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Japanese Teaching Courses in Colleges and Universities Based on Employment Orientation

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Abstract: In recent years, employers and all sectors of society have constantly questioned the quality of Japanese education in higher education, including the passing rate of students' Japanese proficiency test, the lack of practical Japanese skills in the process of employment, and the lack of understanding of Japanese basic culture and daily etiquette. In order to change the quality of Japanese education in higher education in recent years, the passing rate of students' Japanese proficiency test, and the lack of actual Japanese skills in the employment process, this article analyzes the employment-oriented Japanese teaching courses in colleges and universities. This article adopts the contextualized teaching methods of full-course, full-class and full-time staff, breaks the boundaries of curriculum content, establishes a more specific and smooth curriculum system, provides educational context, and explores the actual effects of transformational education. In addition, SPSS data software is used for quantitative analysis, and combined with actual observations and investigations, experiments show that the situational education method has effectively improved the learning effect of students. After 57% of students have accepted the situational teaching method for a period of time, the students are The company's scores at work have been improved, with an average increase of 11.25% in the evaluation of all students, and through this experimental research, it has been promoted in the contextual education reform research for advanced professional business courses.

1. Introduction

In recent years, my country has been advocating the active development of vocational education. Although the scale of vocational education in our country has expanded rapidly, the current

vocational education still cannot meet the needs of my country's social and economic development in reality. The main problems are relatively poor conditions for running schools, imperfect systems and mechanisms, unreasonable professional curriculum settings, and quality that needs to be improved. In the vigorous development of modern vocational education, it is very important to increase the power of human resource development, increase economic efficiency, accelerate the transformation of the company, adjust the product structure and industry, and promote its upgrading in accordance with the key strategic development of the party and the country.

At present, under the guidance of the market demand-oriented principle, how vocational schools train high-quality graduates. Therefore, the human resource development goals of middle schools should closely follow the needs of the job market and have been adjusted. The basic goal of high school personnel training is to train new types of socialist workers with professional skills and excellent academic qualifications. However, in today's society where vocational education is concerned, some people are not clear about the training goals of secondary vocational education, and there are still gaps in the training process centered on the training goals of secondary vocational education. Hire schools and industrial enterprises. Differences in needs, incorrect goal setting, and ignorance of the characteristics of secondary vocational education are mainly reflected in the target curriculum.

For the Japanese teaching courses in colleges and universities, experts at home and abroad also have a lot of research. In the history of curriculum research, Cai L first proposed a unified teaching system, expanded the categories and content of subjects, and emphasized the acquisition of knowledge by the object itself [1]. Winch J's research point is that the curriculum is a planned learning experience (P1anned Learning Experience). In his view, only by letting students participate in learning activities can they learn what they have not learned before and gain experience. Recognize and anticipate the impact of learning on their current and future actions [2]. According to Sakata’s research, although the discipline-based curriculum development model can provide students with better learning opportunities, this major has a certain theoretical basis, but there is an indirect relationship between its learning content and professional practice, which cannot be effectively cultivated [3]. They all provide effective theories for modern education, but they have not been verified by effective practices.

The innovation of this article lies in the fact that higher education must follow the school management policy of "service-oriented and employment-oriented". Therefore, studying the company's job requirements, determining the direction and quality standards of human resource development, reforming the curriculum design of vocational schools, and optimizing school management strategies are of positive significance for improving the level and employment rate of vocational schools, thereby promoting economic development [4-5].

2. Analysis Methods of Japanese Teaching Courses in Colleges and Universities

In this article, we will use a follow-up survey of vocational school graduates based on literature surveys, taking Suzhou as an example, and discussing career settings, curriculum content and structure, and schools based on feedback from graduates and companies. I will explain how to better develop vocational education courses through cooperation with companies, etc. It is believed that vocational schools need to adhere to the employment orientation, develop systematic courses in the course of their work, carry out vocational education according to their abilities, and improve the efficiency and effectiveness of vocational education [6-7].

2.1. Vocational Education Theory

The curriculum theory of vocational education originated from modern curriculum theory. With the development of vocational education and the needs of social practice talents, it is different from basic education curriculum theory. It has developed its own characteristics and has become an important branch of modern higher education curriculum theory. Japanese vocational education curriculum theory research began in the early 1990s, and was listed as the main subject of the "Eighth Five-Year" and "Ninth Five-Year" education research plans, which is the preliminary curriculum research framework of Japanese vocational education curriculum theory [8]. Continue to introduce the dual system of CBE and MES, which not only invigorated theoretical research, but also promoted the reform of grassroots vocational education courses. And there have been many successful experiences one after another, and some influential vocational education curriculum models have been introduced. By the end of the 1990s, the cooperation between education administration departments and industry authorities, between professionals, scholars and grassroots vocational education and researchers, and between school officials and teachers was in a professional position, forming a backbone team for education curriculum research. The exploration of three different levels of theory and practice of educational curriculum format, curriculum model and curriculum plan has benefited experts a lot, and gradually formed a characteristic centered on the exploration of curriculum model, which promoted the completion of in-depth reform of vocational education curriculum [9-10].

