

Teaching Reform of Japanese Translation Course under the Training Mode of Applied Talents

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Abstract: In recent years, with the continuous changes in market demand, there is an increasing demand for applied Japanese translation talents. Applied Japanese translation talents are also the training plans of many colleges and universities nowadays. Colleges and universities should boldly innovate in the mode of talent training, invest heavily in research and funds, and strive to cultivate Japanese translation talents. We should grasp market dynamics in a timely manner, adjust talent training models based on market changes, guide students to apply the knowledge they have learned to practical practice, exercise their translation skills in practice, and propose reform measures based on the teaching problems encountered, in order to work hard to improve the quality of Japanese teaching in universities in China.

Keywords: Japanese; Translation; Teaching; Reform

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1. Introduction

In the context of reform and opening up and the gradual improvement of China’s internationalization, the demand for translation talents is becoming higher and higher, and Japanese translation talents are increasingly unable to meet the needs of economic and social development, prompting colleges and universities to gradually move towards educational reform. There have been new changes in the training of translation talents. How to make the trained translation talents adapt to the development of today’s society has become an important issue of concern. Therefore, it is necessary for universities to pay more attention to the cultivation of translation talents, formulate reform teaching plans based on the needs of today’s society, and focus on the cultivation of translation talents, so that students can cultivate higher translation skills and lay a good foundation for their future development.

2. Current situation of Japanese translation teaching in colleges and universities

After a series of investigations and studies, it has been found that there are many shortcomings in Japanese language teaching in colleges and universities. The direction of Japanese language teaching in colleges and universities is not clear and clear enough, and the educational objectives are vague. Through a survey of students, it is found that less than 10% of them recognize the importance of Japanese communication between different cultures; Less than 35% of students have had internship experience during their studies, while the remaining 65% only focus on their academic achievements, whether they can graduate, receive scholarships, and so on. From the results of the investigation and research, it is not difficult to find that this kind of thinking of students has caused a serious impact on talent cultivation. Colleges and universities should also formulate reasonable policies and timely adjust teaching models, change students’ understanding of Japanese translation, improve the quality of university translation talents, and strive for the development of education in China. Currently, the specific analysis of the problems existing in college teaching is as follows:

2.1 Solidification of teaching mode

According to investigation and research, in many Japanese translation classes in universities, many teachers use traditional

teaching methods to teach, which are relatively rigid and lack innovation in teaching methods. This can lead to an inactive classroom atmosphere and low student interest in learning, unable to stimulate students' interest in Japanese learning, and difficult to achieve the expected teaching goals. What is more serious is that this kind of teaching may lead to a feeling of being tired of studying and the phenomenon of students skipping classes, which seriously affects the quality of Japanese teaching in universities. This situation should attract the attention of colleges and universities, and timely formulate relevant measures to improve it.

2.2 Inadequate teacher strength

In the educational reform of Japanese translation courses in colleges and universities, many teachers who teach Japanese translation lack relevant experience and professional knowledge. In the process of teaching students, due to their lack of professional ability, the quality of education is uneven. In addition, some teachers lack practical experience, and guidance to students is still only superficial, unable to provide in-depth guidance to students, not to mention conducting professional teaching based on the needs of students. In addition, many universities and teachers have only one-sided understanding of the new curriculum reform and have not thoroughly studied curriculum standards, resulting in unsatisfactory teaching quality and difficult to achieve teaching objectives.

2.3 Outdated teaching content

The content of textbooks should be in line with the development of the times and closely related to the content presented by the times, rather than being out of date or outdated. Currently, in many universities and colleges in China, it is evident that many Japanese translation textbooks used by many universities and colleges have a lot of content that was years ago. Although there have been many adaptations of textbooks in recent years, this phenomenon has not been better improved. In addition, in the content of teaching materials, many teaching materials emphasize theoretical teaching more than practical teaching, which can lead to strong theoretical and practical knowledge learned by students, deviate from the purpose of teaching, and there is a certain gap between the market demand for talents. After graduation, students cannot find ideal jobs. Therefore, the adjustment of the content of teaching materials is an important issue that needs to be addressed urgently, and should attract the attention of major universities.

