

Research on the strategy of improving cross-cultural communication ability in the cultivation of applied Japanese talents in colleges and universities from the perspective of "course ideology and politics"

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Keywords: Curriculum Ideology and Politics; Applied Japanese Talents in Colleges and Universities; Research on Promotion Strategies

Abstract: In recent years, IT technology has advanced by leaps and bounds, and our lives have undergone tremendous changes. In order to cope with rapid social changes, it is necessary to absorb more new information and continue to learn. As a language skill for students, Japanese should be applied to various interpersonal communication activities; at the same time, it is also necessary to assist companies to deal with some activities related to Japanese companies or Japanese people. The cultivation of cross-cultural communicative competence is an important goal of foreign language teaching in my country in the new era. Clarifying the importance of this goal conforms to the development trend of today's world. At the same time, it is also an urgent need to cultivate applied foreign language teaching talents and serve the society. This paper reconstructs the training system of applied talents for Japanese majors, makes full use of network resources, and enriches the cross-cultural communication environment. Introduces the Japanese talent training and communication skills improvement strategies.

1. Introduction

In recent years, the rapid development of IT technology has brought about tremendous changes in our lives [1]. In order to cope with rapid social changes, it is necessary to absorb more new information and continue to learn. Once any language is used as a practical "tool", the first thing it faces is the ability of dictation and expression of the language, that is, the ability to listen, understand and even record the language content of the object of communication smoothly, and be able to quickly do it. Answer accordingly, so as to ensure smooth and barrier-free communication and exchanges between the two parties. This is the basic quality that Japanese major students should have whether they enter a Japanese enterprise or engage in work related to Japanese translation. In the aspect of applied technology university education, in order to cultivate applied technology talents who can cope with social changes, the "student-centered" teaching mode is implemented in the classrooms of many colleges and universities [2]. With the development of economic globalization, the demand for foreign language talents has gradually increased, and the traditional single foreign language talent training model in the past can no longer meet the needs of today's social development. In order to keep up with the pace of the development of the times, various colleges and universities have carried out the reform and innovation of the talent training model, but most of them focus on the compound application-oriented talent training model [3]. The practical teaching of Japanese majors in application-oriented undergraduate colleges refers to the practice of Japanese majors after they have mastered the basic knowledge of the language and the knowledge of Japanese literature, culture, social situation, etc. required by the teaching objectives of the subject, so as to improve the students themselves. A series of training activities for the purpose of listening, speaking, reading, writing, translation and other special skills [4-5].

2. Strategies for improving cross-cultural communication ability in the cultivation of Japanese talents in colleges and universities under the "course ideology and politics"

