

Teaching Translation Course for English Majors: Perspective of Curricular Ideological and Political Education

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Abstract: Firstly, this article expounds the close relationship between translation courses for English majors and ideological and political education (IPE), and emphasizes the importance of IPE in translation teaching. Then, by digging deep into the ideological and political elements in translation courses, this article puts forward specific strategies for integrating IPE into translation teaching, including clarifying the combination of IPE goals and translation skills, and innovating instructional models to promote students' ideology literacy. In terms of implementation, this article designs translation teaching steps with ideological and political connotation, and guides students to deeply understand and translate ideological and political related content through classroom teaching. Furthermore, by collecting students' perception and experience of ideological and political elements, and assessing their translation ability and ideology literacy, the instructional effect is comprehensively assessed. The results show that the integration of IPE into translation courses for English majors can not only effectively improve students' ideology literacy, but also promote their translation skills. This double promotion is reflected in students' profound understanding of IPE content and accurate transmission of cultural connotation and spiritual essence in translation practice.

1. Introduction

Curricular IPE (CIPE) is an important topic in the field of higher education. With the advance of globalization and the increase of international communication, English education plays an increasingly important role in China's education system [1]. Translation course for English majors, as an important part of cultivating students' intercultural communicative competence, not only needs to impart language knowledge and skills, but also needs to be integrated into IPE to cultivate students' correct world outlook, outlook on life and values [2].

The importance of CIPE is self-evident. It aims to make IPE run through the teaching of professional courses, so that students can learn professional knowledge, but also be influenced by ideological and moral, cultural self-confidence and patriotic feelings [3]. For English majors, this will not only help them better understand and spread China culture, but also enhance their national pride and sense of national identity [4]. The relationship between translation courses for English majors and IPE lies in that translation is not only a skill of language conversion, but also a way of cultural communication and exchange [5]. Incorporating IPE into translation courses can help students understand the profoundness of China culture in translation practice and cultivate their cultural self-confidence and patriotic feelings [6].

The main purpose of this study is to improve the ideology literacy of English majors. By deeply excavating the ideological and political elements in translation courses and organically integrating them into teaching, students can be helped to establish a correct world outlook, outlook on life and values, and their ideological and moral level and cultural accomplishment can be improved. In addition, traditional translation teaching often focuses on imparting language knowledge and translation skills, while ignoring the infiltration of IPE. This study attempts to break this traditional pattern, and through innovative instructional methods and means, IPE runs through the translation course, thus cultivating English professionals with both professional skills and noble morality.

2. The integration of English professional translation courses and IPE

2.1. Exploration of ideological and political elements in translation courses

In translation courses, we can explore ideological and political elements from many angles. The combination of translation practice and national cultural self-confidence is an important starting point. In the process of translation, students not only need to master the skills of language conversion, but also need to deeply understand the cultural connotation and spiritual essence of the original text [7]. By guiding students to translate and spread China's excellent traditional culture and the spirit of the times, we can cultivate their cultural self-confidence and national pride. The guidance of values in translation selection is also the key. When choosing translation materials, teachers can consciously select those texts with positive and positive values, such as heroic deeds and social morality stories, so that students are subtly influenced in the translation process.

2.2. The infiltration of IPE content in translation teaching

In order to effectively penetrate the IPE content in translation teaching, we can adopt instructional methods such as case analysis and role-playing method.

Case analysis is an effective way to integrate IPE through concrete translation examples [8]. Teachers can select some representative translation cases, such as texts concerning China's culture, history and social hotspots, to guide students in translation and analysis. In the process of translation, teachers can intersperse relevant ideological and political knowledge points and moral concepts, so that students can understand the connotation of IPE in practice.

The rule of role-playing is to let students play different roles in the simulated environment for ideological and political discussion by simulating the real translation scene. For example, teachers can set a translation task involving cultural exchange or international cooperation, so that students can play the roles of translator, client and cultural consultant respectively, and discuss cultural differences and conflicts of values in translation. In this way, students can not only practice their translation skills, but also deepen their understanding and knowledge of IPE in practice.

3. Teaching strategies for translation courses from the perspective of CIPE

3.1. Clarify the combination of IPE goals and translation skills

From the perspective of CIPE, translation course teaching needs to clarify the combination of IPE goals and translation skills. The implementation of this strategy aims to ensure that students can enhance their ideological and political awareness and literacy while improving their translation skills.

First of all, teachers need to select suitable translation materials to reflect the theme of IPE. These materials can involve China's traditional culture, socialist core values and national development strategies, so that students can naturally come into contact with IPE content in the process of translation. For example, we can choose some stories, idioms or epigrams that reflect China's excellent traditional culture as translation materials, so that students can feel the profoundness of Chinese culture in the process of understanding and reporting these materials.

Secondly, when designing translation tasks, teachers should pay attention to strengthening ideological and political awareness. Translation task is not only a test of students' language ability, but also an important way to convey ideological and political information. When designing tasks, ideological and political elements can be skillfully integrated into them, so that students can naturally accept IPE in the process of completing tasks. For example, some translation tasks involving China's development achievements, international cooperation and exchanges can be designed to enhance students' national pride and international vision in practice.

