

The Present Status and Prospect of Japanese Education in China in the 21st Century

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Abstract

China and Japan are neighbors across the sea, and they are also important countries in Asia. They have a history of friendly communication for more than 2,000 years. China is also considered to be a strong country in Japanese education in the world. The normalization of diplomatic relations between China and Japan in 1972 sparked an upsurge in learning Japanese in China. It can be said that this momentum has not stopped and has been developed to this day. In 1980, in cooperation with the Ministry of Education of China and the Japan Foundation, the "Chinese Japanese Teacher Training Group" was established. In 1985, the Beijing Japan Research Center was established. From the data of the "Overseas Japanese Language Education Institution Survey" conducted by the Japanese Foundation since 1974, it can be seen that the number of Japanese language education institutions, the number of Japanese teachers, and the number of Japanese learners are increasing in China. In this article, I want to consider the current development and status of Japanese education in China in terms of the number of Japanese language education institutions, the number of teachers, and the number of students.

Keywords: Japanese language education China's 21st century development status

One of the characteristics of Japanese education in China is that the number of Japanese education institutions, the number of Japanese teachers, and the number of Japanese learners are very large. From 1998 to 2018, the Japan Foundation for International Exchange conducted 7 "Overseas Japanese Language Education Status/Survey on Japanese Language Education Institutions". Among them, the number of Japanese students studying in China in 2012 and 2018 exceeded 1 million. Thus, it can be judged from the number of

Japanese learners that the number of Japanese teachers and the number of Japanese institutions are also increasing. However, it did not reach 1 million in 2015, and there has been a sharp decline. By analyzing the changes in these numbers, I want to try the actual situation of Japanese education in China.

1. Classification of Japanese education level in China

1.1 Japanese language education in universities

(1) Graduate school Japanese language education, master's and

doctoral programs.

There are only 8 universities in China offering doctoral programs, but in recent years it has increased to 30 (the number here is a doctoral program under the majors of foreign languages and literature, not only Japanese courses). The details are as follows.

Peking University, Beijing Foreign Studies University, Jilin University, Northeast Normal University, Shanghai International Studies University, Nanjing University, Guangdong University of Foreign Studies, PLA Institute of Foreign Languages, etc., have established Japanese Language and Literature Departments and are recruiting graduate students. The annual enrollment capacity is limited to one tutor and one student, and the number of graduate students is very limited. Therefore, many people choose to study abroad. In particular, most students majoring in Japanese, culture, and literature choose to study in Japan.

Universities that offer doctoral programs always have master programs. The number of universities

with master's degrees across the country has increased from 72 to 160.

It is mainly divided into the Graduate School of Literature and the Department of Translation, but recently the rapid increase is the Department of Translation which is established to train translators and interpreters. The doctoral program is a three-year program, and the master's program has two different types, depending on the school, there are two-year and three-year programs. In addition, many non-professional master's and doctoral programs also include Japanese as a compulsory first and second foreign language course. In 2018, the High School Foreign Language Professional Education Steering Committee of the Ministry of Education issued the "National Standards for Foreign Language and Literature Education <National Standards for Foreign Language and Literature Education" (2018) stipulates that in the future, heuristic, debating, and participatory education methods will be emphasized instead of traditional teacher-led training and explanation.

To this end, we advocate the establishment of courses in Japanese speech and debate, cross-cultural communication, academic writing, risk education and social practice. In addition, graduation thesis is accepted in the form of academic papers, translated works, practice reports, research reports, case studies, etc. In the future, Japanese majors will also carry out various reforms in accordance with this national standard.

Universities with graduate schools also hold international and domestic seminars on Japanese language education, Japanese language, Japanese culture, Japanese literature, and Sino-Japanese language and culture comparisons. Various themed events are held throughout the country throughout the year. Due to the influence of Cov-19, this year will inevitably become active online.

(2) Undergraduate Japanese education

Four-year university (commonly known as "graduate school"), three-year university (commonly known as "high school

college," "vocational high school"), two to four years of self-study exam, commonly known as 'higher self-study exam'. This refers to the four-year university, which is also the Japanese language education of the undergraduate school. Chinese three-year university is a vocational school in Japan. In the national four-year and three-year universities, there are 506 and 192 Japanese majors respectively. Schools that use Japanese as a second foreign language are not included.