2.2 Methods of Curriculum Development

Curriculum development, also known as curriculum design or editing, refers to the use of systematic and scientific methods to develop, edit, and evaluate curriculum theories, principles, and methods based on educational goals. This reflects the entire teaching process of a complete curriculum plan, and the curriculum plan is a specific teaching operation plan that the school determines the education and the teacher determines the education content and organizes the implementation. Syllabus and teaching materials, this is the sum of the education plan [11]. Curriculum development includes various curriculum elements, such as purpose, content, activities, methods, resources and media, environment, evaluation, time, personnel, rights, procedures, participation, and the interaction between the various elements. Of course, it also includes the subjective judgment of the decision maker. From the perspective of the combination of tasks and results of the curriculum development process, curriculum development is divided into three levels: macro, meso and micro. Develop courses of different levels, solve different problems, and then complete different tasks [12-13].

$$A+T+I+U=M \quad (1)$$

A means association, T means transformation, I means imagination, U means comprehension, and M means memory. The above formula is the formula for memory. To enhance the memory of students, we must start with the elements of memory.

$$E=T/P\times100\% \quad (2)$$

E represents the average number of years of education per capita, T represents the sum of the education of each person in a certain population group, and P represents the total number of people in the population group.

$$R=S/C \quad (3)$$

R represents the average size of undergraduate colleges, S represents the number of ordinary undergraduate students in undergraduate colleges, and C represents the number of undergraduate colleges.

$$R=S/T \quad (4)$$

R represents the teacher-student ratio in ordinary colleges and universities, S represents the number of students in school, and T represents the total number of teachers.

$$S=S\_1+S\_2\times1.5+S\_3\times2+S\_4\times3+S\_5+S\_6+S\_7\times0.1 \quad (5)$$

S means the number of students in school, S_1 means the number of ordinary undergraduates, S_2 means the number of master students, S_3 means the number of doctoral students, S_4 means the number of international students, S_5 means the number of preparatory students, S_6 means the number of advanced students, S_7 means the correspondence students.

$$M=S/T \quad (6)$$

M indicates the proportion of full-time teachers with a graduate degree, S indicates the number of teachers with a graduate degree, and T indicates the number of full-time teachers.

2.3. Curriculum Development Model

The so-called curriculum development model refers to the specific organizational form or structure of the curriculum content and process in time and space. The main historical evolution process is:

(1) Taylor model: As shown in Figure 1, the content of the Taylor model includes: goal setting, learning selection experience, organization experience, learning and evaluation [14]. The feedback results will be used in the next course development cycle to form a single-loop course system. The curriculum model provides a unified reference model for the long-term chaotic curriculum development, and because the curriculum model process is clear and easy to operate, its influence is expanding rapidly from basic education to higher education [15].

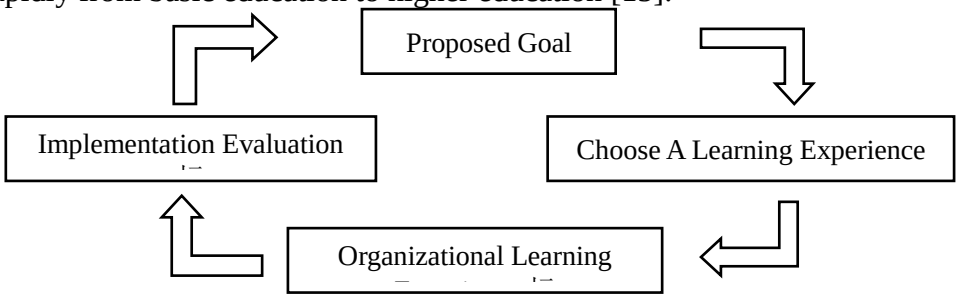

Figure1. Taylor model

(2) Wheeler's curriculum model: As shown in Figure 2, Wheeler adds learning and evaluation between the selection of learning experience and the selection of learning content of learning experience organization [16]. This makes the curriculum development model closer to reality, but these curriculum development models are only improved on the basis of Taylor, and there is no substantial breakthrough.

