

Research on the Practical Teaching Mode of Business Japanese Courses in Colleges and Universities

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Abstract: Business Japanese major and course has been born alongside the rapid growth of many Japanese-funded enterprises in coastal cities. Its purpose is to cultivate a group of professional, open and application-oriented Japanese-speaking talents, focusing on cultivating students' Japanese literacy, intercultural communication skills and business negotiation skills. The establishment of the practical teaching mode can effectively improve the students' Japanese application level and enable students to develop their own business Japanese literacy in the active classroom atmosphere. This paper discusses the limitations of current business Japanese teaching in colleges and universities, expounds the scientific training direction of business Japanese talents, and points out the implementation plan of business Japanese practical teaching mode.

1. Introduction

As China's foreign trade has grown stronger with the trend of economic globalization, Japanese-funded enterprises have played an important role in promoting the development of China's economy as an important trading partner. Therefore, enterprises urgently need a group of talented people who are proficient in Japanese language, understand Japanese national culture, and are highly valuable in Sino-Japanese trade exchanges. The Japanese language majors run by colleges and universities may meet this demand. Therefore, Japanese language lectures in colleges and universities should actively explore effective business Japanese teaching methods. The focus of practical teaching mode should be on the application, that is, let students master Japanese oral expression skills and Japanese cultural knowledge through free dialogue, cultivate students' interest in learning Japanese, enhance their self-confidence through the training activities, so as to lay a good foundation for their future work.

2. The limitations of current business Japanese teaching in colleges and universities

2.1. The antiquated and monotonous teaching method

At present, the teaching methods of business Japanese courses in higher education institutions are arguably traditional. Teachers mainly unilaterally teach students the bullet points, let students conduct simple oral practice, translation and listening & reading training activities. The classroom interaction is insufficient, and the atmosphere is dull. In the end, the students' interest in learning is

low, they do not have the practical skills of business Japanese communication, they face problems such as incomprehension when facing the demands of enterprises. Their inability to use Japanese well in business situations, ultimately affects the trade interests between enterprises.

2.2. The Japanese Teaching Team's own poor Japanese literacy

At present, most of the teachers who serve as business Japanese courses are Japanese majors. However, due to the lack of practical experience in business communication and understanding of Japanese culture, they are unable to fully and effectively guide students' business Japanese practice. Teachers' daily teaching tasks are heavy, and there is no time to conduct course research and explore teaching modes, thus the classroom teaching effectiveness cannot be significantly improved. Also, a teacher needs to lead several classes of students to study, due to time and venue restrictions, it is impossible to carry out targeted one-to-one guidance, which makes the less academically successful students less motivated, hence the gap will keep widening.

2.3. The unscientific and unclear direction of talent training in business Japanese

On the other hand, business Japanese teaching is also out of touch with the needs of the modern society. Students only learn inflexible language knowledge: its structure and applicability are far from meeting the practical demands of commercial trade. Moreover, students can only perform Japanese translations and conduct simple daily conversations. They are not very capable in practical applications such as material presentation, PPT production, conference summary, product overview, business negotiation, etc., which limits the future employability of students, and their personal development. In addition, the assessment criteria for business Japanese majors in colleges and universities are based only on the written test results of students' theoretical knowledge. Without the integration of students' practical Japanese application ability and assessment criteria, it is not conducive to the development of students' comprehensive ability.

3. The scientific training direction of business Japanese talents

3.1. Application-oriented Japanese talent training

The goal of language courses is to enable students to apply the language in real life. Therefore, business Japanese majors should distinguish themselves from ordinary Japanese language and literature majors, and tend to serve commercial trade, focusing on cultivating students' professional skills to quickly integrate into the work environment. Hence, teachers should emphasize the integration of knowledge and practical abilities of students, not only need to master certain Japanese language skills, but also need to understand the social and corporate culture, especially the social etiquette norms related to commercial trade. Relevant international trade and business etiquette courses can be established as supplementary courses to enhance the breadth and depth of practical teaching points. In addition, it is necessary to train students in all aspects of their work ability in the practice of cooperation with enterprises, and help students to learn the cautions and standard procedures in the area of work, through internship opportunities such as secretarial, assistant, lecturer, trader, accountant, purchaser, sales, technical support and other positions.

3.2. Japanese language training with the goal of comprehensive literacy

What is needed in today's era is a multi-faceted, multi-disciplinary talent. This requires students not only to have relevant professional knowledge and skills, mastering basic Japanese reading and

writing, but also to have outstanding data integration capabilities, analytical skills, autonomy, inquiring ability, teamwork ability, speaking ability and social ability. Students should be able to familiarize with various aspects of Japanese knowledge, such as international trade law, financial and management knowledge, business operation process, basic computer operation skills, etc., to understand the nature of the company and its basic business. This requires teachers to instruct students to practice more business Japanese in the usual course teaching and organize internships and project activities. Teachers should also supervise the students' progress and achievements and cultivates the students' diligent study and perseverance of the will quality, so that they can enter the society earlier and improve themselves. Explorations can also be carried out in groups, which will enable students to develop a strong interest in learning, and enhance their teamwork awareness and business ability, through cooperation and retrieval of Internet information.