(3) Japanese education as a non-primary second foreign language (commonly known as "University Japanese")

The non-major here means that the students who mainly study English at the university use Japanese as a second foreign language when majoring in a department other than Japanese. Studying a second foreign language at university usually starts from the beginning, and the number of lessons per week is very small, and at most it ends in the second semester. Therefore, the level after completing the course is close to N4 or N3.

1.2 Japanese language education in high schools (including secondary

vocational schools) and junior high schools

In addition to English as the first foreign language, more and more junior high schools offer courses in Japanese and French as a second foreign language. In particular, foreign language junior high schools offer a second foreign language course in addition to English. Japanese is the first of the second foreign languages. In recent years, more and more high schools have begun to use Japanese as their first foreign language. I was included in the syllabus as the first foreign language because I was able to use Japanese as a foreign language in the university entrance examination. Until 2000, there was no problem in taking the university entrance exam in Japanese, but after that, I not only started to strengthen my English ability in the university, but I also asked applicants to choose a Japanese major to improve their English ability. Therefore, for more than 20 years, many junior high schools, especially high schools, abandoned Japanese as a part of foreign language education. In recent years, due to the

improvement of Chinese English proficiency and the impact of globalization, policies have been formulated to cultivate other foreign language skills (equivalent to the Ministry of Education, Culture, Sports, Science and Technology of Japan). Japanese has been replaced by English since high school, and the number of people learning foreign languages has increased.

1.3 Japanese language classroom for adults (non-academic education)

The Japanese classes here are for students who study in places like Japanese English Conversation, as well as office workers who have their own hobbies, job needs, and job promotion (in China, for civil servants, schools or state-owned enterprises). They use their spare time to study for promotion. Of students (Proof of foreign language proficiency required).

1.4 Self-study Japanese education

Refers to the use of communication methods such as the Internet for Japanese language education. The new type of pneumonia that occurred in 2020 has

prompted the construction of large-scale open online courses (MOOC). In the past two years, Japan's large-scale MOOC has grown in an astonishing number in China. The number of online courses that can be studied for free anywhere in the world such as "Love course [Chinese University MOOC]" and "Online Class" are increasing. Courses are offered in various fields of knowledge, such as introductory Japanese, Japanese culture, Japanese literature, business Japanese, and Japanese economy.

number of Japanese teachers, number of Japanese learners in China

In order to keep abreast of the latest status of Japanese language education in various countries in the world, the Japan Foundation conducts a "Survey on the Period of Japanese Language Education" every three years. In this article, I decided to analyze the results of three surveys, mainly in 2012, 2015, and 2018. Overall, all numbers are growing, but the 2015 results are slightly different.

(1) Overview of Japanese education in the world

2. Number of institutions in Japan,

First, let's take a look at the overall overview of FY2015 and FY2018

1. 全体概要	2) 結果のポイント	JAPAN FOUNDATION 国際交流基金
1. 世界全体の日本語教育機関数、教師数は増加		
➢ 機関数は、中国、オーストラリア、タイ等を中心に大きく増加する一方、韓国、ニュージーランド等では減少し、世界全体では121機関増。 ➢ 教師数は、中国、タイ、台湾等を中心に増加、韓国、カナダ等では減少し、世界全体では236人増。		
2. 韓国、インドネシア、中国では日本語学習者数が大きく減少		
➢ 韓国、インドネシア、中国では、教育課程の改定等の影響から、教育機関で学ぶ学習者数は3か国合計で50万人を超えて大きく減少。		
3. 上記3か国を除くと日本語学習者の総数は増加		
➢ 韓国、インドネシア、中国を除くと学習者数は17万人以上増加。 ➢ 特に、オーストラリア、タイ、ベトナム、フィリピンで学習者数が20%以上増加。 ➢ 学習者数は、85か国・地域で増加した一方、56か国・地域（上記2.の国を含む）で減少。		
4. 初等教育では日本語教育機関数、教師数、学習者数ともに増加		
➢ 初等教育においては、機関数、教師数、学習者数がいずれも大きく増加。オーストラリアや英国等55か国・地域で日本語教育導入が進んだことが影響。 ➢ 高等教育や中等教育においては、機関数、学習者数は減少または微減。		