3. Teaching reform measures for Japanese translation courses in colleges and universities from the perspective of training applied translation talents

3.1 Transform the main body of teaching

During the decades of education development in China, teachers have become accustomed to teaching in an inherent mode, which has influenced and solidified in the minds of generations. Teachers have also become accustomed to using this method of teaching. In most colleges and universities in China, this teaching mode still occupies the dominant position. In the new educational environment, improving educational methods is an important way to improve educational outcomes. It is necessary to focus on reforming the Japanese translation course, changing the traditional educational and teaching model, changing the dominant position of teaching, highlighting the dominant position of students in the classroom, in order to stimulate students' interest in learning, and cultivate their ability to learn independently. We should focus on the relationship between theoretical teaching and practical teaching, and balance the relationship between the two within a certain range. In addition, multimedia technology and equipment can be introduced into the classroom, using multimedia technology to improve classroom education and teaching results, and enhance students' learning of theoretical knowledge. In practice, college teachers can conduct exploratory teaching, and use interaction between students, games, and other teaching methods to increase the interest of teaching and improve students' ability to apply knowledge. For example, teacher can let students recognize the importance of ideological and political content, and incorporate some of the content of previous speeches and press conferences by political leaders from China and Japan into teaching. In addition, teachers can also use multimedia devices or micro video technology to display for students, which can not only visually display to students, but also enhance their learning interest.

3.2 Strengthening the construction of teaching staff

As we all know, the role of teachers in the process of learning knowledge for students is self-evident, and their teaching level and professional skills play a significant role in influencing students. Only by improving teachers' professional skills can they better guide students, effectively impart more Japanese translation skills to students, and greatly improve their learning efficiency. Therefore, under the cultivation mode of applied talents, it is particularly important to train teachers' professional skills and comprehensive

qualities. Colleges and universities should regularly conduct regular training for Japanese language teachers, carry out seminars, exchange meetings, and other methods to improve professional skills and exchange teaching. It is necessary to focus on various aspects of training for Japanese language teachers, such as business Japanese, tourism Japanese, and other aspects of training, to comprehensively improve the professional skills of Japanese language teachers.

3.3 Optimizing teaching content

The learning of knowledge by students should be in line with the development of the times. Only the knowledge content that conforms to the development of the times can cultivate translation talents that will not fall behind. Therefore, the content of textbooks is crucial for teaching. The content of teaching materials is a key link in teaching, and it is fundamental throughout the entire teaching process. Only by doing the basic work in place can teaching outcomes be effectively improved. In the process of compiling textbooks, attention should be paid to the timeliness and richness of the content, and full consideration should be given to whether the content of the textbooks is necessary for social development and can effectively improve the teaching effect. In teaching practice, it is necessary to be able to focus on teaching according to students' career plans, focus on improving students' professional skills, and timely adjust teaching strategies according to the development of the times, in order to effectively ensure that students can truly learn solid and useful Japanese translation knowledge, and lay a good foundation for future development.

4. Conclusion

With the continuous progress of the times and the increasing degree of internationalization in China, there is a constant shortage of Japanese translation talents in society, and there is a contradiction between talent demand and cultivation. How to reform the Japanese language classroom has become a more concerned issue. In the process of cultivating Japanese language talents, colleges and universities should constantly adjust their talent cultivation models to ensure that talent cultivation can meet the needs of society. They should pay attention to the "people-oriented" education philosophy and consider the lifelong development of students. We should pay attention to the cultivation of teachers, strengthen their strength, improve their professional skills to enhance the core competitiveness of university teaching. At the same time, colleges and universities should also start with comprehensive reforms in teaching content, teaching methods, and teaching systems, use various ways to improve students' ability to apply knowledge, improve their professional skills to lay a good foundation for future lifelong development.

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