

UDC 378.021.08
DOI <https://doi.org/10.26661/2786-5622-2021-3-10>

TRAINING OF FUTURE UNDERGRADUATE TRANSLATORS IN CHINESE UNIVERSITIES UNDER PEDAGOGICAL CONDITIONS

Liu Yanshi

Postgraduate Student

Simon Kuznets Kharkiv National University of Economics

Nauki ave., 9A, Kharkiv, Ukraine;

School of Foreign Languages, Sichuan University of Arts and Science

orcid.org/0000-0002-6588-8325

936533660@qq.com

Key words: *training translators, undergraduate education, language service, features, trends.*

The article deals with the current situation of undergraduate translators' education in Chinese universities. For over 15 years, the scale of training bachelor-translators is expanding increasingly in Chinese institutions of higher educations. The quality and assessment of translators' training at different levels are concerned by the Ministry of Education of China. The main differences among the four documents promulgated by the educational authorities, are identified from the perspective of teaching objectives and teaching specification under pedagogical conditions. A clear and overall look at the historical stages of translation in China is taken and the development of translation discipline is reviewed in general.

The article covers the features of building and improving the translation courses and the translator's training, education focus, widespread domestic managements. With a series of documents issued by the authorities, translation education is more standardized at levels. Standards for students' training are based on national standards and mainly meet the requirements of education and society. Sixteen universities in western China are taken as an exemplar to observe their pedagogical training models. The analysis of educational concepts, teaching aims of core courses, syllabus of translators training, pedagogical equipment, practical teaching model and the orientation of bachelor-translators' career are conducted in detail. Through the questionnaire investigation analysis, the features of undergraduate translators are shown from the viewpoints of supplies of talents and the trends of future translators' training, to enhance the translators' training quality to meet the social needs in job market.

The article is aimed at the competencies of bachelor-translators at the level of theoretical material, the formation level of professionally-oriented design skills and the level of motivation to the professional activity. In terms of educational conditions, learning objectives, specifics of training, selection of teaching staff, quality assurance system, qualitative and quantitative requirements are sorted out to improve the translation quality. The translation scales and the exact criterion are elaborated on to promote the translation teaching and assess the accurate competence of learners at undergraduate or intermediate level.

The article concludes three factors as society, profession and discipline formulate the aims and outcomes in the formation of professional competencies. The demands for the language services are on the increase. Bachelor-translators' training is just the fundamental. The further research will be studying self and peer assessment, key elements in training evaluation in the social and institutional settings.

ПІДГОТОВКА МАЙБУТНІХ ПЕРЕКЛАДАЧІВ БАКАЛАВРАТУ В КИТАЙСЬКИХ УНІВЕРСИТЕТАХ У ПЕДАГОГІЧНИХ УМОВАХ

Лю Янші
аспірант

*Харківський національний економічний університет
імені Семена Кузнеця*

просп. Науки, 9А, Харків, Україна;

Школа іноземних мов, Університет мистецтв і науки Сичуані

orcid.org/0000-0002-6588-8325

936533660@qq.com

Ключові слова: *підготовка перекладачів, вища освіта, мовне обслуговування, особливості, тенденції.*

У статті розглядається сучасний стан навчання перекладачів у китайських університетах. Понад 15 років масштаби підготовки бакалаврів-перекладачів все більше розширюються у китайських вищих навчальних закладах. Якістю та оцінкою підготовки перекладачів на різних рівнях займається Міністерство освіти Китаю. Визначено основні відмінності між чотирма документами, оприлюдненими органами управління освітою, з погляду цілей навчання та специфікації навчання в педагогічних умовах. Наведено чіткий і загальний погляд на історичні етапи перекладу в Китаї та розглянуто розвиток перекладацької дисципліни загалом.

У статті висвітлюються особливості побудови та вдосконалення перекладацьких курсів та підготовки перекладача, спрямованість освіти, поширеність вітчизняного менеджменту. Завдяки серії документів, виданих владою, перекладацька освіта більш стандартизована на рівнях. Стандарти підготовки студентів базуються на національних стандартах і в основному відповідають вимогам освіти та суспільства. Шістнадцять університетів західного Китаю беруться за приклад для спостереження за їхніми моделями педагогічної підготовки. Детально проведено аналіз освітніх концепцій, цілей навчання основних курсів, програми підготовки перекладачів, педагогічного обладнання, моделі практичного навчання та орієнтації кар'єри бакалавра-перекладача. За допомогою аналізу анкетного дослідження показані особливості перекладачів-бакалаврів з погляду запасів талантів та тенденцій підготовки майбутніх перекладачів, щоб підвищити якість підготовки перекладачів для задоволення соціальних потреб ринку праці.

