

Research on the practice of Japanese teaching reform under the background of new liberal arts

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Abstract: The construction of new liberal arts is a revolutionary educational practice based on the new idea, new demand and new technology of the development of higher education. Japanese as an important part of the liberal arts, its talent training model will inevitably be affected by the construction of the new liberal arts. On the whole, there are still some problems in the training of Japanese talents in some colleges and universities, which can not be ignored, affecting the overall progress and development of Japanese education, such as single teaching form, rigid teaching content, unable to keep pace with The Times and so on. This paper studies and discusses the existing problems in Japanese education in higher vocational colleges, and puts forward corresponding countermeasures in order to promote the reform of Japanese education and provide references for the insiders.

Key words: Colleges and universities; Japanese teaching; Problems; countermeasure

The concept of “new liberal arts” was first put forward by Girl Vallotta, president of Silam College in the United States. She advocated the integration of new technologies in liberal arts courses, the interdisciplinary reorganization of traditional liberal arts, and the construction of an interdisciplinary and comprehensive liberal arts system. In April 2019, the Ministry of Education officially launched the “Four new” construction project, including new engineering, new medicine, new agriculture and new liberal arts, and stressed that the new liberal arts is to better adapt to the development of The Times, meet the needs of national construction and social supply needs, and reposition its subject connotation and talent training goals on the basis of the original liberal arts. The proposal of this concept has pointed out the direction and put forward new requirements for the reform of liberal arts education, including Japanese. In Japanese education, teachers should take students as the focus and carry out teaching design around them, break through the drawbacks of traditional teaching mode, guide students to learn effectively and stimulate their interest in learning Japanese, and constantly improve students’ comprehensive Japanese ability through optimizing teaching methods.

1. Current situation and problems of Japanese teaching

1. Lack of understanding of Japanese professional development and crisis awareness

There are two sources of Japanese majors in Chinese colleges and universities. First, after ordinary high school education, students are admitted after taking the college entrance examination. This kind of students is characterized by a completely zero-foundation state of Japanese learning, and almost all the foreign languages they learn are English. Second, students who have been educated in foreign language schools or vocational high schools have certain experience in Japanese learning and can basically reach level 3 in the proficiency test. In 2020, there will be about 200,000 Japanese graduates in China. Such a large number of graduates will enter the market, resulting in an imbalance between supply and demand. Moreover, there are great differences in the ability of graduates, especially in the professional level of Japanese, college students have no advantages compared with graduates of undergraduate colleges and universities, resulting in the phenomenon of difficult employment. It can be said that from the perspective of peer employment, the situation of Japanese graduates in higher vocational colleges is already precarious. If the education system is not reformed, Japanese education in higher vocational colleges will face an increasing crisis in the future and eventually be eliminated by the market. However, in reality, teachers of Japanese majors in colleges and universities lack awareness of the crisis, lack of understanding of the current social demand for Japanese talents, and do not optimize their own teaching methods, resulting in the stagnation of Japanese teaching, affecting students’ professional ability, and hindering the progress of their own teaching level and scientific research ability.

2. The Japanese discipline system is not perfect, and the talent training model is single

In order to meet the needs of market development, Chinese colleges and universities have adjusted the enrollment scale of Japanese majors, put forward a plan for training compound Japanese talents, and detailed the teaching of Japanese majors to promote the cultivation of talents to meet the needs of market development and promote the employment rate of students. However, at the same time, when colleges and universities reform the teaching scale, a new problem has also been born, that is, the expansion speed is too fast, leading to the inability to keep up with the level of teachers and the investment of funds. As a result, even though colleges and universities have specialized in Japanese, the teaching content of teachers still follows the previous version and fails to make timely adjustments according to changes. In addition, the Japanese subject system in some colleges and universities is not perfect, the talent training mode is single, and the teacher-student ratio is not up to the ideal state, which ultimately leads to poor Japanese education effect. In such an education system, students can neither learn Japanese efficiently nor hone their professional skills. In the long run, students will lose their core competitiveness, lack professional characteristics, and eventually retire in the millions of employment army.

