

New Ideas for Publishing Undergraduate Translation Textbooks for English Majors in Colleges and Universities under the Background of New Era

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Abstract: In the context of the new era, how to enhance the persuasiveness of Chinese discourse and the guidance of international public opinion, how to make a Chinese voice, tell Chinese stories, and continuously enhance the influence of international communication, translators are duty-bound; the training of translators is largely dependent on the construction of translation textbooks. This paper puts forward some new ideas for the construction and publication of English undergraduate translation textbooks, namely, increasing the ideological and political content of the curriculum, adapting to the development of the times and the actual needs of teaching, reflecting Chinese discourse and Chinese voice, and reflecting the characteristics of interdisciplinary and technological empowerment.

Keywords: The background of the new era; Translation of teaching materials; Understanding contemporary China; Curriculum ideology and politics; Technical empowerment

In August 2022, carried out by the Department of Higher Education of the Ministry of Education, Beijing Foreign Studies University, Foreign Language Teaching and Research Press, and the National University Teacher Network Training Center organized the “Understanding Contemporary China” multilingual series of textbooks for teacher training. During the training, it was pointed out that, from the multilingual series of textbooks, students in foreign language majors in colleges and universities should learn and master the collective wisdom of the team of top translation experts at home and abroad, learn translation skills, understand discourse strategies, and improve foreign language ability and cross-cultural competence; and the textbooks should help foreign language majors to reconstruct the curriculum system and knowledge system, promote the construction of new liberal arts for foreign language majors, carry out in-depth curriculum thinking and politics, and implement the fundamental task of establishing morality and cultivating people, cultivate high-quality foreign language talents who have family and country feelings, global vision, and professional skills, who are worthy of the task of national rejuvenation; and also help to promote the foreign translation standards of Chinese discourse, build a discourse system with Chinese characteristics, improve national language capabilities, and consolidate the foundation of national soft power that will promote China to better go to the world and the world will better understand China.

The quality of talent training depends on the quality of teaching materials, and the importance of the construction and use of teaching materials to talent training is self-evident. How to let college graduates tell Chinese stories and spread the voice of China in international communication and exchanges, so that the outside world can further understand contemporary China, and cultivate talents with family and country feelings, international vision and professional knowledge, teaching materials are important guarantee to achieve these goals. As the core courses of English majors, English-Chinese and Chinese-English translation courses play an important role in the cultivation of English professionals. The Syllabus for English Majors in Colleges and Universities points out that the training of basic language skills is the primary task of English teaching and must run through the whole process of four years of teaching. For students majoring in English or the same level, the main task of translation class is to practice basic translation skills. Therefore, the system design of translation teaching materials, content arrangement, selection of exercise materials, and publishing media of teaching materials will all have an important impact on translation teaching.

In August 2022, Director Wu Yan pointed out at the meeting: While writing the “golden teaching materials”, it is necessary to strengthen the management of teaching materials construction, improve the quality of textbooks, and create a benchmark for teaching materials; the selection criteria for national excellent teaching materials is to take root in the land of China, summarize Chinese experience and highlight Chinese characteristics based on Chinese practice. There is no doubt that this conclusion is the guiding ideology for the construction of teaching materials in Chinese universities. The compilation of the “Understanding Contemporary China” series of textbooks follows the three important concepts of curriculum ideology and politics, integrated learning, and ability orientation. The publication of this set of textbooks undoubtedly sets a benchmark for the publication of textbooks for other disciplines^[1].

1. The compilation of translation textbooks must integrate the ideological and political content of the curriculum

Curriculum ideological and political, first of all, the teaching content of English-Chinese and Chinese-English translation courses should be arranged to integrate value shaping, knowledge transfer and ability training, and to help students read the original works and understand the principles. The ideological and political content of the translation course should fully reflect the new concept of state governance, and require students to internalize and externalize the socialist thoughts with Chinese characteristics in the new era, strengthen the “four self-confidence”, and further enhance the leadership of the Communist Party of China and the political identity, ideological identity, theoretical identity, and emotional identity of socialism with Chinese characteristics. In other words, the ideological and political course must make clear the fundamental problem of “who to train, how to train and for whom”. Secondly, the arrangement of translation textbooks should fully reflect the research results of contemporary Chinese translation theory and practice. Finally, the content of translated teaching materials should reflect Chinese elements, integrate Chinese stories, and finally achieve the purpose of spreading Chinese voice.

