Curriculum Integration and Teaching Reform of Business Japanese Major in Higher Vocational Education

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Abstract: Higher vocational colleges are an important base for training applied business Japanese talents in my country. In the process of the development of a diversified market, the traditional teaching model can not meet the needs of existing business Japanese students in higher vocational colleges. This article analyzes the characteristics of business Japanese majors, discusses teaching reform and knowledge integration models, and aims to cultivate Market-oriented comprehensive business Japanese talent.

Modern Japanese business vocational education pays more attention to students' self-learning ability, which is intended to allow students to "choose education" according to their own interests and needs, avoiding the traditional test-based methods. In the context of business Japanese education reform in higher vocational education, it has brought new challenges and new opportunities to our existing education [1].

1. The development direction of modern Japanese business professional education reform

Business Japanese is an important foundation for higher vocational language courses. We need to help students build relevant knowledge systems and gradually help students accumulate relevant knowledge. Through the study of business Japanese, students can understand the inherent characteristics of the subject and make business Japanese knowledge become Students 'own important abilities, and relying on adapting to the needs and development of the society, realize the improvement of students' comprehensive energy. Therefore, when educators formulate education plans and curriculum design for students, they need to analyze according to the core literacy of business Japanese in vocational colleges. Match the needs. Vocational Japanese teachers are the leaders of students 'knowledge seeking, so they must have good academic literacy and be able to sort out the educational goals for students in accordance with the core literacy of business Japanese combined with the course content, and use a variety of teaching methods to continuously adjust and improve the teaching form and teaching method. At the same time, in the design of all courses, business Japanese subject literacy should be carried through throughout. Course design cannot be separated from the goal. The classroom structure should be combined with the students 'interests and the needs of social technology development. ].

The development of modern science and technology is changing with each passing day. Our education must keep pace with the times and focus on the accumulation and update of knowledge. Teachers in business Japanese classroom education can properly integrate the current technological development to help students expand the dimensions and depth of knowledge and encourage students. Practice and innovative spirit. The future society's demand for business Japanese talents is more comprehensive and integrated, so our education must also meet the needs of the development of the times and the market. In business Japanese teaching, we must try to stimulate students' subjective initiative, help students design problems, and promote students Finding problems, encouraging students to explore problems, and on the basis of finding and solving problems, at the same time let students experience mutual aid learning modes such as teamwork, communication and discussion. We want to change the educational status of students under exam-oriented education, highlight the autonomy and subjectivity of students, and provide business Japanese teaching
resources for their learning with students as the center. Teachers guide students more and train students to develop autonomous learning business Japanese habits [3].

2. The principles and trends of the development of business Japanese education in modern vocational colleges

The business Japanese course is a teaching course that combines theoretical knowledge and practical experience. It requires deep and profound teaching skills to provide students with highly professional theoretical knowledge. At the same time, it also requires teachers to lead students to practice and experiment. Japanese teachers need both "special" and "miscellaneous". Facing the current educational background, we encourage Japanese teachers to develop and innovate school-based courses with their own characteristics based on students' learning abilities, mainly relying on the existing textbook content and knowledge points, and at the same time organize students to set up hobby groups based on interests Conduct Japanese knowledge exploration, and guide and correct students in a timely manner, so that students learn to independently explore the content of knowledge, and the ability to form conclusions in practice. This is not only a comprehensive training for students, but also a comprehensive quality exercise for teachers [4].

Due to the strong theoretical knowledge of Business Japanese, students need to have a certain comprehensive ability, logical thinking and discriminating ability. Therefore, many students have difficulty in learning, but these problems also have a certain relationship with our daily teaching methods. Teachers can’t indoctrinate students in the traditional way of teaching, but should inspire students' enthusiasm for learning to guide students to continue to explore problems and find their own interests in learning. At the same time, the design of teacher courses also needs to Linking students' daily lives, guiding students to understand and analyze problems with concrete things, can help enhance students' learning initiative.

Although we do not advocate exam-oriented education, quality education also requires us to improve students' academic performance as an important teaching goal. Although achievement is not the only standard for measuring students, achievement can objectively reflect the progress of students in the learning process. In many cases, business Japanese courses need a lot of knowledge and data to remember and recite in the minds of students. This is also the shadow left by the test-oriented education for a long time. First of all, we need to make it clear that good results are not "memorization", but deepening memory and consolidating knowledge on the basis of understanding. These two points are essentially different. Secondly, the teacher should familiarize with the content of the textbook, understand the purpose and purpose of the syllabus, take professional teaching as the guide to help students establish a knowledge framework, and then lead students through practice, experiments, group discussions, and interest analysis at some key knowledge nodes. Inquiry, this is more conducive to students to deepen their memories. In addition, teachers can use various forms of educational methods, such as multimedia teaching and computer demonstrations, to allow students to obtain Japanese data themselves, which can stimulate students' sense of accomplishment and pride. To promote the sustainable development of business Japanese teaching [5].

