

Research on the Curriculum of Japanese Major Based on Multivariate College-enterprise Collaborative Education Platform

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Abstract: During the construction of multivariate collaborative education platform including “Joint Training Platform with Japanese Universities”, “Internship Platform for Japanese Enterprises” and “Cross-border E-commerce Talent Cultivation for College-Enterprise Platform”, the Japanese major in GUT classifies all activities that can promote talent cultivation into “Curriculum System Related to Japanese Competence Cultivation”, “Curriculum and Project System Related to Collaborative Cultivation” and “Activity System of Student Competence Development” and subdivides the corresponding course groups in each system. Such a setup meets the needs of Japanese comprehensive capacity cultivation of Japanese talents and the requirements of different platforms for professional talents cultivation.

Keywords: Multivariate; Collaborative education platforms; Curriculum; course groups

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1 Introduction

In the course of talent cultivation, the Japanese major of our university, together with relevant domestic and foreign enterprises and Japanese universities, has carried out the exploration of talent cultivation mode. Through cooperation with relevant domestic and foreign enterprises and Japanese universities, three corresponding collaborative education platforms

are established, namely “Joint Training Platform with Japanese Universities”, “Internship Platform for Japanese Enterprises” and “Cross-border E-commerce Talent Cultivation for College-Enterprise Platform”. On the basis of comprehensive development of morality, intelligence and physique, solid basic knowledge of Japanese language, knowledge of discipline culture and broad international vision, the goal of cultivating high-quality talents in academics, applied business and “Japanese plus cross-border e-commerce” interdisciplinary talents is realized through platform classification. After the platform is built, under the framework of multivariate college-enterprise collaborative education, the primary task is to establish the corresponding curriculum groups.

2 The Division of Curriculum System and Group

In view of the experience accumulated in the practice of multivariate college-enterprise collaborative education platform and the different needs of students, corresponding training objectives are set, different types of curriculum systems are constructed, and corresponding activities and projects related to the development of students’ competence are also matched in the teaching process of each curriculum system, so as to promote the improvement of curriculum training effect. Under the different curriculum system, there are also curriculum groups which undertake different training tasks. By using curriculum group teaching, the effect of talent training is effectively improved. In

the teaching practice of GUT, it mainly sums up the “Curriculum System Related to Japanese Competence Cultivation”, “Curriculum and Project System Related to Collaborative Cultivation” and “Activity

System of Student Competence Development” listed in the figure below. In the actual process of personnel training, they are organically combined to promote the improvement of students’ Japanese competence.

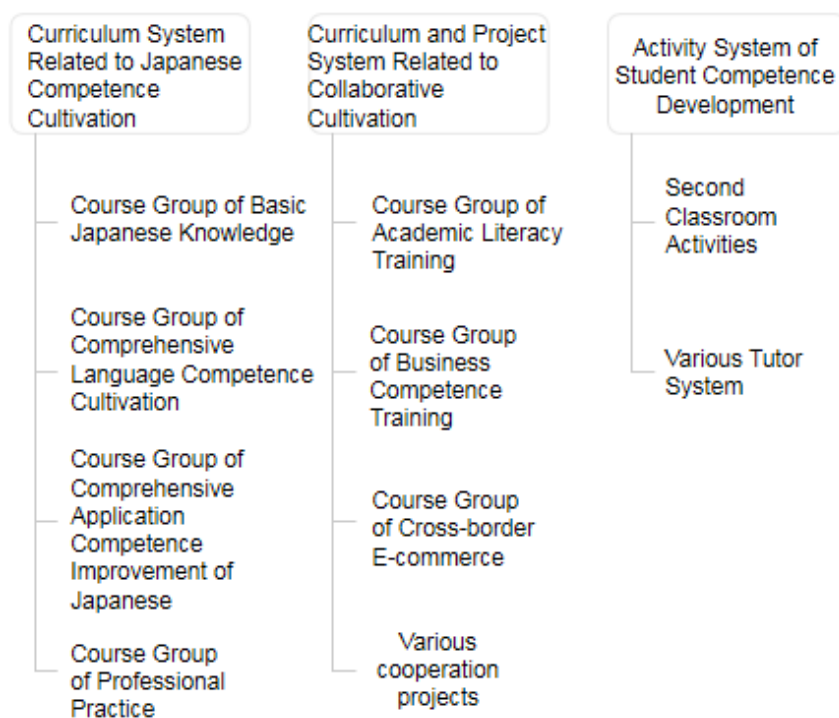


Figure 1. Curriculum Categories of Japanese under Multivariate College-enterprise collaborative Education Platform

Every course system includes corresponding course groups, activities and projects as shown in the figure above. The function of each course system and the contained courses will be further introduced below.