3. Outdated teaching methods and outdated technology

In the teaching of Japanese in colleges and universities in China, teachers attach great importance to the explanation of basic knowledge, and students can have strong listening, speaking, reading and writing abilities near graduation. However, this ability lacks

of social practice, resulting in a disconnect with social needs, which often leads to the mismatch between students' professional abilities and actual jobs. The reason for this problem is that teachers use a single teaching method in teaching, still follow the traditional teaching method of infusion teaching, only pay attention to the explanation of knowledge in Japanese teaching, do not pay attention to the organic combination of professional learning and practice, and also lack in the cultivation of students' comprehensive quality, which affects the effectiveness of teaching and greatly reduces the quality of talents. Under this mode, the Japanese professionals trained do not have core competitiveness, and even the students have to relearn after graduation, which greatly increases the learning cost. In short, only through continuous optimization and innovation in teaching objectives, contents and methods, and comparison with relevant enterprises in practice, can Japanese teaching truly break through the constraints of traditional teaching methods, keep up with the pace of The Times, and cultivate high-quality comprehensive talents for Japanese majors.

2. Countermeasures of Japanese teaching reform under the background of new liberal arts

1. Improve the quality of teachers

Teachers' professional ability, teaching level and professional cognition have a great influence on students' professional learning. In higher vocational Japanese education, teachers as the main guide, their own role can not be ignored. The overall quality of college teachers determines the teaching results of a major and the future development trend of students. Therefore, if we want to reform Japanese education, it is an essential way to improve the overall quality of teachers. Schools can regularly invite Japanese experts to the school for teachers to conduct regular training, and regular assessment, through training and assessment to promote the improvement of teachers' professional ability. In addition, colleges and universities should also reach cooperation intentions with relevant enterprises, so that professionals from relevant enterprises can teach students. In this process, teachers can not only learn the advanced knowledge of the industry, understand the specific job content of the industry and the requirements for talents, but also communicate and exchange with professionals in the enterprise, and apply the summarized experience to their own curriculum optimization. In short, as a participant in Japanese teaching activities, in addition to strengthening the construction of the quality of teachers, teachers themselves should also have a good sense of lifelong learning, and constantly improve their comprehensive quality in order to improve the quality of teaching.

2. Focus on comprehensiveness in teaching content

In the reform of Japanese major teaching in colleges and universities, emphasis should be placed on practicability, integrating training mode with social development needs, emphasizing school-enterprise cooperation and exchanges, highlighting practical significance in personnel training programs, making teaching content serve for final results, and enabling students to have good professional application ability, so as to deepen and strengthen the connection between teaching content and social needs. Therefore, in the reform of Japanese teaching in colleges and universities, in-depth changes should be made in teaching content, timely research on social needs and industry needs, and these specific needs should be taken as the foundation of teaching content design. In addition, colleges and universities should cooperate and communicate with local enterprises to let students enter the enterprises for internship, so that they can get familiar with the job content as early as possible, which is also beneficial to the improvement of their professional ability. In addition, students majoring in Japanese usually take jobs related to economy and trade after graduation, which involve a large amount of economic vocabulary and professional knowledge, which are not included in college textbooks. Therefore, after knowing the specific job of the relevant position, teachers should also teach students other professional knowledge, or invite experts to teach students to ensure the improvement of students' comprehensive ability.

