

Reform and Innovation of the Training Model of Japanese Professionals with Local Characteristics

Tao Yuan , Shuai Yuan

Changchun University of Finance and Economics, Chuangchun 130011, Jilin ,China.

Abstract: With the continuous deepening of talent exchanges between China and Japan and the enhancement of its breadth, the continuous deepening of economic trade between China and Japan, and the continuous expansion of scope, the exchanges between China and Japan are inseparable from proficiency in Japanese and proficiency in Chinese and Japanese. The participation of professional talents in inter-business. This is the new era and the new market environment, new requirements for the training of Japanese professionals. However, there are many disadvantages in the traditional training of Japanese professionals in my country, which seriously hinder the overall goal of mass cultivation of Japanese professionals. This article aims at the traditional problems in the training model of traditional Japanese professionals, and puts forward effective reform paths for these cruxes, and makes a preliminary exploration of effective paths for the reform of Japanese professional training from the perspective of my country's local characteristics.

Keywords: Local Characteristics; Japanese; Talent Training

Although Japanese is not a worldwide language, it has played an irreplaceable role in Sino-Japanese exchanges and Sino-Japanese economic cooperation. The training and education of Japanese professionals has taken a long time in our country, and certain traditional education models have also been formed. However, with the advent of the Internet era and the advent of diversification and diversification of exchanges between China and Japan, these models are useful for training Japanese professional talents are obviously not enough to adapt to the current era. Enhancing the local characteristics of the training and education of Japanese professionals is an effective way to reform the shortcomings of the current model of training Japanese professionals. In order to reform and effectively innovate the mode of Japanese talent training and education under the local characteristics, it is necessary to clarify the current traditional Japanese professional talent training, what key elements are lacking, and what existing problems exist. In response to these problems, we propose an effective way to reform the existing model. Based on this research purpose, this article makes a preliminary exploration of the Japanese language talent training and professional business talent training education model and its innovative reform path from the perspective of local characteristics.

1. Disadvantages of training and education of Japanese professional business talents from the local perspective

1.1 Different Japanese professional business talent training concepts are generally lagging behind

There are large gaps in Japanese majors, business talent training models and training concepts in different places. However, in general, my country's Japanese business professional talent training model is relatively backward, and this

backwardness is reflected in the talent training concept. Language training is a very professional and practical knowledge. However, in the Japanese language talent training system in our country, the emphasis is on theoretical research and theoretical discussion. Whether in class or in practice, the practice of Japanese is operating range and operating frequency are extremely limited. Among the teaching modes, Japanese language teaching mainly takes Japanese teachers as the main body, and carries out one-way output and instillation education to students. This kind of education may have obvious advantages in improving students' rapid understanding and speed of learning Japanese, but one-way. The problem with indoctrination is that even if students accept this knowledge, it is difficult to apply it to practice, which leads to a disconnect between teaching and practice. The fundamental reason for the disadvantages of this problem lies in the education concept of the backward Japanese language talents in various places.

1.2 The training method of Japanese professional business talents in various places is too single

The method of training Japanese professional business talents in various places is too single, which is another drawback of the training and education of Japanese professional business talents under local characteristics. The manifestation of this drawback is that the education of Japanese is limited to classroom knowledge, as well as the research and unilateral acceptance of professional knowledge. Schools and various Japanese language training institutions have not applied professional subject knowledge and research results to Japanese practice in various companies and various types of work. However, Japanese is a very practical subject. If students cannot apply the knowledge they have learned to business practice and the practice of Sino-Japanese communication, then their knowledge will only stay on paper. If the knowledge learned by students cannot be used in future practice, this will not only greatly stifle students' enthusiasm for learning Japanese, but also a major obstacle to the cultivation of students' Japanese thinking and language habits. The backward training model of Japanese majors in my country is the key to restricting its innovation and iteration.

