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## Текущая ситуация и стратегии развития талантов переводчика английского языка в колледжах и университетах провинции Ляонин

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**Аннотация.** Цель исследования - определить стратегии развития талантов переводчика английского языка с точки зрения учебной программы, учебных материалов, методов обучения, преподавателей и практики. В статье рассматривается текущая ситуация развития способностей переводчиков в колледжах и университетах провинции Ляонин и показано, что крайне важно постоянно оптимизировать каждый аспект схемы развития талантов переводчиков. Научная новизна исследования заключается в предложении контрмер и решений для совершенствования способностей переводчика с точки зрения профессиональных потребностей. В результате исследования выявлено, что достаточная практика может гарантировать совершенствование способностей и навыков переводчика в сфере межкультурной коммуникации и языкового обслуживания, чтобы лучше служить обществу и стране.

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## The Current Situation and Strategies of English Translation Talents Cultivation in Colleges and Universities in Liaoning Province

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**Abstract.** The study aims to define strategies for English translation talents cultivation from the aspects of curriculum, teaching materials, teaching methods, teachers and practice. The paper investigates the current situation of translation talents cultivation in colleges and universities in Liaoning Province and shows that it is crucial to continuously optimize each dimension in the talents cultivation pattern. Scientific novelty of the study lies in proposing countermeasures and solutions for translation talents cultivation from the perspective of professional and occupational needs. As a result, it has been found that sufficient practice can ensure that translation talents have a stronger cross-cultural communication and language service ability to better serve the society and country.

### Introduction

The research relevance is due to the fact that colleges and universities pay more and more attention to absorbing and cultivating applied translation talents from the perspective of industry-university cooperation to reconstruct and reengineer the talent cultivation process (梁丹, 焦以璇, 2020, p. 1). With the economic and social development of Liaoning Province becoming more and more flourishing, the demand for high-quality and high-level professional translation talents increasing year by year, there is a need to cultivate more specialized applied translation talents who can perform various communication tasks. A targeted talents cultivation pattern must be constructed to improve students' translation skills and better serve the needs of local economic development.

Now, there is no clear conclusion on a talents cultivation pattern of each major, but the term itself has a broad definition. Under the guidance of certain educational theories and the guarantee of the teaching system, it refers to carrying out the activities of talents education and talents cultivation based on the established cultivation objectives (董泽芳, 2012, p. 31). According to Zhong Weihe (仲伟合, 2015, p. 3), the talents cultivation pattern should have a certain systematic, targeted and practical theoretical model and operational style. Therefore, it is necessary to study the education and cultivation of high-level applied professional translators who can better serve the needs of local economic development. Specifically, it can be summarized that the research objective is achieved from three dimensions: cultivation objectives, teaching material content and courses, and the teaching quality guarantee system.

In order to achieve the research objective, the following tasks need to be solved. It is necessary:

- to understand the current situation of English translation talents cultivation in colleges and universities in Liaoning Province taking into account the aspects of cultivation objectives, translation talents quality, curriculum and teachers, while summarizing the problems in translation talents cultivation;
- to reflect on the deficiencies and put forward strategies from the aspects of curriculum dimension, teaching material content, teaching methods, teachers' quality and practice platform to solve the identified problems.

The paper employs the following research methods: literature review, observation method in survey research, and qualitative analysis.

The theoretical foundation of the research on English translator talents cultivation is the pragmatic theory, which involves insights into how to correctly deal with cultural differences in translation and is closely related to translation teaching. The pragmatic theory includes the concept of translation context proposed by R. Shaw (1987; 1988), J. L. Austin's (1962) Speech Act Theory, H. P. Grice's (1975, p. 41-58) Cooperation Principle (CP), G. Leech's (1983) Politeness Principle (PP). From the perspective of cross-cultural communication, these pragmatic theories play a vital role in accurately understanding and translating the text and truly realizing the intercommunication between two different cultures. Meanwhile, they have guiding significance for cultivating applied English translation talents. Chinese pragmatists, such as He Ziran (何自然, 1988) and a famous translation scholar Chen Hongwei (陈宏薇, 1995), have also discussed in depth the relationship between the pragmatic theory and translation research and teaching.

The practical significance of this research lies in the fact that it promotes the change of the concept and translation teaching pattern that follows the traditional teaching method, which has been seriously decoupled from new ones in the current new era. Based on the reflection on the current situation of translation talent cultivation in Liaoning Province, classroom teaching will be optimized, the efficiency of translation teaching will be improved, the translation talent cultivation quality will be at a high level.