2.1. Update the teaching mode and strengthen the cultural curriculum.

The cultivation of intercultural competence has become an important mission for the cultivation of Japanese majors in colleges and universities. Cultivate students' dual-cultural learning ability. The importance of Japanese culture learning in Japanese language education is self-evident. However, to achieve cross-cultural communication, it is not only necessary to "know the enemy" but also "know oneself". Japanese intercultural communication is the exchange of knowledge, thinking and emotion between Chinese and Japanese nationals with Chinese and Japanese cultural backgrounds. In actual cross-cultural communication, there are many factors that affect the results of both parties' communication. Among them, in addition to the understanding of the cultural background of the language destination country, the familiarity of the cultural knowledge of the country and the mastery of the cultural differences between the two countries are also extremely important. The derailment of language and culture learning is the problem that must be solved to improve the cross-cultural communication ability of Japanese students. Therefore, it is necessary to update the teaching mode, strengthen the cultural curriculum, make changes in the curriculum mode, teaching resources, teaching concepts and many other aspects, strengthen the humanistic quality of students, cultivate their cognition and understanding based on Chinese and Japanese culture, and form students who can master the language they are learning. Cultural knowledge and the ability to communicate across cultures are the core goals of cultivating applied Japanese talents in colleges and universities [6-7]. The first is to add Chinese traditional culture courses in the curriculum setting, strengthen the introduction of Japanese culture in the basic courses, and strengthen the guidance and cultivation of students' cognition and understanding of the similarities and differences of Chinese and Japanese cultures, world views, and values, and acquire dual culture. ability to learn. Second, in the selection of teaching materials, teachers can make full use of the information advantages of the Internet age, and through the supplement of various network resources and online platforms, break the knowledge limitation of a single teaching material, and enrich the diversity of students' learning of Chinese and Japanese culture and comparative cognition. way. Students majoring in Japanese should have a correct world outlook, outlook on life and values, good moral character, Chinese feelings and international vision, social responsibility, humanistic and scientific literacy, and a spirit of cooperation. "Under the new situation, the cultivation of Japanese talents must adhere to the fundamental task of "cultivating morality and cultivating people", and cultivate socialist builders and successors who develop morally, intellectually, physically and aesthetically, with noble national spirit and correct values. Therefore, Japanese Major students should be familiar with Chinese traditional language, culture and knowledge while mastering the relevant knowledge of Japanese, understand the basic knowledge of humanities and social sciences and natural sciences, and build an interdisciplinary knowledge structure. The boring learning experience brought by teaching can also establish a multi-material learning system based on students' interests and hobbies according to their closeness and dependence on the Internet, and more vividly combines fixed classroom teaching with flexible online learning to improve students' learning. Cultural learning experience and resonance. Third, cultural learning through online platforms may also have certain cultural misunderstandings and risks of acceptance. Teachers should pay attention and guide them in a timely manner. Screening to eliminate the influence of some bad materials with distorted values. With the increasing development of the Internet, learning materials for Japanese and Japanese culture can be seen everywhere on major online platforms, of which there are naturally mixed good and bad, and some even have extremely unobjective, and even distorted values. Therefore, the lack of critical thinking ability of college students requires Japanese teachers to strengthen positive guidance and knowledge screening while supplementing online teaching resources to help students establish correct three views while learning Japanese culture. The basic requirements of Japanese talent training [10].

3. Reconstruction of the training system of applied talents for Japanese majors

As a language skill for students, Japanese should be applied to various interpersonal communication activities; at the same time, it is also necessary to assist companies to deal with some activities related to Japanese companies or Japanese people. This requires students not only to have strong Japanese dictation and expression skills and professional industry knowledge; but also to have a deep knowledge of Japanese culture, especially to have a deep understanding of Japanese behavior, personality characteristics, customs, cultural psychology And so on, so as to ensure that the way and content of their behavior can be understood and even favored by the Japanese. The training goal of business-oriented talents is to cultivate students who can base on regional economic and social development, have basic skills in Japanese listening, speaking, reading, writing and translation, and Japanese cross-cultural communication skills, can use e-commerce systems to carry out various foreign and foreign trade business activities, and have a sense of innovation. Japanese applied talents. This is a higher-level requirement of the company for Japanese majors, and it is also one of the work contents that Japanese majors must face after entering the workplace. Therefore, this is also one that companies need to consider in the process of cultivating Japanese majors. question. The training of business-oriented talents focuses on the implementation of business activities through foreign trade sales models and business management concepts. By combining with specific industry fields, cross-cultural information technology is applied to various business activities. Its knowledge structure is based on Japanese language and culture, foreign trade and foreign trade. Business and business knowledge is the main thing; in terms of ability structure, it should be different from professionals in finance and economics colleges. The primary task is to master various application modes of foreign trade and business activities in the information economy environment, and be able to use comprehensive knowledge of Japanese to integrate foreign trade models. , the new concept of business management; quality structure lies in the ability to combine Japanese language and business direction knowledge application innovation. From the perspective of employment, the main industries that can be engaged in are concentrated in the fields of foreign trade business, economic management, business application and service, and can use the existing e-commerce system to carry out various businesses, including international trade, business marketing, network information search and collection, etc. Japanese business talents who are widely connected with small and medium-sized Japanese-funded enterprises in business, foreign trade and cross-border e-commerce [10-12]. The training system for Japanese professionals is shown in Figure 1.

