

Research on the Training Mode of Innovative Business Japanese Talents

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Abstract—Higher education undertakes cultivating a lofty mission of high quality professionals for the society, but with the higher education into the stage of popularization and popularization, the structural contradictions have become increasingly prominent, homogenization tendency becomes more and more serious. The cultivation of innovative talents is the inevitable way to deepen the reform of higher education and improve the quality of talents training. On the basis of drawing lessons from Japanese experience and achievements of Japanese Business Japanese education, based on the CDIO concept, the main line is to cultivate the students' ability of applying innovative ability, and build the integrated talent training model of knowledge, ability and quality education. While improving the students' ability of application and innovation, it can improve the teachers' practical ability, so as to improve the quality of Japanese professional personnel training.

Keywords—business Japanese; applied innovation; training model; practical ability

I. INTRODUCTION

Higher education to train high quality professionals for the society's lofty mission, but with the development of popularization of higher education entered the stage and to popularize, its structural contradictions increasingly prominent, more and more serious homogeneity tendency. Therefore, in recent years, the ministry of education have issued a "vigorously promote the innovation in institutions of higher learning entrepreneurship education", "the guide parts of ordinary undergraduate course colleges and universities to applied, such as guidance, through the adjustment of the higher education structure, solve the talent training type structure between the fracture and talent demand. Therefore, it is an inevitable way to deepen the reform of education and improve the quality of talent cultivation.

II. THE NECESSITY OF APPLYING INNOVATIVE BUSINESS JAPANESE TALENT CULTIVATION

As for the Japanese major, with the increasing demand of the society for the application of innovative talents, the business Japanese education, which pays attention to the ability to cultivate, has been paid more and more attention. But as a result of business Japanese education is still in its infancy, still exist in the process of talent training unclear training target, course system lag, lack of practice teaching in

personnel training and enterprise needs a disconnect. The solutions to the above problems can be summarized as: beyond the traditional education concept, to build an innovative talent training mode that meets the needs of enterprises; based on the training target of professional talents, the system of integrated professional curriculum is constructed. To build an integrated practice teaching system based on the cultivation of innovation ability. After in-depth study and exploration, pay attention to "the integration of experience learning" and "practice ability" CDIO engineering education concept and the combination of the Japanese business education in Japanese experience, will provide the above problem with specific and effective solution, thus for domestic business Japanese education reform provide a path of innovation can be used for reference.

CDIO is the latest achievements of international engineering education reform, the idea of advocating "do" in high school, learn the experience of ideology, emphasize through students' initiative, experience, and integration of the learning process to gain knowledge, ability and attitude [1]. Although the CDIO concept is the inheritance and innovation of the project education reform, as a methodology, it is universal and is a breakthrough and innovation for traditional education.

As business Japanese education, on the other hand, the target language country Japan, to attract talents, promote the development of internationalization of enterprises, in 2007 ~ 2013 the implementation of the "Asian wealth funds idea" projects, student in Japan as the object, through courses in related business Japanese, Japanese enterprise culture, enterprise integration scheme of internships, employment guidance, fully promote students employment ability. The project, together with the "300,000 plans for overseas students" and "university reform plan", jointly promoted the comprehensive development of Japanese business Japanese education research and practice [2]. Japanese business Japanese education has basically formed a relatively complete implementation system, which can provide reference for domestic business Japanese education.

CDIO education and education are highly consistent in the education target, so it is very feasible to import CDIO concept in business Japanese education. But at the same time, CDIO is a reform plan with open resources and strong compatibility, which needs to be combined with education characteristics of Japanese to design the implementation plan

with professional characteristics [3]. Therefore, in this article, through draw lessons from the Japanese business Japanese education system construction of business Japanese education structure with Chinese characteristics, by the CDIO concept to construct the integration of teaching system, strengthening the students' practice, application and innovation ability, to build the capacity for the application of standard personnel training mode innovative business Japanese.

