

# A Study on Blended Teaching Practice of Translation Courses Based on Curriculum Ideology and Politics



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**Abstract:** From the three elements of education goal system, curriculum ideological and political framework, and teaching activity design, a hybrid teaching model for translation courses is constructed from the perspective of curriculum ideological and political education at the theoretical level. Taking "Culture and Translation" as an example, the practice and effectiveness of the hybrid teaching model are studied. Exploring the methods and implementation paths of ideological and political education in translation courses for English majors in universities, in order to provide useful reference for ideological and political education in foreign language teaching in universities.

**Keywords:** Curriculum ideological and political education; English teaching; Translation course

## Preface

According to the National Conference on Ideological and Political Work in Higher Education Institutions In December 2020, "All other courses should guard a certain channel and cultivate a responsible field, so that various courses and ideological and political theory courses can go hand in hand and form a synergistic effect" (Guiding Committee for College English Teaching in Higher Education Institutions of the Ministry of Education, 2020).

In the current talent cultivation and curriculum system of various universities, foreign language teaching focuses on language teaching to enhance students' language understanding and expression abilities. This approach is beyond reproach. However, language carries culture, and culture is disseminated through language. The process of imparting language is also the process of spreading culture and exerting influence on students' ideology. This article takes the culture and translation courses of English majors as

an example to explore the feasible path of integrating "Ideological and political education" into the teaching of English majors in universities, in order to provide reference for exploring ideological and political resources and integrating them into foreign language teaching in universities. Taking "Culture and Translation" as an example, conduct a study on the practice and effectiveness of blended teaching mode. Exploring the methods and implementation paths of ideological and political education in translation courses for English majors in universities, in order to provide useful reference for ideological and political education in foreign language teaching in universities.

## 2. Research on the Theoretical Construction of Hybrid Teaching Model for Translation Courses from the Perspective of Curriculum Ideology and Politics

The three elements of constructing a blended teaching model for translation courses from the perspective of ideological and political education in theory are: educational goal system, ideological and

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political framework of courses, and teaching activity design. Under the system of educational goals, the ideological and political framework and teaching activities of translation courses are designed. The ideological and political framework and teaching activities of the courses are mutually constructed, and the rationality of the theoretical construction of the ideological and political framework and teaching activity design of the courses is tested through teaching practice, as well as the degree of achievement of educational goals.

(1) Research on the system of educational goals. The education goal system includes four levels: national, disciplinary, curriculum, and unit education goals (Si, 2021)(Yang, 2021). Firstly, the goal of national education is to cultivate students' political identity and national consciousness, help them firmly establish correct value choices, establish cultural confidence, and help them develop their personality. Translation courses should focus on students' interests, seize educational opportunities, rely on solid professional knowledge, and under the guidance of curriculum teaching objectives and ideological and political goals, carefully organize teaching content, explore educational elements, take ideal and belief education as the core, actively integrate the cultivation of knowledge, ability, and value, and ultimately achieve moral education and soul building, making teaching and education integrated. Second, the goal of discipline education is to cultivate and reserve a large number of talents with world vision, international awareness and cross-cultural communication skills, who are familiar with international rules and international negotiations, and provide sufficient high-quality talent resources to promote China's socio-economic development, enhance China's ability to fulfill international obligations and participate in global governance, and promote the construction of a Community of Common Destiny. Thirdly, the educational goal of the course is to help students master basic translation theory, steps and skills in translation and interpretation, and strengthen their ability to use foreign languages; Guide students to maintain

rational and dialectical thinking while being exposed to and understanding Western ideas, correctly view national and foreign cultures, strengthen their sense of identification with the Party and the country, learn to "make the past serve the present and the foreign serve the Chinese", establish the correct three perspectives, enhance students' sense of national pride, and establish cultural confidence. Fourth, the unit education goal refers to the exploration of moral education elements in Chinese traditional culture, humanities and arts, the concept of governing the country according to law, political system, professional ethics, moral character, ideals and beliefs, and the development of school-based content with prominent ideological and political characteristics in unit teaching, so as to make it more suitable for the teaching goal of trinity of value shaping, ability training, and knowledge teaching required by the new era of college curriculum and politics, And the cultivation requirements of high-quality translation talents in the new era, and the fundamental task of cultivating morality and cultivating talents. By providing interesting and vivid explanations, students can immerse themselves in their ears, minds, and hearts.

(2) The ideological and political framework of translation courses.