Стаття спрямована на визначення компетенцій бакалаврів-перекладачів на рівні теоретичного матеріалу, сформованості професійно-орієнтованих дизайнерських навичок та рівня мотивації до професійної діяльності. З погляду умов навчання, цілей навчання, специфіки підготовки, підбору педагогічних кадрів, системи забезпечення якості, якісні та кількісні вимоги розбираються для підвищення якості перекладу. Шкали перекладу та точний критерій розроблено, щоби сприяти викладанню перекладу та оцінити точну компетентність студентів на рівні бакалавра та середнього. У статті зроблено висновок про три чинники, такі як суспільство, професія та дисципліна, що формують цілі та результати у формуванні професійних компетенцій. Попит на мовні послуги зростає. Підготовка бакалаврів-перекладачів є лише фундаментальною. Подальшим дослідженням буде вивчення самооцінки та оцінювання однолітків, ключових елементів оцінки навчання в соціальних та інституційних умовах.

Problem statement. Training translators is one of the most active topics in translation teaching today. Over one decade, the Chinese translation industry has

been growing rapidly, and the discipline of translation commenced at its higher education training for bachelor's and master's degree. In 2006, the Ministry of

Education of the People's Republic of China approved three universities to offer undergraduate translation training programs. Until April 2020, 283 Chinese universities are entitled to enroll students and offer a bachelor's degree in translation and interpreting. Translation education in China has entered a stage of large-scale development, especially along with the building of the global community of shared future. The scale of training bachelor's translators is increasing a lot but the problem behind it arises which needs to be focused on from the pedagogical perspective.

The purpose of the article is to an analysis of its current situation and trends, which may enhance the translators' training quality to meet the social needs in job market.

Presentation of the main research material.

Each Chinese higher education institution that prepares bachelor's degrees in translation is tasked with how to implement regulatory requirements and formulate appropriate measures to improve the training system that meets the needs of the language service industry and China's international development strategy. However, the training in each university does not present its unique feature in some aspects. Actually

heterogeneous development in training is likely to better adapt to the labour market [8].

Four documents (*See Table 1*) are issued successively to guide the education for undergraduate translation programs: "Catalogue and introduction of undergraduate majors in general colleges and universities"[2]; "Requirements for translation training for undergraduate programs in higher education" [1]; "National standards for teaching quality of foreign languages and literature" [7]; "Teaching guide for foreign language and literature majors in general colleges and universities: for undergraduate translation major" [5]. All are released to ensure the improvement of teaching and training quality in translation.

In the training objective and specification, the descriptions of four documents is becoming more concrete, in terms of training requirements which all cover knowledge (bilingual, encyclopedia), abilities (cross-cultural competence, translation abilities and skills) and literacy (professional ethic, intelligence, attainments, etc.). In the long term, the development of translation discipline goes rapid with the effective directions of management and translators' training is oriented with the location of regional economy.

Table 1

Four documents for undergraduate education in translation program

Catalogue and introduction of undergraduate majors in general colleges and universities (2012)	Training objective	To cultivate general-purpose translation talents with both political integrity and talent, innovative consciousness and international vision, who can be competent for translation, interpretation or other <i>cross-cultural</i> exchanges with general difficulties in foreign affairs, business, education, culture, science and technology, military and other fields, and can become a new force in the "go out" strategy of national philosophy and social sciences and introducing international advanced technology and culture.
	Training specifications	Learn and master the basic knowledge of language and translation, accept the training of language skills and language knowledge in Chinese and foreign languages, master the basic skills of <i>cross-cultural</i> communication and translation between Chinese language and foreign language and have the basic ability of translation. (2) Understand the theoretical frontier and application prospect of translation studies, understand the industry needs and development trends for translation major. (3) Be familiar with national guidelines, policies and regulations, and have strong critical thinking ability, practical work ability and certain scientific research ability.
Requirements for translation training for undergraduate programs in higher education (2012)	Training objectives	To cultivate versatile translation professionals with both ability and political integrity and broad international vision. Graduates should master relevant working languages, have strong logical thinking ability, broad knowledge, high <i>cross-cultural</i> communication quality and good professional ethics, understand Chinese and foreign social culture, be familiar with basic translation theories, better master professional skills of interpretation and translation, skillfully use translation tools, and understand the operation process of translation and related industries, and have strong independent thinking ability, working ability and communication and coordination ability. Graduates are competent for translation, interpretation or other <i>cross-cultural</i> exchanges with general difficulties in foreign affairs, economy and trade, education, culture, science and technology, military and other fields.
	Training specifications	Own the necessary bilingual language knowledge and ability to engage in bilingual conversion activities. (2) Have the basic skills of interpreting and translation and the basic knowledge of translation theory, have an international perspective, be familiar with Chinese and foreign cultures, understand the knowledge of various industries related to translation. (3) Have good professional ethics, have a strong sense of innovation and certain innovation ability, and have a strong ability of team cooperation.
	Training objectives	To cultivate foreign language majors and compound foreign talents with good comprehensive quality, solid basic foreign language skills and professional knowledge and ability, master relevant professional knowledge, and meet the needs of China's foreign exchange, national and local economic and social development, various foreign-related industries, foreign language education and academic research.