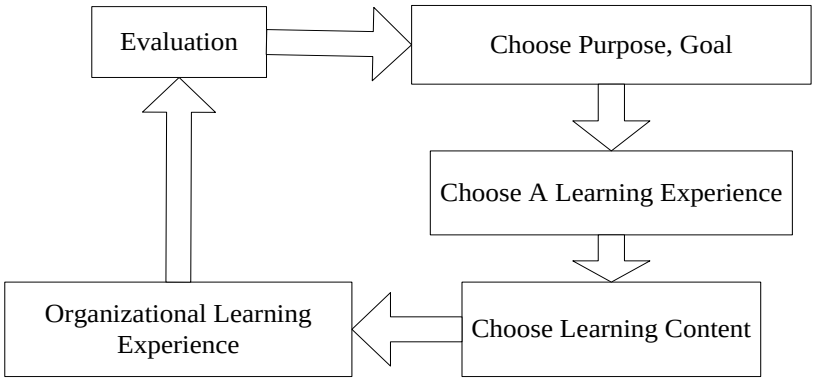

Figure 2. Taylor's curriculum model

(3) The large and small cycle theory of the course cycle. Professor Weilian Wang suggested improve based on the curriculum development model of British curriculum researcher Colin Richards. As shown in Figure 3, he called the first adjustment link a small loop and the second feedback link a large loop [17-18]. These two cycles together form the course operating system. This model outlines the main links of course development [19]. The course system has evolved from a single-loop circuit to a double-loop circuit. Curriculum adjustment can be divided into two levels: theory and practice. Problems that cannot be solved in the self-adjustment process at the latter level can be solved by adjusting at the previous level. Compared with the above-mentioned single-loop curriculum system, this double-loop curriculum system is more scientific and reasonable [20-21].

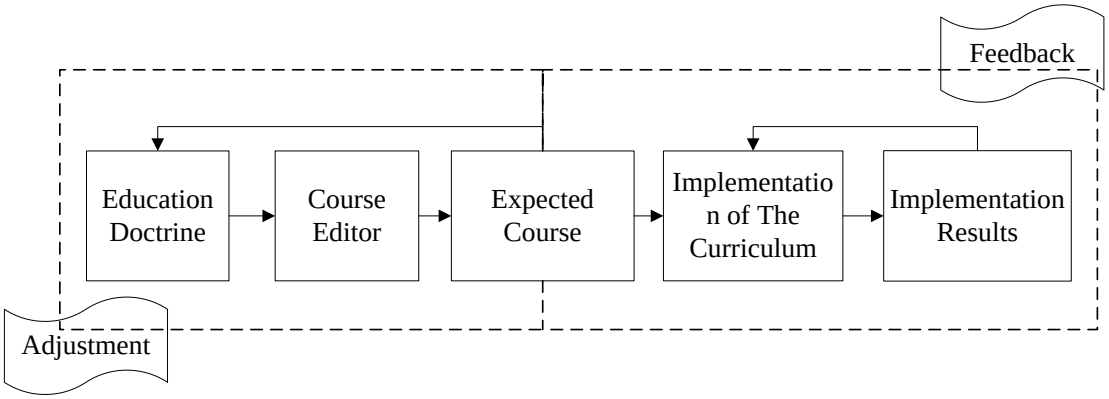

Figure 3. The size cycle theory of the course cycle

3. Research Methods of Curriculum

In order to meet the talent needs of employers, we have created a questionnaire to understand the company's evaluation of Japanese majors from all aspects. According to the actual situation of Japanese majors, we adopted an anonymous form in the questionnaire to protect the privacy of the target population and eliminate anxiety when answering questions. At the same time, in order to reduce the difficulty of answering participants' questions, the questionnaire uses a combination of single and multiple choices (in the form of "other" in the last item) to supplement participants.

At the same time, researchers collect information from each other and investigate psychological characteristics and behavioral data through oral conversations related to their research interests. Use the original data of these respondents and perform statistical processing on related data to obtain specific information. In this article, we will use Excel to perform statistical processing on the score data obtained from the survey, and make it into the form of icons, which can intuitively see some characteristics.

3.1. Research Objects

We selected nearly 10 company representatives from multiple departments to investigate and held two school and company meetings. Hold seminars to learn more about the company's real feedback and needs. At the same time, a student symposium was held to learn about the personal experience of Japanese graduates. The research objects of this study are selected college students majoring in Japanese at the school, and two representative companies were selected and selected from the surveyed companies. We collected information on some of the leaders of the two companies. Both companies have many Japanese graduates who are working, and most of these leaders are their direct leaders. This helps to better understand the real employment situation of Japanese graduates, and we have also issued them Questionnaire surveys and interviews were conducted. Discuss the curriculum of advanced Japanese teaching from the perspective of three social identities.

