

Research on the Training of Japanese Translation Talents in Colleges and Universities under the Background of New Liberal Arts

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Abstract: *The introduction of the new liberal arts is an important change in the traditional humanities and social sciences. Therefore, it is one of the important development goals of Japanese translation teaching in Colleges and universities at this stage to effectively utilize the national strategy of the new liberal arts construction and respond to the innovative challenges of the new liberal arts construction. Under the background of the new liberal arts, the training of Japanese translation talents in Colleges and universities needs to accelerate the innovation of training methods within the community. This paper interprets the background and connotation of the new liberal arts, and analyzes the effective countermeasures for the cultivation of Japanese translation talents in Colleges and Universities Based on the main problems existing in the current Japanese translation teaching in Colleges and universities.*

Keywords: *New Liberal Arts, Universities, Japanese Translation, Personnel Training*

1. Connotation of new liberal arts construction

At present, there is no unified definition of new liberal arts. From the perspective of talent training, some scholars put their perspective on the construction of new talent concept, that is, to study how to break through the traditional liberal arts talent training concept marked by professional learning and knowledge mastery, give play to the advantages of liberal arts education on the basis of discipline integration and technology integration, and cultivate liberal arts talents with technical and professional integration.[1] From the comprehensive research on the construction of the new liberal arts in the academic circles, it can be concluded that the connotation of the new liberal arts concept is more reflected in breaking the discipline barriers, realize the deep integration among disciplines, and the mutual reference of related disciplines in the humanities and social sciences in methodology and research topics, including the theoretical intersection with natural disciplines. In this regard, we can conclude that the connotation of the new liberal arts includes three aspects:

First, to realize a new path of internal innovation in liberal arts. The key to the construction of new liberal arts is to break through the barriers between disciplines, break through the knowledge barriers and technical barriers brought by the traditional separate liberal arts education, and require social sciences to deepen the research of social problems from a broader theoretical perspective, so as to realize the innovation within science;

Second, to realize the innovation of liberal arts training concepts and methods. The core of talent training in traditional liberal arts education is to highlight the role of teachers in education, strengthen students' grasp of basic theories and the output of scientific research papers. Under the background of new liberal arts, talent training objectives are diversified, practice oriented, and encourage the output of scientific research achievements, in order to achieve social benefits, and promote the innovation of talent training concepts and methods;

Third, to explore the new direction of multi-disciplinary intersection of liberal arts. In the construction and development of the new liberal arts, it is necessary to break through the training mode of the separation of traditional liberal arts disciplines, realize the integration of literature, history and philosophy, and accelerate the integration of social multi-disciplinary to realize the common education of multi-objective and multi-disciplinary.

Therefore, in the context of the new liberal arts, the training of Japanese translation talents needs to break the boundaries of the traditional liberal arts, cross integrate with the new engineering and new science, promote the optimization of talent training and enhance the competitiveness of talents.[2]

2. The main problems in Japanese translation teaching in colleges and universities

2.1. Single teaching form and backward methods

Under the background of the new liberal arts, all Japanese teachers in colleges and universities are required to grasp the teaching direction, understand the curriculum standards, and be understanding people in teaching; We should optimize the classroom design, take students as the center, effectively teach and learn, cultivate students' thinking ability in Japanese, and let students become the main body of classroom teaching; We should strengthen teaching research, make use of the advantages of younger Japanese teachers, constantly expand the ranks of Japanese teachers, and give play to the collective wisdom. However, judging from the current teaching situation of Japanese translation courses in colleges and universities, most of the Japanese translation courses in still adopt the traditional course teaching mode. [3] In the traditional Japanese professional classroom teaching, the teachers' teaching mode is single and the teaching methods are relatively fixed. Students lack interest in learning, their enthusiasm and enthusiasm for learning are not high, and their learning efficiency is low. For the intelligent teaching mode supported by information technology, Japanese translation is rarely used in teaching, which makes the teaching form of Japanese translation course single, the application of methods backward, it is difficult to stimulate students' interest in learning, and it is not conducive to the ideal educational effect of Japanese translation.

2.2. The cross-cultural teaching content is insufficient, and it is difficult to achieve the goal of cultivating students' interdisciplinary literacy

In the new era, cross-cultural education occupies an important position in China's education system, and cultural education is not placed in an important position in the corresponding syllabus. Therefore, a small amount of cross-cultural education in cross-cultural teaching has been existing in curriculum teaching, but targeted cross-cultural education is very few. At present, many colleges and universities do not have a specific syllabus and a perfect curriculum and teaching system in Japanese translation teaching. In the teaching of Japanese translation, students' teaching objectives are often confused with the culture acquired through language teaching. The relevant contents and materials of cross-cultural education also lack the necessary education environment, so it is difficult to promote students' ideological awareness through cross-cultural education, which is not conducive to cross-cultural knowledge learning.[4] Students lack cross-cultural learning, and it is difficult to really realize the interaction between the two languages. For the lack of cultural background and inside information of Japanese translation, it is difficult to realize the effective switching between the two languages. The results of translation may have misunderstandings, which is unfavorable to the cultivation of interdisciplinary talents under the new liberal arts background.