Figure #1: 2015 Japan International Exchange Fund Survey Results

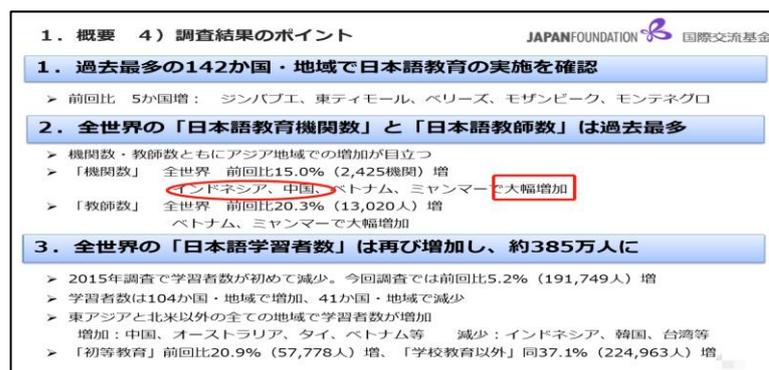


Figure #2: 2018 Japan International Exchange Fund Survey Results

The current situation in China is that although it declined in 2015, it rose sharply in 2018. Indonesia ranks the second. As can be seen from Figure 1 and Figure 2, the number of Japanese language sessions worldwide is increasing. What's interesting here is that Indonesia, like China, declined in 2015 and rose sharply in 2018? It is necessary to consider the reasons for this change. In China, due to the significant development of the Chinese economy after 2010, Japanese companies withdrew from China due to the rapid increase in labor costs and other reasons. The importance of universities on English education declined in 2015, but in 2018, it can be said that the main reason is that due to the globalization of universities such as the college entrance examination, the emphasis was placed

on second foreign language education. However, although the number of Japanese language education institutions in Indonesia is increasing, the question is why the number of people studying Japanese is decreasing.

(2) Number of Japanese language education institutions

According to the 2018 survey, China has 2,435 Japanese language education institutions, accounting for 13% of the world's total, an increase of 15.1% over 2015, and ranking third after South Korea and Indonesia. It can be seen that 2015 is also the third in the world, an increase of 17.5% over 2012. It can be seen that Indonesia ranks second in a row, and the number of periods has increased significantly. 26 places more than China.

2015年度 順位	2018年度 順位	国・地域名	2015年度 機関数 (機関)	2018年度 機関数 (機関)	増減数 (機関)	増減率 (%)
1	1	韓国	2,862	2,998	+136	+4.8
2	2	インドネシア	2,496	2,842	+346	+13.9
3	3	中国	2,115	2,435	+320	+15.1
4	4	オーストラリア	1,643	1,764	+121	+7.4
5	5	米国	1,462	1,445	△17	△1.2
6	6	台湾	851	846	△5	△0.6
12	↑7	ベトナム	219	818	+599	+273.5
7	↓8	タイ	606	659	+53	+8.7
18	↑9	ミャンマー	132	400	+268	+203.0
9	↓10	ブラジル	352	380	+28	+8.0

Figure #3: Number of top 10 Japanese language education institutions in 2018

2012年度 順位	2015年度 順位	国・地域名	2012年度 機関数 (機関)	2015年度 機関数 (機関)	増減率 (%)
1	→1	韓国	3,914	2,862	△26.9
2	→2	インドネシア	2,346	2,496	+6.4
3	→3	中国	1,800	2,115	+17.5
5	↑4	オーストラリア	1,401	1,643	+17.3
4	↓5	米国	1,449	1,462	+0.9
6	→6	台湾	774	851	+9.9
7	→7	タイ	465	606	+30.3
9	↑8	英国	308	364	+18.2
8	↓9	ブラジル	325	352	+8.3
10	→10	ニュージーランド	281	257	△8.5

Figure #4: Number of top 10 Japanese language education institutions in 2015

It can be seen from Figure 5 that, with the exception of 2003, from 1998 to 2018, the number of Japanese education institutions in China continued to increase. This is an increase of 2.2 times in 20 years. Especially the growth from 2003 to 2006 is particularly significant. The number of institutions other than school education and higher

education institutions has increased significantly. In the 2018 survey, although the number of Japanese language education institutions for higher education decreased, the number of elementary and middle school education institutions and the number of institutions other than school education increased significantly. Here, the result is that

the number of Japanese language education institutions in higher education is decreasing, but in fact it has not decreased. One of the reasons

is that the name of the Japanese Department has been changed to the Department of Translation.

