

Exploration and research of enterprise curriculum implantation in the mode of school-enterprise cooperation -- A case study of Japanese major in Xi 'an Translation and Technology Institute

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Abstract: With the continuous advancement of education reform of application-oriented talent colleges and universities, more and more enterprises and schools begin to carry out in-depth cooperation, and realize resource sharing and complementary advantages through enterprise curriculum implantation and other ways. Especially in Japanese majors, the implantation of enterprise courses can provide more practical context and more real experience for students' learning. Taking the Japanese major of Xi 'an Translation Institute as an example, this paper discusses the significance, current situation, specific implementation plan, challenges and countermeasures of enterprise course implantation in the mode of school-enterprise cooperation based on the author's years of contact and communication experience with school-enterprise units.

Key words: school-enterprise cooperation; Curriculum implantation; Japanese language teaching

Introduction

For today's colleges and universities whose main purpose is to cultivate applied talents, the school-enterprise cooperation model has been paid more and more attention. This mode not only emphasizes the close cooperation between schools and enterprises, provides education and training closer to the actual needs, but also becomes an effective way to cultivate talents and achieve a win-win situation between universities and enterprises. Since the university-enterprise cooperation began in 2017, the Japanese major of Xi 'an Translation and Technology University has successively signed agreements with enterprises in different fields to carry out corporate culture lectures, internships and practical training, and achieved certain results in the aspects of production, education and research. The following are some explorations and researches on the implantation of enterprise courses under the school-enterprise cooperation model.

I. The current situation of school-enterprise cooperation

In response to the school's call for application-oriented talent training, the Japanese major of Xi 'an Translation and Technology University has actively signed school-enterprise agreements with relevant enterprises and established cooperative relations. Since the school-enterprise cooperation model was launched in 2017, Xi 'an Shibo Technology Co., LTD., Shaanxi ShengYuntong Co., LTD., Tongtuo Technology Co., LTD., Xi 'an Yuli Technology Co., LTD., Xianyang Irish Training School, demai Network Technology Co., LTD., Hubei Etymology Education Group, Xi 'an Yi Learning Training Center, Shaanxi Lidu Fashion Technology Co., LTD., and Fushan Minority Language Research Institute have signed school-enterprise cooperation agreements. The business fields of the enterprise involve e-commerce, education, tourism, software and other fields. After graduation, a considerable number of students majoring in Japanese will work in school-enterprise cooperation units.

With the deepening of school-enterprise cooperation, relevant lectures and recruitment on the eve of students' graduation can no longer meet the needs of some enterprises. Especially in recent years, with the increase in the number of minority language college entrance examination students, many schools began to adopt Japanese college entrance examination. From the employment data of students majoring in Japanese in the four years from 2019 to 2022, there are a large number of students working in Japanese teaching in high schools. This also shows from the side that there is a large gap in the teaching of Japanese college entrance examination, and enterprises are in urgent need of graduate students engaged in the teaching of Japanese college entrance examination. Therefore, to further deepen the cooperation between schools and enterprises, implant relevant enterprise courses in students' school stage, and carry out relevant courses and training before taking office in stages, can make graduation and taking office seamless, and achieve a real win-win situation.

II. The importance of enterprise course implantation

Enterprise course implantation refers to the integration of the course resources and technical means provided by the enterprise into the teaching process of the school, so that students can understand and master the technical and business knowledge of the enterprise earlier, and improve the employment competitiveness of graduates. For enterprises, course implantation is also an effective way to cultivate and select talents, which can lock outstanding talents in advance and reduce recruitment costs. In Japanese majors, the implantation of enterprise courses is of great significance. First, it can help students understand and familiarize themselves with the operation mode, management style and corporate culture of Japanese enterprises while learning Japanese, which will help them in their future career development. Secondly, by cooperating with enterprises, schools can more accurately grasp the market demand for talents, so as to adjust teaching strategies and improve the quality of talent training.

At present, the biggest confusion of graduates is that they can not apply what they have learned or are too ambitious and incompetent, which also reflects that students are seriously out of touch with practice in the learning process. Take Japanese students as an example, even if the students have passed the second-level or first-level Japanese proficiency certificate before graduation, they still show their weakness or feel that they are not qualified for the position in the employment. Therefore, it has become an urgent task for students to integrate pre-job training content into their courses, so that students can apply what they have learned on the basis of professional study to their future jobs, and realize a smooth transition from language to practical operation in fields outside their major, such as e-commerce, education, software and other industries.

From the specific situation of the Japanese major of Xi'an Translation Institute, the graduates of the Japanese major have worked in the fields of e-commerce, high school Japanese teaching, training institutions and the Internet in the past three years. The average internship period of the graduates is 3-6 months. According to the feedback from the schools and enterprises, the graduates of Japanese major have good overall quality and are responsible for their work. However, the substantive cooperation between schools and enterprises is still limited to short-term practical training, regular lectures on corporate culture for graduates, and recruitment during graduation season. After students sign employment agreements with enterprises, they need to carry out a certain period of training and internship, and the seamless connection between graduation and employment has not yet been realized. In 2021, the university and enterprise units put forward the idea of enterprise curriculum implantation to the Japanese major, hoping to shorten the internship period through the training at the graduation stage of students, so as to realize the win-win situation that enterprises can save costs and students can adapt to the position as soon as possible.

III. Exploration and ideas of enterprise course implantation

1. Establish a school-enterprise cooperation platform

In order to realize the implantation of enterprise courses, we must first establish a platform for school-enterprise cooperation. This can be achieved through the establishment of joint colleges, the establishment of practical training bases, and the establishment of internship programs. These platforms can provide students with contact with businesses and enable them to learn Japanese in practice. At present, the Japanese major of Xi'an Translation University has achieved good results in the construction of university-enterprise platforms. Students will go to different universities and enterprises for internship and practical training every semester.