## Results and Discussion

The context is a central concept in many disciplines related to language use, including translation studies (House, 2006, p. 338). Translation needs to be closely related to the context, striving to be faithful to the original text and achieve the equivalent effect of the translation context. When people understand discourse, they often combine language and social factors consciously or unconsciously according to their respective cognitive levels. Therefore, the communicator's understanding of meaning reflects his cognitive level of language in a certain social situation.

The speech act theory is mainly concerned with the fact that language is often used to "do things", to perform acts and to emphasize real language usage in actual situation (何自然, 1988, p. 23). In English-Chinese translation, the translated text is not simply the addition and equivalence of the meanings of words, but the implication of speech acts should be understood through the literal meaning.

"Translation is a cross-language and cross-cultural communication activity" (陈宏薇, 1995, p. 29). The translation of pragmatic meaning involves the different pragmatic principles of different languages. CP and PP are the core content of pragmatic communication. They can be extended to practical English translation. The translator must be familiar with different sets of pragmatic principles, try to communicate the difference in pragmatic meaning, and bridge the gap of pragmatic meaning in order to make the communication proceed smoothly.

The research depends on the literature review and daily observations to study the translators' cognitive level in real social situations. In terms of quality, competence and knowledge, the cultivation specifications in the "The National Criteria of Teaching Quality for Undergraduate English Majors" (教育部高等学校外国语言文学类专业教学指导委员会, 2018) and "Teaching Guide for English Majors" (教育部高等学校外国语言文学类专业教学指导委员会, 2020) clearly stipulate that students should have deep patriotic feelings and international vision, humanistic and scientific literacy, innovative spirit and spirit of cooperation, they should be able to comprehensively use English language, participate in cross-cultural communication activities, and understand the history of English-speaking countries and the political, economic, cultural, technological, military conditions in our contemporary society. Within this framework, such aspects of English translation talents cultivation as patriotic feelings and humanistic spirit, the cross-cultural ability, interdisciplinary knowledge and ability and professional quality will be analyzed.

### ***1. The current situation of English translation talents cultivation in colleges and universities in Liaoning Province***

#### ***1.1. Lack of patriotic feelings and humanistic spirit***

Since the 1980s, most of the English majors in colleges and universities in Liaoning Province have followed such course patterns as Foreign Culture, Literature, History, Philosophy and other humanities. These humanities courses focus on spreading Western humanistic spirit and emphasize the positive transfer of the target language and the positive impact of the target language on the students' critical thinking ability. To some degree, the humanistic connotation carried by the Chinese culture is ignored. So, the students' learning focuses on the input of the target language and the acquisition of the target language culture. Besides, Chinese culture has long been absent and taken up a small part in translation knowledge system (张弛, 2018, p. 54). Taking our curriculum for undergraduate translators in Shenyang Ligong University as an example, it can be seen that Chinese culture courses only account for 7.41% of all 54 professional education courses (沈阳理工大学外国语学院教学指导委员会, 2021). As a result, the students cannot fully establish their own national positions on the basis of extensively absorbing foreign cultural knowledge and values.

### **1.2. *Narrow global mindset and weak cross-cultural ability***

In the new era, China's deep participation in global governance tasks requires high-level translation talents with a global perspective. In reality, students' imitation memory is overemphasized in foreign language skills training. Their understanding of Western culture is limited to single-sided background knowledge and customs involved in the classroom texts. The ability to form their views independently is not paid enough attention to (何其莘, 2001, p. 7). The students completely ignore further study of values, historical knowledge and practical social etiquette, which results in their general lack of global mindset. It is difficult for them to form the cross-cultural critical thinking ability, the comparison ability and the innovation ability (刘宏, 2021, p. 61).

### **1.3. *Inefficient cultivation of interdisciplinary knowledge and ability***

Translation work involves knowledge in different areas. Qualified translators need to have basic knowledge in various fields such as politics, economy, culture, military sphere, science and technology. Students mainly have insufficient interdisciplinary knowledge reserves. Few colleges and universities offer interdisciplinary courses, and the courses that have been offered do not follow the principle of cross-integration in a sufficient manner. Generally, there are such phenomena as rigidity and disconnection in the courses that have been offered. Most of the colleges and universities are not fully aware of the interdisciplinary career characteristics that accompany lifelong employment of translators, which easily leads to the students' poor language practice ability, lack of accumulation and growth of interdisciplinary knowledge. Therefore, the translation talents are incompetent for participation in the construction of world knowledge (杨枫, 2019, p. 1).

