

# Exploration on the Teaching Reform of Applied Translation Major Under the Background of First-class Undergraduate Curriculum Construction

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**Abstract:** In recent years, with the deepening of economic globalization, there are more and more foreign economic exchange activities in China, so the demand of English professional application translation talents is increasing. In this reality, the society has put forward higher requirements for the quality of English majors in universities. At the present stage, colleges and universities suffer relatively many interference factors in the English professional application of translation teaching, which leads to the many difficulties in the development of teaching activities and affects the effectiveness of teaching. Based on this, the teaching reform of application-translation major under the background of first-class undergraduate curriculum construction is studied for reference only.

**Keywords:** First-class undergraduate course construction; English professional translation course; Translation teaching reform

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## 1. First-class undergraduate course construction background

In May 2021, the provincial Department of Education issued the Notice of the General Office of the Ministry of Education on the Identification of the Second Batch of National First-class Undergraduate Courses, launching the selection of the second batch of national first-class undergraduate courses and the identification of the first batch of provincial first-class undergraduate courses. Carefully studying the basic requirements of the notice and benchmarking the construction of each subject is of guiding significance to find the problems in the undergraduate course teaching.

## 2. Current deficiencies of English professional translation teaching

### 2.1 English professional application translation curriculum is not scientific

At the present stage, although domestic universities have listed translation as a compulsory course, there is still an unreasonable curriculum in the actual teaching process. Many colleges and universities set up shorter class hours, most of which are only just one year. Therefore, in this short year, most colleges and universities can only offer basic translation courses to explain the basic theoretical knowledge of English and Chinese mutual translation to students, so that students can master the basic skills of translation. At the same time, in terms of teaching content, most teaching cases are classic literature translation, but there are relatively few contemporary applied translation. In terms of reality, in the domestic translation market, the most popular thing is the applied translation talents, such as advertising translation and business translation talents.<sup>[1]</sup> Most English students will be engaged in applied translation after graduation, but because they have not trained systematic professional knowledge and practical skills in school, students have not sufficient understanding of the characteristics of applied style, cannot accurately grasp applied translation skills and methods, and all kinds of problems often occur during the translation.

### 2.2 Students are lack of practical practice

Although the talent training strategy of the translation major since the 1990s has proposed to pay attention to the students' practical application ability in the translation, and strengthen the practice. However, many translation majors in local colleges and universities still stay on slogans when cultivating translation talents. They pay attention to the study of language ability and translation theory, focus on theory, and mainly focus on teachers and professors, and ignore the practical practice of students in class. When carrying out after-school practice activities, the form is also greater than the content. It often goes through the motions, ignoring the actual employment demand of the talent market and the students' actual operation ability. This leads to the actual translation level of students is still in a state to be strengthened, the lack of application ability.

## 3. Strategy of Translation Teaching Reform of Applied Undergraduate English Major

### 3.1 We will optimize the introduction policy of translation and teaching talents

Universities should pay full attention to the introduction of talents, formulate perfect talent introduction policies, and attract excellent English educators to carry out work in school. Colleges and universities should first start from the two perspectives of salary

and development planning, to provide good development prospects for applicants, and to adapt to the majority of educators with excellent campus culture. In addition, colleges and universities should also appropriately raise the threshold of talent introduction, on the one hand to pay attention to advanced talents, on the other hand also should pay attention to its practical work experience, in addition to directly absorb excellent high education scientific research talents, can also hire foreign trade company excellent management personnel to teach, to ensure that new employees themselves have strong translation teaching ability, to meet the needs of cultivating students' translation skills.

### **3.2 Integrate the multi-mode teaching innovation mode to ensure the applied teaching characteristics**

With the "big data information technology and education teaching depth fusion, promote the teaching revolution" become a new requirement of national higher education reform, applied colleges of higher learning is necessary to reflect on business English translation teaching mode, intensify teaching reform, in order to explore the new business suitable for applied undergraduate education English teaching mode, in order to better adapt to the development of big data information technology<sup>[2]</sup>. At the same time, the rapid big data information education communication means to promote communication mode diversification, mobilize people, people and machine in the process of interaction, can integrate various resources, stimulate learners with facial features recognition and participate in learning, enhance the concept of business English translation teaching function, interpersonal function and discourse function. On the whole, the big data education information technology in the image, sound, action and other symbolic information provides the basis for multimodal teaching, business English translation teaching should integrate beyond PPT, video, audio 3D simulation scenario, human-computer dialogue, online auxiliary network teaching carrier, etc., to promote the single modal teaching into multi-modal teaching, and throughout the whole teaching process.

### **3.3 Provide students with enough practice platform**

Colleges and universities to cultivate high quality translation talents, in addition to change concept innovation, set diversified curriculum system, it is important is to provide students with a variety of practice platform, practice is always the best way to verify results, also can let students intuitively see their advantages and shortcomings, and constantly improve the source power, conducive to translation students to adapt to the needs of the social market after graduation<sup>[3]</sup>. First, the teacher in the classroom to increase students' practice opportunities, combined with the current real-time hot spot to formulate a translation project, can let students in the form of group or individual, and ask students to show their translation results, at the same time to share the translation skills and strategies, how to translation and proofreading and so on. Through such concrete practice and then collective sharing, the good interaction between teachers and students can be strengthened, and students can also constantly think about the translation skills in this process, which is very beneficial for students to strengthen their own translation ability and improvisation ability. Second, in the construction of training rooms in school, colleges and universities should set up a translation training platform with information technology as the support, such as setting up a simultaneous translation room, a business negotiation room, so as to create a real translation practice environment for students.

### **3.4 Information technology is combined with translation teaching**

When constantly expanding and enriching the teaching resources of the English translation in universities, the teachers must play the value of the information technology, so that the students can have access to the diversified learning resources. This is the first need to use the Internet to develop teaching resources, English translation teaching related resources, to ensure that students can contact with the relevant knowledge of translation, whether make exquisite courseware or high quality papers, these can become the resources of students to learn English, for this teacher need to write this kind of material integration, establish the campus resource pool. In addition, teachers should also pay attention to the independent development of translation teaching resources, constantly strengthen the design and development ability of micro-class development.

## **4. Conclusion**

As the new era of English professional translation educators, teachers must have strong translation teaching ability, according to the characteristics of different professional students to develop teaching resources, with clear education goals to carry out diversified education activities, help students at the same time, build a perfect English translation knowledge system.

## **References:**

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