2. Introduction of corporate culture education

The education of corporate culture can help students understand the operation mode and management mode of Japanese enterprises and improve their professional quality. It can be conducted by inviting corporate managers to give lectures on campus and organizing corporate culture experience activities. Every semester, the Japanese major of Xi'an Translation and Technology University will regularly hold the "Entrepreneur into the classroom" activity, to show the students the charm of the enterprise, share the corporate culture, teach the application skills, and effectively build a bridge between enterprises and students.

3. Implementation of practical teaching

Practical teaching is an important means to realize the integration of enterprise courses. Schools can cooperate with enterprises to develop practical teaching plans and arrange students to have internships in enterprises to enhance their practical work ability and Japanese application ability.

4. Implant ideas into the curriculum

The implantation of enterprise courses in the mode of school-enterprise cooperation should focus on how enterprises can carry out relevant course training for students according to their own needs. According to the survey of schools and enterprises with a large number of graduates of Japanese major in Xi'an Translation University every year, the specific contents of enterprise course implantation should include the following aspects: Training stage, students concentrate on attending classes for 7 semesters for undergraduates and 5 semesters for vocational students. Enterprises should determine the semester in which the training is conducted and the duration of the training according to their own needs. Training content, because of the different fields involved in the enterprise, the content of the training for students is also different. The content of training should be determined according to the actual level of students and the specific needs of enterprises. Training methods (online, offline, on-campus), school-enterprise cooperation units shall determine the training methods according to the needs of employers. For example, if the number of students in need is small, they can go to the enterprise for systematic training through the Internet or holidays. If the number of students needs is large, they can come to the school for regular training in the last semester of school. Through different training methods, students can get familiar with the relevant corporate culture as soon as possible, shorten the pre-job internship period, and save employment costs.

5. Set up order class

One of the ways in which corporate courses are embedded in Japanese majors is to have Japanese order classes. This teaching model can help students better understand the operation mode, management style, corporate culture, etc., while also improving their professional quality and competitiveness.

Setting up an order class can be carried out from the following links. First of all, develop special courses: on the basis of ensuring professional knowledge of Japanese, according to the needs and characteristics of cooperative enterprises, develop special courses, such as: human resource management of Japanese enterprises, Japanese education for college entrance examination, cross-border e-commerce, Japanese business etiquette and so on. These courses can help students understand the unique features of Japanese language employment

companies and lay a solid foundation for their future career development. Secondly,

Invite enterprise mentors: Invite senior managers or experienced employees of Japanese enterprises to give lectures or lectures, so that students can understand the actual operation of enterprises and gain experience from them. Corporate mentors can provide students with more practical guidance and suggestions to help them better adapt to the future work environment. Thirdly, implement practical teaching: the order class should pay attention to practical teaching, cooperate with enterprises and make practical teaching plans. In practice, students can better grasp the knowledge they have learned, and improve their Japanese application ability and professional quality. Finally, establish an evaluation system: In order to ensure the teaching effect and quality of Japanese order class, it is necessary to establish an effective evaluation system. The evaluation system should include student evaluation, teacher evaluation, course evaluation and other aspects, in order to find problems and solve them in time.

At present, more and more enterprises and schools carry out in-depth cooperation to carry out enterprise curriculum implantation. The most common ways include joint curriculum development, practice base construction, enterprise tutor system and so on. Although the integration of enterprise courses has many advantages, in practice, there are also some problems and challenges. For example, the connection between course content and school curriculum content is not smooth enough, resulting in poor learning effect for students. The cultural differences between enterprises and schools make it difficult for students to adapt to the curriculum implantation. The communication between the two parties is not sufficient, resulting in unsatisfactory cooperation results. In order to cope with these challenges, it is necessary for schools and enterprises to establish a close cooperative relationship, jointly develop talent training programs, adjust teaching plans, and ensure the smooth implementation of enterprise courses. At the same time, schools should strengthen the training of teachers to improve their practical ability and teaching level. In addition, by establishing a practical teaching evaluation system, schools can timely understand and master the effect of practical teaching and students' feedback so as to adjust teaching strategies in time.

Strengthen the design and connection of the course content to ensure the learning effect of students. Both sides should work out teaching plans and course Outlines together to ensure that the course content can effectively connect with the school curriculum content and improve the learning effect of students.

Cultural exchanges between enterprises and schools can also be further strengthened to improve students' adaptability. By carrying out cultural exchange activities and inviting enterprise experts to teach on campus, students can understand the culture and management mode of enterprises and improve their adaptability. Strengthen the communication between the two parties to ensure the effect of cooperation. Establish an effective communication mechanism, conduct regular evaluation and feedback of cooperation progress, and solve problems in a timely manner to ensure the cooperation effect.

From the results and prospects of school-enterprise cooperation for Japanese major of Xi 'an Translation and Technology Institute, enterprise curriculum implantation is an effective education model, which can achieve a win-win situation for both enterprises and schools. In the mode of school-enterprise cooperation, enterprises and schools should strengthen the design and connection of course content, strengthen the exchange and integration of culture and management, and strengthen the communication and feedback of both parties to ensure the cooperation effect and achieve a win-win situation. Through the implantation of enterprise courses under the school-enterprise cooperation mode, the practical working ability and Japanese application ability of Japanese major students can be effectively improved, and their professional quality and competitiveness can be enhanced. But at the same time, it is also necessary to deal with some challenges, and it is necessary to establish a close cooperative relationship between schools and enterprises, and jointly formulate and implement personnel training programs to ensure the smooth implementation of enterprise courses and achieve good results.

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