

Joint Training Program for Applied Japanese Language Professionals in the Context of New Liberal Arts

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Abstract: *This study aims to explore how to cultivate high-quality applied Japanese language professionals through Sino-Japanese joint education cooperation in the context of the new liberal arts. By improving international exchange cooperation mechanisms, constructing an internationalized curriculum system, building a professional and high-quality faculty team, and improving the management mechanism of secondary campuses, this study elaborately analyzes the effectiveness of cross-border joint training models and their positive impact on applied talent cultivation. Using a case study method, the study takes the "3+1," "2+2," and "3+2" joint training models as examples to demonstrate the implementation strategies and effectiveness of Sino-Japanese cooperative training models.*

Keywords: *new liberal arts, Sino-Japanese educational cooperation, applied talent, joint training, internationalized curriculum system*

1. Introduction

With the acceleration of the globalization process, cross-border educational cooperation has become an important means of talent cultivation. China and Japan have a long history of cooperation in language education and cultural exchange, with a solid foundation. Against the backdrop of the new liberal arts, this study discusses key issues and specific implementation measures regarding the joint cultivation of applied Japanese language professionals between China and Japan, aiming to provide theoretical and practical support for current and future educational cooperation.

2. Improvement of International Exchange and Cooperation Mechanism

2.1 Exploration and Implementation of Joint Training Models

Under the background of the new liberal arts, the Sino-Japanese joint education cooperation project for cultivating applied Japanese language professionals poses new challenges and opportunities for the exploration and implementation of educational cooperation models. As a core component of the international exchange and cooperation mechanism, the effective implementation of joint training models relies on deep cooperation and resource sharing between the educational institutions of both sides. Through diversified models such as "3+1," "2+2," and "3+2," this project aims to promote students' comprehensive development, including improving language skills, enhancing cross-cultural communication abilities, and deepening professional knowledge.

The implementation of joint training models first requires the establishment of a solid cooperation framework between the two schools, including agreements on credit recognition, semester exchanges, and dual-degree programs. Additionally, the successful implementation of the project also depends on the joint design of curriculum content, innovative teaching methods, and complementary teacher resources. For example, a blended teaching model combining online and offline methods can effectively overcome geographical limitations and increase students' learning flexibility.^[1]

In the process of exploring and implementing joint training models, attention should also be paid to meeting students' individualized needs and guiding career development planning. By providing targeted language reinforcement training, professional course learning, and internship opportunities, the aim is to cultivate students' practical application abilities, enabling them to better adapt to the demands of the global job market. Ultimately, through continuous optimization and adjustment of cooperation models,

the goal of cultivating applied Japanese language professionals can be achieved, injecting new vitality into cultural exchanges and educational cooperation between the two countries.

2.2 Historical and Current Situation of Sino-Japanese Educational Cooperation

China and Japan have a long history of cooperation in the field of education, dating back to the late 19th century. Since then, educational exchanges have been an important part of bilateral relations. In the 21st century, with the deepening globalization and the rise of the new liberal arts, Sino-Japanese educational cooperation has entered a new stage of development. In recent years, cooperation between the two sides in student exchanges, academic research, joint training, and other areas has been increasingly strengthened, especially showing significant achievements in the cultivation of applied Japanese language professionals.^[2]

Currently, Sino-Japanese educational cooperation is showing a trend of diversified development. In addition to traditional student exchange programs, forms such as joint research, distance education, and professional seminars are becoming more popular. This mode of cooperation not only deepens mutual understanding and friendship between the two peoples but also promotes the sharing of educational resources and the improvement of educational quality. Especially in the cultivation of applied Japanese language professionals, both sides have provided students with a broader learning platform and practical opportunities through joint curriculum development, teacher exchanges, and credit recognition, effectively cultivating students' international perspectives and professional abilities. In addition, Sino-Japanese educational cooperation also faces challenges such as cultural differences and differences in educational systems, requiring both sides to continuously explore and optimize cooperation models to achieve deeper and more lasting educational exchanges.

2.3 Comparative Analysis of "3+1," "2+2," and "3+2" Models

The "3+1," "2+2," and "3+2" models are three main educational cooperation models in the Sino-Japanese joint education cooperation project for cultivating applied Japanese language professionals. These models each have unique characteristics and advantages, catering to different students' learning needs and career development plans.

