

Research on the Cultivation Model of Composite Translation Talents under the Background of New Liberal Arts Construction

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Abstract: With the development of globalization and the strengthening of international exchanges, the demand for the translation industry is also increasing. New liberal arts is an important measure of China's higher education, which is of great significance for the development of liberal arts. New liberal arts has pointed out a new direction for the development of translation disciplines. Translation majors should keep up with the times, redefine the professional training objectives, and explore the path of cultivating bilingual composite translation talents with higher literacy, which is in line with the national development needs and plays an important role in promoting Chinese culture, establishing the image of China, and mastering more international discourse power in the current context.

Keywords: new liberal arts; composite translation talents; cultivation model.

1. Research status and background analysis of the training model for composite translation talents under the background of new liberal arts construction

The construction of new liberal arts is one of the "four news" constructions proposed by the state in the new era to realize the modernization of higher education. The publication of the "Declaration of New Liberal Arts Construction" in November 2020 marks the official opening of the construction of new liberal arts in China. At the same time, it also means that the level of national civilization and international competitiveness increasingly depends on the development and construction level of liberal arts. With the acceleration of global integration, the demand for professional composite translation talents in society has shown a trend of diversification, high-end and professionalism. However, the current undergraduate training model and curriculum setting of universities cannot fully match social needs.

Translation became a new major approved by the Ministry of Education in 2006 and is listed under the "Foreign Language and Literature" category of the "Undergraduate Program Catalogue for Regular Higher Education" issued by the Ministry of Education. In order to standardize and guide the development of undergraduate translation programs in higher education institutions and ensure the quality of talent training, the "Teaching Requirements for Undergraduate Translation Programs in National Higher Education Institutions" (trial implementation) was released in March 2011. The release of this document clearly defines the talent training objectives for undergraduate translation programs in higher education institutions: to cultivate versatile translation professionals with a broad international perspective, familiar with the basic theory of translation, proficient in translation skills, adept at using translation tools, and able to handle general-level translation, interpretation, and other cross-cultural communication work in the fields of foreign affairs, economy and trade, education, culture, science and technology, and military affairs (Zhong Weihe, 2011). Currently, with the rise of a new round of world technological and industrial revolution and the rapid development of new technologies such as artificial intelligence and big data, interdisciplinary and new research fields continue to emerge. The new situation has prompted higher education institutions to break through tradition and reposition traditional majors. Higher education institutions must shift from discipline-oriented to industry demand-oriented, from professional segmentation to cross-disciplinary integration (Ministry of Education, 2018). The above statement has important guiding significance for the repositioning of translation majors in the new era. The positioning of the translation major in the new era should fully reflect the "new" element. The talent training objectives for the final version of the "Teaching Guidelines for Undergraduate Translation Programs in National Higher Education Institutions" released in 2020 are as follows: "The translation major needs to cultivate composite talents with good comprehensive quality and professional ethics, profound humanistic literacy, solid English-Chinese bilingual basic skills, strong cross-cultural abilities, profound translation professional knowledge, rich encyclopedic knowledge, and the required related professional knowledge, proficient in translation methods and skills, able to adapt to the needs of national and local economic construction and social development, and adapt to the complex personnel needs of language services and international communication in various industries such as interpretation and translation" (English Professional Education Guidance Subcommittee of the Higher Education Foreign Language and Literature Professional Education Guidance Committee of the Ministry of Education, 2020:25). Compared with the "Teaching Requirements for Undergraduate Translation Programs in National Higher Education Institutions" issued in 2011, it is not difficult to see that with the development of society and the changes in the country's demand for specialized translation talent, the new guidelines have new requirements for the knowledge structure of talent, beginning to emphasize the composite of translation professional knowledge, encyclopedic knowledge, and related professional knowledge. These new requirements are obviously different from the previous single-skilled talent training, and the current goal is to cultivate composite talents with "one specialty and multiple abilities."

2. Realistic Challenges of the Training Model for Composite Translation Talents under the Background of New Liberal Arts Construction

(1) Overall weakening of the translation teaching practice environment. Practice is the standard and method for testing the ability and level of translation talents. Therefore, professional practice training is an essential way and method to build a professional composite foreign

language translation talent training model. However, in the current training environment, the translation education practice environment is insufficient. Many students have few opportunities or no opportunities to practice translation during their school period. Existing translation practices mostly take place in the classroom, in tasks assigned by teachers, and lack an environment combined with actual needs, causing students to only be able to translate in the classroom. In real translation scenarios, they often feel at a loss, resulting in the inability to perform translation work after graduation and entering the job market.

(2) Lack of flexibility in course structure. Comparing the requirements and standards of composite translation talents, it can be found that the course structure of many universities' translation talent training models needs to be optimized. Firstly, the current translation course structure in universities lacks emphasis on theoretical foundations. The theoretical courses of translation majors are the basic prerequisites and important foundation for practical translation courses. Without theoretical guidance, translation skills will lack theoretical basis, and students will only mechanically use translation skills. However, they will be unable to apply them in different translation situations, resulting in inadequate practical skills. Secondly, Chinese language teaching lacks depth. In the current translation major course settings, the proportion of Chinese language courses is relatively small. In fact, translation requires both languages to be involved simultaneously. Therefore, translators need to have the ability to master and use both Chinese and English. Finally, there is a shortage of vocational skills training courses. Currently, the course settings of translation majors in universities lack training in the professional ethics and professional qualities of translation industry practitioners, resulting in a lack of basic understanding of the translation industry and a lack of necessary preparation for translation work for translation major graduates.