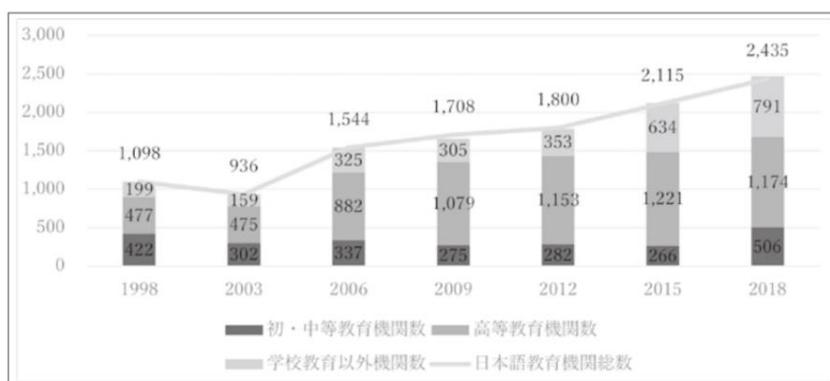


Figure #5: Changes in the number of Japanese language education institutions (1998~2018)

In addition, from the survey of the number of institutions in each province in 2018, it can be seen that the top five institutions are Jiangsu, Liaoning, Shandong, Guangdong and Jilin. Here, two provinces in Northeast China where Japanese language education is still active ranked the top five. In recent years, the number of coastal areas, especially Jiangsu, Shandong, Zhejiang, Henan and other places with the largest population in inland China, has increased significantly. The increased Japanese language education institutions are mainly concentrated in private universities

and vocational schools, because this greatly allows the establishment of private universities and vocational schools in addition to national universities in China. This is because the education policy of the Chinese government stipulates that it is necessary to create an educational environment where many people can study in universities.

(3) Number of Japanese teachers

According to the 2018 survey, there are 20,220 Japanese teachers in China, accounting for 26.2% of the total number of Japanese teachers in the world, ranking first. From 1998 to 2018, the trend of the number of

Japanese teachers and the number of institutions was similar. It can be seen from the survey results that the number of Japanese teachers has increased by 3.9 times in 20 years.

Among them, the number of higher education teachers increased by 4.4 times, and the number of teachers outside school education increased by 6.4 times (Figure 6).

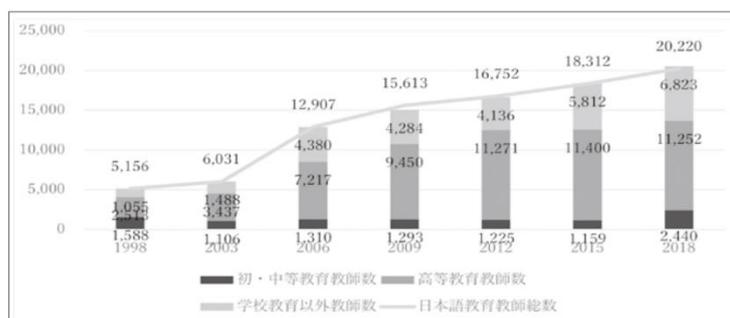


Figure #6: Changes in the number of Japanese teachers in China (1998-2018)

The top five teachers in each province in the 2018 survey were Liaoning, Jiangsu, Guangdong, Shandong and Jilin. Comparing the number of institutions and the number of teachers mentioned above, there is a reversal between Jiangsu and Liaoning, Guangdong and Shandong. The number of Japanese language education institutions in Jiangsu and Shandong is increasing rapidly, but the number of teachers. There are many smaller places for new Japanese language education institutions. It can be said that there is not much difference between the increase or decrease of Japanese language education institutions and the increase

or decrease of the number of teachers in each province. This is because the scale of Japanese education in national universities has hardly expanded. In the past 20 years, the enrollment ability of Japanese majors in national universities has hardly changed. Therefore, the number of teachers in each region has not changed significantly.

(4) Number of Japanese learners

According to the 2018 survey, the number of people studying Japanese in China was 1,004,625, accounting for 26.1% of the total number of people studying Japanese in the world, ranking first. Although the number of Japanese learners

cannot exceed the maximum in 2012, it has already exceeded 1 million.