The "3+1" model allows students to complete the first three years of study in their home country, followed by one year of study at a university in the cooperating country. This model facilitates students in deepening their professional knowledge while enhancing their international perspectives and cross-cultural communication abilities.^[3]

The "2+2" model involves students completing the first two years of basic education in their respective countries, followed by two years of in-depth study of professional courses in the cooperating country. This model benefits students by exposing them to different educational systems and cultural environments early on, promoting comprehensive personal growth and the enhancement of professional skills.

The "3+2" model typically refers to students completing three years of undergraduate study in their home country, followed by two years of graduate education in the cooperating country. This model is particularly suitable for students who wish to deepen their professional knowledge and pursue higher-level education, while also providing valuable international experience for students' future academic and career development.

Each model provides flexible and diverse learning paths and profound international educational experiences according to students' different needs and goals. The choice of which model to adopt should be comprehensively considered based on students' individual career plans, learning interests, and future development directions.

3. Construction of an Internationalized Curriculum System

3.1 Training Program for Applied Japanese Language Professionals

Under the backdrop of the new liberal arts, the construction of an internationalized curriculum system aims to cultivate high-quality applied Japanese language professionals by integrating educational resources from China and Japan, innovating educational models, and meeting the diversified demands for Japanese language talents in the era of globalization. This training program

focuses on enhancing students' comprehensive skills in listening, speaking, reading, and writing Japanese, while also strengthening their cultural understanding, cross-cultural communication abilities, and application of professional knowledge.^[4]

Firstly, the curriculum design emphasizes the integration of language skills with practical applications by introducing courses such as practical Japanese, business Japanese, and Japanese cultural studies, ensuring that students can effectively utilize Japanese in real work and life scenarios. Secondly, considering the professional demands in the international context, this program also includes elective courses such as Japanese economy, Japanese legal system, and Japanese social welfare to help students establish a knowledge base in their professional fields and enhance their competitiveness in the job market.

Additionally, the training program emphasizes students' international exchange experiences, encouraging their participation in overseas exchanges, international conferences, joint projects with Japanese students, etc., to enhance their international perspectives and cross-cultural adaptation abilities. Through close collaboration with Japanese universities, activities such as dual-degree programs and joint research further deepen students' understanding and application of the Japanese language and culture.

In summary, this training program for applied Japanese language professionals aims to cultivate versatile talents with advanced Japanese language proficiency, profound cultural insights, and broad international perspectives to meet the demands of society and international development.

3.2 Design of "Common Education + Personalized Education" Curriculum System

In the process of constructing an internationalized curriculum system, adopting the design philosophy of "common education + personalized education" is a crucial step to cultivate applied Japanese language professionals with a global vision and personalized expertise. This curriculum system design emphasizes meeting students' common basic educational needs while providing sufficient space and resource support for their personalized development.^[5]

The common education part focuses on laying a solid foundation in Japanese language skills, including listening, speaking, reading, and writing, while also incorporating in-depth understanding of Japanese culture, history, and society. Additionally, common education includes essential cross-cultural communication skills training under the backdrop of globalization, as well as basic knowledge of international law and economics to ensure that every student can effectively communicate and compete in international environments.

The personalized education part focuses on providing diverse elective courses and professional development paths based on students' interests, career plans, and personal strengths. For example, students can choose to focus on Japanese literature, business Japanese, education, translation, etc., and strengthen their professional skills and practical application abilities through projects, research papers, internship opportunities, etc.

Furthermore, the "common education + personalized education" curriculum system design encourages students to participate in international exchange projects, such as overseas studies, international conferences, and cultural exchange activities, to enhance their international competitiveness and cross-cultural adaptation abilities. Through this curriculum system design, the aim is to cultivate versatile talents with not only solid Japanese language skills but also unique professional advantages and international perspectives to meet the demands of modern society and the global economy.

3.3 Development of Core Courses and Competency Training Courses

In constructing an internationalized curriculum system, developing core courses and competency training courses is a crucial step in achieving the goal of training applied Japanese language professionals. Core courses aim to provide students with a solid academic foundation and professional knowledge, including advanced Japanese language skills, Japanese culture and society, Japanese economy and politics, etc., ensuring that students have a comprehensive understanding of Japanese language application and Japanese society.