1.3 The evaluation criteria for Japanese learning achievements are too rigid

The evaluation criteria for students' Japanese learning achievements are too rigid, which is a common problem in the training model of Japanese language learning professionals in various places. For the evaluation of the learning achievements of Japanese talents, especially business talents, most regions often use scores and test scores as the only criteria for evaluating the merits. For example, if a student's listening test score is full, then in the current talent training model, it is considered that the student's English listening and speaking proficiency is very outstanding. But such students, in their daily business practice, it is difficult to apply the knowledge and knowledge they have learned and Japanese knowledge to the communication and work cooperation between enterprises and between people. In this way, the evaluation standard of Japanese learning achievement appears, which is different from the standard in practice. Many students are excellent in Japanese listening and speaking, but it is difficult to show their excellence through traditional talent assessment methods. This leads to the current evaluation standards that are not sufficient to fully evaluate the Japanese level of a Japanese professional. However, due to the rigidity of the evaluation criteria of learning achievements, the training and education of Japanese professionals in various places lack innovation, and it is difficult to explore effective reform paths.

2. Optimize and iterate the path of Japanese talent training and education mode from the perspective of local characteristics

2.1 Completely change the research-centered teaching philosophy

It is the only way to iterate the traditional Japanese business talent training and education model and change the previous research-centered Japanese teaching talent training concept. In the new era, the concept of training Japanese professionals with local characteristics should be practiced as the core of training Japanese professionals. Based on the teaching content and teaching methods that are close to the business practices and actual conditions of enterprises between China and Japan, and close to the actual conditions of exchanges in the lives of people between China and Japan, the overall plan for the education content, education format and teaching plan is formulated. Incorporate adaptable thinking and creative thinking into the system of training Japanese professionals. Change the educational concept as the guide, and carry out an all-round innovation and optimization iteration of the training model of Japanese professionals in various places.

2.2 Innovate the overall mode of training Japanese professionals in various places

The innovating of overall model of Japanese professional business talent training in various places is an effective way to optimize and iterate local characteristics and talent training education models. The so-called optimizing the overall mode of training Japanese professionals in various localities is to change the previous education form that was centered on teachers and used schools as educational platforms. Combining schools with enterprises, combining schools with competition organizers, combining learning with work practices, learning competitions, and awards and awards are the fundamental ways to change the overall pattern of talent training. In the new era, when the competition between people is more and more based on comprehensive quality, we must correctly deal with the differences between each student and each student. We must use creative and long-term foresight to treat the cultivation of Japanese majors. Give full play to each student's strengths in the field of Japanese, and in this talent training situation, each student can become a talent for corporate practice and business practice.

2.3 Let the training standards for Japanese talents develop from single to diversify

To innovate the training model of Japanese professional business talents in various places, it is necessary to develop the traditional training standards of Japanese professional talents from the original singularity to diversified evaluation standards. The results of training and education for Japanese professionals cannot be used only in Japanese exams. As the only measurement standard, students' performance in Japanese language learning and corporate practice, students' ways of thinking and the flexible use of creative thinking principles, students' learning and life moral quality is a diversified standard for evaluating Japanese talent training and education. The current social competition is the competition of comprehensive ability, and the current training standard for Japanese education learning achievements should also be a comprehensive and diversified training standard. Only by changing the traditional single evaluation standard of Japanese talent training can we cultivate Japanese talents and adapt to the needs of talents in the new era, and then can we improve the training and education level of Japanese professionals in various places. Only in this way can the new Japanese talent training model be rooted in the education and training of Japanese talents in the new era.

3. Conclusion

The education and training model of Japanese professionals with local characteristics determines the efficiency and quality of the training of Japanese professionals in my country. Due to the large differences in the training and education of Japanese professionals in various places, finding the common problems and addressing these problems and proposing corresponding effective reform paths is the only way to optimize the training mode of Japanese professionals. This article analyzes the lack of diversification of the training model for Japanese professionals in various localities, backward educational concepts, single evaluation standards, and lack of diversification. It also puts forward the corresponding reform path and the guiding direction of optimizing iterative, and preliminary exploration of the education and training of Japanese professional talents under various local characteristics, in order to provide a basis for the reform of the training and training mode of Japanese professional education in my country.

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