



Research on the Integration Path of Japanese Language Professional Education and Innovation and Entrepreneurship Education

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Abstract. The integration of Japanese language education and innovation and entrepreneurship education is an important issue faced by major universities with Japanese language majors. In dealing with the relationship between innovation and entrepreneurship education and professional education, the concepts of Japanese language professional education and innovation and entrepreneurship education are the leaders. Firstly, it is necessary to update the educational concepts in order to achieve better integration between the two. Innovation and entrepreneurship education is not independent of Japanese language professional education, but is built on the basis of Japanese language professional education, with different focuses. Professional education emphasizes theory, Innovation and entrepreneurship education places more emphasis on practice. If innovation and entrepreneurship education is not integrated with professional education, it will be a transformation of theory from practice. At the same time, Japanese language education and innovation and entrepreneurship education always adhere to the student-centered approach, with the improvement of Japanese language application ability as the core, and innovation and entrepreneurship thinking training as the guide. As a local applied undergraduate university, it is necessary to achieve the integration of innovation and entrepreneurship education and professional education, and integrate them into Japanese language talent training programs.

Keywords: Japanese language professional education; Innovation and entrepreneurship education; Innovative and entrepreneurial thinking

1 Introduction

To build a heterogeneous curriculum system with multi-party collaboration and linkage, by exploring the implementation path of the integration of the innovation and entrepreneurship education subsystem and the Japanese language professional education subsystem, we can achieve deep integration between the two subsystems, cultivate applied talents suitable for social needs and serve the regional economy, and promote social development.

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2 Academic History and Research Trends of Relevant Research at Home and Abroad

Jiang Xiaorong (2019:11) first analyzed the status quo and problems, "the status quo and problems of innovation and entrepreneurship education", "the employment status quo and problems of Japanese majors", and recognized the effectiveness of innovation and entrepreneurship education in his paper *Research on Innovation and Entrepreneurship Education Mode of Japanese Undergraduate Majors in Local Universities in Sichuan -- Taking China West Normal University as an example*. The number and proportion of independent entrepreneurs are small, and there are very few entrepreneurs engaged in Japanese related entrepreneurship, accounting for only 9.38% of the total number of graduates of all grades as the research object. Moreover, the field of entrepreneurship is limited to the education industry. Finally, countermeasures and suggestions are proposed. While emphasizing the universality of innovation and entrepreneurship education, it is necessary to effectively combine the characteristics of various majors and emphasize the professionalism of innovation and entrepreneurship education. The main strategies for constructing an innovation and entrepreneurship education system that combines Japanese language are explored from the perspectives of "innovation and entrepreneurship curriculum design," "mobilizing students' enthusiasm," and "adjusting teacher structure. [1] However, the author believes that this study lacks research and exploration on the integration of Japanese language professional education and innovation and entrepreneurship education.

Zhang Tong (2017:12) proposed in his paper "Research and Practice on Integrating Innovation and Entrepreneurship Education into the Whole Process of Japanese Language Professional Talent Cultivation" how to integrate innovation and entrepreneurship education into the entire process of Japanese language professional talent cultivation, which can serve as a reference for innovation and entrepreneurship education in Japanese language majors or other foreign language majors such as English. [2] However, the author believes that although the paper proposes to integrate innovation and entrepreneurship education throughout the entire process of Japanese language professional talent cultivation, there is insufficient research on the specific path of integrating Japanese language professional education with innovation and entrepreneurship education.

Enhance the innovation power of university students through extracurricular activities that involve various events.[3] However, the author believes that the article discusses the necessity for college students to carry out innovation and entrepreneurship, but there is insufficient discussion on how to carry out innovation and entrepreneurship education and how to combine it with professional education.

Zhang Yuguang (2010:2) analyzed the current situation and characteristics of entrepreneurship education in universities in the United States and Japan in his paper "Comparison and Enlightenment of Entrepreneurship Education in Universities in the United States and Japan", and compared their understanding and positioning of entrepreneurship education, curriculum system settings, social environment, and external conditions in universities in the two countries.[4] However, the author believes that although this study discusses the current situation and characteristics of innovation and

entrepreneurship among American and Japanese college students, there is insufficient discussion on how to carry out innovation and entrepreneurship education in China.