3. Effective strategies for cultivating Japanese translation talents in colleges and universities under the background of new liberal arts

3.1. Innovating the teaching mode of the course and constantly adapting to the needs of education development in the new era

In view of the single teaching mode and backward teaching methods of the Japanese translation course in colleges and universities at present, colleges and universities should grasp the effective path of the application of information technology and explore the effective countermeasures of the Japanese translation course teaching in colleges and Universities under the support of information technology. It is necessary to constantly innovate the course teaching mode, optimize the course teaching design with the support of information technology, and make students become the main body of the course learning, which can fully reflect the enthusiasm and initiative of students in the Japanese translation course learning, so as to promote the continuous improvement of the teaching efficiency of the Japanese translation course. For example, with the help of the information-based course teaching platform, the mixed Japanese translation course teaching is implemented. Through the online teaching platform, the teacher turns the learning of Japanese translation course into an online offline + online mixed teaching mode, and makes the course teaching more focused and diversified, so as to stimulate the students' interest in learning. In the mixed Japanese translation course teaching, teachers should take the lead, select the corresponding online preview resources and problems, and let students do their own online preview work in advance. Students can put forward their own questions on the online teaching platform

at any time during the preview. Teachers can grasp the difficulties of students in the preview by watching the preview messages of students, so that the key points can be highlighted in the offline Japanese translation course teaching. For students to generally preview and master good knowledge content, the speed of explanation can be appropriately accelerated to ensure the effect of classroom teaching. After class, teachers arrange consolidation exercises on the network platform or let students independently carry out online tests to understand the classroom learning results, grasp their own shortcomings in teaching, and provide reference for the teaching optimization and reform of the next class. Through the application of new technologies and new platforms, it is ensured that in the teaching of Japanese translation in colleges and universities under the new liberal arts background, the available teaching resources can be integrated, the teaching reform and innovation of the course can be accelerated, and the training goal of Japanese translation talents can be effectively realized.[5]

3.2. Paying attention to cross-cultural education and realizing multi-disciplinary integration

Translation talents of cross-cultural communication are very important in today's era. They should not only have professional abilities, but also have comprehensive quality, diplomatic awareness and diplomatic ability. Under the background of new liberal arts, in order to cultivate the multi-disciplinary talents required by the market and improve the abilities and qualities of talents in all aspects, it is necessary to make a detailed analysis from the aspects of industry status, training system, Japanese MTI talent training, special cases and so on, and finally put forward "who to train? How to train? For whom?" This paper provides important reference and enlightenment for Japanese teaching and training of Chinese Japanese translation talents. An excellent translation should be a kind of responsibility of the translator for the translation work, and a manifestation of the comprehensive quality such as professional level, knowledge level and political level. The translator must master two different cultures. In translation, it is not allowed to simply move words. It is necessary to consider the specific context and the differences between Chinese and Japanese cultural customs and thinking habits. Therefore, students need to have strong cross-cultural literacy and ability. So, in Japanese translation teaching, it is necessary to pay attention to the cultivation of students' ability in this respect, and take cross-cultural education as an important part of Japanese translation teaching. It aims to carry out cross-cultural education for students, integrate multi-disciplinary knowledge, and stimulate students' cross-cultural learning awareness and ability, to lay a good foundation for them and do a good job in Japanese translation in the future.

3.3. Deepen school-enterprise cooperation and promote students' practice

In the training of Japanese translation talents in colleges and universities, to strengthen students' ability of language application of Japanese, we must let students have enough opportunities to do language exercise, and truly perceive how to apply Japanese translation skills in practice. In this regard, we can actively arrange opportunities for students to exercise in Japanese. Colleges and universities can formally build an "industry and student cooperation talent training base", "employment practice base" and so on, and arrange students to go to the education group corporation or enterprises to participate in the summer internship. During the internship, I exercised in real positions to clarify the real needs of Japanese translation. This practical education mode can really test the students' Japanese learning situation, so that the students can really directly participate in the management and operation of the enterprise, complete the specific work tasks, and realize that the Japanese major students should not only have strong language ability, but also need strong communication skills, team cooperation ability and pressure resistance ability. In the process of further building the applied Japanese undergraduate major, we will continue to strengthen the cooperation with the university-enterprise cooperation units, and strengthen the practical education.

From the recruitment selection of translation talents for relevant education groups and Japanese enterprises, they find the three basic requirements for recruiting Japanese translation graduates: 1) Japanese level is the foundation, and must reach the simultaneous interpretation level; 2) know the professional knowledge related to the position; 3) strong learning ability and good professional attitude. In view of the job ability requirements of international e-commerce for Japanese translation major graduates, in addition to having a good Japanese translation level, students should also master the basic office software, such as Microsoft Office, Photoshop, etc., and be skilled in applying the basic e-commerce software. It can be seen that the cultivation of Japanese translation talents in the new period should pay attention to the cultivation of various talents. In the school-enterprise cooperation of Japanese translation talents, universities can invite Japanese translation trainers to conduct periodic pre-job training for students to get familiar with the basic operation of e-commerce platform and international

trade exchange; then build an interactive platform between students and enterprises, engage in in-depth training to ensure that students can work. Finally, call students back to school to report their work, achievements and deficiencies, and write a summary report. School-enterprise cooperation can not only provide students with a real Japanese translation learning and training scene, but also broaden the job market, build a better employment service platform for students, and can effectively solve the students' internship and employment work. Through the combination mode of "internship + employment", it not only expands the employment channels of students, but also is a direction of deep school-enterprise integration. This kind of "internship + employment" mode enables many students to go out of the province and practice in first-tier cities, which opens a broader perspective for their employment, which can be said to kill multiple birds with one stone.

4. Conclusion

The new liberal arts background has put forward new requirements for the training of Japanese translation talents in colleges and universities. Based on the new liberal arts background, it is necessary to actively reform the traditional teaching mode in Japanese translation teaching in colleges and universities, break through the limitations of traditional course teaching, and carry out innovative teaching mode and method application, in order to promote multi-disciplinary integration in cross-cultural education.

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