

Brief Analysis of Innovative Talents Cultivation and Teaching Reform Path of Japanese Major

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Abstract: Colleges and Universities Are Responsible for the Task of Talent Training. They Need to Provide Talent Support for the Society and Help Students Grow Rapidly. Based on Japanese Major, This Article Will Discuss the Path of Innovative Talents Cultivation and Teaching Reform of Japanese Major, So as to Provide Reference for People of Insight.

1. Introduction

Looking at the world education situation, various countries have deepened their teaching reforms and developed countries have formulated innovative talent training programs. China should learn from the education experience of developed countries, speed up the reform of the education system, and contribute to professional teaching.

2. Summary of Innovative Talents Training

2.1 Connotation

In the 1970s, American scholar Gilford defined “innovative talents”: innovative talents are the model of the times, with outstanding innovative ability, strong learning initiative and creativity. In daily life, innovative talents are good at capturing details and reading extensively to broaden their horizons. In learning and living, innovative talents are good at finding methods and innovating analytical thinking. In working life, innovative talents highlight the spirit of reason, and have a good character of will. Once the concept of “innovative talents” was put forward, it was recognized by the pedagogical community and caused great discussion among educators. Most domestic and foreign education scholars affirm the important role of “innovative talents” in social development, and emphasize the importance of “innovative talents” training programs [1].

2.2 Innovative Talents Training Mode in Developed Countries

Developed countries carried out the training of “innovative talents” earlier and adjusted the training mode of “innovative talents”. Taking Japan as an example, the Japanese government provides universities with a large amount of material and human resources, encourages universities to develop personnel training, and focuses on practical and innovative training. “Innovative talents” are given priority in schools and enterprises and enjoy the best resources provided by schools and enterprises. The school enterprise supports and guides “innovative talents” to carry out applied research and summarizes the wisdom of “innovative talents”.

Japan's “innovative talents” training model is as follows: First, the Japanese government actively cooperates with universities to develop talent training. The government is responsible for social development, assists the training of professional talents, and has established cooperative relations with schools. The Japanese government has adopted the industry-academia-government model and implemented relevant laws to ensure the smooth development of talent training for “innovative talents.” The legal system has exerted a strong binding force, and the speed of personnel training has significantly accelerated, which has promoted Japan's economic and social development. Second, Japanese colleges and universities should develop talents training based on the student standard. Japanese colleges and universities adhere to the concept of humanism, fully tap and

explore the personalized learning needs of students, highlighting the flexibility of education. Japanese universities offer a number of optional courses, and students can choose according to their interests. Students can also obtain degrees from different schools and study courses from different schools. Cross-school personnel training and cross-disciplinary personnel training models have expanded the development space of students and broadened their learning horizons. Third, Japanese universities jointly carry out personnel training. Japanese universities have generally established cooperative relations, and students in cooperative schools can learn any course [2]. This teaching mode lays a solid foundation for the construction of interdisciplinary subjects and enhances students' comprehensive learning ability. Fourth, Japanese universities carry out personnel training in accordance with international higher education standards. Many Japanese schools have cooperated with well-known foreign schools and carried out international research projects. Students of this school can enter foreign school experience courses. Higher education standards enable students to quickly adapt to foreign teaching environments and draw nutrition from the courses. There are a large number of international students in Japan, who have absorbed forward-looking theories and have strong scientific research capabilities.

As can be seen from the above, Japan regards innovation capability as an important part of the country's competitive strength, and has increased the training of "innovative talents". China should learn from advanced experience and form new ideas for talent training.

3. The Current Situation of Japanese Talents Cultivation in China

China attaches great importance to the cultivation of "innovative talents" and emphasizes the necessity of cultivating innovative ability. All colleges and universities have established innovative classrooms and a good learning platform for Japanese professionals. The understanding of "innovative talents" is also different due to different campus culture and school motto. Some schools will pay attention to practical guidance and carry out diversified innovative practical activities, which have cultivated the innovative ideas of Japanese major students and enhanced their coordination and communication ability. Some schools focus on divergent imagination, encourage Japanese students to innovate their learning methods, and use the extraordinary insight to understand the true meaning of the subject. Chinese colleges and universities have created a harmonious campus academic atmosphere, led by academics to carry out innovative projects, improved the sense of participation of students, and achieved healthy growth of students [3].

In China, the cultivation of "innovative talents" is at an early stage of development. "Innovative talents" must not only have the ability to innovate, but also have the ability to learn and develop in order to achieve the goal of integrating knowledge with action. The traditional education model is not suitable for the training of "innovative talents", and universities have explored the education model to avoid the homogeneous tendency of talent training. Since entering the new century, Japanese major has made great progress, subject teaching has ushered in new changes, and personnel training modes have become more diversified. At present, the training mode of "innovative talents" for Japanese majors in China mainly includes the following categories:

The first is the compound cultivation mode. Some colleges and universities have carried out Japanese education for Japanese majors and cooperated with professional knowledge education, including Japanese culture education, science and technology language education, etc. The second is the training mode of bilingual education. Some colleges and universities have carried out bilingual education for Japanese majors, imparting basic English knowledge to students. The third is the training mode of multilingual education. Some universities offer multilingual education for Japanese majors, including Japanese language education, Korean language education, and Chinese language education. The fourth is the two plus two culture model. Some universities require students to learn basic Japanese language knowledge in the first two years and social studies courses such as Japanese culture and communication in the next two years. China has explored the "innovative talents" training model, promoted the rapid employment of Japanese talents, and provided favorable conditions for the rapid growth of Japanese majors.