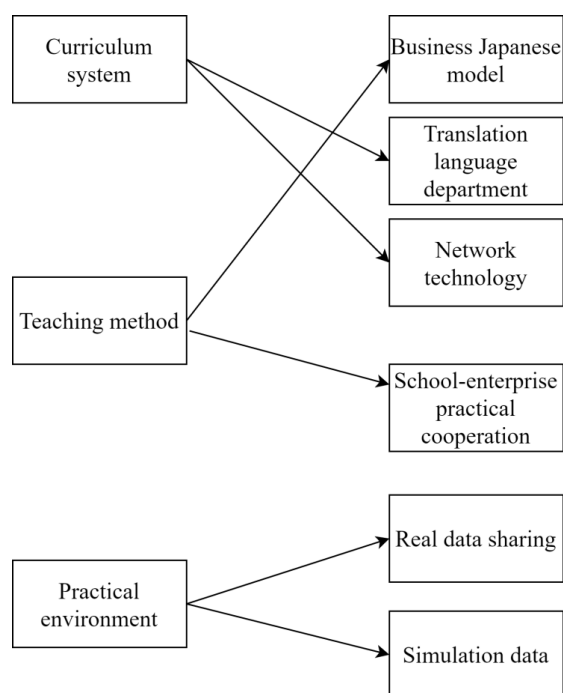


Figure 1 Training system for Japanese professionals

In the course construction system of Japanese business-oriented talents, the compulsory courses are based on the knowledge of Japanese language and culture, and the elective courses are extended with the knowledge of foreign trade business, and the computer application information technology is used as the means to teach students how to use the existing e-commerce system to carry out business activities. Master business operation and management. Therefore, business management courses require specialization and in-depth, aiming at cultivating students' cognition concepts of business system operation and business management, and at the same time combining the nature of Japanese language to strengthen the teaching of translation information and business application. In the application teaching of business talents, courses such as data foundation, management information and introduction to business Japanese can be offered in the form of compulsory courses. Through the design of the above courses, business talents are required to master the basic methods of using Japanese language and using e-commerce to conduct business trade; they can combine their own majors to carry out business activities in the professional field, such as being able to use websites to develop online business and customers for enterprises. Network marketing business such as services and international trade in the Japanese market; can provide products and services for virtual markets to promote business system applications.

3.1. Problems existing in Japanese language education in colleges and universities

As we all know, the use of any language is carried out in a specific context and in a specific environment. In order to ensure high-quality communication and exchange activities, in addition to having a common language method between communicators, and must also have similar cognitive methods and cognitive connotations of topics. This requires students majoring in Japanese not only to have strong Japanese dictation and expression skills, but also to have an in-depth understanding of professional terminology and industry knowledge in specific industries, such as tourism, international trade, and business, computer field, literary translation field and many other fields of professional knowledge, so that students can enter the working state as soon as possible. With the development of economic globalization, after graduating Japanese majors, no matter what kind of job they are engaged in, it is far from enough to have the basic ability of language, and practical application ability is the capital of safety. For a long time, the goal of Japanese teaching has included the five basic abilities of "listening, speaking, reading, writing, and translation", but in practical teaching, reading and writing is often the main focus. To a large extent, Japanese teaching in my country is similar to previous English teaching. Teachers focus on grammar explanation and reading comprehension, while ignoring listening and speaking. Students usually memorize by rote, aiming to pass the Japanese level test, and spend little time and energy on the oral language of non-level test subjects. In this way, even if you have a certain level certificate, your ability to "speak" in Japanese is very weak, and the level certificate and practical application ability cannot be synchronized. In some colleges and universities, Japanese teaching is still dominated by the traditional indoctrination teaching method. The original intention of this teaching method is to allow students to learn more knowledge in a limited time, but it actually hinders the development of Japanese teaching, all the students learn is dumb Japanese. It is precisely because teachers are mainly teaching, the teaching methods are relatively simple, they cannot be taught in accordance with their aptitude, the practicality of teaching content is low, and students passively accept knowledge, resulting in weak practical application ability. If things go on like this, students' subjectivity is ignored, and it is impossible to stimulate students' interest in learning, let alone mobilize students' internal motivation for learning. The teaching effect produced by this passive acceptance method can only be half the effort. Schools should be fully aware that the needs of the society for Japanese students are becoming more and more refined and professional, that is, not only limited to listening, writing, translating and expressing the Japanese language, but also It is also necessary to have deep industry knowledge, so as to be able to adapt to the needs of Japanese communication, communication, translation and shorthand in a specific industry field. In this case, these schools that have opened or are about to open Japanese majors should, on the basis of conducting a systematic survey of the employment situation of Japanese majors, clearly position

their own training directions for Japanese majors, or train tourism Japanese majors Mainly, or focus on cultivating business Japanese, international trade Japanese students, etc., thus gradually breaking the traditional broad-caliber and unified Japanese professional talent training model, and making their own Japanese talent training activities more targeted, Showing a more distinct employment competitive advantage.