Translation courses' ideological and political education should include four interconnected and resonant ideological and political chains - content chain, management chain, evaluation chain, and teacher's words and actions chain (Wen, 2021). Effectively excavate educational elements (content chain) from teaching materials provided by translation course textbooks, or materials selected by teachers and other teaching contents, formulate management systems (management chain) for offline classroom teaching and E-learning of translation courses, establish a reasonable evaluation system (evaluation chain) containing explicit evaluation of ideological and political education, and standardize teachers' words and deeds, promote continuous learning, continuous reflection, and constantly improve self-cultivation, Positive guidance for

students' growth (teacher's words and actions chain).

**Content chain.** The design of ideological and political education in the curriculum should not only fully consider the overall design of the curriculum, but also carefully implement it into the overall design of each unit. It should be integrated online, offline, and before class, during class, and after class, effectively integrating ideological and political elements into teaching and activities both inside and outside the classroom, thus building a trinity of knowledge, ability, and ideological and political education. The ideological and political elements in translation courses are unique to translation courses. Teachers explore, examine, and refine the ideological and political content in the translation knowledge system from the perspective of ideological and political education, fully tap into the ideological and political elements from translation professional knowledge, and achieve a silent process of ideological and political education.

**Management chain.** Practice the ideological and political concepts of translation courses. Firstly, select the teaching content of translation courses both inside and outside the classroom, determine appropriate organizational forms for teaching and practice, and develop corresponding management systems to promote knowledge and action, standardize the entire process, and manage according to regulations to ensure the ideological and political effects of translation courses. Secondly, strengthen the management of students' translation practice and achieve a deep integration of students' professional knowledge construction and value internalization. In addition, the excavation of moral education elements follows the principle of seeking "quality" rather than "quantity".

**Evaluation chain.** The training plan section of the "Guidelines for Ideological and Political Education in Translation Majors" has listed the corresponding specific goals of ideological and political education for each course. The mixed teaching evaluation of translation courses from the perspective of ideological and political education adopts a combination of performance evaluation,

process evaluation, and developmental evaluation. Performance evaluation focuses on students' expression ability, demonstration ability, hands-on ability, and processing ability, and evaluates their critical thinking ability, moral judgment ability, and problem-solving ability through real or simulated performance and presentation. Process evaluation focuses on the participation attitude, participation ability, cooperation ability, negotiation ability, and rational communication ability of students in the teaching process, and evaluates students' ideological and political literacy and subject literacy in real situations. Developmental evaluation is based on the principles of promoting students' development, exploring their potential, and stimulating their personalities. Design evaluation indicators based on evaluation dimensions: top-level design scheme, teachers' ideological and political abilities, smart platform construction, integration of teaching resources, empowerment of teaching scenarios, integration of social resources, teacher student emotions, implementation of teaching processes, and outcome evaluation methods.

**Teacher's words and actions chain.** Translation course teachers should have strong political qualities and noble translation ethics, become leaders of students' values both inside and outside the classroom, and have rich practical experience in translation. Only teachers with rich translation experience can teach translation through words and deeds and turn the wind into rain; On the premise of ensuring the quality of teaching work, actively participate in translation research work, closely integrate new discoveries, viewpoints, and trends in the translation industry with translation teaching, and ensure the timeliness of translation teaching; Adhere to scientific research ethics in writing papers, publishing papers, applying for projects, signing translations, and applying for awards, adhere to the principle of seeking truth from facts, promote the spirit of scientific democracy, and set a good example for students in translation practice and research.

(3) Design of teaching activities.

Standardize the organizational form and operational process of blended teaching activities for translation courses. Firstly, research on the design of blended teaching activities for translation courses. Compilation of teaching documents; Preparation for offline classroom teaching; E-learning content module setting, material preparation, learning requirements. Establish and manage WeChat communication groups. Teaching process development. Secondly, improve the teaching organization model.

Design of online teaching activities. Utilize Super Star Learning to build online courses, creating online teaching activity content and classroom extension organizational forms for each course. Firstly, integrate online course materials, including course outlines, learning requirements, video micro courses, and supplementary materials; Online testing and homework; Reflection logs; Learn statistics. Secondly, use WeChat to establish learning and communication groups for various courses, including class WeChat groups and group WeChat groups. The class WeChat group is used to publish course notifications, share and analyze the latest cases, and ask questions; Group WeChat group answers, group homework reviews, and learning status reminders.

Design of offline teaching activities. Classroom teaching activities including core knowledge and skills in translation courses and practical interpretation of translated texts, as well as student-led group discussions, classroom presentations, teacher led discussions on key and difficult points, and homework evaluation.

