

A Multidimensional Exploration of the Integration of Outstanding Traditional Chinese Culture into the Translation Course for English Majors in Universities under the Construction of New Liberal Arts

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Abstract: This paper focuses on the exploration of multidimensional pathways for integrating outstanding traditional Chinese culture into the translation course for English majors in universities under the construction of new liberal arts. Through in-depth analysis of the connotation of new liberal arts and its requirements for the translation course for English majors as well as the value of integrating outstanding traditional Chinese culture into the translation course in cultural inheritance, improving students' translation abilities and cultivating cross-cultural communication talents, it elaborates in details on the current situation of the integration and problems existing at the teacher, student, and curriculum levels, and then proposes a series of effective pathways, including optimizing course design, innovating teaching methods, strengthening the construction of the teaching faculty, and improving the teaching evaluation system, to provide beneficial theoretical and practical references for translation course teaching in inheriting outstanding traditional Chinese culture and cultivating cross-cultural communication talents.

Keywords: New Liberal Arts; The Translation Course for English Majors; Outstanding Traditional Chinese Culture; Course Design; Teaching Faculty

1. Introduction

Liberal arts education is related to the cultivation of students' personality, aesthetic sentiment, social responsibility and correct values. With the acceleration of globalization and the increasingly frequent cultural exchanges, human life, production and value

concepts are being reconstructed. Higher liberal arts education also urgently needs innovative development. Under this background, the concept of "new liberal arts" emerges as the times require. New liberal arts emphasize interdisciplinary integration, innovative talent cultivation models, as well as the inheritance and innovation of traditional culture, aiming to break the boundaries of traditional liberal arts and build a liberal arts educational system that meets the needs of the new era. The translation course for English majors in universities, as an important bridge for exchanges between language and culture, bears the important responsibility of cultivating translation talents with an international perspective and profound cultural deposits. Integrating outstanding traditional Chinese culture into them not only helps students understand traditional Chinese culture in depth and enhance cultural confidence but also enables them to accurately convey China's voice in cross-cultural translation practices and strengthen the influence of Chinese culture on the international stage. This has far-reaching significance for promoting cultural diversity and facilitating mutual learning and exchanges between Chinese and foreign cultures and also provides new opportunities and directions for the reform and development of translation courses for English majors.

2. The Concept of New Liberal Arts and Challenges and Opportunities Faced by the Translation Course for English Majors in Universities under the Construction of New Liberal Arts

2.1 The Concept of New Liberal Arts

The concept of new liberal arts has attracted

much attention and has been gradually promoted in-depth in the field of higher education in recent years. New liberal arts advocate breaking down disciplinary barriers and encourage the use of multidisciplinary perspectives to solve complex real-world problems. The emergence of new liberal arts conforms to the requirements of national strategic development and the progress of the times. It is the embodiment of active response and change of higher liberal arts education. It aims to meet the needs of the current and future society for compound liberal arts talents, and at the same time, it raises the requirements for students' comprehensive English abilities and other qualities. [1] In terms of talent cultivation goals, more emphasis is placed on cultivating students' innovative thinking, critical thinking, and cross-cultural communication abilities, enabling them to meet the diverse needs of the era of globalization for compound talents. When it comes to the connotation level, new liberal arts emphasize the creative transformation and innovative development of traditional Chinese culture, combining traditional cultural resources with modern social needs and endowing them with new vitality and value.

2.2 Challenges and Opportunities Faced by the Translation Course for English Majors in Universities under the Construction of New Liberal Arts

Under the background of the construction of new liberal arts, the translation course for English majors in universities are facing unprecedented challenges and opportunities. On the one hand, the traditional translation teaching model focuses more on language skill training and pays relatively insufficient attention to cultural connotations, especially outstanding traditional Chinese culture, which makes it difficult to meet the diverse needs of translation talents in the new era. The course content needs to expand from simple language text translation to the integration of knowledge in multiple fields such as culture, history, and society, requiring students to not only have a solid language foundation but also deeply understand the differences between Chinese and Western cultures and accurately grasp the essence of outstanding traditional Chinese culture. On the other hand, this also provides a broad space for the innovative development of

the translation course for English majors in universities. By introducing elements of outstanding traditional Chinese culture, the teaching materials for translation can be enriched, and students' learning interests and creativity can be stimulated. It can broaden students' translation horizons, improve their translation abilities, and cultivate their sense of responsibility and mission for spreading outstanding traditional Chinese culture in cross-cultural exchanges.

