

Research on the Construction of the Training System of Master of Translation from the Perspective of “One Belt and One Road” Strategy

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Abstract: With the implementation of the “One Belt And One Road” strategy, the relationship between China and its member states has become increasingly close. China is shoulding the mission and responsibility of building a community with a shared future for mankind. Under this background, it is urgent to build a high-quality master of translation training system. Although the reform of the master of Translation training system in China has achieved remarkable results in recent years, there are still some deficiencies and imbalances in the curriculum and the quality of schooling. Therefore, in order to give full play to the advantages of the MTI training system and improve the flexibility of the translation curriculum, it is necessary to comply with the “One Belt And One Road” development strategy of China and establish a high-quality, highly targeted and distinctive MTI training system through the cooperation of government departments and universities.

1. Introduction

The “One Belt And One Road” strategy aims to form a general trend of common economic development on the Eurasian continent. The implementation of “One Belt And One Road” strategy is inseparable from the support of domestic translation talent team. In view of the language needs of “One Belt And One Road” construction and the practical needs of language communication, it is of vital importance to improve national foreign language ability. We should actively promote the innovation and change of contemporary university education, absorb extensive social support, build a reasonable and scientific training system for the master of translation, set up relevant majors and introduce and develop professional and technical talents, so as to create more positive factors for the implementation of the “One Belt And One Road” strategy. How to build this efficient training system has become the focus of attention and research of colleges and relevant educators at present.

2. Analyze the Main Characteristics of Talent Training under the Background of “One Belt and One Road”

Under the background of “One Belt And One Road” strategy, the cultivation of master of translation talents is mainly characterized by lecturing on national knowledge of the country, region and region, combining the national conditions and cultural knowledge of the country and relevant cultural background knowledge to cultivate the language ability and speech skills of the talents, with the ultimate goal of cultivating the cross-cultural communication ability of the translation talents.

Therefore, it is necessary to attach great importance to the teaching of regional knowledge and give full play to the advantages of national conditions and cultural background knowledge in the cultivation of master of Translation talents. Talent cultivation of MTI masters of Translation should be different from the traditional learning mode of language and literature. Based on the language learning of the target country, the academic vision and research scope should be expanded and extended, focusing on the humanities, economic and trade cooperation and other fields with the target country. It is necessary to have a broader understanding of the target country and the international community and to increase knowledge reserve, which is the practical need to adapt to the training of translation talents under the “One Belt And One Road” development strategy.

3. Limitations of the Current Master of Translation Talents Training

At the present stage, the emphasis of MTI master of Translation in China is to accumulate experience, and it also requires relevant personnel to carry out scientific overall design and overall planning. How to integrate and integrate the “One Belt And One Road” strategy flexibly into the talent training system of master of translation and interpreting is still the key point that needs to be broken through at present.

3.1 The Training of Teachers for the Master of Translation Should Be Strengthened

The requirements for teachers of translation majors are different from those of foreign language majors. The effect of training master of Translation talents is influenced by the qualifications and comprehensive abilities of guidance teachers. To cultivate teachers with rich practical experience and theoretical mastery directly affects the overall quality of teaching, and is also a quality that a qualified master of Translation teachers must have. A teacher who does not understand translation, cannot grasp the learning rules and characteristics of students, cannot arrange teaching scientifically and rationally, and cannot meet the requirements of application-oriented and professional translation personnel training is not qualified, and the teaching and training effect cannot be effectively guaranteed. In view of the current problems in the training of highly effective masters in translation, such as the academic MTI training, the large gap between MTI and the teachers of different language types, and the lack of difference between MTI and undergraduate training, relevant personnel need to focus on improving the training of teachers of translation professionals as soon as possible.

3.2 The Teaching System of the Master of Translation is Not Scientific

According to the requirements of the Program of Education and Guidance for Graduate Students of the Professional Degree of Master of Translation and Interpretation, the curriculum of the Master of Translation and interpretation includes compulsory courses and elective courses, with no less than 38 credits. According to the curriculum schedule set up in this document, as shown in the figure below, the current training of master of Translation talents in many colleges and universities is not fully carried out in accordance with the curriculum set up in this table, but also fails to meet the relevant requirements. At this stage, teachers cannot be saints. The distinction between “interpretation” and “translation” does not apply to most institutions of higher learning. At present, the demand of the society for translation talents is application-oriented and comprehensive talents with both interpretation and translation skills. At present, the teaching materials for the Master of Translation major are not scientific, slow to update, imperfect and rigorous in content, part of the content lacks authority, the scope of use is not wide enough, the grasp of the international situation in the new era is not reasonable, and it fails to adapt well to the cutting-edge trend. It does not meet the practical demand of One Belt And One Road development strategy for translation talents, which is not conducive to the high-quality development of domestic translation masters.