Table 1 (continuance)

National standards for teaching quality of foreign languages and literature (2018)	Training specifications	Have correct world outlook, outlook on life and values, good moral quality, Chinese feelings and international vision, sense of social responsibility, humanistic and scientific literacy, cooperative spirit, innovative spirit and discipline literacy. (2) Master the foreign language, literature, country and regional knowledge, be familiar with Chinese language and culture, understand relevant professional knowledge and basic knowledge of humanities, social sciences and natural sciences, and form an interdisciplinary knowledge structure. (3) Have foreign language application ability, literary appreciation ability, cross-cultural ability , speculative ability, as well as certain research ability, innovation ability, information technology application ability, autonomous learning ability and practical ability.
Teaching guide for foreign language and literature majors in general colleges and universities: f or undergraduate translation major (2020)	Training objectives	To cultivate students with good comprehensive quality and professional ethics, profound humanistic quality, solid basic English Chinese bilingual skills, strong cross-cultural competence , solid translation professional knowledge, rich encyclopedia knowledge and necessary relevant professional knowledge, proficient in translation methods and skills, and can meet the needs of national and local construction and social development Compound talents who can be competent for language services such as interpretation and translation in various industries and international exchanges.
	Training Specifications	Have a correct outlook on world, life and values, good moral quality, with Chinese feelings and international vision, sense of social responsibility, humanistic and scientific literacy, cooperative and innovative spirits, and discipline literacy. (2) Master the basic knowledge of English language, literature and culture, understand the history of English speaking countries and the basic situation of contemporary society, be familiar with the knowledge of Chinese language and culture, understand the differences between English and Chinese languages and Chinese and Western cultures, understand China's national conditions and international situation, master the basic translation theories, and skillfully use the skills and strategies of interpreting and translation, master a wide range of basic knowledge of humanities, social and natural sciences. (3) Have good bilingual application ability, translation ability, cross-cultural competence and preliminary translation research ability, be proficient in information technology and translation tools, have good speculative ability, lifelong learning ability, practical ability, innovation and entrepreneurship ability, and have a certain ability to use a second foreign language.

- **Features of undergraduate translators training.** Professional standards of student training are based on national standards and mainly meet the requirements of education and society. "National standards" released in 2018 is the basis for the reception, construction and assessment of the quality of foreign language skills. "Teaching guide" in 2020 sets a blueprint for all undergraduate education in translation and interpreting with detailed syllabus including teaching plan in courses, teaching assessment, pedagogic conditions in facilities, information resources, practical teaching, funds input and quality guarantee mechanism under the management supervision.

- **Educational focus** The purpose of education training is to develop translation as a major with some quality, to develop basic foreign language skills and acquire professional knowledge and skills, to adapt to intercultural communication, to focus on the social-economic development of industries related to foreign languages and research needs. The curricula must be developed to meet the needs of society and reflect the orientation and characteristics of each university.

The requirements for basic courses include: foreign language courses in listening, reading, oral and writ-

ten skills, modern and classic Chinese, advanced Chinese writing, introduction to translation, foreign language-Chinese translation, applied translation, etc. and teaching contents cover foreign languages and their cultures, Chinese culture, international literature and intercultural communication under the language pair.

In the aspect of knowledge, the talent training is required as follows: good master of foreign languages and literature, Chinese language and culture, relevant professional knowledge and basic knowledge in the humanities, social sciences and natural sciences, with creative interdisciplinary knowledge and professional characteristics.

