

Cultivation of High-quality Teachers of Business Japanese in Adaption to the Transitional Development*

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Abstract—Business Japanese major is an applied subject that combines theory and practice. The teachers of this major must have solid knowledge of Japanese language, comprehensive business trade theory and rich practical work experience. However, there are many problems in the faculty of the business Japanese major in newly established undergraduate colleges, and the faculty cannot fully meet the above requirement, making it difficult for the schools to deliver qualified application-oriented business Japanese talents to the market. The article explores how to cultivate high-quality business Japanese teachers during the transition period, and proposes corresponding improvement suggestions to improve the quality of education and teaching.

Keywords—transitional development; business Japanese; high-quality; teachers

I. INTRODUCTION

With the acceleration of the process of the integration of world economy, economic and trade exchanges between China and Japan have become more and more, and the demand for applied business Japanese talents has gradually increased. At present, nearly 700 universities in China have established Japanese majors, of which 240 are offering business Japanese majors (directions). Business Japanese majors cultivate applied talents, which is in line with the direction of running newly established undergraduate colleges. It is expected that more universities will set up this major in the future.

II. THE STATUS QUO OF THE FACULTY OF THE BUSINESS JAPANESE MAJOR IN NEWLY ESTABLISHED UNDERGRADUATE COLLEGES

A. Lack of Professional Ethics

Affected by the market economy and utilitarian thinking, some teachers blindly pursue material interests and the realization of self-worth. They have poor sense of

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responsibility, do their teaching work in a slipshod manner and only echo what the books say in class. Some teachers are even late for work and leave early; some teachers are indifferent to students and rarely communicate with them; some teachers do not respect students and ridicule them, which seriously damage the image of teachers and restrict the development of faculty of business Japanese major.

B. The Structure of the Faculty Is Unreasonable

In recent years, newly-built undergraduate colleges have improved the overall educational level of faculty of the business Japanese major through independent training and talent introduction. At present, the number of teachers with a master's degree is the largest, accounting for more than 85% of the total number of teachers, and there are very few teachers with doctoral degrees. These highly educated teachers are basically graduated from the Japanese language and literature major and lack business expertise. Since the newly-built undergraduate colleges are mostly located in prefecture-level cities and non-economically developed areas, it is difficult for them to attract the outstanding talents, and teachers of these schools have mostly graduated from local colleges and universities in the province. The knowledge sources and academic views of teachers are similar, which affects their mutual learning and reference. The structure of teachers' professional titles is unreasonable, in which the proportion of professors is very low, and the proportion of lecturers is the highest, which is not conducive to the formation of scientific research teams, resulting in the lack of leading figures, academic leaders and academic backbones.

C. Shortage of Qualified Teachers

At present, business Japanese teachers in newly-built undergraduate colleges have mostly graduated from Japanese language and literature majors. They have relatively solid Japanese language basic skills, and they are good at cultivating students' language knowledge and skills, but they lack professional business knowledge. Some teachers undertake professional courses through self-study or short-term training. For them, those high-level business professional courses are really difficult to teach, so the quality of their lectures is not good. If the schools employ

teachers who graduated from relevant business majors or the employees of the foreign companies who have changed their professions to teach these courses, their Japanese language knowledge structure, expression ability, teaching theory, and teaching level may not meet the requirements. Some teachers do not seek progress, their knowledge structure and ability structure are not updated in time, and they still adhere to the traditional educational philosophy and teaching concepts, follow the backward teaching model, and lack innovation awareness and reform motivation. These factors lead to the poor teaching quality of the business Japanese major.

D. Teachers Lack Practical Experience

The business Japanese major is a subject with very high requirements for learners' practical ability. Through four years of study, students are required to adapt to the current market demand for Japanese professionals as soon as possible, familiar with the relevant laws and regulations on foreign trade, understand business etiquette, master the basic process of import and export trade, and be able to expertly negotiate with customers. After graduation, students should be able to work in the fields of management, business translation, and foreign trade in Japanese-funded companies, Sino-Japanese joint funded companies and economic and trade departments. To this end, business Japanese teachers should have relevant industry background knowledge and work experience in foreign companies. However, the current business Japanese teachers in newly-built undergraduate colleges are mostly theoretical teachers and have not received professional business training, and most of them have directly gone into colleges and universities for the teaching work after graduation, lacking practical experience of working in corporate, unfamiliar with the operational mode of business activities, and unable to effectively cultivate students' vocational skills, making it difficult for students to meet the requirements of employers after graduation.