### **1.4. *Lack of strong foundation of professional quality***

English translation talents cultivation includes the refining of the basic knowledge of translation, the training of basic translation skills and the nurturing of basic literacy. Students' grasp of English knowledge is not solid enough, and generally, they have no experience of learning artificial intelligence language. Students have few language practice opportunities, and therefore, their practical ability of language translation is limited. So, it is difficult for them to reach a higher level in actual language translation. In particular, in the admission to graduate translation study few non-linguistic students are included and the diversification of foreign language translation talents cannot be realized (王英, 2022, p. 61). Besides, the teaching staff are mainly full-time teachers, and part-time experts and tutors in various industries teach very few courses. Thus, the training of translation talents is one-sided, which is not conducive to the cultivation of the students' professional qualities of wide horizon and knowledge in different areas.

## **2. *Strategies of English translation talents cultivation in colleges and universities in Liaoning Province***

### **2.1. *Expanding the curriculum dimension***

Firstly, it is necessary to pay attention to the potential value of the humanities knowledge courses. The core of the humanities is people-oriented, promoting people's values, and showing respect for people (常俊跃, 2012, p. 122). The Higher Education Division of Ministry of Education emphasizes strengthening the training of students' humanistic awareness in university education. The construction of the system of Chinese culture courses at the undergraduate and graduate levels should be guided. The "translation culture course chain" should be built in a deeper and more substantive form. Such courses as "Excellent Traditional Chinese Culture", "Revolutionary Culture" and "Advanced Socialist Culture" need to be listed in the curriculum to guide students to inherit the Chinese cultural context, cultivate students' patriotism and familiarize them with China's cultural interpretation and cultural concept system (刘宏, 2021, p. 62). Based on such courses, students are trained to be honest and trustworthy, dedicated, conscientious, responsible, hard-working, and good at unity and cooperation, which are necessary professional qualities.

Secondly, under the market orientation, it is important to reconstruct the structure of the translation practicum, promote the cross-border integration of disciplines, enrich the course content, and conduct online course development in combination with industry standards. Facing the era of continuous development of machine translation, students should effectively conduct online searches, keep pace with the times and master modern translation technology tools, such as translation memory, machine translation, localization software, databases and other translation tools, and increase the learning of artificial language intelligence (张生祥, 2021, p. 58). In the cultivation of translation talents, the cross-disciplinary integration of disciplines must be promoted to achieve the depth and breadth of knowledge and realize the interdisciplinary research in the era of science, technology and the humanities to promote the professional, characteristic and market-oriented development of translation talents and enhance the students' ability to serve national goals (王银泉, 2022, p. 34). Professionalization and entrepreneurship training courses are set up to match and combine translation professional knowledge with industry professional cognition and strengthen "language extra-territorial ability" (including bicultural knowledge, encyclopedic knowledge and domain expertise) (吴赞, 2015, p. 149).

### **2.2. *Innovating teaching material content***

The content of teaching materials is the key to cultivating the quality of excellent translators, and the innovation of teaching content can be achieved through the construction and reform of teaching materials.

Firstly, in the new era, it is necessary to compile a new generation of translation teaching materials that meet the requirements of the times, especially to select more themes and contents in translation practice training. For example, English translation textbooks from a cross-cultural perspective should not only expand students'

horizons, in which students can fully understand the process of cultural integration and ideological exchange, but also provide countermeasures for obstacles in the translation process in order to enable students to establish a global mindset, cultural diversity perspectives and the concept of a community with a shared future for mankind.

Secondly, it is vital to deeply develop and creatively use existing teaching materials and rationally coordinate the interrelationships with the knowledge of various disciplines. According to the goal of cultivating translation talents, which is to serve the national strategy and social needs, translation textbooks are good at adding and perfecting topics that meet the needs of the development of the times, realizing the creative study and applying the knowledge to the translation practice and effectively connecting the informatization, internationalization and nationalization, which is reflected by the innovation of the textbook content. Besides, “strengthening the connection between translation textbooks and multidisciplinary knowledge” (陶友兰, 2012, p. 86) opens up the channel between subject knowledge and translation.

Thirdly, under the conditions of new liberal arts, with the continuous development of artificial intelligence, big data, smart education and other fields, it is important to continue the exploration in the construction of intelligent textbooks to realize intelligent automation of teaching and learning. For example, scientific and technological translation and interpreting teaching materials are extremely scarce. In order to meet the new requirements for scientific and technological translation talents in the new era, we should actively explore and develop online courses suitable for scientific and technological translation, mobile APP intelligent teaching software, etc., to improve students’ autonomous learning ability through multimodal approaches. Intelligent education can provide the interactivity in the information sharing era and establish a cultivation pattern for the all-round development of talents (焦丹, 管海方, 2020, p. 51).