From 1998 to 2018, the number of learners continued to increase, except for the 2015 survey, which more than quadrupled in 20 years. In the 2015 survey, the number of Japanese language learners dropped

for the first time compared with the previous survey, and it was 8.6% lower than in 2012. However, in the 2018 survey, the number of learners began to increase again and increased from the last time, about 5% by 2015. (Figure 7.)

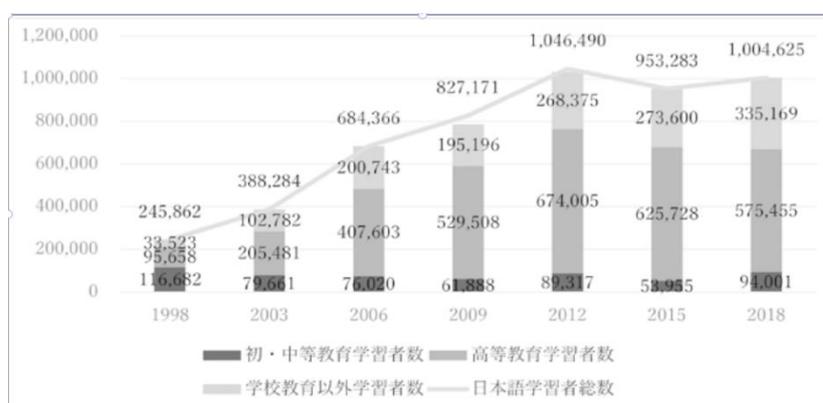


Figure #7: Changes in the number of Japanese learners (1998-2018)

It can be seen that the top five learners in each province in 2018 are Liaoning, Beijing, Shandong, Jiangsu and Guangdong. It can be seen that the number of people studying Japanese is concentrated in the economic development zones of the three northeastern provinces and East China Economic Development Zone. These trends have not changed significantly in the last 20 years, but the proportion of learners in “other” regions is gradually increasing, and Japanese learners are expanding

locally. It can be said that this phenomenon includes the following three effects. One is the teaching staff. Because Japanese teachers were originally concentrated in the three northeastern provinces, Japanese language education is booming throughout the country. The second is Japan's human resources in coastal areas with the development of China's economy. It can be said that the demand for Japanese has increased. Third, it can be said that the increase in the number of Chinese tourists to

Japan and the increase in their love for Japan has led to the increase of learners. (5) Number of Japanese Language Proficiency Tests

2019年第2回(12月)日本語能力試験 概要 (応募者数は速報値)
 実施日: 2019年12月1日(日)
 実施都市: 海外75の国・地域、238都市、日本国内47都道府県
 実施レベル: N1~N5の5レベル (N1が最も難易度の高いレベル)
 ※レベル毎の認定(合格)の目安および詳細は、後頁をご覧ください。
 海外受験応募者数上位国・地域: 上位3か国・地域は、中国、ベトナム、韓国。
 その他の国・地域では、ミャンマー、インドネシア、フィリピン等の増加が顕著。

国・地域	応募者数(人)	前年同回増加率
1位 中国※	158,474	12%
2位 ベトナム	48,667	16%
3位 韓国	48,374	-11%
4位 台湾	43,131	3%
5位 ミャンマー	38,558	78%
6位 インドネシア	19,571	39%
7位 タイ	19,193	9%
8位 インド	17,494	17%
9位 フィリピン	13,744	24%
10位 米国	7,072	3%

※香港・マカオを含む。

Figure #8: Number of Japanese Language Proficiency Test takers

The number of Japanese proficiency tests in China ranks first in the world every year. Where there are many learners, there is a shortage of test sites, and some candidates have to travel far away (outside the department) to take the test. The candidates are mostly school students, and most of them are Japanese majors, but there are also many students who are employed, self-taught or who have studied as a second foreign language.

As mentioned above, the Japanese language education in China is showing a growing trend in terms of the number of institutions, teachers and learners. In addition, the number of learners taking the Japanese Language Proficiency Test is also

increasing. This may prove that China and Japan are countries with food, clothing, housing and transportation, and the international exchanges between the two countries are booming.

3. Japanese Language Educational Measures in China

In January 2018, the Ministry of Education of the People's Republic of China was promulgated the "National standard". From this point onward, a series of educational reforms such as new ideas, new methods, current educational techniques, teaching materials development, and new exhibitions related to Japanese language education. We can say that the completion of my entry into

Chinese-Japanese educational "new era".