3.2. Innovating instructional mode to promote students' ideology literacy

In order to improve students' ideology literacy, teachers need to constantly innovate the instructional mode of translation courses. Hybrid instructional method and student-centered interactive teaching are two instructional modes worth trying.

The application of hybrid instructional method in translation course can effectively combine online and offline teaching resources and provide students with more flexible and diverse learning methods [9]. Teachers can publish preview materials, homework and discussion topics through the network platform to guide students to study and think independently before class. In the classroom, teachers can give targeted explanations and discussions according to students' online learning, so as to deepen students' understanding and understanding of IPE content.

Student-centered interactive teaching emphasizes students' subjectivity and participation. In the translation course, teachers can stimulate students' interest and initiative in learning through activities such as group discussion, role-playing and improvisation translation. These activities can not only train students' translation skills, but also deepen their experience and understanding of IPE content in interaction. For example, in group discussion, teachers can guide students to discuss a translation problem involving ideological and political topics in depth and encourage them to put forward their own opinions and solutions.

4. Implementation and assessment of translation course teaching from the perspective of CIPE

4.1. Teaching implementation steps

Implementing translation course teaching from the perspective of CIPE requires following certain teaching steps. Table 1 shows the implementation steps of the teaching case.

Table 1 Implementation steps for teaching cases

Step serial number	Content of courses	Instructional method
1	Import and stimulate interest	Video playback and discussion
2	Explaining the new lesson: translation theory and skills	Explanation and case analysis
3	Practical Activities: Text Translation	Group cooperation, discussion and presentation
4	Summarize the promotion and homework assignment after class	Summary, suggestion and assignment

In the pre-class preparation stage, teachers need to carefully select translation materials rich in ideological and political connotation to ensure that these materials can not only reflect the theme of IPE, but also suit students' language level and cognitive ability. These materials can be China's traditional cultural classics, national leaders' speeches, news reports, etc. When entering the classroom teaching stage, teachers should guide students to deeply understand and translate these ideological and political related contents. Through various instructional methods such as explanation, discussion and case analysis, students can master translation skills and understand the spirit of IPE. For example, when translating China's traditional cultural classics, teachers can first introduce the relevant cultural background and values, and then guide students to practice with the translation skills they have learned. After-class feedback stage is also a link that can not be ignored. Teachers need to collect students' feelings and experiences about ideological and political elements, and understand their learning situation and ideological trends. This can be done through homework, tests, questionnaires and face-to-face communication. Furthermore, teachers should adjust teaching contents and methods according to students' feedback in time to improve instructional effect.

4.2. Instructional effect assessment

To assess the instructional effect of translation course from the perspective of CIPE, it is necessary to pay attention to students' understanding of IPE content and the improvement of translation ability. Table 2 shows the teaching assessment criteria.

Table 2 Teaching assessment criteria

Assessing indicator	Assessment methods	Assessment criterion
Improvement of translation skills	Classroom performance and presentation of translation results	Accuracy, fluency and cultural communication ability
Improvement of ideology literacy	Reflection of ideological and political elements in group discussions and translation	Expression of cultural self-confidence and patriotic feelings
Critical thinking development	Group discussion and translation strategy selection	Ability to analyze and solve problems
Cross-cultural communication ability	Cultural elements handling in translation practice	Cultural sensitivity and adaptability

Teachers can assess students' translation ability and ideology literacy through tests, homework and classroom performance. Furthermore, we should also pay attention to the changes in students' participation, learning interest and attitude. In addition, it is also very important to establish a two-way assessment mechanism between educators and learners. Students can assess teachers' teaching attitude, instructional methods and instructional effects, and teachers can also assess students' learning attitude, learning ability and ideology literacy. This two-way assessment mechanism is helpful to promote the communication and interaction between educators and learners, and improve the instructional effect and students' learning experience. For example, Table 3 shows the improvement effect of some students' English translation course students' grades and ideology literacy.

Table 3 Effect of improving students' achievement and ideology literacy in English translation course

Student number	Translation skill score (out of 100)	Ideological and political elements reflect the score (out of 50)	Total score (out of 150)
001	89	43	132
002	85	40	125
003	92	46	138
004	78	37	115
005	86	44	130
006	80	39	119
007	91	45	136
008	79	38	117
...
020	84	40	124
Average score	83.15	40.85	124

Note:

"Translation skill score" is based on the accuracy, fluency and cultural communication ability of translation.

The score of ideological and political elements is based on how to reflect cultural self-confidence and patriotic feelings in translation.

5. Conclusions

Integrating IPE into translation courses for English majors can not only effectively improve students' ideology literacy, but also improve their translation skills. This double promotion is reflected in students' deeper understanding of IPE content, and at the same time, they can convey the cultural connotation and spiritual essence of the original text more accurately in translation practice. Specifically, by excavating the ideological and political elements in translation courses, such as national cultural self-confidence and value guidance, and integrating them into teaching practice, students not only exercise their language conversion ability when completing translation tasks, but also enhance their understanding of national culture, history and society. This integrated

instructional method has significantly improved students' ideology literacy, and enabled them to cultivate correct world outlook, outlook on life and values while learning professional knowledge.

In the future, we should further deepen the integration path between CIPE and English major courses. This includes not only integrating ideological and political elements into more professional courses, but also exploring how to embed IPE into English teaching more naturally, so that students can be influenced by IPE imperceptibly in the learning process.

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