from different schools to communicate and interact more, make full use of the superior resources of different schools, achieve a good pattern of complementary advantages, and improve students' comprehensive Japanese literacy through multiple channels.

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