3. The Value of Integrating Outstanding Traditional Chinese Culture into the Translation Course for English Majors in Universities

3.1 The Value of Cultural Inheritance

Outstanding traditional Chinese culture is a treasure of the Chinese nation, carrying thousands of years of historical memories and crystallization of wisdom. By integrating it into the translation course for English majors in universities, students can have in-depth contact with, understand, and inherit these precious cultural heritages while learning translation skills. In translation practice, students need to conduct in-depth research and interpretation of traditional cultural texts, which will help them better master their connotations, forms, and characteristics. This not only helps improve students' cognitive level of traditional Chinese culture but also stimulates their love and pride for traditional Chinese culture and enhances cultural confidence. [2] With the help of English, an international common language, students can spread outstanding traditional Chinese culture all over the world, break the language barriers in cultural dissemination, and let more people understand the profoundness and extensiveness of Chinese culture, opening up new ways for the inheritance and promotion of outstanding traditional Chinese culture.

3.2 The Value of Improving Students' Translation Abilities

The content of traditional Chinese culture has a unique language style, rich cultural images, and profound historical deposits, providing students with rich and diverse and highly challenging materials for translation learning. In the process of translation, students need to deal with many difficulties, such as the

metrical antithesis in ancient Chinese poetry, the cultural metaphors in idioms and allusions, and the complex character relationships and plot descriptions in classic literary works. This requires students to continuously expand their vocabulary, improve their grammar application abilities, and flexibly master translation techniques, such as the comprehensive application of methods like literal translation, free translation, and transliteration with annotations. Through translation practice of traditional Chinese culture, students can more accurately grasp the laws and scales of language conversion on the basis of comparing the differences between Chinese and Western cultures and improve the accuracy and flexibility of translation. [3] In the meantime, translating traditional Chinese culture also helps cultivate students' aesthetic sentiment and literary literacy, enabling them to pay attention to the artistic and cultural expressions of language in the process of translation and thus improve the quality and level of translation works.

3.3 The Value of Cultivating Cross-Cultural Communication Talents

In the context of globalization, cross-cultural communication ability has become one of the core competencies that translation talents must possess. Integrating outstanding traditional Chinese culture into the translation course for English majors in universities can provide students with rich cross-cultural communication materials and practical opportunities. In the process of in-depth learning of traditional culture, students can clearly understand the unique value system, way of thinking, and behavioral norms of Chinese culture, so that they can introduce Chinese culture to foreign friends more confidently and accurately in cross-cultural exchanges and avoid communication barriers caused by cultural misunderstandings. At the same time, when translating content of traditional Chinese culture, students need to fully consider the cultural background and acceptance habits of the target audience and adopt appropriate translation strategies for cultural adaptation and information transmission. [4] This helps cultivate students' cross-cultural awareness and sensitivity and improves their ability to communicate and exchange effectively in a multicultural

environment, enabling them to become outstanding cross-cultural communication talents who meet the needs of the era of globalization.

4. The Current Situation of Integrating Outstanding Traditional Chinese Culture into the Translation Course for English Majors in Universities

Some universities have begun to attempt to integrate outstanding traditional Chinese culture into the translation course for English majors and have achieved certain results. For example, in the process of compiling translation textbooks, some universities deliberately selected excerpts from classic literary works such as *The Analects* and *A Dream of Red Mansions* as translation practice materials to guide students to deeply understand the cultural connotations and ideological essences contained therein during the process of translation. Meanwhile, some teachers have organized students to carry out translation projects on Chinese traditional festival cultures in classroom teaching, requiring students to translate the origins, customs, and cultural significance of festivals such as the Spring Festival and the Dragon Boat Festival into English and make promotional materials. These practice cases have improved students' understanding and translation abilities of traditional Chinese culture to a certain extent and enhanced their cultural dissemination awareness. However, these attempts still have some deficiencies. For example, the proportion of the content of traditional Chinese culture in textbooks is relatively small and its distribution is not systematic enough. Some teachers fail to fully explore the depth and breadth of traditional cultural materials in the process of teaching, resulting in students' understanding of traditional Chinese culture remaining superficial and making it difficult for them to accurately convey its connotations in translation. [5]

The main problems existing in the integration of outstanding traditional Chinese culture into translation courses for English majors are mainly reflected in the following three aspects: From the perspective of teachers, some teachers themselves have insufficient knowledge reserves of outstanding traditional Chinese culture, lack systematic and in-depth

learning and research, and have difficulty in comprehensively and accurately interpreting and imparting traditional culture content in the process of teaching. In addition, some teachers have not yet mastered effective teaching methods to organically combine traditional Chinese culture with English translation teaching. In the process of teaching, they often simply pile up knowledge points, lacking interest and inspiration, and it is difficult to stimulate students' learning interests and enthusiasm.