Competency training courses focus on enhancing students' practical application abilities and cross-cultural communication skills. This includes but is not limited to courses in cross-cultural

communication, Japanese interpretation and translation skills, international business Japanese, etc., which strengthen students' practical operational abilities and problem-solving skills through simulated work scenarios and cross-cultural communication activities. Additionally, the courses will incorporate innovative teaching methods such as project-based learning (PBL), situational simulations, etc., to encourage active learning and promote the practical application of knowledge.

To further strengthen international perspectives, competency training courses also include international exchange and cooperation projects, such as overseas study programs, participation in international conferences, joint projects with foreign university students, etc., allowing students to learn and practice in actual international environments, enhancing their cross-cultural adaptation abilities and international competitiveness.

Through such course offerings, students can not only systematically improve their Japanese language abilities and professional knowledge but also cultivate their abilities for independent thinking, innovative problem-solving, international communication, laying a solid foundation for their future careers in the globalized environment.

4. Building an Outstanding Faculty Team with Professional Competence

4.1 Chinese-Japanese Teacher Exchange and Collaboration

In the process of building an outstanding faculty team with professional competence, Chinese-Japanese teacher exchange and collaboration serve as crucial avenues for enhancing educational quality and promoting cultural understanding. By establishing stable exchange mechanisms, teachers from both countries can share teaching experiences, research findings, and collaborate on educational methods and curriculum development, thereby jointly improving teaching standards and academic research depth.

Chinese-Japanese teacher exchange programs typically include short-term visiting scholar programs, joint seminars, online discussion groups, etc. These activities not only facilitate academic exchanges among teachers but also deepen their understanding of each other's educational systems and cultural backgrounds. For instance, Japanese teachers lecturing on Japanese literature, history, or society in China can provide firsthand Japanese cultural experiences to Chinese students. Similarly, Chinese teachers teaching Chinese language or culture courses in Japan also offer Japanese students an opportunity for in-depth understanding of China.

Moreover, teacher collaboration extends beyond classroom teaching to educational research and curriculum development. Both parties can participate in teaching method research, curriculum material development, educational technology applications, etc., to improve educational quality and efficiency through collaborative innovation.

To ensure the effectiveness of exchange and collaboration, educational institutions in both countries should establish long-term cooperative relationships, regularly evaluate the outcomes of exchange programs, and continuously adjust and optimize collaboration models based on feedback. Through Chinese-Japanese teacher exchange and collaboration, not only can the professional competence and teaching abilities of the faculty team be enhanced, but it can also promote cultural exchange and integration between China and Japan, providing students with a richer and deeper learning experience.

4.2 Training of Composite Faculty Teams in "Japanese + Specialty"

In advancing the joint cultivation of applied Japanese language professionals between China and Japan, constructing a composite faculty team in "Japanese + Specialty" is key to improving educational quality and meeting student needs. Such composite faculty teams should not only possess high-level Japanese teaching abilities but also master knowledge in their respective professional fields, integrating the teaching of Japanese with the imparting of professional knowledge to provide students with interdisciplinary learning experiences.

Training composite faculty teams in "Japanese + Specialty" begins with defining training objectives and content, including Japanese teaching methods, the latest developments in professional fields, cross-cultural communication abilities, etc. Subsequently, corresponding training courses and methods such as seminars, workshops, online courses, etc., should be designed to facilitate teachers' participation in learning alongside their work.

Simultaneously, encouraging faculty teams to participate in educational exchange projects between China and Japan, such as short-term academic visits, conferences, joint research projects, etc., enhances teachers' professional knowledge and teaching skills while also improving their international perspectives and cross-cultural communication abilities.

Additionally, establishing a teacher growth support system is crucial, including providing teaching research funds, encouraging academic paper publication, participation in textbook compilation, etc., to incentivize teachers for continuous learning and professional growth.

Through such training and support, effectively constructing composite faculty teams with advanced Japanese teaching abilities and profound professional knowledge provides solid teaching support for the cultivation of applied Japanese language professionals.

4.3 Construction of an Internationalized Education Faculty Team

Constructing an internationalized education faculty team is one of the key strategies for achieving high-quality education goals, especially in the project of cultivating applied Japanese language professionals. An internationalized education faculty team not only needs to possess solid professional knowledge and teaching abilities but also broad international perspectives and good cross-cultural communication skills.