3.3. Japanese language training based on cross-cultural communication

The business trade with Japanese companies involves the profound connotation of intercultural communication. The language and culture of different countries are quite different, students find that it is difficult to get affirmation from Japanese-funded enterprises without a certain Japanese cultural background, they may even seem laughable in the exchange, thus affecting trade interests. Therefore, teachers should pay special attention to the cultivation of the Japanese language environment and the spreading of Japanese culture, so that students can subtly understand the Japanese cultural connotation and broaden their cultural vision in classroom teaching.

4. The implementation plan of business Japanese practice teaching mode

4.1. Reform teaching methods and textbook content

Classroom teaching is an important way for students to learn business Japanese. To implement the practical teaching mode, the classroom and teaching might be the point for breakthroughs. As the organizer and guide of classroom practices, teachers should design rich and active classroom activities for students to practice. For example, using interactive situational teaching method, students can do preparations and role play according to the business situations and cases specified by the teacher, allowing the students to try their business activities in a relaxed and pleasant classroom atmosphere while designing their own communication content. At the same time, teachers should actively introduce advanced multimedia teaching equipment, and display the application scenarios of business Japanese in the classroom in an intuitive way such as pictures and videos, so that the learning is fun, effective and interactive. In the aspect of teaching adaptation, relevant teaching and research personnel should reference specific conditions of current business activities, and edit in a way that cooperates with enterprises, focusing on the professionalism and practicality of teaching materials, covering basic trade knowledge and social etiquettes needs for business activities.

4.2. Improve the practical teaching quality of business Japanese teachers

"Double function" teachers are required for business Japanese teaching. For business Japanese teachers in higher education institutions, they must not only have solid professional knowledge, but also have in-depth understanding of economic and trades. Therefore, colleges and universities can organize various lectures or talks to help teachers accumulate business knowledge, familiarize themselves with the operation mode of enterprises, encourage teachers to actively participate in the corresponding training courses, change the teaching subject, and improve their own business

level. At the same time, colleges and universities should actively guide teachers to carry out reforms and explorations of teaching methods, encourage teachers to develop creative curriculum systems with various reward methods, introduce modern scientific and technological tools and advanced teaching theories, and teach both domestic and foreign business cases for students to learn and experience. Teachers should not only help students master Japanese knowledge, but also pay attention to cultivating students' Japanese thinking and Japanese oral expression habits, getting rid of the shackles of their mother tongue, broadening their cultural horizons and knowledge base, and making students' oral expression more suitable for real life and business activities.

4.3. Organize business Japanese internships and training activities

The Business Japanese Training Program aims to develop students' practical Japanese language application skills. Schools with adequate capabilities should actively carry out corresponding business cooperation with Japanese-funded enterprises, convention centres, food festivals and other institutions, so that students can have their own platforms and training. Students should regularly submit reports, and teachers will recognise their shortcomings. To this end, colleges and universities can develop corresponding training manuals, teaching materials and assessment criteria for students to refer to and test their own capabilities. Also, teachers can also organize business Japanese training activities in the classroom, so that students can gain experience through the exposure and first-hand operation of the complete process. The content of the activity can cover many aspects, such as using PowerPoint presentations to let students explain their own theoretical understanding about business Japanese, organize students to analyse and answer questions about possible problematic situations in trade activities, let students collect business Japanese expressions about a certain topic and present them, lead students to study Japanese report materials and related charts, do roleplay practices for specific business situation as oral expression exercises, listen to students' learning difficulties and future goals, etc. These activities have improved the students' responsiveness by switching and connecting of multiple links. They can make students' passive learning become active learning, let students fall in love with Japanese, and become more enthusiastic about the use of business Japanese. Moreover, colleges and universities should also encourage students to actively conduct business research and participate in job fairs to clarify their efforts.

4.4. Hold more types of exams and competitions

The examinations can enhance the initiative and enthusiasm of students. Colleges and universities should encourage students to take qualification examinations such as “National Interpretation and Translation Qualification Examination” and “Business Japanese Language Proficiency Test”, so that students can obtain more language certificates, which will enhance their employability. Moreover, the exam will encourage students to do more exercises and practice oral Japanese, which is immensely helpful for students' Japanese language study. In the Business Japanese Contest, students can also make a lot of Japanese-speaking friends in the process of preparation, discuss career planning, help each other, which is good for their future success in society.

5. Conclusion

Overall, college business Japanese teaching should adhere to the principle of combining teaching and learning, actively explore the teachers' enthusiasm for teaching and research, and the initiative of students' learning, learn more from the enterprises, and improve students' intercultural

communication skills. From the aspect of interpreting, negotiation, technology and management, teachers shall cultivate students' language skills, so that they can contribute to the society as soon as possible, and be successful at work.

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