3.2. Theoretical Methods of Situational Teaching

Constructivism means that knowledge is not provided by the teacher, but a method in which the learners use the learning materials they need in a specific context (including the teacher and the learning partners around them) to use with other people (social and cultural learning process). Constructivist learning theory is "situation" and "cooperation", because learning is a process, which means construction in a specific context, that is, in a social and cultural context, through interpersonal cooperation activities with the help of others. "Establishment" is the four main elements or attributes in the learning environment. The context in the "context" learning environment should be designed to help the student understand the meaning of what he or she has learned. It advocates new requirements for instructional design. In short, in the learning environment created by constructivism, the design of teaching needs to pay attention to the relationship between the content learned and the students' own experience, and to establish a real-world situation that students can understand. Acquire knowledge, "collaboration" will occur during the entire learning process. Collaboration plays an important role in the collection and analysis of learning materials, the formulation and testing of hypotheses, the evaluation of learning outcomes, and the final construction of meaning. Such a contextualized teaching method must have a beneficial impact on the employment of Japanese majors.

3.3. Statistics

All data analysis in this article uses SPSS19.0, statistical test uses two-sided test, significance is defined as 0.05, and $p < 0.05$ is considered significant. The statistical results are displayed as mean ± standard deviation ($x \pm SD$). When the test data obeys the normal distribution, the double T test is used for comparison within the group, and the independent sample T test is used for comparison between the groups. If the regular distribution is not sufficient, two independent

samples and two related samples will be used for inspection.

4. Experimental Analysis of Japanese Teaching Courses in Colleges and Universities

4.1. Evaluation of Japanese School Students

The following is the evaluation data of each company on the recruited Japanese majors based on the questionnaire survey. The content of the company evaluation we investigated includes work attitude, discipline, professional and technical ability, work effect evaluation, and comprehensive evaluation.

Table 1. Evaluation data of company 1 on Japanese school students

Evaluation Index	Evaluation Grade							
	Satisfaction	Percentage	Quite Satisfied	Percentage	Basically Satisfied	Percentage	Dissatisfied	Percentage
Work Attitude And Discipline	24	80.00%	5	16.67%	1	3.33%	0	0.00%
Professional Technical Ability	13	43.33%	14	46.67%	3	10.00%	0	0.00%
Work Effect Evaluation	18	60.00%	9	30.00%	3	10.00%	0	0.00%
Overview	26	86.67%	4	13.33%	1	3.33%	0	0.00%

Table 2. Evaluation data of company 2 on Japanese school students

Evaluation Index	Evaluation Grade							
	Satisfaction	Percentage	Quite Satisfied	Percentage	Basically Satisfied	Percentage	Dissatisfied	Percentage
Work Attitude And Discipline	96	96.00%	3	3.00%	1	1.00%	0	0.00%
Professional Technical Ability	45	45.00%	40	40.00%	15	15.00%	0	0.00%
Work Effect Evaluation	98	98.00%	1	1.00%	1	1.00%	0	0.00%
Overview	95	95.00%	4	4.00%	1	1.00%	0	0.00%

In addition, through company visits and school company seminars, we usually think that school students have a strong understanding of work attitude and discipline, but we need to improve their professional skills and work efficiency, which is understandable. The school further improves students' practical ability at work, ability to adapt to the working environment, corporate management ability, self-coordination ability, oral expression and writing ability, foreign language and computer application skills and new situations, so as to continuously adapt to new enterprises and new situations. Challenges posed by the environment.

From the evaluation data of the two companies in Table 1 and Table 2 on Japanese majors, it can

be seen that the company's satisfaction with the students' work attitude and discipline indicators is more than 80%, while the satisfaction with the professional and technical ability indicators is only About 40% of the evaluation of work efficiency is also more than 85%, because these students are engaged in work related to the Japanese major, so they provide certain scientific suggestions for the school curriculum.

4.2. Results of Interviews with Japanese School Students

Figure 4 is a statistical chart of conclusions drawn after we interviewed 130 Japanese majors based on the interview method. It can be clearly seen from Figure 4 that the Japanese majors have their own knowledge structure, professional knowledge and interpersonal communication. Ability expressions are all satisfactory levels, but it is generally believed that their practical ability expressions cannot meet the needs of future daily life or work, indicating that the courses offered by the school may be complete, professional, and in-depth, but not enough A course that allows students to exercise their own hands-on ability. And according to the results of our interviews, most of the students expressed that they are willing and eager to get more practical experience, and hope that the school will set up more practical training courses, and hope that they can communicate with native speakers to exercise their practical skills.

