

A Preliminary study on the teaching mode of translation course from the perspective of curriculum thought and politics

Man Yang

Department of French, ASEM College of Languages and Cultures, Xi 'an Translation University, Xi 'an 710105, China

Abstract: Curriculum ideology and politics is one of the main ways to cultivate morality and cultivate people in colleges and universities in the new period. This paper focuses on the significance of the combination of curriculum ideology and politics with French translation courses and the fusion mode of the two. Starting from the renewal of teaching objectives, the play of teachers' leadership and the embodiment of students' subjectivity, it discusses the aspects of teachers' own cultural quality, online resources, evaluation methods and translation materials when curriculum ideology and politics are integrated into French translation courses. In order to achieve the goal of innovative and comprehensive education in classroom teaching.

Key words: curriculum thinking and politics; Translation; Teaching model

I. Introduction

In the new period, ideological and political education in colleges and universities can no longer be limited to ideological and political classes, and all kinds of courses should fully tap the ideological and political resources in the subject knowledge system and extract the educational factors. The positive and positive ideological value runs through the education and teaching, promotes the ideological and political curriculum in colleges and universities, always adheres to the educational purpose of educating people and talents, and deeply integrates the ideological and political education into the whole course teaching.

2. The essence of French translation teaching

French translation teaching aims to cultivate college students' comprehensive application ability of French language knowledge and cross-cultural communication ability, improve their language and cultural literacy, and export French professionals to meet the needs of regional, social development and international exchange. When French translation teaching meets with the idea of educating students through the whole curriculum of universities in China, its moral nature will be immediately revealed.

French translation is the mutual conversion of cultural connotations between French and French as the carrier of French and Chinese languages, and it is a practice of cross-cultural meaning transmission. No matter what style of French-Chinese translation, it should not be limited to the single conversion of French and Chinese, but should take the cultural connotation of French and Chinese as the starting point to further explore the cultural construction nature of its translation, so as to seek the equivalence of the two cultural functions. Therefore, only on the basis of understanding and mastering their own culture, understanding and contacting various cultures, can translators establish their own position in the multicultural world. Christiane Nord, a German functional translation school, once said that in order to successfully understand other cultures in translation, translators need to understand their own cultures first. Yes, a deep understanding and promotion of Chinese culture, telling and spreading Chinese stories are the cultural values that every French learner has. Therefore, it is an urgent task for French translation courses in colleges and universities to explore the ideological and political connotation of French translation courses, improve the educational function of French translation teaching, and shoulder the task of serving the national "Belt and Road" international talent training strategy.

3. The necessity and urgency of ideological and political thinking in French Translation courses

As we all know, translation is a bridge between two languages and two cultures, and its importance is self-evident. However, in the teaching of French in domestic universities, French is often seen as a simple communication tool. Under the long-term influence of such ideas, the ideology of Western countries gradually penetrated into the country. In today's society, French translators shoulder a particularly important historical mission, that is, to "spread China's voice and tell China's stories" to the world. This requires us to train French translators not only to be solid and superb in professional skills, but also to have certain political quality and moral cultivation. However, the facts often backfire. Most students majoring in French devote their energy to learning translation skills and engaging in translation training in translation courses, and pay relatively little attention to the Chinese culture and the study and comparison between French and Chinese cultures. Therefore, "Chinese cultural aphasia" exists to a certain extent in the process of cross-cultural communication. As a result, many problems exist in the process of translation and communication. Therefore, in the process of translation, the translator should have a good understanding of both the relevant knowledge of the source language culture and the background knowledge of the target language culture. Therefore, in the course of translation teaching, apart from cultivating students' basic translation skills, we should emphasize the importance of mother tongue culture and target language culture, and cultivate students' ability to spread and tell Chinese stories in French. In the process of communicating with people from Francophone countries and regions, we will present a real, three-dimensional and comprehensive picture of China, thus greatly promoting Chinese culture and improving China's image in the international arena.

4. The significance of integrating the concept of “curriculum thinking and politics” into French translation courses

4.1 The integration of curriculum thinking and politics into the French translation class helps to enhance students’ cultural confidence

The French classroom is an ideal place to carry out ideological and political teaching. French learning is easily affected by the impact of French culture, which is easy to affect the students’ outlook on life and values and make them deviate. This kind of dangerous situation can be avoided by integrating the ideological and political aspects of the course into the process of French translation teaching. By increasing the understanding and translation of Chinese culture, students can deepen their understanding of Chinese culture, avoid blind worship while learning French language and culture, and deepen their sense of identity of Chinese culture in the process. And thus enhance students’ cultural self-confidence.

4.2 The integration of ideological and political elements into the French translation course is conducive to the improvement of students’ comprehensive ability

The teaching work in the new era should take moral cultivation as the fundamental task. While improving students’ language ability, it is necessary to further promote students’ translation ability and moral level, and more importantly, it is necessary to spread Chinese ideas/Chinese culture and establish a Chinese image.

According to the traditional teaching concept, French translation classroom teaching has always been mainly to train students’ language ability and translation skills. The focus and difficulty of teaching goals are generally on the improvement of language and translation ability, but it neglects the overall cultivation and improvement of students’ comprehensive quality and professional ethics. Under the ideological and political background of the curriculum, the teaching of French translation should add ideological and political elements to help students establish and strengthen their sense of national identity and national pride, and encourage students to take “telling Chinese stories well” as their learning goal, and devote themselves to spreading the diversified development of China. To make the people of Francophone countries and regions know the developing China, the cultural China, the scientific and technological China, and the real China.