3.1 Development process of Japanese language education

In China, due to the progress of globalization and the popularization of higher education (university education), the situation of Japanese language education and learning has undergone major changes in recent years. 2019 will be a landmark year to celebrate the 70th anniversary of the founding of the People's Republic of China. Summarizing the history of Japanese education for about 70 years, it is believed that a new era will be entered after the following four periods.

The first stage: the dawn period (1949-1963), the cradle period (1964-1969)

The second period: reconstruction period (1970-1977), establishment period (1978-1989)

The third period: growth period (1990-1999), mature period (2000-2010)

The fourth stage: transition period (2011-2017)

The fifth stage: New Era (2018-) In other words, the era of

globalization

What I want to add here is that Japanese learners in China are subdivided by stage and purpose. First of all, from the three stages of elementary school (junior high school), middle school (high school) and higher education (university), high school has the largest number of students. Secondly, for the purpose of learning at each stage, the proportion of "advanced/non-Japanese majors" is the highest. This is mainly for college students who study Japanese with their own hobbies or study in Japan in the future, except for studying Japanese at universities and educational institutions of the same level. The second most common is office workers, and the third most common is "advanced/Japanese major". Many college students study Japanese at universities and educational institutions of the same level.

3.2 The current situation of university Japanese education

In the Japanese language education of Chinese universities entering the new era, the following problems still exist in university

professional education.

(1) There is a shortage of Japanese teachers, and teachers' professions are limited

The professional field of teachers here refers to the field of research of teachers. One university has many teachers in the field of linguistics, while another university has only teachers in the field of literature. Teachers specialize in talents in multiple fields.

(2) The contradiction between the rapid growth of the number of learners and the guarantee of education quality

Due to the implementation of a large-scale enrollment system in universities, the number of university students has more than doubled. We have taken measures to increase the number of teachers, but the current situation is that we can't keep up.

(3) Subject diversification and subject contradiction

The teaching content of language, culture, literature, business, translation, interpretation, etc., has become diversified. In some aspects, it seems that Japanese education has been enriched, and there will be

inconsistencies, and the teaching effect will not be significant.

(4) Repetition, diversification and contradiction in the thesis of graduation thesis

Duplicate thesis topic is a problem in every university. In addition, many graduation papers are theoretical, and there are few academic papers such as questionnaire surveys and practical analysis. In addition, the Japanese expression of graduation thesis is not fluent, and many papers become Chinese-style Japanese or cannot understand at all. It can be seen that the instructor is irresponsible and the guidance is not perfect.

(5) Educational resources are unbalanced and information cannot be shared

The educational resources of universities nationwide, metropolitan areas, and coastal areas are relatively good, but the educational resources of national universities and private universities that are not high in scale and level can be said to be very short. In addition, information about Japanese language education, especially information sharing

between well-known universities that started early (including various competitions) and foreign language universities, is active, but general universities and Japanese currently have little information sharing with universities. Educational scale small.

(6) Lack of support for academic research on Japanese language education

Compared with Chinese-Japanese second language acquisition, cognitive linguistics, etc., as well as Chinese-English bilingual acquisition, control research, etc., there are fewer similar bulletins such as journals published by Japanese universities. For example, at the graduate school level, there are 160 universities where master's programs can conduct research related to Japanese language and Japanese literature, and there are more than 30 doctoral programs, but there are few or few equivalent research bulletins. Said without exaggeration. Therefore, many Japanese teachers and Japanese learners publish their research results in newspapers closely related to English, but they are unlikely to adopt it because it is in Japanese.

(7) China-Japan relations

We are faced with many fluctuating issues such as Sino-Japanese relations (mutual understanding of culture, private exchanges).

3.3 Evaluation/Examination of Japanese Language Education

The Japanese Language Proficiency Test is conducted for all Chinese Japanese learners. Practical Japanese exams are conducted all over China, and the number of candidates is small. The Examination for Japanese University Admission for International Students is not conducted in China. There are also many types of Japanese language proficiency tests unique to China. The details are as follows.

(1) Japanese Language Proficiency Test (JLPT)

Twice a year, sponsored by the Japan Foundation and the Overseas Examination Center of the Ministry of Education of China, held in 80 venues in 45 cities across the country in July and December.

