

The Positive Effect of Academic Competitions on Professional Learning: An Example of National Skills Competition for Applied Japanese Majors

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Abstract: Japanese subject skills competitions not only demonstrate students' Japanese language skills, but also reflect students' all-round ability level. Therefore, the Japanese subject skills competition is important for cultivating Japanese composite talents. In recent years, Jiaying university has achieved good results in the Japanese subject skills competition. On the one hand: students' participation in and attention to this competition is greatly increased, which will promote students' ability to improve their professional learning. On the other hand: the students who participate in the competition improve their overall Japanese language ability in the competition to a greater extent.

1. Overview of the Japanese Language Proficiency Contest

1.1. Overview of the Japanese Language Skills Competition

The purpose of the Japanese language competition is to promote teaching, [1]learning and creativity through the competition; to inherit and carry forward the achievements of the excellent Chinese civilization, to tell Chinese stories in Japanese, and to enhance cultural confidence; to promote the reform of Japanese language education and teaching, to improve the comprehensive language skills of college students, and to effectively implement the goal of education; to strengthen the learning and communication of Japanese language learners, to create an atmosphere of Sino-Japanese language exchange, and to promote Sino-Japanese cultural exchange. At present, the Japanese subject competition contains various forms, including speech, dubbing, translation, etc., which test students' comprehensive Japanese language ability from different perspectives and with different focuses. [2]The Japanese language competition has been held since 2009, and different universities in different regions are responsible for holding it. For example, in Zhejiang, the competition is held by Zhejiang University of Technology and Industry. The most typical Japanese language competition is the National Senior High School Japanese Language Skills Competition, which consists of two categories: individual (speech and quiz) and group (workplace Japanese drama performance). The competition focuses on individual Japanese expression and response ability, as well as the participants' comprehensive Japanese language skills, professionalism and teamwork ability.[1]

1.2. Japanese Language Skills Competition System

The competition consists of two categories: individual (speech on a topic) and group (Japanese drama and dubbing). The preliminary round will be held within the school firstly, and then the list will be announced after selection to participate in the national rehearsal and final round, in which there will be one place for both group and individual rounds, with the individual round reduced to one person from two. As shown in Figure 1 and Figure 2.

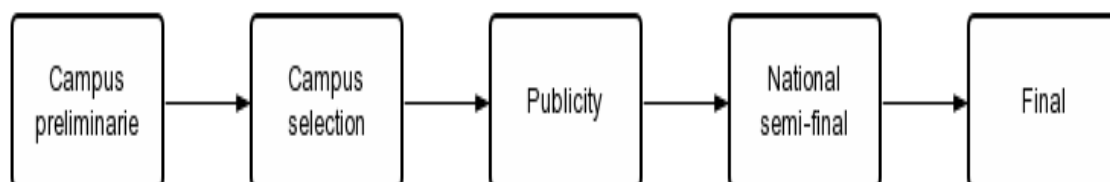


Figure 1: Japanese Language Skills Competition process

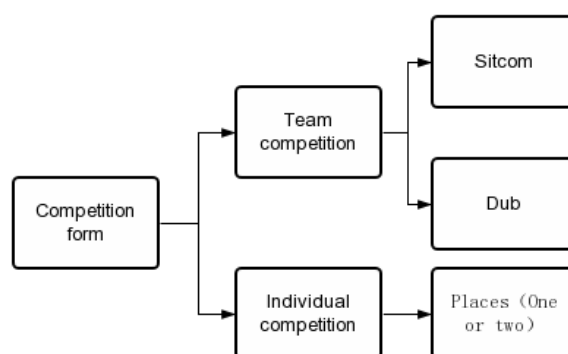


Figure 2: Japanese language skills competition format

1.3. Cases of Applied Japanese Language Students Participating in Japanese Subject Competitions at Jiaxing University

Take Jiaxing University as an example, in recent years, students of Applied Japanese at Jiaxing University have united to win several prizes in the individual and team competitions in the Japanese subject competition. In recent years, except for 2020, which was not held due to the epidemic, our students won the second prize in the individual competition and the third prize in the group competition in 2018; the first prize in the individual competition and the third prize in the group competition in 2019; and the third prize in the individual competition and the first prize in the group competition in 2021. These are the achievements of the school's Japanese teachers who have worked hard and tirelessly to teach them. The individual competition includes speeches, and the group competition includes sitcoms and voiceover dramas.