### **2.3. Improving teaching methods**

Effective learning-centered teaching methods that can stimulate students’ enthusiasm for learning and innovative spirit are a practical way to improve the quality of translation talent cultivation. Based on the teaching methods and principles of learning from each other and applying what students have learned, in the new era, the emerging problem-based teaching method, case-based teaching method, and comparative teaching method can be comprehensively used. From the perspective of cultivating students’ Chinese-to-foreign-language translation ability, teachers should focus on the students’ ability to think actively and innovate actively, enhancing their critical thinking ability to demonstrate the people-centered philosophy, improving problem awareness in the process of solving problems and continuously developing cultural self-confidence. From the perspective of strengthening the students’ cross-cultural communication ability, teachers can select cases with authenticity, typicality and timeliness. By reproducing the translation situations and role-playing, students can have more real feelings, and their ability of exploring problems in practice can be improved so as to stimulate their learning interest and attention and establish a foundation for the realization of efficient translation teaching (王敬民, 乔海露, 2021, p. 73). The use of contrastive teaching methods cannot be avoided in translation teaching, and there are significant similarities and differences between Chinese and foreign languages in terms of policy, technology, and culture. From the perspective of practice and training, if translation workshops and language service centers undertake real translation projects, etc., and it is necessary to train student translators in the artificial intelligent translation technology, the outcome-based approach can be considered. In curriculum design, students are exposed to multi-dimensional real tasks, projects are integrated into classroom teaching and extracurricular assignments, and students produce expected learning outcomes such as cognitive goals, process goals, and attitude goals.

### **2.4. Improving teachers’ quality**

Teachers are the core elements in the training of translators. “Solid knowledge, excellent teaching ability, diligent teaching attitude, scientific teaching methods, and inspiring the students with the power of truth” (习近平, 2018, p. 5) are the new requirements put forward by General Secretary Xi Jinping for teachers across the country in the new era. Teachers need to follow the spirit and character of the older generation of great translators as an example, hold the great ideal of loyalty and patriotism and have the intellectual accomplishment in both Chinese and Western learning. Translation teachers should devote themselves to disseminating Chinese cultural values as a whole, contribute Chinese local knowledge to the world and establish a true, accurate, distinct and complete image of China. With the development of globalization and informatization, the interdisciplinary and diversified nature of cultural communication requires teachers not only to have a solid knowledge foundation, but also to be familiar with the knowledge of various professional fields and to master the basic encyclopedic humanistic knowledge (戴炜栋, 2020, p. 2). Networks, electronic resources, and computer-aided tools put forward new requirements for translators in the new era. Teachers need to keep pace with the times, introduce databases, network resources, and various software tools, quickly popularize self-training in the use of translation tools and ensure the integrity of the translation teaching system and the efficient progress of translation work (温哲, 2022, p. 7). Teachers’ accumulation of professional translation experience should be encouraged to further understand the cognitive process of translation and provide students with specialized and professionalized guidance. High-quality teachers are the guarantee for cultivating excellent translators.

### **2.5. Providing a wide practice platform for translation students**

Excellent translators need a lot of translation practice to improve their overall quality. During the school period, it is necessary for students to be provided with diverse practical opportunities to better test and constantly reflect on their language ability. Starting with the school level, students are encouraged to participate in foreign language debate contests, translation contests and study abroad to exchange practice and other activities. Such activities involve knowledge in multiple fields, solidify language skills and strengthen language-switching skill. It is feasible to invite industry experts to campus to organically integrate classroom content and social needs. In addition, industry mentors are invited into the classroom to make project cooperation, field study and simulation, etc., to motivate

students to acquire the industry knowledge, technology, skills and qualities required for the language service market. From the perspective of responding to the national “innovation and entrepreneurship” strategic call, colleges and universities should provide advantageous resources and platforms to help students carry out translation practice activities, such as understanding the financial, legal and business knowledge required for registered companies, helping students to communicate effectively with customers. In this way, students can understand the various challenges faced by them in the future employment process and reduce the degree of employment anxiety to strengthen the professional ethics and quality education of translators. From deepening the integration of production and education to practicing the talent training requirements of colleges and universities to face and serve the locality, colleges and universities should actively use the resource advantages of scientific research services, school-enterprise cooperation and other aspects to expand and improve the translation professional curriculum system, seek integration between universities and enterprises and cooperation with various social units, to build various professional practice-training platforms and opportunities for students to achieve mutual penetration and integration of subject knowledge.