Application-oriented Japanese talents not only require them to have a solid Japanese foundation, but more importantly, they are required to be able to flexibly apply the knowledge they have learned to practical work. To achieve this goal, first of all, the curriculum should be reformed. Colleges and universities should adjust the curriculum according to the actual needs of the market and increase the scope of elective courses. Different companies require different professional knowledge. Students can choose the professional knowledge to be learned according to their own interests or aspirations. Secondly, improve the comprehensive quality of Japanese teachers. The cultivation of applied Japanese talents also requires applied Japanese teachers. Therefore, colleges and universities should provide Japanese language teachers with opportunities for professional training, so that they can continuously improve themselves and better serve their teaching at work. Finally, strengthen school-enterprise integration. Through the cooperation model between universities and enterprises, more practical opportunities are provided for students, so that students can consolidate their theoretical knowledge and further improve on this basis. In some developed areas, colleges and universities should make full use of the advantages of Japanese-funded enterprises and Sino-Japanese joint ventures, cooperate with enterprises, and make joint efforts to cultivate applied Japanese talents.

3.2. Make full use of network resources to enrich the cross-cultural communication environment.

The single cross-cultural communication environment is a thorny problem in the cultivation of "cross-cultural competence" in Japanese language education in Chinese colleges and universities. Language communication environment is very important for language learning. At present, the actual combat of "cross-cultural communication" in Japanese language teaching in most colleges and universities only occurs between teachers and students (Chinese and foreign teachers and students). In some schools with Japanese students, Japanese major students can also develop cross-cultural communication with them by forming study partners. cultural communication. But relatively speaking, the objects and frequency of communication are relatively limited. Therefore, in order to improve the cross-cultural competence of Japanese talents in colleges and universities, it is necessary to make full use of the network platform to enrich students' cross-cultural communication environment, so as to improve students' sensitivity and critical thinking ability in cross-cultural communication. Specifically, encourage students to make Japanese study partners through online platforms and online communication platforms; use online platforms to find Japanese study partners with the same hobbies; experience cultural elements such as Japanese food and clothing, and pay attention to Chinese-related elements. Comparative cognition of elements; encourage students to use the holidays to visit and practice in Japanese companies to deepen their understanding of Japanese corporate culture.

Building a practice base, realizing the integration of multinational schools and enterprises, and through various forms of practical teaching, will help to effectively improve the language application, cross-cultural communication, and even practical work of Japanese major students. Finally, to achieve the integration of "Japanese + major", with the help of the language major's own advantages, the Japanese major should be built into a "major major" based on Japanese professional knowledge and combined with relevant professional ability training. Equipping with high requirements, local colleges and universities should combine their own actual conditions to enrich the disciplinary vision of Japanese major teachers and comprehensively improve the comprehensive quality and ability of Japanese major teachers through professional knowledge training, corporate training and other methods. At the same time, the cultivation of applied Japanese talents can also be realized by means of combination of disciplines and joint training.

4. Conclusions

The cultivation of Japanese talents in the new era should reflect the core socialist values, highlight the cultivation of humanistic Japanese talents, and realize a diversified and compound talents cultivation mode on the basis of cross-cultural communication skills, academic talents cultivation and practical talents cultivation. The cultivation of cross-cultural communicative competence is an important goal of foreign language teaching in my country in the new era. Clarifying the importance of this goal conforms to the development trend of today's world. At the same time, it is also an urgent need to cultivate applied foreign language teaching talents and serve the society. This paper explores the construction of new local undergraduate colleges and universities from the old model of cultivating pure foreign language talents to the talent training model of "foreign language + direction", and discusses the construction and implementation plan of the Japanese major teaching curriculum system. The training objectives and curriculum settings of Japanese majors need to keep pace with the times and innovate and improve with the development of global economy and informatization, and always combine the actual needs and promote innovation. All in all, with the development of the times, Japanese education in colleges and universities should conform to the trend of social development and clarify the goal of talent training. In order to cultivate qualified applied Japanese talents, reforms are carried out in terms of curriculum setting, teaching mode, teaching content, cultural heritage training, etc., to complete the systematic project of talent training.

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