III. DISCUSSION ON THE CONSTRUCTION OF FACULTY OF BUSINESS JAPANESE MAJOR IN NEWLY-BUILT UNDERGRADUATE COLLEGES

A. Employing Qualified Teachers

Governments at all levels and the competent departments of schools shall formulate relevant documents to strictly set the standards for the admission of teachers and strictly control the employment of teachers. The employed teachers should be able to abide by professional ethics, match word to deed, cherish posts and devote wholeheartedly to work, be willing to make contributions, and have strong sense of responsibility. They should treat every student fairly. In the work, they should focus on the overall situation, and get along well with other colleagues, and at the same time, they should be innovative and dare to carry out teaching reform. The employed teachers should have strong working abilities, good Japanese language basic skills, rich language knowledge, comprehensive business knowledge, and rich practical work experience. They should master certain theoretical knowledge of education and teaching, and be able

to organize classroom teaching in a flexible and diverse way. The assessment of new teachers should be scientific, reasonable and standardized. Business experts, teacher representatives and student representatives should participate in the assessment together, focusing on the assessment of new teachers' teaching ability and practical ability. In addition, in the process of talent introduction, schools should also fully consider the specific issues of the current education related structure and professional title structure of faculty of the business Japanese major to ensure a reasonable structure of the teaching staff.

B. Improving the Quality of Business Japanese Teachers

1) *Moral quality*: The moral quality of teachers has a direct impact on the healthy growth of students, the quality of nationals, and the quality of education. In the transition period, only by establishing a high-quality faculty can the business Japanese major in newly-established undergraduate colleges deliver qualified application talents for the development of local economy. To this end, business Japanese teachers should establish lofty professional ideals, love and be loyal to the educational undertakings they are engaged in, hold the attitude of being responsible for the country and people, and pursue the responsibility of teaching and educating people. While imparting knowledge and skills to students, they should also carry out professional ethics education for students, cultivate their healthy personality and noble moral sentiments, and make them honest, trustworthy, self-respecting, self-confident, self-reliant and self-reliant. Secondly, business Japanese teachers must have a healthy psychology, be open-minded and positive, and infect students with their optimistic attitude and cultivate students' perseverance. And the teachers should strengthen their self-cultivation in character. Good personality characteristics such as enthusiasm, optimism, humor, integrity and seriousness are conducive to creating a relaxed and active classroom atmosphere. Teachers' behaviors will affect students in a subtle way, so teachers should pay attention to self-cultivation. The schools should supervise and encourage teachers to get rid of traditional ideas and advance with the times, so that they can smoothly complete the transition to applied universities.

2) *Professional quality*: Business Japanese teachers should have a reasonable knowledge structure, and must master the basic theoretical knowledge and corresponding basic skills of international trade. They should be familiar with the business vocabularies in the fields of marketing, finance, accounting, negotiation, secretarial, e-commerce, etc.; able to write research reports, production plans, foreign trade correspondences, etc.; possess the negotiation skills in maintaining business with old customers, attracting new customers, product development, advertising planning, etc.; be familiar with the basic common sense of Japanese society and culture and business policies, laws and regulations. At the same time, they must have certain business communication skills, be able to complete the interpreting

and translation work in business activities independently with their excellent basic skills (listening, speaking, reading, writing, translating), and be familiar with social etiquette and negotiation business. Teachers of the business Japanese courses are required to have rich practical work experience. Teachers should be encouraged to actively participate in business practice activities. Schools should select young and middle-aged teachers to go to the relevant enterprises for internships and post-job training, in order to let them be more competent in practical teaching. In addition, business Japanese teachers should also have a wealth of knowledge in education and teaching theory, and be able to apply the knowledge of education, psychology, and subject teaching methods to business Japanese teaching. According to the characteristics of the business Japanese major and the specific conditions of students, teachers should adopt effective methods to teach the course, fully mobilize the initiative and enthusiasm of students for study, and cultivate their awareness of innovation. The popularity of network technology requires teachers to have high information literacy. Teachers should be able to combine information technology with the business Japanese classes, establish a learning website, and provide students with a new learning environment to arouse their curiosity and enable them to actively explore and conduct cooperative learning.