3. Modernization of teaching concepts and methods

The reform of Japanese education in colleges and universities should realize the transformation of five concepts, namely, teaching content, teacher status, teaching mode, teaching method and preparation before class. With the continuous advancement of the modern vocational education concept, teachers must keep pace with The Times, master the core concept of modern education, maintain a good learning attitude, use advanced teaching equipment, and constantly explore the teaching mode of education frontier to enrich their own abilities. Under the new situation, the reform of Japanese education is imminent. Teachers should coordinate and develop in a unified way in all aspects of teaching, especially in the aspects of teaching means and teaching concepts, which should be integrated into one, so that the results of teaching reform can be reflected. For example, the use of modern multimedia technology for teaching, through video, courseware and other ways to enrich the form of Japanese teaching, for students to show beyond the textbook knowledge, increase students' insight, so that students fully understand the connotation of Japanese knowledge in diversified teaching, and better apply it in practice. Therefore, in the Japanese education in colleges and universities, multimedia technology can be properly used to promote the modernization of teaching concepts and teaching methods, so that students' professional ability can be fuller and more practical.

4. Use interesting teaching method to arouse students' interest in learning

Strong interest can stimulate students' thirst for knowledge, but also enable them to enhance their learning initiative, and encourage them to fight hard and forge ahead. In the Japanese education in colleges and universities, some students have zero foundation, that is, they are only limited to the cognition of Japanese in movies and TV dramas, and they are in a state of ignorance in professional aspects. Therefore, these students need to start from the 50-tone diagram when learning Japanese, and the process is boring to some extent. And in the learning of pronunciation, if the unvoiced, voiced, promoting sound and so on are all counted, there are 103 syllables, compared with 26 letters in English, the number of syllables in Japanese is very large. In Japanese writing, kana also has its own characteristics, each kind of kana has two ways of writing, namely Hiragana, katakana. If these writing methods use rote memorization, students will have great difficulty

and even lose interest in learning Japanese. Based on the above basic Japanese learning situation, teachers need to optimize the learning process of boring basic knowledge in the early stage of teaching, and use some methods that can arouse students' interest, such as integrating 50-tone songs, tongue twisters, pronunciation competitions, calligraphy competitions and other forms into the teaching, so that students can get over the boring period of basic learning as soon as possible and get started smoothly. In terms of Japanese learning, the starting line for students is the same, but the learning status of students in any class will be polarized with the advance of time. This is because some students lose their interest in learning Japanese, resulting in declining grades; While others succeed by working hard. Thus, it is particularly important to cultivate students' interest in Japanese teaching, which is an important foundation for the coordinated development of the class as a whole. Of course, cultivating students' interest in learning cannot be accomplished overnight. It requires teachers to guide students in teaching for a long time and find the key points that arouse their interest, so as to create an interesting learning atmosphere. In order for students to quickly improve their Japanese professional ability in interesting teaching, teachers need to adhere to the enthusiastic and scientific guidance in the process.

5. Improve the hardware environment of Japanese language teaching

Some universities need to strengthen the hardware facilities of Japanese education. At present, the hardware facilities designed in Japanese teaching include books, audio and video materials and supporting audio equipment. In view of the lack of abundant materials in Japanese teaching, teachers should actively expand the channels of obtaining materials, collect the latest Japanese teaching resources through off-campus bookstores, Internet resources, overseas resources and other channels, and also intercept appropriate teaching materials through original Japanese books, Japanese movies, Japanese documentaries and so on to enrich the teaching content. To meet the diversified needs of students in Japanese major learning. In addition, schools should increase investment in pronunciation teaching, such as the construction of language LABS, multimedia teachers, etc., to keep pace with the development of The Times, improve the educational hardware equipment, and build a high-quality learning environment for students, so as to improve the teaching effect. In addition, on the basis of complete hardware equipment, teachers should also carry out the second classroom for students to create a good Japanese learning environment. For example, they should organize students to visit Japanese enterprises and factories, and hold Japanese skills competitions. Through the creation of Japanese learning environment, students are encouraged to learn effectively in the first class and complete the practice and verification of theoretical knowledge in the second class.

To sum up, the reform of Japanese education under the background of the new liberal arts should excavate its connotation, highlight its characteristics, take teaching quality and curriculum construction as the main starting point, further highlight the trend of characteristic application-oriented development, follow the law of professional development in personnel training, take the initiative to meet the market demand, and fundamentally optimize the Japanese teaching system at a deep level. To deliver high-quality Japanese professionals to the society.

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