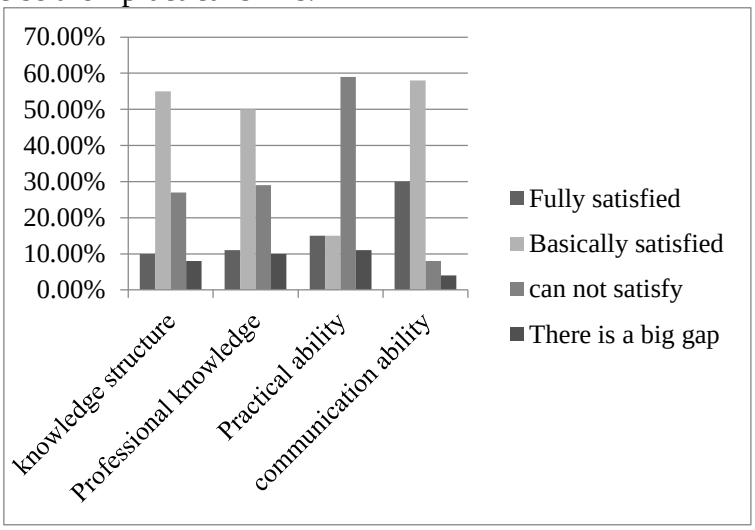

Figure 4. Self-evaluation of school students

4.3. Statistics of Japanese Major Courses

In addition, we also counted the number of courses and credits for Japanese majors in several universities. The content of professional courses in my country's universities is adjusted according to the content of the courses in the discipline system. From Table 3, the selection of its content pays more attention to theoretical knowledge, and emphasizes the rigor of logic and the reserve of knowledge. For students, there is no gap in the knowledge system they have learned, but it is incomplete for the professional behaviors they want to engage in. The direct result is that many Japanese majors have some theoretical knowledge after graduating from the status of students, but their professional behavior ability is very poor. Companies must conduct retraining, which greatly reduces the effectiveness of vocational education. This is also the disadvantage of setting up courses in this way.

After analyzing the data, we convened 30 on-the-job Japanese graduates and asked them to participate in the set situational teaching class. The table 3 is the company's evaluation of the on-the-job graduates after participating in the three-week situational teaching.

Table 3. Evaluation data of company 1 on Japanese school students

Evaluation Index	Evaluation Grade							
	Satisfaction	Percentage	Quite Satisfied	Percentage	Basically Satisfied	Percentage	Dissatisfied	Percentage
Work Attitude And Discipline	24	80.00 %	5	16.67 %	1	3.00%	0	0.00%
Professional Technical Ability	26	86.67 %	3	10.00 %	1	3.000 %	0	0.00%
Work Effect Evaluation	26	86.67 %	10	33.33 %	1	3.00%	0	0.00%
Overview	27	87.87 %	2	13.33 %	1	3.00%	0	0.00%

Obviously, the evaluation data indicators of enterprises on school students have risen, especially in terms of work effects and professional technical capabilities. From this we can know that the error of setting up the course in this way is that the setting of the course is not based on the needs of the company. What the company needs is strong hands-on ability, strong practical ability, and can apply the knowledge learned in the school to actual work. The talents are not limited to students who are proficient in theory but do not understand the actual situation at all, and they are not considered from the perspective of students. Most of the students' college professional study is to prepare for their future careers. In order to better participate in work in the future, this kind of course setting prevents them from adapting to the company's environment and the actual work of the company [18].

5 Conclusion

From the analysis of the above data, we can know that it is not enough to teach students knowledge in this way. Students need contextual teaching and learn how to apply the knowledge they have learned in practice. It is necessary to increase the practicality of the courses and the creativity of the courses. For the students who are employed in Japanese majors, what they need is the content of the courses that simulate the employment scene more. Therefore, in the course setting and teaching process, we must pay more attention to reality and try our best the construction of a simulated work scene fully mobilizes students' active imagination and thinking. Employment is the foundation of people's lives. The education and teaching of colleges and universities are inseparable from the overall environment of social and economic development. The market and society will finally test and determine the foundation and development level of its existence. Colleges and universities are employment-oriented and must first follow the principle of market demand. Adhering to the employment-oriented idea of curriculum development in colleges and universities is essential to promote human resource development and the overall healthy development of the economy and society. It is employment-oriented and meets the needs of company and social development. Even qualified and talented professionals can meet the needs of business operation and development, thereby promoting the development of the local economy, and ultimately promoting social stability and the improvement of people's living standards.

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Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Conflict of Interest

The author states that this article has no conflict of interest.

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