2. The Promotion of Students' Professional Study by Japanese Subject Competition

There are competitions for Japanese language subjects such as speech, quiz, Japanese workplace drama, and voice acting. Students who participate in the competition will adjust their needs to the content of the competition. At the same time, they will ask their teachers how to adjust to the competition and how to intensify their training in related areas. Then, they will improve their Japanese language skills step by step with the program given by the teacher, so that they can cope with the competition and perform better.[4]

2.1. Pre-Race Preparation

Students are the main participants in the Japanese Language Proficiency Contest, and teachers play a supporting role. Each student participating in the competition should prepare adequately before the competition and arrange a plan for each day before the competition. Depending on the content of the competition, students should plan long-term training goals and general goals for themselves in the preparation phase. For students participating in the competition in the competition's material and improve their Japanese ability level program, they can have a lot of communication, in which students can discuss each other's problems and help solve them, which can improve the team's tacit understanding and cohesion. Students plan their own arrangements from small to large, from point to point, point to point, laying the foundation and rebuilding the house first, with details and sequences, in layers. With your own arrangement and the help of your teacher, you create a plan that you can actually work with and can scientifically and systematically improve your level of Japanese language ability. At the same time, at each stage, arrange the planning to be combined with your own reality and make adjustments according to your needs. You can ask your teacher about difficult issues. Aim to find out the problems and solve them by yourself. This will not only improve students' thinking ability to solve problems, but also make a greater progress in their ability to learn Japanese on their own better in the future.

2.2. Post-Race Growth

After participating in a Japanese subject competition, students will have a greater improvement in their Japanese language skills. When you watch other people's speeches or performances in the competition, you will know the level of your Japanese ability by understanding the level of other people's Japanese. After participating in the competition, you will be able to have a correct understanding of your pronunciation deficiencies and grammar problems. After observing many speech examples, you will be able to improve your writing skills.

In addition, students who participate in the drama will not only learn a lot about the Japanese workplace, but will also be able to overcome their performance nerves, improvise, and adapt to the role they are performing. Through drama performance, we can improve our speaking skills. In our daily study, we only read one sentence and translate one sentence for Japanese translation. We don't have the habit of thinking in a foreign language, and we only translate superficially. We only think of Japanese as a tool to communicate with foreigners. But through the competition, you will understand that thinking in a foreign language is an important thing, and it will make you speak Japanese to the point of speaking "human" and even expressing deeper thoughts.

After interviewing and questionnaireing the students of Applied Japanese who participated in the discipline competition at our school, I learned that the students would do as much prep work as possible before participating in the Japanese discipline competition. For example, for speech-related competitions, they would carefully prepare their speeches and ask their foreign teachers to correct them. During the tutoring process, I learned a lot of practical Japanese expressions that I did not know before and were not taught in the textbooks, and I also learned how much difference there was between my pronunciation and the native Japanese pronunciation. In addition to these academic gains, during this series of preparations, I slowly learned that when I seriously devote my attention to a matter, I can really train and improve myself while acquiring professional knowledge, such as perseverance in insisting on repeated practice and an attitude of seeking advice with an open mind. It became clearer that if I wanted to make more progress in my future Japanese studies, I would have to put more effort into my profession than I had realized before.

The solidarity and friendship of the collective is also an important factor in learning, and the Japanese language skills competition plays an important role in promoting teamwork and enhancing

team cohesion. In collective learning, living and working, there is a symbiotic relationship between individuals and the collective, and the collective has an important significance to the growth of individuals. In the group competition of skill competition, it can motivate teachers and students to strictly discipline themselves, consciously overcome their own shortcomings, and can actively and positively work hard to win the competition, so that the collective forms a strong cohesion and greatly enhances their ability in the competition. Therefore, the improvement of Japanese language skills competition in improving Japanese language learning ability lies not only in individuals but also in teams.

Japanese language skills competition, especially the collective team competition is very conducive to cultivating students' sense of collective honor, because sports activities have the characteristics of competition, representation and collectivity, which determines that teachers and students in the process of participating in the team competition, each member must help each other, unity and cooperation, in order to achieve success and final victory; otherwise, the team will be like a plate of scattered sand, no combat power. Between students and students, between students and teachers, during the preparation for a long time to communicate with each other, help each other, can cultivate a sense of collective honor of students, but also conducive to the elimination of student-student, teacher-student misunderstanding and gap between students and teachers, close the distance between students and teachers, improve collective cohesion. For example, in the dubbing competition, if you want to win the competition, students dubbing different roles must work together tacitly to maximize team strength and complete the competition, otherwise the team will fall apart and lead to the failure of the competition.