3) *Scientific research quality*: Teaching and scientific research is interdependent. Teaching can drive scientific research, and scientific research can promote teaching. If teachers only pay attention to teaching and ignore the scientific research, they will not be able to master the frontier dynamics of the discipline. The process of scientific research is also the process of linking theory with practice. Scientific research is an important indicator to measure a teacher's professional knowledge and application ability, and efforts should be made to cultivate teachers' innovative ability. In the transition period, the research focus of business Japanese teachers should be put on the application-oriented research, and teachers should focus on the application value of the research results. It is recommended that teachers go to relevant enterprises to master the frontier dynamics, so that they can scientifically make the best talent training program for business Japanese majors, optimize the curriculum system, and deliver excellent business Japanese talents for local economic development.

C. Improving the Practical Ability of Business Japanese Teachers

Newly-established undergraduate colleges are committed to cultivating applied talents. During the transition period, they should pay more attention to the consistency of their talent training objectives and social needs. For the applied talents, their application, practical and innovative capabilities should be highlighted, which requires teachers to have strong professional practice capability, especially business working experience. To this end, the competent educational authorities at all levels should encourage universities to

cooperate with enterprises, and at the same time introduce relevant policies to accept and supervise business Japanese teachers to practice in enterprises. First of all, schools must select some excellent young and middle-aged teachers to have internships and post-employment exercises in enterprises. The practical activities can be linked to the rewards, job title evaluation, and economic treatment of teachers to encourage them to enter enterprises to conduct practical activities, to understand the latest developments in the industry, to enrich their business knowledge, and to improve their business operations skills. Schools and enterprises could jointly cultivate talents by establishing school-enterprise cooperation platforms, which can promote the transformation of teachers as soon as possible. While improving their practical ability, business Japanese teachers can also provide training classes for enterprise staff in their spare time to improve the staff's Japanese language ability, increasing performance for enterprises and achieving win-win cooperation. Second, more efforts should be made to train existing teachers. Schools can hire well-known business experts to train the business Japanese teachers to improve their professional qualities. And schools should encourage teachers to go out and go abroad to study new knowledge. Furthermore, schools could formulate a "mentor system" talent training program. At present, the proportion of young teachers in the faculty of the business Japanese majors in newly-established undergraduate colleges is high, and they mostly lack practical work experience. So the "mentor system" should be implemented. Some old teachers with high virtue, strong working abilities, and rich practical experience can be selected as young teachers' mentors, and they can implement practical training for the young through methods of "passing, helping and bringing".

D. Creating an Environment Conducive to the Building of the Faculty

Governments at all levels and the competent educational departments should fully consider the future development of new undergraduate colleges, increase investment in the building of faculty of the business Japanese major, strive to improve school conditions, and create a good atmosphere to attract talents and retain talents. Schools could increase scientific research incentives, training for teachers, academic activity funds, mobilize teachers' enthusiasm for scientific research, enhance their professional quality, and establish a better evaluation mechanism for business Japanese teachers. And schools could improve the welfare of teachers, and formulate plans for the allocation of class hour allowances according to their own actual situations, so that teachers can get paid according to their quantity of work and get more reward if they do more work. This can prevent teachers from working part-time outside the school and make them concentrate on their own teaching work in the school. Schools should improve the housing subsidy system and solve the housing problems of teachers through ways of collecting fund to build houses, group-buying of houses, and issuing housing allowances. All management departments of the schools must conscientiously implement the concept of "people-oriented, serving teachers" and create a good working environment for teachers. Schools should inspire

teachers' work enthusiasm by offering spiritual stimulation and material rewards, and exert teachers' initiative and creativity. And schools should carry out a variety of cultural and sports activities, promote the communication between teachers, and cultivate their sense of teamwork. Schools should also build their unique campus cultures, create a harmonious human environment for teachers and students, and cultivate their temperament and sentiments. And schools should strengthen the construction of books and information resources in business Japanese and provide teachers with new knowledge, new ideas and new concepts in a timely manner in order to provide necessary guarantees for their education and teaching work.

IV. CONCLUSION

In short, the newly-built undergraduate colleges can only deliver qualified business Japanese talents to the market and then successfully complete the transition to the applied colleges by building a high-quality business Japanese faculty.

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