2.1 The Establishment of Curriculum System Related to Japanese Competence Cultivation

The Curriculum System Related to Japanese Competence Cultivation is the main course to cultivate students’ solid basic knowledge of Japanese language and comprehensive application ability of Japanese, all of which are reflected in the talent cultivation program courses of students. It includes “Course Group of Basic Japanese Knowledge”, “Course Group of Comprehensive Language Competence Cultivation”, “Course Group of Comprehensive Application Competence Improvement of Japanese” and “Course Group of Professional Practice”^[1].

2.2 The Establishment of Curriculum and Project System Related to Collaborative Cultivation

2.2.1 Curriculum Related to Collaborative Cultivation

As shown in the figure above, the targeted course

groups of each platform include “Course Group of Academic Literacy Training” connected with “Joint Training Platform with Japanese Universities”, “Course Group of Business Competence Training” docking with “Internship Platform for Japanese Enterprises”, and “Course Group of Cross-border E-commerce” connected with “Cross-border E-commerce Talent Cultivation for Colleges-Enterprise Platform”.

The courses in the “Course Group of Academic Literacy Training” are mainly about culture and literature, which expand the amount of students’ literature knowledge, improve their literature accomplishment, and enable them to have an extensive knowledge of Japanese social history. It also adds the knowledge courses of Japanese linguistics, which makes the students have a greater understanding of Japanese vocabulary, grammar and language.

The course of “Course Group of Business Competence Cultivation” focuses on the cultivation of students’ understanding of Japanese business activities and their communication competence mainly based on conversation. “Course Group of Cross-border E-commerce” focuses on training the operation ability of the platform. In the actual teaching process, after

necessary theoretical learning, it enters the training base to carry out the practical operation simulation training of the cross-border e-commerce platform.

2.2.2 Project System Related to Collaborative Cultivation

There are various cooperation projects in the “Joint Training Platform with Japanese Universities”, “Internship Platform for Japanese Enterprises” and “Cross-border E-commerce Talent Cultivation for College-Enterprise Platform”. “Joint Training Platform with Japanese Universities” includes many projects, such as “Education Practice”, “Online Sino-Japanese Oral Training Camp” jointly carried out by Shukutoku University and GUT, “Short-term Summer Camp in Japan”, “One-year Exchange Study in Japan” and “Direct Promotion to Graduate Study in Japan” jointly carried out with other universities. Rich project support meets the different needs of students, provides students with a variety of Japanese learning experience, greatly promotes the professional ability of Japanese major students, improves the use of professional knowledge and academic accomplishment of students, with a view to achieving professional improvement and further study. At the same time, in order to the development of interdisciplinary talents, “Internship Platform for Japanese Enterprises” has implemented a 5-6 month project named “Paid Internship for Enterprises to Japan”, “Cross-border E-commerce Talent Training Class” has been launched by “Cross-border E-commerce Talent Cultivation for College-Enterprise Platform”.

2.3 The Establishment of Activity System of Student Competence Development

2.3.1 Second Classroom Activities Related to Student Competence Development

Providing students with rich second-class activities is one of the important means to promote professional practice and improve students’ professional application ability. Therefore, six second-classroom credits are reserved in the talent cultivation program. By making full use of the foreign teachers in school and the Japanese Association of our city and other resources,

a few activities like foreign language corner and speech contest guidance are organized. And organize students to participate in various foreign language activities, including Japanese speech competition, Japanese knowledge competition, etc. Students are also encouraged to take all kinds of professional related competitions and professional ability related examinations.

2.3.2 Various Tutor Systems related to Student Competence Development

There are three kinds of tutor systems related to students’ competence development: academic tutor, postgraduate entrance examination tutor and employment tutor system to Japan. The academic tutor system guides students to master learning methods, adapt to university learning requirements, formulate scientific and reasonable learning plans, and guide students to select courses, arrange learning process, and choose development direction. The tutorial system for postgraduate entrance examination is carried out in the third and fourth grade of the University. It provides attentive help and guidance to the students in the national and Japanese Postgraduate Entrance Examination groups, and provides consultation and help in the aspects of Japanese ability improvement, school information acquisition, postgraduate entrance examination major selection, tutor contact, application and proposal writing. The mentoring system for employment in Japan was carried out in the fourth grade, with foreign teachers serving as mentors. It provides guidance for students who intend to work to Japan after their internship projects in Japan in terms of language ability improvement and Japanese business and social common sense etiquette^[2].