The purpose of this study was to investigate the characteristics of entrepreneurship among Japanese and Chinese students. As a result of the questionnaire survey, the difference of the "surrounding environment", "self evaluation" and "employment view" related to entrepreneurship was mentioned as a factor of entrepreneurship. In this study, we analyzed the gender difference between Japanese and Chinese students. There was a big difference between Japanese and female students. In addition, Japanese female students had characteristics such as "low self-evaluation related to entrepreneurship", "lack of acquaintance of entrepreneurs", and "view of job hunting". On the other hand, there was no difference between Chinese and female students. It is characteristic that there is no gender difference in entrepreneurship.[5]

The purpose of this study is to investigate the consciousness of entrepreneurship in the social science students in relation to the components of the main body which is essential to the business concept. As the result, it was proven that "imagination" and "free will" were related to "motivation of entrepreneurship" and "fear of failure" in the main component of the main body.[6]

Colleges and universities have been exploring the institutional mechanism and path method of integrating innovation and entrepreneurship education and professional education, which is an inevitable requirement for innovating the talent training mode of colleges and universities, and it is also an effective way to improve students' theoretical level, practical skills, innovative spirit and entrepreneurial awareness. By analyzing some practical problems in the integration of the two, this paper puts forward a realistic path to give full play to the professional characteristics and discipline advantages of colleges and universities, integrate educational concepts, teaching resources, teaching methods, teaching environment, etc., build an innovation and entrepreneurship incubation platform, build an innovation and entrepreneurship practice community, and guide students' career planning and career development.[7] However, the author believes that this article lacks research on the innovation and entrepreneurship mechanisms of Chinese and Japanese university students.

3 Background analysis of the path research on the integration of Japanese language professional education and innovation and entrepreneurship education

In recent years, the number of Japanese language college entrance examination students has been rapidly increasing. The difficulty is small, and the score is raised quickly. With policy encouragement and market promotion, the number of Japanese language college entrance examination students is rapidly increasing. According to relevant data, it is expected that 250000 students nationwide will choose Japanese as their foreign language subject in the 2022 college entrance examination. In terms of the number of Japanese speakers in the college entrance examination, from 16000 in 2017 to 250000 today, the number has increased by 15.6 times in just five years. From this, it can be seen that the Japanese language used in the college entrance examination has

deeply penetrated into the hearts of candidates and parents, and candidates have started a wave of learning Japanese.

In 2021, the number of Japanese language candidates for the national college entrance examination reached about 200000, with approximately 49000 candidates in Guangdong Province alone. However, in 2018, the number of Japanese language candidates in Guangdong was less than one tenth of this year. The number of candidates using Japanese instead of English to participate in the national college entrance examination has been increasing year by year. In 2016, 9600 people chose Japanese to participate in the college entrance examination. In 2017, more than 16000 people participated in the Japanese language college entrance examination. In 2018, more than 23000 Japanese language candidates participated in the college entrance examination. In 2019, the number of Japanese language high school candidates in the country reached a new high of over 48000. The 48000 Japanese language candidates in 2019 mainly came from 29 provinces, municipalities, and autonomous regions across the country (excluding Hong Kong, Macao, and Taiwan regions). Among them, Guangdong Province, Zhejiang Province, and Jiangsu Province have the highest number of Japanese language candidates, with 9916, 6401, and 5574 candidates respectively. There are also Hubei Province (3732 people), Shandong Province (3614 people), Guizhou Province (3222 people), Fujian Province (1851 people), Hunan Province (1504 people), and Liaoning Province (1434 people) with more than four digit candidates. Inner Mongolia, Anhui Province, Jiangxi Province and Guangxi Province have more than 500 candidates. Compared with 2018 and 2017, most provinces have seen an increase, with Guangdong, Zhejiang, Jiangsu, Hubei, and Shandong provinces experiencing significant growth rates. Compared with 2018, they have respectively increased by more than 5400 people, 3700 people, 2300 people, 1800 people, and 1900 people.

The largest number of Japanese examinees is in Guangdong Province, which inevitably needs a large number of Japanese teachers and Japanese as a foreign language training institutions. Therefore, the implementation of the research results is conducive to improving the employment competitiveness of Japanese majors, training Japanese graduates in innovative thinking and the probability of success in entrepreneurship, and has greater social benefits.

4 The path of integrating Japanese language education with innovation and entrepreneurship education

Innovation and entrepreneurship education is an extension of quality education for Japanese language majors, and is a systematic and universal education that cultivates students' innovative thinking and innovation and entrepreneurship abilities. The integration of Japanese language professional education and innovation and entrepreneurship education is of great significance in meeting the needs of Japanese language talents in society. The dynamic adjustment of Japanese language professional talent training plans is of great significance in improving the success rate of students' innovation and entrepreneurship. We will effectively integrate professional theory with

practice, integrate professional education with innovation and entrepreneurship education, and integrate professionalism with comprehensiveness.