(2) BJT Business Japanese Proficiency Test

Sponsored by the Kanji

Aptitude Testing Foundation (hosted by the Japan External Trade Organization until 2008), and organized as needed (CBT method [Computer Based Testing]). It will be held in 14 cities across the country.

(3) J.TEST Practical Japanese Test

Sponsored by the J.TEST China Secretariat, it is held 6 times a year in 40 venues in 34 cities across the country.

(4) Examinations sponsored by China

◎ The general high school invites the unified national examination: for students who wish to enter a university, and for students who have studied Japanese in a middle school.

◎The fourth-grade and eighth-grade examinations of Japanese majors: The fourth-grade examinations for the second-year college students of Japanese majors and the eighth-grade examinations before graduation from the fourth-year university are held in June every year. Thousands of people take the national examinations. The pass rate in the fourth grade is over 50%, but the pass rate in the eighth grade is

very low.

◎ University Japanese Grade 4 and Grade 6 Examination: This is a qualification examination for students of foreign languages (also known as public Japanese) outside the university. It was originally an internal exam for middle school education and university Japanese students, but there are also exams taken by working adults. The number of candidates for the 4th grade exam each year exceeds 10,000.

◎ National unified examination of public subjects for postgraduate students: For graduate school (master's course) applicants, non-Japanese majors must choose Japanese other than English or French as a foreign language.

◎ The whole foreign language proficiency test (WSK) Japanese proficiency test (NNS): This is a storm for non-foreign language masters, which is mainly for promotion of work

◎ Higher Education Self-study Examination: It is an examination for the hope of obtaining the same qualifications as university graduates.

◎ National Japanese Language

Proficiency Test: A promotion test for non-Japanese professionals.

◎ National Interpretation Professional Qualification (Level) Examination: This is an interpreter qualification examination conducted by the Ministry of Personnel since 2004. It is conducted nationwide, mainly in coastal areas of my country.

4. Future tasks

(1) The impact of the university system

China's university education has entered the era of popularization, and students with low learning ability have also poured in. In addition, there are some who were originally assigned to Japanese majors through "subordination assignment" instead of majoring in Japanese. With the withdrawal of Japanese companies, the demand for Japanese human resources has decreased and employment opportunities have decreased. Another reason is that the learning goals of learners are diversified, and the things learned in the classroom do not always meet the needs of learners.

(2) The shortage of Japanese teachers

and the increase of learners

There is a shortage of Japanese teachers, especially those who can speak fluent Japanese and have a long history of teaching. There are very few secondary vocational Japanese teachers in various research institutes, which is also a problem in the field of Japanese education. In addition, there are also various problems, such as the small number of native Japanese speakers, low level of proficiency, and irregular allocation of time. The proportion of Japanese-speaking teachers continues to decline. A survey in 2018 showed that the proportion of institutions with Japanese-speaking teachers in higher education remained at 13.3% and 62.7% in higher education. Two native teachers, especially in newly entered learning institutions and relatively backward areas in the Midwest, few people speak Japanese as their mother tongue. Although majoring in Japanese, many schools do not have native speakers of Japanese. This is a pain point in Japanese education. On the other hand, while the number of people studying Japanese is increasing, their

needs are also diversifying.

(3) The working environment of Japanese teachers

From the perspective of being promoted as a Japanese teacher, the pressure in the workplace is too great to teach Japanese. When being promoted to a university associate professor or professor in China, the paper must be published in a national and provincial journal (core issue) with international recognition and certification by the Ministry of Education. Case, the premise is to obtain the research topic. However, first of all, there are limited magazines ("Japanese Academy" and "Japanese Language Learning and Research") that can publish Japanese language education and Japanese literature in China, and the professional development of teachers is difficult. In particular, only a few faculty members can obtain national-level research projects. Therefore, if teachers want to be promoted, they have to shift their focus from student education to research. It can be said that with the development of China's economy, support for teachers such as Japanese consortiums has decreased,

and support for Japanese training and Japanese language education has also decreased. We have carried out a large number of teaching methods, research methods and practical guidance (especially in Japan) training activities for Japanese teachers. At the same time, we also need to create an environment where information can be easily transmitted to Japanese teachers and can be easily participated.

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