- **Domestic arrangements** As far as cultivating skills are concerned, 17 translation programs of higher education institutions in Sichuan province, southwest China, state the competences contain the use of foreign languages, literature appreciation, intercultural communication and philosophical abilities, as well as certain abilities of research, innovation, information technology, independent study and practical skills. It seems to be all-inclusive but some characteristics aren't probably emphasized in actual teaching implementation, without a feasible teaching training model [4].

Currently, 16 universities have had their own qualified graduates. According to “National standards”, the total credits are stipulated from 150 to 180, and the total class hours are from 2400-2900. With the release of “Teaching guide”, the translation talent training plan has to be revised accordingly. The total credits in the newly revised plan of all Chinese universities in Sichuan are deduced from over 180 to about 160. What’s more, the general basic courses account for 30% of all, professional core courses 40%, classified elective courses 15%, and the practical teaching links 15%. The results of training change will be given evidence in the future’s employment.

For each university offering undergraduate degree programme of translation, the characteristics are highlighted in the terms of curriculum designs, localities and objectives of talents training. Based on the investigation of 17 different universities, southwest China, the priority in each programme is given as follows: e.g. Southwest Jiao Tong University emphasizes the courses of translation on railway transport; Leshan Normal University stresses the talents training of tourist language service; Neijiang Normal University sets up a model of certificate-centred professional training; Sichuan University of Arts and Science enhance the talents on its local Ba culture spreading.

– **Supplies of talents** In the translation talents planning, every programme in translation aims to demand the needs of local society and beyond.

The application-oriented type of the undergraduates are centred in theoretical learning and practical internship. It is possible to distinguish the following competencies of students which should be formed: the level of theoretical material; the formation level of professionally-oriented design skills; the level of motivation to the professional activity.

The standard sets requirements for the quality of training: to have the right worldview, outlook on life and values, moral qualities, Chinese feelings and international vision, social responsibility, humanitarian and scientific literacy, spirit of cooperation, spirit of innovation and literacy of discipline. The standard puts forward qualitative and quantitative requirements in terms of educational conditions, learning objectives, specifics of training, selection of teaching staff, quality assurance system.

Translating is an intercultural and inter-language mediating activity. Translation strategies refer to the skills, methods or actions applied in solving problems or improving translating effects in the study and practice of translating [3]. The English ability of Chinese learners and users of English is defined by three stages. Here (*See Table 2*) are the scales of intermediate stage (Level 5–6) for assessing translation competence [6]. To improve the translation quality, learners at undergraduate or intermediate level must know the translation scales and master the exact criterion so that they’ll assess his accurate competence with real world needs.

Table 2

Self-assessment scale for translation ability at the 2nd stage

Scale	Inter-mediate	Abilities
Self-assessment	Level 5	I can translate commonly used short certificates and announcements, producing accurate and standard translations.
		I can translate simple texts describing scenes.
		I can translate schedules of campus activities.
		I can translate short essays or chapters of books related to society, culture, and learning.
		I can clarify the translation purposes, probing into the meanings of words with the use of reference books and cyber resources in the pre-translation stage.
		I can add proper words according to English grammar rules, ensuring the completeness of grammar structures in my translations.
		I can revise improper wording and grammatical mistakes by consulting reference books or cyber resources in the post-translation stage.
	Level 6	I can translate news reports in my field, conveying the main ideas and using correct key words.
		I can translate short popular science articles, conveying the key information coherently and accurately.
		I can translate short descriptive texts completely and clearly.
		I can translate simple directions for operation of household appliances, producing concise, coherent, and readable translations.
		I can translate short job applications, letters of recommendation, and invitations, accurately conveying the key information.
		I can use translation skills such as omission and combination to avoid repetition in the original.
		I can use compound sentences, non-finite verb phrases, prepositional phrases to render modifier structures.
I can add conjunctions or other words and phrases in my translations to indicate logical connections according to customary English sentence patterns.		

– **Trends of future translators' training.**

The trends of future translators' training are still in great demand. More and more Chinese students are willing to contribute the language service in international communities under the Belt and Road Initiative. Due to Covid-19 pandemic, the demands for the language service are very essential. Translation as profession is involved in taking the diversity of practices, situations and environments into account.

Universities should provide rooms with chairs and tables, and facilities with free access to Internet where students can carry out translation tasks. The internationalization is another trend affecting tertiary teaching and learning in direction of translating. Periods abroad have a positive impact on students' competence to find employment. Translation could be an agent of conservation since intercultural competence for translators begins with their own culture, which is practically impossible without direct contact with other cultures.