From the perspective of students, due to the impact of the diverse cultures in modern society and the relatively weak traditional culture education in the educational system, many students have a relatively limited understanding of outstanding traditional Chinese culture and have great difficulties in understanding and grasping cultural connotations in the process of translation, and cultural mistranslation phenomena are prone to occur. At the same time, some students lack sufficient interest and enthusiasm for traditional culture, believing that it is out of touch with modern society and showing a passive acceptance state in the process of learning.

From the perspective of the curriculum system, the integration of traditional Chinese culture in the current curriculum system for English majors lacks overall planning and systematic design. In the curriculum design, there is often no clear stipulation on the status and proportion of traditional Chinese culture in translation teaching, and the selection and arrangement of teaching content are rather random, lacking coherence and logic in a progressive and step-by-step manner. [6] This makes the integration of traditional Chinese culture in translation courses fail to form an organic whole and makes it difficult to fully play its role in cultivating students' translation abilities and improving their cultural literacy.

5. Pathways for Integrating Outstanding Traditional Chinese Culture into the Translation Course for English Majors in Universities under the Construction of New Liberal Arts

5.1 Optimizing Course Design

Course design is a key link in realizing the effective integration of traditional Chinese

culture into the translation course for English majors in universities. Firstly, it should be clearly stipulated in the syllabus that outstanding traditional Chinese culture occupies an important position in translation teaching and its objective requirements, and the proportion and distribution of its teaching content should be reasonably determined. For example, according to students' learning stages and ability levels, the translation content of traditional Chinese culture can be divided into three levels: basic, intermediate, and advanced levels. In the basic stage, simple traditional Chinese culture elements, such as idioms, common sayings in daily language, and the names of traditional Chinese festivals, are mainly introduced, and basic translation skill training is carried out; in the intermediate stage, short excerpts from classic literary works and ancient celebrity stories are selected to guide students to deeply understand cultural connotations and conduct more complex translation practices; in the advanced stage, emphasis is placed on translation research and discussion of texts with relatively high cultural difficulties, such as ancient Chinese poetry and classical philosophical works. Secondly, a systematic and complete translation curriculum system for traditional Chinese culture should be constructed. Optional courses on translation of outstanding traditional Chinese culture can be offered or independent traditional culture translation modules can be set up in existing translation courses, enabling students to learn knowledge and skills of traditional culture translation in a targeted and systematic manner. In addition, in the course teaching arrangement, attention should be paid to the combination of theory and practice, and the proportion of practical teaching links should be increased. [7] For example, students can be organized to participate in cultural translation projects and conduct translation explanations on the spot during field visits to cultural sites, allowing students to continuously improve their traditional culture translation abilities in practice.

5.2 Innovating Teaching Methods

Innovating teaching methods is an important means to improve the effect of the integration of traditional Chinese culture into the translation course for English majors in universities. The situational teaching method

can stimulate students' learning interests and participation by creating vivid and realistic cultural translation situations. Teachers can simulate traditional business negotiation scenes and require students to translate the content related to traditional Chinese business culture, or set up tourism translation situations and let students introduce historical sites and cultural attractions to foreign tourists. The project-based teaching method can cultivate students' teamwork abilities and practical innovation abilities. Teachers can assign a series of translation projects with the theme of spreading traditional Chinese culture, such as making English promotional brochures for Chinese traditional culture, translating collections of Chinese folk tales and making them into audio books, and providing translation services for cultural exchange activities. Students complete project tasks in groups. During the implementation of the project, students need to carry out multiple aspects of work such as data collection, translation practice, and layout design, which not only helps improve students' translation levels but also cultivates their comprehensive qualities and teamwork spirit. [8] In addition, with the help of multimedia and other modern teaching means, teaching resources can be enriched, and the intuitiveness and interest of teaching can be enhanced. Teachers can use multimedia materials such as pictures, audios, and videos to display the charm of outstanding traditional Chinese culture. For example, they can play videos of Chinese traditional opera performances and require students to create translation subtitles; or display pictures of ancient Chinese architectural art and guide students to translate and introduce relevant cultural background knowledge.