Based on the current situation of innovation and entrepreneurship education in Japanese language majors in universities, this study explores the path of integrating innovation and entrepreneurship education into Japanese language education under the guidance of innovative theory, draws on beneficial practices from countries such as Japan, and analyzes the direction and trend of future innovation and entrepreneurship in Japanese language majors. Firstly, the theoretical basis, current situation, and problems of the integration of Japanese language professional education and innovation and entrepreneurship education are analyzed. Based on this, a path for the integration of Japanese language professional education and innovation and entrepreneurship education is proposed; Focusing on exploring the trend of innovation and entrepreneurship in the Japanese language major in the cross-border e-commerce industry, translation service industry, and the Japanese language training and education industry for the college entrance examination, we aim to transform the training mode of applied talents in the Japanese language major.

4.1 Use Japanese college students for reference to carry out innovation and entrepreneurship education

Japanese universities, in close cooperation with the government and industry, constantly transform innovation and entrepreneurship education, research concepts, and even introduce new educational ideas. Make full use of existing infrastructure, establish entrepreneurial incubators, entrepreneurial counseling institutions, and other entrepreneurial infrastructure, and closely connect with alumni. At the same time, various universities are also implementing corresponding entrepreneurship plans and adding entrepreneurship courses based on their professional education and combined with their own characteristics; Establish interdisciplinary programs based on the characteristics of our school. For example, entrepreneurship engineering of Kochi University of Technology and entrepreneurship management of Ritsumeikan University; In terms of entrepreneurial teachers, we have introduced "dual teachers" with excellent entrepreneurial qualifications and experience, and improved the quality of entrepreneurial education by establishing a two-way communication system with enterprises.

The effective integration of Japanese language education and innovation and entrepreneurship education is an inevitable choice to break through the traditional thinking pattern of foreign language and literature majors and change the existing undergraduate education system. The entry point for the education reform of application-oriented undergraduate universities is only through the combination of innovation and entrepreneurship education with professional education, which is a better path. As an innovative thinking, innovation and entrepreneurship education takes "talent cultivation" as the starting point, aiming to cultivate students' learning ability, innovative thinking, and social adaptability, surpassing traditional professional education, and combining professional education, promoting the higher level integration of innovation and entrepreneurship education with professional education, To promote the reform of subject education and break away from traditional talent cultivation models, the pri-

mary solution is to change the educational concepts of managers and educational managers.

4.2 Integration of Innovation and Entrepreneurship Education and Japanese Language Professional Education Concepts

Offering relevant courses is the primary and most common choice for innovation and entrepreneurship education, but it is not the only option. In the curriculum, courses such as innovation and entrepreneurship training courses and introduction courses can be added to cultivate students' thinking and awareness of innovation and entrepreneurship, with a focus on majors and innovation and entrepreneurship concepts as the guide, hiring innovation and entrepreneurship mentors and professional managers, building innovation and entrepreneurship parks, entrepreneurship incubation parks, and school enterprise cooperation, Integrating the concept of innovation and entrepreneurship education with professional education, integrating them into the curriculum design based on systematic professional education, and exploring the path of applied undergraduate teaching reform.

The training plan for Japanese language talents is the object of argumentation by various universities that offer Japanese language majors. To meet the trend of foreign language education reform, universities must actively change their educational concepts, grasp social needs, reasonably layout new modes of innovation and entrepreneurship, and explore effective implementation paths for innovation and entrepreneurship education and professional education in the new situation. Innovation and entrepreneurship education is not only a change in the way of talent training, but also a repositioning of the talent training program of application-oriented undergraduate colleges and universities, promoting the reform of the Education reform, and shaping innovative and entrepreneurial talents. It is a fundamental change in the mode of innovation and entrepreneurship education. It aims to cultivate innovative and entrepreneurial talents, and focuses on the "teacher centered" teaching form. Students only learn the corresponding theoretical knowledge of Japanese language and literature, The traditional educational philosophy that lacks the cultivation of students' practical abilities needs to be changed. In the process of Japanese language education, students are encouraged to participate in innovation and entrepreneurship oriented education, achieving the integration of Japanese language education and innovation and entrepreneurship education, and integrating their concepts into the talent cultivation system, effectively improving the employment competitiveness and success rate of innovation and entrepreneurship for Japanese language students.