Second, the integration model of translation teaching and curriculum ideology and politics

The integration of curriculum ideology and politics with translation classroom needs the cooperation and promotion of schools, teachers and students.

1. Update the teaching concept and teaching goal

To spread China’s time-honored culture, advanced technology and profound cultural heritage to the people of Francophone countries and regions is the historical mission of contemporary French majors. To this end, French translation courses should cultivate students with correct world outlook, outlook on life and values, with Chinese feelings and international vision and interdisciplinary literacy of language service talents.

2. Give full play to and enhance teachers’ subjective initiative

(1) Improve their own cultural literacy. The core of the curriculum is the teacher. The excellent traditional Chinese culture is integrated into the translation classroom teaching to realize the coordinated development of knowledge imparting and value leading, so as to achieve the purpose of cultivating morality and cultivating people. To this end, the new era requires teachers to have ideals, beliefs, moral sentiments, solid knowledge, and innovative consciousness, and to teach students by example.

(2) Play a leading role. To fully mobilize the enthusiasm of teachers, give full play to the initiative of teachers, stimulate the creativity of teachers, the so-called “teachers, preaching and teaching to solve doubts also”. The teachers of French translation course must have correct ideological consciousness and realize the urgency and importance of ideological and political education in the course, and the close connection between translation course teaching and ideological and political education. Only after stimulating the initiative of teachers, can they further change their attitude and thinking, carry out teaching innovation and teaching reform to improve the teaching effect. Secondly, teachers themselves must have the ability of curriculum thinking and politics. Teachers are the main leaders and implementors of curriculum thinking and politics. While constantly consolidating their own professional ability and teaching level, they should also constantly improve their ability to cultivate others, keep up with the pace of The Times, spread positive energy, infect students with noble personality and character, and become an example and example for students.

(3) Make full use of online teaching resources. To ensure the quality of teaching, we must carefully choose the right translation materials. Take the course of Foreign-Related Engineering Translation as an example, the subject text of translation includes “instruction manual”, “bid book”, “standard”, “construction document”, etc. All the themes are not uniform, which leads to the rigid and non-smooth integration of ideological and political elements. Therefore, after the completion of the translation practice in class, you can use the online platform to publish the translation practice homework with the same theme, which can not only exercise the translation practice of students, test the content learned in class, but also increase the reasonable integration of ideological and political elements. For example, the online translation assignments can publish the translation of Chinese architecture chapters, which can not only improve students’ French translation ability, but also enable students to have a further understanding and cognition of the history of Chinese architecture and the idea of “harmony between nature and man” in architecture. Traditional culture can also be better input.

(4) Change the way of evaluation. Evaluation is an important part of the teaching process. In the era of Internet +, the traditional single face-to-face teaching has been transformed into “online + offline” mixed teaching. The evaluation should focus on the learning process of

students, which can better stimulate students' learning enthusiasm and enthusiasm, and also improve the teaching effect, such as: Translation display, teacher-student interaction, classroom practice, after-class discussion, peer evaluation, etc., can track and record students' learning situation in real time. Therefore, the combination of online and offline, process evaluation and final evaluation can form a dynamic, objective and three-dimensional evaluation method, which can let students know their learning status at any time, and allow teachers to adjust the teaching content and teaching method according to the learning situation, so as to improve the learning and teaching effect.

(5) Select translation materials. What kind of text is chosen for translation reflects the translator's feelings of home and country to a large extent. For a long time, the teaching of French translation focuses on the dissemination of French culture and rarely introduces Chinese culture. As a result, it ignores the ideology and values carried by the translated text materials, and the erosion and penetration of the text materials on the learners' values and ideologies, which is likely to lead to the loss of the security of the learners' native culture and ideology. Therefore, in the process of translation practice, texts containing Chinese culture in classics such as the Analects of Confucius and Tao Te Ching can be appropriately added, and materials related to revolutionary culture can also be added to the translation materials, so that students can understand the struggle of the Communist Party of China and the Chinese people in an indomitable manner, so that they can shoulder the historical responsibility of national rejuvenation and enhance their self-confidence on the road.

3. Give full play to the students' subjective role

Nowadays, the information is highly developed, and the information obtained by students is also complex and diverse. It is inevitable that there will be communication barriers and cultural collisions caused by cultural differences between China and France. Therefore, timely guidance should be given to students. Usually communicate with students, understand students' psychological state, enhance the affinity and pertinence of ideological and political courses, and try to "moisten things silently".

In the course of teaching French translation, appropriate teaching methods, such as task-driven teaching method and heuristic teaching method, are adopted according to the learning situation, so as to help students understand the history of translation development in China, broaden their horizons, stimulate their interest in translation learning, and enhance their sense of identity. Secondly, students are encouraged to enrich their translation practice and lead the exploration of ideological and political elements in this process, so as to deepen their cognition of the course's ideological and political aspects, improve their acceptance and enhance their sense of identity with national culture. Finally, in the process of translating from French to Chinese, students should be encouraged to tell more Chinese stories in French as much as possible, thus deepening their cultural identity and national pride in the process.

5. Conclusion

Adding ideological and political elements to the French translation course is not only the need of translation teaching reform, but also the requirement of the development of The Times for current college students. We not only need to introduce and learn advanced French ideology and culture, but also need to carry forward the excellent Chinese ideology and culture, and "translate" China.

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