2. The compilation of translated teaching materials must adapt to the development of the times and the actual needs of teaching

Three of the six major reform directions of higher education proposed by the Third World Higher Education Conference are: providing ways to meet the lifelong learning needs of young people and adults, building a comprehensive learning system with diverse content and flexible methods, and utilizing technology to efficient teaching and research. The promotion and implementation of teaching reform cannot be separated from the support of teaching materials. The compilation and publication of English translation teaching materials should adapt to the development of the times and the actual needs of teaching. First of all, translation teaching should not return to the track of language teaching. Translation teaching should cultivate translation ability as an independent language ability. The learning concepts, methods and skills provided by translation textbooks should meet the needs of students or translation enthusiasts for lifelong learning. Secondly, “fusion learning”. Its essence is the concept of content and language integration of foreign language teaching, which aims to help students continuously improve their foreign language ability in the process of using foreign languages, and continuously deepen their understanding of the socialist thoughts with Chinese characteristics in the new era in the process of listening, speaking, reading, writing and translating language activities to maximize the efficiency of foreign language learning. The compilation of translation textbooks should reflect the concept of “integrated learning”, that is, the design and arrangement of textbooks can not only improve students’ translation ability, but also help students improve their comprehensive English use ability and cross-cultural communication ability. Third, translated textbooks should be diversified. Digital resources, cloud learning platforms and paper textbooks should be available at the same time to meet the needs of students for all-round, three-dimensional and personalized learning^[2].

3. The compilation of translated teaching materials must reflect Chinese discourse and Chinese voice

Liu Miqing pointed out: “The necessity and urgency of the construction of Chinese translation studies and translation theory must be examined in the overall pattern of the comprehensive rejuvenation of the Chinese nation’s culture and the construction of a powerful country.” Therefore, the construction and publication of translation teaching materials must reflect the research results of Chinese translation theory and translation practice. Liu Jichun pointed out in the “Practical Translation Course”: “We believe that since Yan Fu, if Fu Lei’s “emphasis on resemblance of spirits instead of likeness” is the first leap in the study of traditional translation theory in our country, Xu Yuanchong’s theory of “giving full play to the advantages of the Chinese language”

is the second leap.” The “Chinese-English Translation Course” of “Understanding Contemporary China” organically combines the ideological content of socialism with Chinese characteristics in the new era with translation courses to form a systematic curriculum ideology and politics, so as to make a Chinese voice and tell a good Chinese story, continuously enhance the influence of international communication.

4. The compilation of translated teaching materials must reflect the characteristics of interdisciplinary and technological empowerment

The last of the six major reform directions of the Third World Higher Education Conference is technology-enabled and efficient teaching and research. With the development of artificial intelligence, the role of computers in language research, corpus research and translation practice and interdisciplinary research has become increasingly prominent. Since the start of computer-aided translation, various translation software and translation platforms have come out one after another and have been widely accepted by users. Especially in the field of non-literary translation, computer-aided translation has become a powerful assistant for scientific researchers. In addition, with the development and use of corpus, translation research and practice have entered a completely new field. The latest research results of computer-aided translation technology and the use of knowledge and corpus in translation software should also be reflected in the translation textbooks of the new era. It can not only provide a broader translation perspective for translation learning and enthusiasts, but also completely realize the tool function of language.

Conclusion

Under the background of the new era, the thought of socialism with Chinese characteristics for a new era will be systematically integrated into the core curriculum of foreign language education, the fundamental task of cultivating virtues and cultivating people will be implemented, and effective paths of ideological and political education will be explored to help students understand the discourse system with Chinese characteristics, interpret Chinese practice with Chinese theories, improve their ability to tell Chinese stories well, and promote mutual learning among civilizations for China’s participation in global governance and build a community with a shared future for mankind is the top priority of foreign language teaching in colleges and universities. The construction and publication of English translation textbooks for undergraduate students should, on the basis of the existing achievements, further reflect the ideological and political ideas of the curriculum, adapt to the development of the time and the actual needs of teaching, reflect the characteristics of Chinese discourse and Chinese voice, and reflect the characteristics of interdisciplinary technology empowerment, so as to truly achieve the national standards of translation teaching.

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