

The Cultivation of Applied Translation Talents in Universities from the Perspective of New Liberal Arts

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Abstract: With the rapid development of China's economy and technology, with the continuous input of various foreign information and foreign economy, a large number of applied translators are in need. In this context, it is even more important to increase the training of applied translators in universities. From the perspective of the new liberal arts, universities should actively adapt to the social needs, optimize the curriculum system in the process of educational work, adopt a variety of methods to cultivate applied translation talents, and strengthen translation majors. This paper develops from the current situation of the cultivation of high-efficiency applied translation talents, and studies the cultivation strategies of high-efficiency applied talents from the perspective of the new liberal arts.

Keywords: Cultivation; New liberal arts; Applied Translation Talents

With the rapid development of the global economy, China has further expanded its foreign economic and trade, and the export-oriented economy has gradually expanded. With the inflow of various international capital, international technology and markets are gradually circulating to our country. All walks of life need applied translators with sufficient language skills and good comprehensive qualities. To cultivate applied translation talents in and universities, we must provide good education and various trainings, continuously improve our students' professional quality, and enhance their translation ability. In the process of training applied translation talents, the curriculum teaching system should be optimized and previous translation teaching methods be reformed.

1. Current Cultivation Situation from the perspective of New Liberal Arts

New liberal arts refers to the reorganization of traditional liberal arts, the intersection of liberal arts and sciences, and the integration of information, and the integration of emerging technologies into philosophy, literature, language and other related courses to provide students with comprehensive interdisciplinary learning ^[1]. In recent years, the status of the new liberal arts concept in the current college education has gradually become prominent, requiring that the current foreign language teaching should actively follow the changes of the times, and ways to train talents that are in line with the progress of students and the development of the times are in exploration. However, according to the recent survey, the number of qualified applied translators is very small, and the gap of professional translators has reached nearly 90% ^[2]. Judging from this survey data, the existing training methods of translators are no longer suitable for the needs of social development. At present, the society does not pay enough attention to foreign language translators. Moreover, the current translation major has not adopted an effective way in the process of imparting professional knowledge. Finally, there are still defects in the education of translation major in universities for a long time. In the process of learning translation, many students don't acquire much useful knowledge from it. These situations have greatly affected the cultivation of applied translators in Chinese universities.

2. Ways to Cultivate Applied Translation Talents from the Perspective New Liberal Arts

2.1 Optimization of Curriculum System for Translation Major

In recent years, from the perspective of the new liberal arts, if universities want to cultivate applied translation talents, they must change the traditional teaching methods and optimize and reform the curriculum system. According to the requirements of the society

for application-oriented translation work, the curriculum is designed, and the translation teaching methods are innovated according to the translation ability and on-the-spot adaptability required by the translation positions, and the application-oriented translation ability of students is enhanced^[3]. In the process of professional knowledge teaching, the language and related professional disciplines are effectively integrated to optimize the curriculum system. In the process of cultivating translation talents, it is necessary to appropriately reduce the number of theoretical and interesting compulsory courses, and increase students' future career planning, foreign language translation practice, comprehensive ability training and other related promotion courses to make the trained students more in line with the needs of social development after graduation. It is also necessary to design a more professional course learning section to improve the theoretical knowledge and skills of translation studies. It is also necessary to increase the proportion between practice and teaching modules. The teaching of translation major needs a lot of practice, thus more practical courses during undergraduate period in colleges and universities are essential. Only when theory and practice coexist in an ideal way can the comprehensive development of translation, interpretation and language ability be truly achieved.

2.2 Reform of Teaching Methods for English Translation Major

In previous years, English translation teaching in our country's universities has always been based on indoctrination ways. If this kind of translation teaching continues for a long time, students' knowledge mastery ability cannot be effectively improved. If we want to reform the teaching methods, we should flexibly use various concepts and emerging teaching methods to promote complementary advantages. For example, hybrid classroom teaching methods can be used to practice our students in many aspects. In the process of classroom teaching, teachers not only use traditional teaching methods on the one hand, but also use diverse new media technologies to carry out multi-platform online auxiliary teaching, such as PPT courseware, micro Video, rain classroom, online translator, translation database and other means for offline and online hybrid teaching. In the process of education, teachers can put forward relevant questions through various multimedia technologies to trigger students' interests and discussions. Students can comment under the questions published by teachers, so that teachers can effectively collect various information answered by students. Students should be guided to actively enter classroom learning with their own ideas, questions and feedback. Teachers can also assign related homework through a variety of multimedia methods to better improve the learning efficiency of students. In the process of receiving translation professional education, college students can continue to explore such modern technologies as video and audio, MOOC materials, and conduct translation exercises through audio interaction. Students can conduct self-evaluation and mutual evaluation through various software and various shortcuts on the software to promote the consolidation and improvement of relevant translation knowledge. In this way, students' passive learning can be changed into a more active one, and the situation of low learning efficiency and separation of learning and application can be effectively improved.

2.3 Enhancement of School-enterprise Cooperation for Collaborative Training

From the perspective of the new liberal arts, if colleges and universities want to cultivate excellent applied translation talents, they must strengthen the joint training of schools and enterprises. In the current stage of applied translation education in colleges and universities, it is far from enough to rely on efficient knowledge transfer and practical training. It also needs to promote school-enterprise cooperation, strengthen cooperation between local translation companies, major universities and related translation institutions, and build effective translation training plans in many aspects to be combined with external social practice. A large-scale school-enterprise joint training base to provide foreign language translation students with sufficient corporate training opportunities should also be established. In the process of practice, students can follow professional corporate talents for practical training, understand basic translation cases, be get familiar with the specific process of translation work, and improve their professional skills, to enable students to improve their ability to use knowledge in the process of practical training, and thus laying a solid foundation for students to enter the society later. Moreover, the school can also cooperate with the enterprise in the introduction of talents. The enterprise assigns experienced translation talents to the school to impart relevant translation experience. At the same time, the enterprise accepts some students to enter the enterprise as interns for at least one or two months every year. Students with outstanding performance can become full members and get offers in the enterprise for translation work. Through the collaborative training of enterprises and schools, it not only cultivates applied translation talents, but also provides students with certain job opportunities. And the enterprises have also imported fresh blood, truly achieving a win-win goal.

2.4 Construction of Diversified Teaching Evaluation System

Teaching evaluation is an important link that should be paid attention to in all stages of teaching. The evaluation of teaching quality is an important way to test the internal teaching quality in colleges and universities, and it plays a vital role in the process of training

applied translators. In the process of cultivating applied translation talents, constructing a diversified teaching evaluation system can help teachers to clarify the problems in the process of cultivating translation talents and adopt effective methods and means to solve them. To construct a diversified teaching evaluation system, it is necessary to pay attention to the combination of one-way evaluation system and multi-way evaluation system, the combination of in-school evaluation and off-campus evaluation, the combination of student evaluation and teacher evaluation, and the promotion of applied translation through various mutual evaluations talent training is going on smoothly. At the same time, students should pay more attention to diversified evaluation in the process of practice and training. Diversified evaluation can enable students to clarify the differences between their professional abilities and professional trainings and practice.

Conclusion:

To sum up, in the work of education and teaching in colleges and universities, the traditional training mode of translation talents can no longer meet the needs of social development at this stage. With the rapid development of economy and society, colleges and universities are required to train more excellent applied translation talents to make up for the current shortage of applied translation talents. This requires colleges and universities in the process of training applied translation talents, based on the needs of the society at this stage, optimize the curriculum system, innovate the teaching methods of translation majors, carry out school-enterprise joint training, etc., and carry out targeted talent training.

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