3.3 Theory and Practice Cannot Be Organically Combined

It is necessary to carry out multi-level and multi-dimensional practical activities to cultivate high-quality master of Translation talents. Students are required to complete at least 100,000 words of translation and at least 100 hours of interpreting practice, according to the guidelines. This also indicates that the establishment of the master of Translation and Interpreting training courses should be a continuous and gradual process. The arrangement of the courses should be systematic and corresponding, and should never be isolated or parallel. In order to better meet the requirements of translation talents under the strategy of “One Belt and one Road”, the curriculum setting, teaching objectives and teaching syllabus should be closely combined with the actual needs of the social market. However, at the present stage, the study of “One Belt And One Road” strategy is not in-depth enough. We blindly carry out literature reading or economic and cultural courses of the target country, and the corresponding practical activities cannot be closely combined.

4. Discuss the Specific Ways to Optimize the Talent Training System for Master of Translation

4.1 Strengthening the Faculty

To enrich the practical experience of translation teachers, improve their translation strategies and communication skills, broaden their theoretical horizon, so as to better adapt to the realistic trend of China's external development. Based on the existing teacher structure of foreign language major, it is necessary to improve the teacher structure system and introduce experienced teacher training team, so as to establish a prerequisite for strengthening the faculty strength of colleges and universities. We can also employ industry experts, introduce overseas high-quality teachers, improve the inter-communication effect of regional teachers, and play the advantage role of coordination and cooperation. Adjust and improve the composition of teaching staff to create quality teachers for education and teaching. We can learn from the efficient approaches of other universities, such as the “National Multilingual Interpretation Competition” and other activities, and employ translation experts and industry leaders from various authoritative departments at home and abroad, so as to broaden the horizon and provide higher quality ways of reviewing translation activities for the competitors.

4.2 Improve the Scientific Nature of the Curriculum

In terms of theoretical basis, there are many similarities between interpretation and translation. Therefore, it is necessary to combine the two forms of translation practice to make a thorough understanding and reasonable curriculum setting. Give full play to the advantages of MTI teachers in common languages of colleges and universities, and integrate translation theory, interpretation theory, introduction to translation and other basic courses in an efficient way, so as to avoid the situation that each language is trained separately, give full play to the greatest advantage of teachers, and improve the scientific and efficient education and teaching. With the advantages of educational informatization at the present stage, comparative study can be adopted to summarize the advantages of the MTI master of Translation training course system at home and abroad, learn from the experience in management and innovation, adjust the overall design, and establish an efficient and targeted curriculum system construction plan. Even if it is found that the course content does not conform to the trend of The Times and is similar to undergraduate teaching and other problems, it should be adjusted and revised in time according to the training objectives and teaching plans.

4.3 Strengthening Practical Training

Off-campus practice base construction, provides the high quality for the students of the experimental site, organize students to in-depth enterprise unit of the translation work in time, be familiar with the process of translation, to cultivate students the ability to complete the translation project alone, gradually improve the language ability of students at the same time, also promote the students' psychological ability and the ability of the strain, for students to step into real work lay a good foundation. Colleges and universities should offer a variety of practical courses for students to actively carry out case analysis, debate and academic discussion. It is also necessary to carry out various kinds of competitions at all levels. Competitions can investigate the breadth of students' knowledge of the target country and their language skills, and pay attention to the comprehensive quality of students.

4.4 To Cultivate the Concept of Scientific Translation

To help students have a correct orientation and understanding of translation, translation work is not only a tool for making a living, but also the core value of translation for national political, economic and cultural communication. An excellent translator is always making contributions to the country and society. In addition, attention should be paid to cultivate students' critical thinking and the ability to distinguish right from wrong in the process of practice and understanding theoretical knowledge.

5. Conclusion

The establishment of the master of translation and interpreting personnel training system needs to adapt to the implementation requirements of the “One Belt And One Road” strategy and contribute to the implementation of the “One Belt And One Road” initiative. Through school-enterprise cooperation, integration of teachers and other ways, to build a scientific and high-quality curriculum system model, so as to improve the standardization and operability of the talent training system, constantly promote the improvement of professional and professional ability of the Master of Translation, more efficient and more targeted training of applied and practical professional translation talents.

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