III. OVERVIEW OF LEADING RESEARCH

A. *Research on Business Japanese Education at Home and Abroad*

The biggest characteristic of business Japanese education is different from the traditional education is guided by employment, in cultivating students' ability to Japanese at the same time, pay more attention to develop business under the background of different cultural understanding ability, as well as social survival essential comprehensive ability. Therefore, the Japanese education and the researchers attach importance to it. The research shows that China, the United States, Australia and other countries have successively carried out business Japanese education research and practice. Of course, Japan is the most productive. Japan's business Japanese education began in the 1960s and matured in the 1980s, taking the opportunity of the implementation of the "Asian people's financial capital idea" project in 2007, which has been comprehensively promoted and developed. The research results have covered all aspects of business Japanese ontology research, education development review, enterprise research, teaching method, test evaluation, textbook dictionary and so on.

Although the domestic business Japanese education began in the early 1950s, the initial goal was limited to foreign trade talents training [4]. With the change of social demand and the deepening of education reform, education of business Japanese has received unprecedented attention and development with its "applicability". But due to lack of unified guidance, teaching outline is the integration of the talent training scheme, course system, practical teaching system, it is necessary to build the etc. must draw lessons from international advanced education idea and education experience in-depth study and practice.

B. *CDIO Education Research at Home and Abroad*

Since its introduction, the CDIO concept has gained worldwide attention. At present, dozens of world-famous universities have joined CDIO international organizations, all of which have adopted the CDIO education mode, and the students are highly recognized by the society and enterprises. In China, since 2005, Shantou University has been the first to study and study CDIO education mode and implemented it, and has achieved remarkable results. In 2006, our country set up the "China CDIO engineering education mode research and practice" research group, and now 57 universities have participated in and carried out the CDIO education model pilot work. In addition to science and engineering majors, the CDIO concept has been gradually introduced into English,

Japanese, Korean and other foreign language teaching, which is used to train application-oriented foreign language talents.

CDIO concept, therefore, is currently the world's most advanced application of innovative talents cultivation idea, but the education idea and the pattern is set research and development, Europe and the United States education when introduced to China, need according to the domestic current situation of the education goal, school running orientation, professional construction and so on carries on the localization.

IV. RESEARCH ON THE TRAINING MODE OF INNOVATIVE BUSINESS JAPANESE TALENTS

The application of innovative talents in the concept of popular education is different from the concept of elite education cultivating talents, academic research is also different from general skills applied talents of vocational colleges and universities, but in between is neither a pure academic research, and the pure skill application or both to give attention to both technology applied talents. This kind of talent has the following characteristics: facing the society and serving the society, it can create value in improving product science and technology content and scientific management; By acquiring new knowledge and new technology during education in school, and acquiring strong learning ability, practical ability and innovation ability to adapt to social science and technology development; This kind of talent knowledge, ability and quality structure is built around the application and innovation, so the employment ability, adaptability and entrepreneurial ability are strong.

In this paper, in reference to the Japanese business Japanese education, on the basis of the experiences and achievements based on CDIO concept, applied to students innovation ability training as the main line, to build knowledge, ability and quality education integration training mode. While improving the students' ability to apply innovation, they can improve the teachers' practical guidance ability, so as to improve the quality of Japanese professional talents.

A. *Establishment of Personnel Training Objectives and Personnel Training Capacity System*

The starting point of talent cultivation model construction is the target orientation of talent cultivation. Different from the academic talent cultivation based on discipline, the goal orientation of applying innovative talent training is the combination of talent demand, student growth demand and school running orientation. Therefore, based on the CDIO mode, the training target and the talent training ability system of the business Japanese professional are constructed.

First of all, through to the enterprise, industry experts, graduates of choose and employ persons the questionnaire survey analysis, and draw lessons from the latest achievements in the Japanese business education in Japanese, clear the domestic application of innovative business Japanese professional talent training goal and training mode.

Secondly, according to the training objectives of professional talents, the enterprises should be investigated through questionnaires and symposiums, so as to obtain specific requirements of enterprises on knowledge, ability and attitude of professional students.