3. The Significance of Japanese Subject Competition for the Cultivation of Complex Japanese Talents

3.1. Discussing the Role of Disciplinary Competitions in the Cultivation of Complex Talents Based on Pedagogical Aspects

The Japanese language knowledge that students learn in school, for example, in the case of applied Japanese language majors, is very limited from the point of view of the various courses carried out in school, such as the Japanese audio-visual course to train students' listening skills, the Japanese conversation course to train students' speaking skills, and the Japanese reading course to train students' reading skills, etc. Students need to improve their overall Japanese language skills in other ways. Teachers can combine Japanese language competitions with classroom teaching, linking the classroom and the competition directly to promote each other, and using the classroom as a carrier and the second classroom activities as a support to prepare for the competition with the goal of vocational skills competition. For example, in the case of a dubbing contest or speech contest, the content of the contest can be placed in the Japanese conversation course, which can improve students' enthusiasm for the course and the efficiency of their professional learning, and at the same time improve students' sense of competition, from which students with higher ability can be selected to participate in the Japanese skills contest and further improve their overall Japanese language ability. In addition, subject competitions can be integrated into classroom teaching and stimulate students' ability to combine theory with practice. Especially in foreign language teaching, subject competitions can help to find and solve problems in language application activities, promote the development of quality-oriented education, and cultivate application-oriented and innovative talents.[5]

The skill competition of higher vocational colleges promotes the teaching reform of vocational colleges and becomes an important means to promote the development of vocational colleges.[5]In the whole process of Japanese skills competition, colleges and universities take students as the

center, and teachers mainly play an auxiliary role.[7]In the classroom, students often learn with the goal of taking exams, ranging from small tests to final exams, resulting in students only learning Japanese in a consistent test-based education, unable to break away from traditional test-based education and truly improve their overall Japanese skills. The subject competition, on the other hand, has changed the traditional teaching method. Firstly, it is a competition in which students compete with each other, changing the goal of students' learning from passing exams to obtaining competition results, and secondly, pulling students out of their textbook knowledge and creating a "competition teaching" method.[8]Teachers can also cultivate students' application ability in this teaching process, study the teaching materials thoroughly, keep abreast of the times, constantly adjust the teaching content, form a more mature teaching mode, and improve the ability to train complex talents. The competition will help broaden students' vision, enrich their knowledge, and enable them to have a deeper understanding of relevant professional skills. After participating in the competition, the students found the professional knowledge of international trade practice, customs declaration, inspection and inspection so flexible and useful, and more clear career direction.[9]

In terms of team, an excellent subject competition team needs an excellent instructor. For one thing, the instructor should take a different approach to instruction by combining the character traits and behavioral habits of each student. And the instructor should also know how to be tolerant and forgiving, and communicate with the team personnel in a timely academic and emotional manner so as to be able to get close to the students and unite them. Secondly, the mentor should also have strong psychological qualities and extraordinary frustration tolerance, so that he or she can lead the teammates to power up and move forward in accordance with the direction of the goal, so as to persevere to the end and achieve the results of the competition. Thirdly, the courageous leader needs to adopt an effective way to relieve the pressure of each team member, and assume the responsibility and role of a leader, and clarify his or her position in the hearts of all students to be able to effectively play the role of a leader, to identify team problems in a timely manner, and to analyze the root causes of problems and solutions to explore, so as to manage the team well, so that team members can complete the game in good condition. Fourthly, as an instructor, we should play a leadership role to regulate and improve the feelings between the team members and strengthen the cohesion of the team. A strong cohesion is conducive to achieving good competition results, and at the same time helps students to communicate with each other in learning and improve their learning efficiency.

3.2. Discussing the Role of Disciplinary Competitions in the Development of Complex Talents Based on the Aspect of Students' Self-Learning

Relying on the corresponding discipline competition, to further create the corresponding Japanese acquisition environment, with such competition mechanism, scientific and reasonable formulation and implementation of the competition content and form, which is of great significance for the fundamental training of the corresponding Japanese practical talents.[10]Japanese subject competitions enable students to use the competitions to promote learning and have a clear direction in their learning activities. In particular, group competitions encourage students to think actively, communicate with others, and find ways to solve problems. Individual competitions help students to have solid basic knowledge and skills as well as good psychological quality, and to improve their knowledge structure. Students' goals are often missing in their studies at school, and subject competitions play a good role in helping students to set goals, motivate them to study, and improve their overall Japanese ability. Based on the major of applied Japanese language, students need to study Japanese knowledge related to their major, such as Japanese Language Proficiency Test, translation certificate and other examinations in their spare time, because the knowledge they learn

in the school curriculum is very limited. In the Japanese language skills competition, in addition to the need to focus on Japanese language education and related professional knowledge, it is also necessary to understand Japanese corporate culture and have a further understanding of Japanese society and the way of thinking of Japanese people, so the skills competition can increase the students' knowledge of all aspects of the Japanese language.

4. Conclusions

The research on the changes of college students and teachers in Japanese skills competition shows that Japanese skills competition provides students and teachers with sufficient growth and help. Participating in Japanese skills competition is conducive to students' progress in Japanese learning and teachers' improvement in Japanese-related teaching.

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