3. The specific path of course reform for business Japanese major in vocational colleges

3.1 Adhere to the "consistent" innovative educational thinking

Business Japanese education in higher vocational colleges must first lay a solid foundation for students' theoretical knowledge. This requires us to focus on the arrangement of the curriculum system in the education process, but we cannot focus on the traditional education thinking mode, but on modern education. The cultivation of the "innovative thinking" model emphasizes the status of students as the subject of education, innovates the content of the classroom according to the social development, and at the same time pays attention to the "consistent" educational thinking. Many times students will reflect that the theoretical knowledge of the Business Japanese major is too complex, and the students' digestion of knowledge is slow, so the teacher must constantly
innovate the teaching model, such as organizing language competitions, arranging topics, and allowing students to transform things around them through professional knowledge. Innovation and innovation should be based on textbooks, but they cannot be completely dependent on textbooks. They are more about giving play to the students' subjective initiative, promoting students' exploration, questioning, experimentation, and exploration of the knowledge system, and allowing innovative thinking to run throughout the vocational college Business Japanese study career [6].

3.2 Discuss the "level by level" business Japanese education system

The so-called "level by level" is the process of cultivating students' comprehensive ability in the course of business Japanese teaching. Every student has a blank sheet since entering school. The previous education has not much to do with this major. The education of colleges and universities needs to cultivate the theoretical knowledge of "from scratch", and then promote the accumulation of students' experience from "less to more". It is recommended that students begin professional business-related content in small groups when they begin to study business Japanese at the school. While learning, they will consolidate theoretical knowledge. During the exchange and communication between students, they can promote the collision of ideas and form a good learning atmosphere. After having a certain basic theory, through the integrated model training, let students understand the social application scope and application depth of this professional knowledge. Finally, students can participate in more cooperative projects through an efficient training model, apply their previous innovation and creativity to the project, and move forward in the exploration, so that students can truly feel the advantages of education [7].

3.3 Establish a diversified business Japanese school-enterprise cooperation education system

Many times we will find that what students learn in school is sometimes not practical in practice. Part of the reason is because the theoretical knowledge has not kept up with the development of society, so the talents cultivated in the previous vocational business Japanese teaching are in step. After joining the society, there is often a period of unfitness. Therefore, we suggest that the "depth" can be continuously expanded during the "school-enterprise integration" process, not only to provide students with a practice base, but also to strengthen the integration of funds, projects, venues, operations, management and other aspects. For example, the school has rich teacher resources and technical resources, and the enterprise has a wealth of practical venues. The two resources complement each other to establish a joint-stock product and talent base. The enterprise provides related operating equipment and venues. The school provides technical support to allow students to stay at such a base to learn and exercise in order to build an emerging education model platform. The education base must not only produce products for profit, but also provide corresponding "experimental conditions" for students' creativity and ideas, so that innovative educational concepts can be realized in learning and practice. In addition, such in-depth cooperation between schools and enterprises can enable students to feel the true corporate atmosphere and corporate culture, which lays the foundation for students to enter the society, and there is no longer a disconnect between the previous education and practice. It also provides students with comprehensive capabilities. A more practical business Japanese education model for vocational colleges [8].

3.4 Promote the comprehensive application efficiency of modern science and technology

The Internet and related industries have a great influence on the lives of modern people, and also have an important leading role in the future development of human society. Therefore, our higher vocational business Japanese education also needs to keep up with the development of technology and social needs [9]. The traditional way of education is mainly based on "blackboards, teaching materials". At present, we should strengthen the close integration of the Internet and traditional courses. Business Japanese is the foundation of applied science and a key link in the development of industries such as artificial intelligence, cloud computing, and big data. Vocational business Japanese teachers should try their best to expand students' cognition dimension of modern industry in teaching, deeply integrate Japanese knowledge and information technology, broaden students'
learning thinking, and focus on more cutting-edge scientific positions to help Students establish lofty ambitions and improve students' comprehensive learning effect [10].

**Conclusion**

In today's focus on the comprehensiveness of education, business Japanese in higher vocational education should use students as the main body of education to help students develop good learning habits. Teachers of business Japanese in higher vocational education should re-examine their role and fully understand and understand the requirements of the new society And philosophy, make business Japanese teaching more flexible, pay attention to teachers' innovative teaching ability, cultivate students' spirit of independent exploration and learning, develop students' scientific literacy, and achieve a comprehensive improvement in teaching quality.

**Fund**


**References**