### **3. Research on Blended Teaching Practice of Translation Courses from the Perspective of Curriculum Ideology and Politics**

Taking the culture and translation courses of English majors as an example, this study explores and practices a blended teaching model for translation courses. Classroom organization and implementation, relying on the school's online course platform, practice mixed online and offline teaching. Based on the existing class hours, team members

choose MOOC content and modify the unit titles of the existing MOOC resources. Combining the personal expertise of the team teacher, they carefully design the teaching content of the teaching unit, integrating materials from pre-class to in class to post class, striving to highlight the ideological and political elements of each unit.

(1) Integrating ideological and political content into theoretical teaching

Compared to the traditional teaching method of theoretical indoctrination in ideological and political courses in universities, ideological and political education is systematically and purposefully integrated into the teaching of culture and translation. When teaching translation skills related to political themes, incorporate national policies and development plans into teaching. After class, news materials released by the central media such as Xinhua News Agency and People's Daily will be used as supplementary reading materials to mobilize students' initiative to participate in ideological and political learning, improve their ideological and political awareness, and help students establish Core Socialist Values. In the process of international discourse dissemination in China, the translation strategies and communication techniques of some important concepts and policy concepts are also worth studying<sup>[3]</sup>. When teaching the translation of words with cultural characteristics, teachers consciously choose a large number of such words loaded with Chinese cultural connotation and features so that students can acquire corresponding knowledge reserves and cultural self-confidence while learning translation strategies and skills.

(2) Strengthening Traditional Chinese Cultural Content and Local Cultural Elements in Text Translation Practice

Faced with the invasion of Western culture, how to resist the negative impact of Western culture and inherit and promote China's excellent culture has become a major problem faced by English educators (Bai, 2000). The relationship between language and culture is intertwined and inseparable. Language is a part of culture; Language is the carrier of culture;

Therefore, the relationship between language and culture determines the important position of culture in language teaching. Christiane Nord, a famous German translation theorist, once said: "To successfully understand the culture of other countries in translation, we must first understand our own culture"(Nord, 1991). Therefore, introducing traditional Chinese culture and excellent local culture is the best choice for ideological and political education in English language classrooms, which helps to increase students' interest in their own national culture, enhance national pride and confidence, and cultivate patriotism.

In the selection of translation practice materials, teachers, based on their years of translation practice, tend to select materials that reflect the regional and cultural characteristics of China and can stimulate students' sense of Cultural identity and pride. For example, learning and translating news reports and government work reports related to the "Two Sessions", a large number of translation materials related to the local economic, social, and cultural situation were also selected, such as the Huai'an Grand Canal culture, traditional festivals in Huai'an, and introductions to major tourist attractions, to deepen students' understanding and pride in their own ethnic group and local culture.

(3) Cultivate national confidence and pride through the comparison of English and Chinese languages and cultures

From the macro perspective of the world Cultural history, Chinese traditional culture and the cultural self-confidence of Chinese people are still in the stage of recovery from the serious crisis they have encountered since modern times (Ni, 2017). To help students establish national confidence, teachers in the teaching process of culture and translation pay attention to exploring the ideological and political elements of textbooks and relevant English learning materials, determining the learning or research topics for translation, and guided by "problem driven", allowing students to independently choose topics of interest for research in the form of group cooperation. For example, when explaining the chapter

"Comparison of Political and Legal Systems between China and the West", the group of students who chose this topic conducted in-depth data collection and integration work. The group representatives showed the similarities and differences between China and the West's political and legal systems in politics, parliament, administration, political parties, and justice in class. Through cooperative research, students gain knowledge in independent learning, find differences between Chinese and Western cultures in analysis, recognize their own systems through comparison of advantages and disadvantages, and strengthen confidence in the path of socialism with Socialism with Chinese characteristics and in the system (Xiao, 2020). As the guide of teaching, teachers pay attention to the infiltration of key political terms and concepts when commenting, strengthen guidance on ideological issues, and help students establish firm institutional beliefs and political concepts. In addition, due to the pandemic, teachers have made corresponding adjustments to the teaching content this semester. By showing students relevant videos of measures taken by various countries during the anti epidemic period, students are guided to discuss the advantages and disadvantages of the Chinese and Western systems, so that they can truly understand the efforts made by the Chinese government to maintain people's health, and make them sincerely proud of our country and Chinese people.

#### 4. Conclusion

In short, integrating ideological and political elements into the entire process of translation courses for English majors can not only make up for the relevant cultural knowledge in English major teaching, but also stimulate students' learning initiative, enable them to form correct values in the collision of Chinese and Western cultures, strengthen socialist beliefs in the comparison of Chinese and Western cultures and systems, and enhance national confidence and pride.

### Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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