5.3 Strengthening the Construction of the Teaching Faculty

Under the construction of new liberal arts, improving teachers' qualities is a crucial link to realize the effective integration of outstanding traditional Chinese culture into the translation course for English majors in universities. The quality and ability of the teaching faculty directly affect the effect of integrating traditional Chinese culture into the translation course for English majors. Firstly, universities should strengthen the training of traditional Chinese culture for teachers of the

translation course for English majors, regularly organize teachers to participate in various lectures, academic seminars, and training courses on traditional Chinese culture., and invite experts in Chinese studies and cultural scholars to conduct systematic training for teachers to enhance their understanding and recognition level of outstanding traditional Chinese culture. Secondly, teachers should be encouraged to carry out teaching research and practical exploration related to the translation of traditional Chinese culture. Through scientific research project and teaching reform project, teachers are supported to deeply study the integration mode and method innovation of traditional Chinese culture in the teaching of the translation course for English majors in universities. [9] In addition, a teacher cultural literacy assessment mechanism can be established, and teachers' mastery of traditional Chinese culture and teaching application ability can be incorporated into the teacher performance assessment system to encourage teachers to continuously improve their cultural literacy and teaching level.

5.4 Improving the Teaching Evaluation System

Under the construction of new liberal arts, in order to comprehensively and accurately evaluate the teaching effect after integrating outstanding traditional Chinese culture into the translation course for English majors in universities, a complete and diversified teaching evaluation system needs to be constructed. A complete teaching evaluation system can effectively guide teachers' teaching behaviors and students' learning directions and promote the in-depth integration of traditional Chinese culture into the translation course. In terms of evaluation indicators, a diversified system of evaluation indicators should be constructed. In addition to such traditional language skill indicators as translation accuracy and fluency, evaluation dimensions such as the understanding of traditional culture connotations and cultural dissemination effects should also be added. In terms of evaluation methods, a combination of diversified evaluation methods should be adopted, including teachers' evaluation, students' self-evaluation, and students' mutual evaluation. Teachers' evaluation should focus on comprehensiveness and objectivity, not only

evaluating students' learning achievements but also guiding and feeding back on students' learning processes; students' self-evaluation can promote students' self-reflection and self-improvement, allowing students to discover their own strengths and weaknesses and clarify their efforts in the evaluation process; students' mutual evaluation can cultivate students' critical thinking and teamwork spirit, and through mutual evaluation and learning, jointly improve the ability of traditional culture translation. In addition, an external evaluation mechanism can be introduced, such as inviting industry experts and foreign scholars to evaluate and feedback on students' translation works, so as to better understand the effectiveness and deficiencies of students' translation levels in practical applications and provide a reference for teaching improvement. [10] By constructing such a teaching evaluation system that includes multi-dimensional evaluation indicators and diversified evaluation methods, it is possible to comprehensively and in-depth evaluate students' translation learning achievements after the integration of traditional Chinese culture, provide a strong basis for teaching improvement and student development, and further promote the effective integration, inheritance and dissemination of outstanding traditional Chinese culture into the translation course for English majors in universities.

6. Conclusion

Under the construction of new liberal arts, promoting the integration of outstanding traditional Chinese culture into the translation course for English majors in universities still faces many problems. However, through reasonable and effective integration paths, it can give full play to its positive roles in cultural inheritance and student ability cultivation. It is of great significance for cultivating compound talents who meet the needs of the development of the times, enhancing soft power of Chinese culture and its influence in international cultural exchanges. With the continuous deepening of the construction of new liberal arts, the integration of outstanding traditional Chinese culture into the translation course for English majors in universities will usher in broader development space. Through targeted optimization of course design, its interdisciplinary integration with

other disciplines is to be further strengthened, students' cultural horizons and knowledge structures are to be much broadened, and students' comprehensive qualities and innovative abilities are to be deeply cultivated; through the innovation of teaching methods, the combined application with emerging technologies is to be actively explored, artificial intelligence technology is to be more used to assist the translation teaching of traditional Chinese culture, intelligent translation teaching software and platforms are to be well developed to provide students with personalized learning resources and learning guidance, and virtual reality technology is to be appropriately used to create more realistic cultural translation situations to enhance students' learning experiences and cultural immersion; through the construction of the teaching faculty, international exchanges and cooperation are further promoted; through the improvement of the teaching evaluation system, more attention is to be paid to process evaluation and developmental evaluation to focus on students' growth and progress in traditional culture learning and translation practice and establish a dynamic evaluation feedback mechanism, and timely adjust teaching strategies and methods to adapt to students' constantly changing learning needs and the diverse requirements of society for translation talents. Thus, the effective integration of outstanding traditional Chinese culture into the translation course for English majors in universities can be truly realized.

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