4.3 Heterogeneous Reorganization of Curriculum System

At present, the curriculum of Japanese language major in applied undergraduate universities follows the guidance of the "National Standard", but it may also be different. Some universities cultivate research-oriented talents, while others cultivate applied talents. The curriculum is a prerequisite and foundation for achieving talent cultivation goals. To carry out innovation and entrepreneurship education, the reconstruction of the

Japanese language major curriculum system is a shortcut to achieve the integration of innovation and entrepreneurship education and Japanese language major education, Develop a systematic Japanese language teaching system that integrates innovation and entrepreneurship education into Japanese language education, enabling Japanese language students to possess theoretical and practical literacy in innovation and entrepreneurship, and constructing a dynamic, systematic, and practical "trinity" curriculum system with innovation and entrepreneurship education characteristics. Implement innovation and entrepreneurship education and Japanese language professional education through a systematic education model, enabling students to learn innovative and entrepreneurial thinking patterns, such as the introduction to innovation and entrepreneurship course. Provide targeted training for Japanese language professionals with entrepreneurial intentions through practical courses.

4.4 New ideas and approaches

4.4.1 Increase innovation and entrepreneurship courses.

In the Japanese language talent training program, public elective courses for innovation and entrepreneurship are added, with 2 credits and 32 class hours. This course is generally taught by double qualified teachers. The purpose of this course is to enable students to establish the awareness of innovation and entrepreneurship, understand the establishment and operation mechanism of enterprises, and understand that enterprise legal persons are entities that operate independently, assume sole responsibility for their own profits and losses, and have Management science. There are five forms of learning innovation, namely product innovation, technological innovation, market innovation, resource allocation innovation, and organizational innovation.

4.4.2 Integrating Japanese language education courses into innovation and entrepreneurship education.

In the new situation, with the increasing demand for high school Japanese language teaching, the increasing number of cross-border e-commerce talents, and the increasing number of domestic and international postgraduate entrance exams, Japanese language graduates are equipped with skills and knowledge in Japanese language teaching and training, as well as cross-border e-commerce through courses such as "Japanese Speech and Debate", "Business Japanese Translation", "Educational Knowledge and Ability", and "Cross cultural Communication" in their daily teaching, Facilitate entrepreneurship and cross-cultural communication for Japanese language professionals.

4.4.3 Make full use of school enterprise cooperation internship bases, attach importance to the second and third classrooms.

Utilize the functions of Japanese language professional school enterprise cooperation internship bases, especially education and training institutions and translation institutions, to promote school enterprise cooperation and collaborative education, make up for the low level of innovation and entrepreneurship of some Japanese language professional course teachers in the school, and enable students to discover Jap-

Japanese related business opportunities, learn the business model of internship bases, and write business plans during graduation and professional internships, Understand the advantages and disadvantages of the enterprise in market economy competition, analyze its basic competitive strategies, namely cost leadership strategy, differentiation strategy, and concentration strategy.

4.5 Quantitative analysis related to computer science

Quantitative analysis methods are conducted through (computer) experimental research, survey research, and statistical analysis. The details are as follows: 1. Ratio analysis method. Based on the comparison of different data before and after the integration of innovation and entrepreneurship education and Japanese language professional education, the comparison rate was analyzed. Various forms of interviews were conducted with 33 students in the 18 Japanese language classes who started the integration of innovation and entrepreneurship education and Japanese language professional education. Among them, 6 students had entrepreneurial intentions, accounting for 18% of the total. 2. Trend analysis method. For graduates who have entered high school or institutional employment at the school where the author works, a continuous vertical comparison was made based on data from 2019, 2021, and 2022. Through trend analysis, the trend shows an upward trend every year, making it suitable to establish educational institutions for entrepreneurship. 3. Structural analysis method. More than 50% of graduates who teach Japanese to high school students in high schools or educational institutions can be found. The proportion of Japanese language graduates employed in cross-border e-commerce accounts for 25% annually, making them suitable for starting small businesses and entrepreneurship.

5 Conclusions

By learning from the shining points in the mechanism and system of innovation and entrepreneurship education carried out by Japanese college students, and combining with the current situation in China, this paper puts forward new ideas and new paths for the effective integration of innovation and entrepreneurship education subsystem and Japanese professional education subsystem. Firstly, explore the urgency, feasibility, and necessity of integrating Japanese language education with innovation and entrepreneurship education, and then propose new paths, attempts, and measures for the integration of Japanese language education with innovation and entrepreneurship education; Secondly, focus on exploring the trends and directions of innovation and entrepreneurship in the Japanese language major in industries such as cross-border e-commerce, translation services, and Japanese language training and education for the college entrance examination; Finally, it is necessary to propose a training plan and model for applied talents in the Japanese language major that aligns with the dynamic adaptation of social demand changes and heterogeneous restructuring of the curriculum system.

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