The above strategies can be regulated and systemized in the undergraduate talent training programme in colleges and universities as the following:

Firstly, in the required subject education courses, the cultural courses should include “Traditional Chinese Culture”, “Revolutionary Culture”, “Thought on Socialism with Chinese Characteristics for a New Era”, which will be 10% of the total. The technological courses should add “Advanced Application of Office Software”, “Translation Project Management”, “Terminology”, “An Engineering Practice to Translation and Localization” as compulsory ones besides the introduction of useful translation software and platform. Take Shenyang Ligong University for example, the selective courses should cover interdisciplinary learning: basic knowledge of mechanics, material, information technology, chemical engineering and equipment engineering.

Secondly, in translation courses, the intercultural competence-oriented translation textbooks are selected. Teaching materials containing positive values from multicultures are designed. Besides, to meet the requirements of translation professionalization, translation software, editing software, project management platform, database, and other translation technology courses are included in the curriculum.

Thirdly, the approach of combining online and offline teaching is employed effectively. The theoretical knowledge is mainly taught by using MOOCs, microlecture and other advantageous network resources. In accordance with the outcome-based education (OBE) theory, practical knowledge and courses are imparted by the introduction of problem-based teaching method, case-based teaching methods, and project-based learning.

Fourthly, translation teachers training is performed every academic year, which includes updating the theoretical knowledge and practical experience of information technology, making cross-school teacher exchange to enrich interdisciplinary knowledge and thinking in different areas, participating in one translation activity to accumulate professional and occupational translation experience.

At last, students are organized and encouraged take debate and translation contests each semester. Two industry mentors are invited to give comprehensive practical guide to students in the aspects of project cooperation, simulation training, and field study every academic year.

In summary, the strategies of improving the quality of translation talents cultivation are based on the reflections on the above current situations obtained from the four aspects separately. The effectiveness of these strategies rests in part on the level of agreement and implementation capability among the stakeholders, which is good, although not excellent. This level of agreement should give some confidence about the use of the summary of these strategies to arrive at an overall enhancement of the quality of translation talents cultivation.

## Conclusion

Based on the analysis of the current situation of English translation talents cultivation in colleges and universities in Liaoning Province, it is concluded that the strong patriotic feeling and profound humanistic quality can be realized by expanding the curriculum dimension. Innovating teaching material content is necessary to broaden the students’ global mindset and improve the cross-cultural ability. Flexible and varied teaching methods and excellent teaching staff ensure the efficient cultivation of interdisciplinary knowledge and ability. While wide practice platform provides more opportunities for students to laid solid foundation of professional quality. These findings, of course, are bound to be the essential elements in English translation talents cultivation and, therefore, useful for the situation-specific argument that the teacher may wish to make for using these strategies again or for discussing them with other teachers working within a similar setting.

Discussed from the external validity, the results show that colleges and universities should pay close attention to the needs of the society for all kinds of translation talents in a timely, dynamic and highly effective manner and actively explore teaching strategies for effective learning. Diverse hands-on opportunities should be created for students in order to test their translation ability and reflect on their deficiencies. Colleges and universities, as a translation talents incubator base, should maintain a strategic focus on the cultivation of students’ professional and practical ability. It is helpful to construct a translation talent cultivation system and discourse paradigm with Chinese characteristics. It is possible to cultivate excellent English translation talents with a complete knowledge framework and academic vision, with openness and strong practical competence and ultimately make positive contributions to building a community with a shared future for mankind.

Despite the fact that our findings were based on the situations in colleges and universities in Liaoning Province, especially with all of the particular circumstances of the research setting in Shenyang Ligong University, from a professional and occupational perspective, the research suggests that the results are probably relevant to other potential uses of this strategies. Consistent with the discussion, it has attempted to describe the strategies in practices of systemized regulations so that readers can vicariously experience these happenings and draw their own conclusions. In view of the probability that each teacher and student cannot participate in a research project such as this to determine the appropriacy of strategies for them, ideally, readers can assess the transferability of the circumstances and findings to other situations.

Further research perspectives can be seen in the fact that the aspects of deep analysis of the curriculum, how to improve the teaching quality guarantee system and how to strengthen the assessment and evaluation of students' practical activities are necessary to explore in translation talents cultivation.

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