3 Principles of Various Courses

In order to clarify the relationship between each course system and arrange the courses for each academic year so as to effectively carry out teaching, the following visualizes each course system and its subordinate courses, projects and activities into a figure.

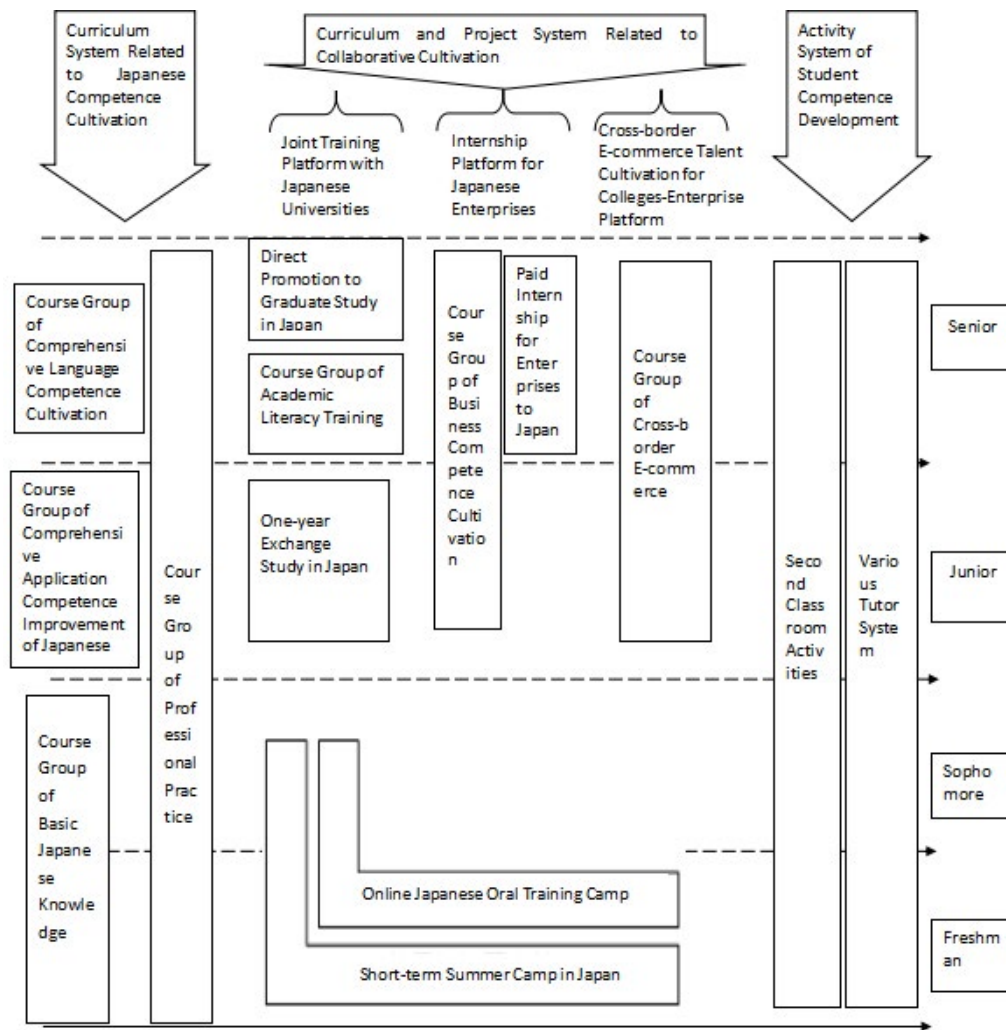


Figure 2. Basic Situation of Curriculum

3.1 Reasonable Nature of Course Design and Proportion of Courses

In the process of curriculum setting, the courses in the relevant curriculum system of Japanese competence training are taken as the backbone, and they are set as required courses. As shown in the figure above, “Course Group of Basic Japanese Knowledge” is the basis of Japanese learning, which is arranged in the first and second academic years of college. “Course Group of Comprehensive Language Competence Cultivation” and “Course Group of Comprehensive Application Competence Improvement of Japanese” are used to expand students’ Japanese knowledge accumulation, improve students’ Japanese application competence including listening, speaking, reading, writing and translation, which is arranged in the third and fourth stages of college. “Course Group of Professional Practice” is a simulation training which is used as the test and application of Japanese learning ability in all

stages throughout the four years of Japanese study.