It is noted that a positive aspect in the future translators training is a clear orientation of the learning

process on practical tasks that students will face. The contents of curricula in translation major also meet the needs of the international labor market in globalization process. The advantage of practical classes and a relatively low percentage of theoretical disciplines, their optimal coordination, the professional experience of the teaching staff of translators provide students with chances in the labor market.

Conclusions. Within translators training at the undergraduate level, universities compliance with national standards and establish specific quantitative and qualitative index systems responsive to the real conditions. Such three factors as society, profession and discipline may formulate the aims and outcomes in the formation of professional competencies. This study on bachelor translators training may be the fundamental to the higher level of master's training. It's improbable to propose one-size-fits-all solutions to the problems in translator training. Our further research will be studying self and peer assessment, key elements in training evaluation in the social and institutional settings.

BIBLIOGRAPHY

1. Китайський національний комітет освіти ВТІ. Вимоги до підготовки перекладачів для бакалаврських програм у вищій школі (пробна версія). Пекін: Преса для викладання та дослідження іноземних мов. 2012. [in Chinese]
2. Департамент вищої освіти Міністерства освіти. Каталог та впровадження бакалаврських спеціальностей у загальноосвітніх коледжах та університетах. Пекін: Китайська преса про вищу освіту, 2012. С. 117. [in Chinese]
3. Келлі, Дороти А. (2014). Посібник для тренерів-перекладачів: посібник з рефлексійної практики. Лондон і Нью-Йорк: Routledge. 2014. [in English]
4. Кравченко, Г. Ю. & Лю Янші. Підготовка перекладачів-бакалаврів у вищих навчальних закладах Китаю. *Проблеми інженерно-педагогічної освіти*. Вип. 2020. №. 67. С.162–173. [in Ukrainian]
5. Національний консультативний комітет з питань викладання англійської мови для спеціалістів вищої освіти при Міністерстві освіти. Навчальний посібник для спеціальностей іноземної мови та літератури в університетах: для бакалаврського перекладу. Пекін: Преса для викладання та дослідження іноземних мов, 2020. С. 25–46.
6. Орган національних екзаменів з питань освіти та Департамент управління інформаційною мовою Міністерства освіти Китайської Народної Республіки. 2018. Китайські стандарти володіння англійською мовою (GF 0018–2018). URL: http://www.moe.gov.cn/jyb_sjzl/ziliao/A19/201807/t20180725_343689.html.
7. Національна консультативна рада з питань вищої освіти при Міністерстві освіти. Національні стандарти якості освіти у ступенях бакалавра у вищих навчальних закладах. Пекін: Китайська преса про вищу освіту. 2018. С. 90–95.
8. Ван Кефей. Курс розвитку перекладацької дисципліни в Новому Китаї. *Викладання та дослідження іноземних мов*. 2019. Вип. № 51(6), С. 819–824.

REFERENCES

1. China National Committee for BTE Education. (2012). *Requirements for translation training for undergraduate programs in higher education* (Trial implementation). Beijing: Foreign Language Teaching and Research Press.
2. Department of Higher Education under the Ministry of Education (2012). *Catalogue and introduction of undergraduate majors in general colleges and universities*. Beijing: Chinese Press on Higher Education, p. 117.
3. Kelly, Dorothy A. (2014). *A handbook for translator trainers: a guide to reflective practice*. London & New York: Routledge.
4. Kravchenko, G. Yu. & Liu Yanshi (2020). Preparation of translators-bachelors in the Chinese institutions of higher education. *Problems of Engineering and Pedagogical Education*, Vol. 67, pp. 162–173.

5. National Advisory Committee on Teaching English Languages to Majors in Higher Education under the Ministry of Education (2020). *Teaching guide for foreign language and literature majors in universities: for undergraduate translation major*. Beijing: Foreign Language Teaching and Research Press, pp. 25–46.
6. National Education Examinations Authority and Department of Language Information Management, Ministry of Education of the People's Republic of China. (2018). *China's Standards of English Language Ability* (GF 0018–2018). URL: http://www.moe.gov.cn/jyb_sjzl/ziliao/A19/201807/t20180725_343689.html.
7. The National Advisory Board of Higher Education under the Ministry of Education (2018). *National standards of quality of education in bachelor's degree in higher educational institutions*. Beijing: Chinese Press on Higher Education, pp. 90–95.
8. Wang Kefei (2019). The course of development of the translation discipline in New China. *Foreign Language Teaching and Research*, Vol. 51(06), pp. 819-824.