4. The Shortcomings of Cultivating “Innovative Talents” in Japanese Major in China

On the whole, the training quality of “innovative talents” in Chinese universities is not high, and the talent training mode tends to be divorced from reality. Most Japanese major students lack social responsibility and innovation ability, and there is a gap between them and their ideal state. There are many colleges and universities in our country, but few students apply for Japanese major. Many students are transferred to Japanese major [4]. After entering the school, the situation of changing major is common, and the number of Japanese major students is shrinking. The attraction of Japanese courses to students is weak, and the development of Japanese majors is hindered. Colleges and universities are facing the dilemma of cultivating “innovative talents” and need to reform the traditional education mode. By tracking the employment of Japanese graduates, it is found that most students work in Japanese companies, engaged in product marketing, corporate secretarial, Japanese translation, text editing, etc. The overall quality of these students is not high, and they have less professional knowledge, so they cannot stand on their own. The current “innovative talents” training program for Japanese majors in colleges and universities cannot meet the needs of social development. Training Japanese “innovative talents” has become an important part of college teaching reform.

5. An Effective Way to Cultivate “Innovative Talents” in Japanese Major in China

5.1 Optimize the Curriculum System

Professional courses have great influence on students. Some students have lost interest in Japanese courses and their enthusiasm for autonomous learning. In order to meet the needs of the society for “innovative talents” and realize the great goal of talent cultivation, schools should optimize the curriculum system and enrich the curriculum content. Many schools focus on language knowledge, ignoring the infiltration of cultural knowledge, resulting in a lack of Japanese specialized courses. In the process of education, we should integrate language knowledge and practical skills knowledge, integrate cultural knowledge and social science knowledge, continuously improve the knowledge structure and guide creative thinking. Specifically, colleges and universities should do the following: First, colleges and universities should highlight the important position of major courses. Major courses should include language courses, cultural courses, etc. If the education time is limited, schools should reduce some courses, improve teaching efficiency, and ease the learning pressure of students. Second, universities should offer a variety of elective courses [5]. Colleges and universities need to investigate students' actual learning needs, provide students with legal electives, journalistic electives, etc. to enable students to acquire more knowledge and build a scientific knowledge system.

5.2 Highlighting Educational Individuality

College students are at a special stage of growth, and their individual characteristics are very distinct. Colleges and universities should analyze their individual characteristics and highlight the flexibility and flexibility of education. Schools should encourage Japanese language majors to study other courses, Japanese language majors to pursue dual degrees, and Japanese language majors to attend classes across schools. Inter-school learning and inter-professional learning can fully develop students' thinking potential, cultivate the habits of independent thinking and independent learning, and promote the all-round development of students.

5.3 To Realize Joint Running of Schools

As mentioned above, schools in developed countries have carried out cooperation and established a joint school-running mechanism. China should learn from the experience of world-famous universities and promote cooperation among them. Schools in our country can also adopt the second-class plus second-class talent training mode, requiring students to consolidate their knowledge base of Japanese in the early stage, carry out practice in the later stage, and test the correctness of theoretical knowledge through practice so as to obtain practical growth. Domestic

colleges and universities should provide students with more opportunities to study abroad, allow students to enter the world's famous universities to feel the cultural atmosphere, learn more methods, gradually strengthen the spirit of innovation, and cultivate scientific awareness.

5.4 Expand the Ranks of Teachers

Teachers are the guides of students. Teachers' words and deeds will have an important impact on students. College students take teachers as an example. Teachers should shoulder the responsibility of teaching and educating people and improve their comprehensive quality. Chinese colleges and universities should fully realize the importance of Japanese professional teachers, strengthen the training of talents, and form a professional and modern team of Japanese teachers. In the process of team building, colleges and universities must inspect the personal abilities of Japanese teachers. Colleges and universities need to focus on Teachers' knowledge background, knowledge structure, ideological and moral quality, and investigate the teaching ability and practical ability of Japanese teachers [6]. In order to cultivate more “innovative talents”, colleges and universities should hire excellent teachers as elective course teachers, so that students can actively accept the influence of English culture and feel the charm of Japanese language knowledge in a good Japanese teaching environment. At the same time, colleges and universities should speed up the pace of “double teacher” teacher training, and constantly expand the strength of teachers' talents to ensure that the new teaching mode can play a role.

5.5 Promoting Teaching Reform

Under the new educational background, the teaching reform in our country has achieved a lot. In order to realize the training goal of “innovative talents”, our universities should continuously deepen the teaching reform and adopt new teaching methods. College students have distinct learning characteristics and outstanding personality characteristics. Colleges and universities should encourage teachers to adopt discussion-based teaching methods and heuristic education methods so that students can devote themselves to the classroom and learn professional Japanese cultural knowledge. Colleges and universities should integrate internal educational resources with social educational resources, carry out scientific and technological lectures, cultural forums, etc., call on Japanese major students to actively participate, and cultivate students' strong interest in knowledge.

6. Conclusion

To sum up, innovation is an inexhaustible motive force for the country's prosperity and development, and society demands innovative talents. Colleges and universities are an important place for talent cultivation. They need to innovate their education strategies and constantly improve their students' innovative literacy.

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