After entering the junior year, students began to choose their own development platform in different directions and study the courses in the “Curriculum System Related to Japanese Competence Cultivation” mentioned above. There are “Course Group of Academic Literacy Training” in “Joint Training Platform with Japanese Universities”, “Course Group of Business Competence Training” in “Internship Platform for Japanese Enterprises”, and “Course Group of Cross-border E-commerce” in “Cross-border E-commerce Talent Cultivation for Colleges-Enterprise Platform”.

These courses which have been divided into different directions are set as specialty distributional electives, and the courses between different directions cannot be taken at the same time. Except for the “Paid Internship for Enterprises to Japan”, “One-year Internship for Enterprises in Japan” and “Project Training Course” mentioned above, the rest of the projects provided by each platform are not required for credit.

The second classroom activity of “Activity System Related to Students’ Competence Development” is a separate system, and students can graduate with 6 credits. Tutors are made as extracurricular group guidance activities, not included in the credit requirements.

3.2 Combination of Courses and Projects Inside and Outside the Talent Cultivation Program

As can be seen from the previous description, not all the activities in the process of talent cultivation are suitable and can be arranged into the talent cultivation program. Therefore, the organic combination of the internal and external courses in the talent cultivation program, and the proper handling of the docking between the courses and projects are particularly important. For example, the part of activities and projects related to students’ competence development is completed outside class, and the part is carried out in combination with talent cultivation programs and courses. Some courses and activities in the collaborative education platform also need the participation of enterprise professionals, making good use of various resources to ensure the teaching effect. After such combination, the actual learning amount of students is not only limited to 175 credits stipulated by our university in the talent training program, but also the projects of collaborative education platform and guidance in the tutorial system that are not reflected in the cultivation program. If these are also converted into class hours, the actual learning amount of students can be equivalent to more than 200 credits. In this way, it can provide multi-dimensional and multi-style learning approaches for students’ professional learning, and improve students’ learning motivation and effect.

4 Practice of Curriculum System

In the practice of talent cultivation, it adopts the concept with curriculum group teaching as the core connotation, collaborative education and other projects as the extension and second classroom activities and tutorial system as the supplement.

In the basic stage of freshman and sophomore, “Course Group of Japanese Basic Knowledge” is taken as the core to assist the academic tutor system to promote the cultivation of students’ basic Japanese knowledge and competence. And through “Online Japanese Oral Training Camp” and “Short-term Summer

Camp to Japan” and other overseas collaborative ways, students’ oral expression competence and intercultural adaptability are improved. After entering the third grade, classified training should be carried out in such a way as to train high-quality talents in translation and application-oriented talents in business.

The specific methods of classified training among third-grade students are as follows. First, students who choose the translation direction will enhance their professional quality and determine their professional development direction through the “One-year Exchange Study to Japan”. In the fourth grade, they will improve their academic accomplishment and realize professional sublimation through the study of the “Course Group of Comprehensive Application Competence Improvement of Japanese”, “Course Group of Academic Literacy Training” and the tutorial system for postgraduate entrance examination[3]. Second, students who choose the business direction will improve their professional knowledge application competence through “Course Group of Comprehensive Language Competence Cultivation”, “Course Group of Comprehensive Application Competence Improvement of Japanese” and “Course Group of Students’ Professional Quality Improvement”. In addition, they will improve their vocational quality through the pre-job simulation training module in Japan. After five to six months of internship in Japanese enterprises in the fourth grade, students’ business competence will be developed and high-quality employment will be realized by combining some activities such as “Course Group of Comprehensive Application Competence Improvement of Japanese” and “Course Group of Students’ Professional Quality Improvement” and employment guidance to Japan. Third, students who choose the direction of cross-border e-commerce will cultivate their working ability through the “Course Group of Cross-border E-commerce”. In the third grade, the students studied theoretical courses such as “Basic Knowledge of Cross-border E-commerce”. The “Platform Training” in the senior year includes the integration of training courses, fine training courses and practical courses, and the replacement of credits of corresponding practical courses with the scores of training and fine training courses.

5 Conclusion

Through the practice of such a multivariate college-

enterprise collaborative education platform, the Japanese curriculum design solves the problem of insufficient class hours caused by the compression of total credits in the current form, and provides a multi-dimensional and multi-style learning approach for students' professional study, improving students' learning motivation and effect. It meets the individual needs of students in the process of talent training, and the needs of professional talents of society and enterprises.

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