Teaching content and methods need to be updated. The teaching model is an important guarantee for building a composite foreign language translation talent training model, mainly including teaching content and teaching methods. In terms of teaching content, teachers should closely follow the needs of the times and combine teaching content with social practice, so that what is learned and practiced truly serves the country and society. Secondly, the teaching content of literary translation can be appropriately reduced, and the teaching content of applicable text translation in various fields can be increased to enrich students' practical experience and be in line with social needs. In addition, the selection of teaching materials should also be considered, leaning towards materials that can improve students' practical abilities and stimulate their learning interests. In terms of teaching methods, teachers' teaching methods should also be flexible, using online resources such as multimedia and MOOCs to enrich classroom content.

3. Exploring the Construction Path of the Composite Translation Talent Cultivation Mode under the Background of New Liberal Arts Construction

In the context of the new liberal arts era, foreign language education is facing a major transformation, and proactive change and innovative development are the current main theme. The development of translation majors should move towards connotative development, discipline integration, and cross-border characteristics. For talent cultivation, we should use the needs of society as a guide and make use of the strong disciplines and advantageous resources of schools and regions to cultivate characteristic professional talents needed in the new era and new industries. Translation should take a new path of cross-disciplinary integration with other majors to achieve professional direction subdivision.

(1) Educational philosophy

The translation majors of universities should change the current uniformity and move towards characteristic development. Different universities should reposition themselves based on their own disciplinary and regional advantages. For example, political and legal universities can promote the integration of law and translation majors and vigorously develop legal translation. Financial and economic universities can develop financial translation, science and engineering universities can develop scientific and technological translation, and the southeastern coastal areas can vigorously develop economic and trade translation. In the construction of the curriculum system, universities can fully rely on their own other strong disciplinary resources and regional advantages to provide "translation +" modular courses for students, and cultivate "one specialty and multiple capabilities" talents urgently needed by society who can translate and understand the profession.

(2) Talent cultivation

The cultivation of translation talents in the new era and the improvement of teaching quality should fully reflect the concept and ideas of the new liberal arts, use information technology to promote cross-disciplinary integration development, and better carry out professional construction to cultivate first-class translation talents. The translation major should actively explore talent cultivation methods suitable for the major, explore scientific management methods, and make improving education and teaching quality the core of their work. They should focus on cultivating the basic skills of translation, mastering modern translation methods and techniques, having humanistic literacy, and being knowledgeable in both classical and modern times, and are compound specialized translation talents who are proficient in translation and understand professional knowledge. In talent cultivation, the relationship between translation basic skills and translation practice, information processing, and other professional knowledge reserves should be solved, and a reasonable arrangement should be constructed. In addition, given the characteristics of translation majors in external communication, while strengthening the cultivation of students' knowledge level, attention should also be paid to cultivating students' historical mission, social responsibility, and sense of the times at a higher value level, so that they become translation talents who can express themselves well.

(3) Faculty Construction

Currently, the level of diversity and rationality in the faculty composition of most translation majors in universities is insufficient.

Teachers who come from a translation background are the mainstream full-time teachers who can provide high-quality teaching services in translation skills training. However, due to their limited knowledge structure, they lack knowledge reserves and practical experience in certain professional fields such as translation in specialized areas and machine translation. It is difficult for them to independently complete the training of new talents in these new fields. In order to strengthen the training of full-time teachers and improve their teaching and research level, universities can consider hiring professional translators with practical translation experience as part-time teachers for students and increasing the proportion of part-time teachers in the faculty team. In addition, integrating the translation teacher resources of universities in the same region and realizing the sharing of translation teachers among universities in the same region is also a feasible solution.

(4) Curriculum Design

The design and construction of translation major courses in the new era need to embody the characteristics of wide caliber, strong foundation, and excellent professionalism. First of all, the teaching curriculum module should include courses that train translation skills and courses that improve bilingual abilities. Good foreign language and Chinese proficiency are both essential for doing translation work. Correct understanding, fluent expression, and solid basic language skills in both the source and target languages are all necessary skills. Secondly, relevant professional knowledge modules should be added to lay a professional knowledge foundation for specialized translation purposes. Thirdly, we should focus on classroom teaching, extracurricular activities, internships, and practical teaching, with classroom teaching as the core, to stimulate students' classroom participation and enthusiasm. Additionally, universities can consider establishing professional internship bases in cooperation with local employers to create more practical opportunities for students to apply their learning to real-world situations. Through internships and practical experience, students' learning becomes more motivated and purposeful, their practical skills are enhanced, and employment opportunities are also increased. Fourth, general courses should be developed to improve students' comprehensive abilities and humanistic literacy, expand the connotation of the major, and enhance the comprehensive strength of talent. Fifth, modern information technology courses should be added to provide students with modules such as database use and machine translation, injecting new elements from other disciplines and technologies into traditional translation majors. Although translation is a humanities major, it should be a new humanities major that adapts to the development of science and technology, promoting the integration of humanities, sciences, engineering, agriculture, medicine, and other fields.

4. Conclusion

The establishment of a professional and comprehensive translation talent training model is the trend and the need of the discipline and society. According to the "Several Opinions on Undergraduate Teaching Reform for the 21st Century," there are currently five types of composite foreign language talent training models being piloted, including "Foreign Language + Professional Knowledge," "Foreign Language + Professional Orientation," "Foreign Language + Major," "Professional + Foreign Language," and "Double Degree." The translation talent training model is transforming from the traditional training model to a professional composite training model. Therefore, this transformation needs to be implemented gradually based on careful investigation and analysis. Against the background of the comprehensive promotion of the new liberal arts construction, the concept of a "big liberal arts" has emerged. Foreign language majors should take on their historical opportunities in constructing the Chinese school of philosophy and social sciences, adapt to the transformation from "translating the world" to "translating China," and enhance the international academic discourse power.

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