Finally, through further analysis of enterprise needs, determine the students should possess in the four years of learning professional knowledge, ability and attitude indicators, to build the application integration of innovation ability training as the target of talent training system. It lays the foundation for the construction of professional training mode.

B. Build an Integrated Professional Curriculum System Based on Capacity Cultivation

The carrier of the talent training target is the specialty, which is the curriculum system that supports the specific courses of the whole major. Therefore, this paper carries out the construction of professional curriculum system according to the following steps:

First of all, according to definite the goal of talent cultivation and ability system, the existing curriculum system for benchmarking, mainly through the CDIO education mode of course correlation analysis, system analysis method to determine the correlation between the existing curriculum and the existing curriculum system and the matching degree of enterprise demand of choose and employ persons.

Second, according to the course of the baseline assessment results, combined with the ability of talent cultivation system, inviting enterprises, industry experts and Japanese education experts to professional course system of scientific nature and rationality of argumentation, evaluation and final business Japanese professional curriculum system.

Then, apply business knowledge, business ability, Japanese language ability, professional ability of professional talent training system integrated into the curriculum system, causes the student to obtain professional knowledge while, for the cultivation of the ability to apply accordingly.

Finally, the real work case of the enterprise is imported into the teaching implementation process, which fully takes into account the pre-revision and parallel connection of the courses, and the practical teaching link of the unified planning and design course.

C. Build an Integrated Practical Teaching System Based on CDIO Concept

The application of innovative business Japanese teaching system is different from the traditional teaching system, but the teaching system based on ability. We should not only have theoretical teaching system, but also have a practical teaching system to adapt to it. From the perspective of optimizing the professional training process, combining with the characteristics of foreign language learning, the cultivation of students' innovative consciousness and practical ability is carried through to the whole practice teaching process.

Business Japanese practice teaching system should be based on the characteristics of the Japanese language teaching and teaching needs to carry on the design, mainly including classroom training, extracurricular activities, focus on training, enterprise practice, social practice, graduation design. According to the content of the enterprise general sex in the work of the school year design into every stage of the training program, and then in turn each stage of the training project is decomposed into the school year backbone course practice teaching project, to build a set of "theory and practice, knowledge and skills, the internal and external", linking with integration of practical teaching system.

D. Study the Business Japanese Teaching Evaluation System Based on Ability Training

Applied talents training mode pays attention to the cultivation of student's ability and quality, and traditional teachers as the main body, to test as the main means of teaching evaluation model obviously difficult to achieve the comprehensive evaluation of learning process and learning effect [5]. Therefore, this paper will mainly use Japanese business Japanese education results to study the business Japanese teaching evaluation system.

First of all, based on the international exchange fund research and development of Japanese JF Japanese education standard 2010, accord with the characteristics of domestic Japanese education development "business Japanese ability can - do standard", respectively from listening, speaking, reading and writing four aspects set up different levels of ability evaluation index system, to assess the level of the ability of students can achieve learning stage.

And then to "business Japanese ability can - do standard" as a benchmark, draw lessons from the foreign language education frontier theory and method of evaluation, especially in recent years, foreign language education at home and abroad watches with learners as the main body of the "alternative assessment" research and practice results (including the file cover evaluation, dynamic evaluation, learning diary, self-evaluation, mutual evaluation method) [6], the corresponding business Japanese listening, speaking, writing, reading and other core curriculum, develop the corresponding teaching evaluation scheme respectively, thus forming the integration of business Japanese teaching evaluation system.

V. CONCLUSION

The construction and implementation of innovative talent training mode is still in the exploration stage for Japanese majors, and there are still many problems to be studied deeply. Such as the improvement of teachers' practical guidance ability, the continuous development of school-enterprise cooperation field, the evaluation mode of talent cultivation effect, etc. Therefore, it is necessary to break the disciplinary boundaries, regional and inter-university barriers, and build cooperation platforms between regional colleges and universities, so as to realize effective sharing of resources.

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