Firstly, constructing an internationalized education faculty team begins with teacher selection and training. In the selection process, in addition to considering teachers' professional backgrounds and teaching experiences, their international education backgrounds or overseas experiences, as well as their understanding and interest in cross-cultural teaching, should also be valued. Regarding training, regular training on topics such as international teaching methods, cross-cultural communication, international education trends, etc., should be organized to encourage teachers to continuously enhance their international education abilities.

Secondly, promoting teachers' international exchanges and collaboration is also key to constructing an internationalized education faculty team. Through methods such as visiting scholar programs, international academic conferences, collaboration with multinational teaching teams, teachers can engage in academic exchanges and collaborative research with international counterparts, gaining new teaching inspirations and research perspectives.

Finally, establishing an open academic atmosphere and diverse campus culture is also crucial. This not only attracts more international teachers to join but also motivates local teachers to explore new methods and strategies for internationalized education.

Through the above measures, an education faculty team with both high professionalism and international perspectives can be effectively constructed, providing strong support for the cultivation of applied Japanese language professionals.

5. Establishment and Implementation of Mechanisms for Managing International Students

5.1 Comprehensive Management Strategy for Students Studying in Japan

To ensure that international students studying in Japan can successfully complete their studies and gain rich study abroad experiences, it is necessary to establish a comprehensive management strategy. Firstly, starting from the preparation stage before students go abroad, the institution should provide detailed study abroad guidelines and training, including language proficiency enhancement, cultural adaptation training, and psychological support. Additionally, coordination with Japanese partner institutions should be undertaken to ensure proper arrangements for students' accommodation, visas, insurance, etc.

During the study abroad period, a mechanism for regular tracking and supervision should be implemented, including monitoring academic progress, living conditions, and mental health. Through the establishment of a mentor system for international students, academic guidance and life support should be provided, while encouraging students to participate in club activities and cultural exchanges to enhance their social integration.

Upon their return, the institution should provide adaptive training and career development guidance for students to help them translate their study abroad experiences into competitive advantages in the job

market. Furthermore, establishing an alumni network for international students should be encouraged to facilitate the sharing of experiences and foster a positive environment for international students.

5.2 Self-management and Social Integration of Students

The self-management and social integration abilities of international students are crucial for their successful study abroad experiences. Schools should strengthen students' time management, stress management, and self-regulation abilities through a series of training sessions and workshops, enabling them to better adapt to life and study in a foreign country. Additionally, students should be encouraged to actively participate in local community activities and cultural exchanges to promote cultural understanding and language skills.

To enhance social integration, schools can collaborate with Japanese institutions to provide programs such as language buddy programs and homestays for international students, allowing students the opportunity to gain deeper insights into Japanese society and culture. Moreover, guidance on how to effectively utilize social media and other online resources should be provided to students to help them establish social networks, find like-minded friends and communities, thereby alleviating potential loneliness and cultural shock during their study abroad experiences.

5.3 Application of Modern Information Technology in International Student Management

Utilizing modern information technology is an effective means to improve the efficiency and effectiveness of international student management. Schools can develop or adopt online management platforms to centralize the management of international student information, academic tracking, psychological health assessments, and resource sharing. Through this platform, students can access learning resources, participate in online training, schedule counseling services, and interact with mentors and peers at any time.

Additionally, utilizing mobile applications (Apps) to provide real-time information push services for students, such as visa update reminders, safety alerts, and cultural activity information, ensures that international students can timely receive important information and make necessary preparations. Establishing student communities through social media and forums provides a platform for sharing experiences and mutual support among international students.

Through the application of these information technology tools, not only can the transparency and interactivity of international student management be enhanced, but it can also effectively support students' self-management and social integration, providing international students with a safer, more convenient, and productive learning environment.

6. Conclusion

Through an in-depth analysis of the joint cultivation program for applied Japanese language professionals between China and Japan, this study draws the conclusion that, under the context of the new liberal arts, effective cultivation of applied Japanese language professionals who meet the needs of actual societal development can be achieved through international cooperation, internationalization of curriculum systems, establishment of faculty teams, and improvement of management mechanisms for international students. The practical exploration and strategic analysis in this study provide valuable experiences and references for future educational cooperation between China and Japan.

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