

Study on Business English Translation Teaching in the Context of Curriculum Ideology and Politics

Hongxia Dai

*School of Education, Nanchang Institute of Science and Technology, Jiangxi, China
459167139@qq.com*

Keywords: Curriculum Ideology and Politics, Business English, Translation Teaching

Abstract: In recent years, Chinese colleges and universities attach great importance to the integration of ideological and political courses in college English teaching. College teachers also try to practice the integration of ideological and political courses and college English courses. Business English translation course is an important course in college English teaching, which plays a synergistic role with ideological and political education and conforms to the development trend of college education in China. Business English translation teaching is an important professional course for business English majors. A good business English translation course is not only important for business English majors, but also for China's economic development and the establishment of a good publicity image. In order to better integrate business English translation courses with ideological and political education, schools, business English teachers and students need to participate in many aspects.

1. Introduction

“Curriculum ideology and politics” is a new subject and mission faced by all kinds of courses in China's colleges and universities. It is not a specific course, but an educational concept and thinking mode [1]. The connotation of foreign language curriculum ideology and politics is the focus of academic attention, that is, curriculum ideology and politics is an educational concept [2-3], a kind of curriculum [4-5], an education system [6-7], and a teaching method [8-9]. Business English translation is an important professional course for business English majors. Business English teachers should know how to effectively integrate the ideological and political teaching into the teaching of business English translation. A good course is not only good for business English majors, but also good for telling Chinese stories, promoting China's foreign trade economy and establishing a good publicity image. Therefore, it is necessary for business English teachers to integrate course ideology and politics when teaching this course, which is also in line with the College English Teaching Guide (2020 edition). “College English teaching should be actively integrated into the ideological and political teaching system of the school curriculum, integrating the ideological and political ideas and content of the curriculum into the curriculum. The content selection of college English courses should consciously integrate the core socialist values and excellent traditional Chinese culture, train students to carry forward the Chinese spirit, tell Chinese stories well, and guide students to establish a correct world outlook, outlook on life and values.”

[10] Business English is not only instrumental but also humanistic. Business English teachers should skillfully integrate the ideological and political contents of the course while teaching the relevant knowledge of business English, so as to show China's fine cultural traditions, values and national policies to foreigners.

2. It is Feasible to Integrate Ideological and Political Thoughts into Business English Translation Teaching

2.1 Business English Translation Teaching Does not Conflict With Ideological and Political Education

The purpose of business English translation course is to cultivate the students' ability, to make the translation of business English major students to master the basic theory and methods, to master various stylistic features of business English and its capabilities, to skillfully use different translation skills in the business application of text translation, and to accurately regulate translation of various business text to lay the foundation in the future jobs. Therefore, it is a core course for business English majors. Through this course, business English majors can put the knowledge and skills they have learned in university to use well in various translation practices, so that students can master the professional knowledge and operation skills of translation and cultivate the professional quality of translation. Almost every chapter of business English translation course involves the influence of cultural differences on business English translation. It is difficult for business English majors to present good translations to foreigners if they do not understand Chinese cultures. Bad translation will cause misunderstandings, bring losses to China's foreign trade economy, and damage China's foreign publicity image. Therefore, business English translation teachers should not only impart relevant professional knowledge, but also help business English majors to establish a good professional ethics. When they don't know how to translate the cultures they should look up materials or consult professional teachers and senior translators.

2.2 Qualified Teachers are required to Integrate Business English Translation Teaching with Ideological and Political Education

Business English teachers shoulder the responsibility of providing qualified or excellent talents with correct values, world outlook, outlook on life and certain practical application ability for the country, enterprises and schools. High-quality business English translation teaching needs qualified teachers. In colleges and universities, most teachers have master degrees, and business English teachers are no exception. They are highly educated and open to new things. Therefore, in the process of teaching knowledge and culture, they should establish a correct world outlook, outlook on life and values, and effectively filter foreign knowledge and culture. Only in this way can they teach good students. In the course of ideological and political education with the purpose of teaching and cultivating people through virtue, business English translation teachers should especially strengthen the patriotic consciousness and national spirit of business English majors. To help business English major students to establish the spirit of devoting themselves to their countries. When teaching foreign culture, business English translation teachers should help business English majors to identify the good culture for their own use instead of learning some bad western culture.

2.3 Business English Translation Course Contains Ideological and Political Elements

Language is inseparable from society and culture. That is to say, language is inseparable from society and culture, and language cannot exist and develop independently from the real society.

From this point of view, there are ideological and political elements in business English translation courses. Therefore, business English translation teachers should try their best to explore ideological and political elements and explain relevant topics in the real society. When they teach language knowledge, cultural infiltration should be carried out to guide students studying business English translation to establish their own values with correct values. They should combine this course with ideological and political education organically and carry out ideological and political education of business English translation courses effectively. While improving the English expression ability of business English students, they should do a good job in the ideological and political work of business English translation students through the medium of language and cultivate socialist successors with patriotism, a high sense of responsibility and new ideas.

3. How to Implement Ideological and Political Education in Business English translation Teaching

3.1 Business English Translation Teachers Should Set Correct Concepts

When some business English translation teachers first heard that business English translation courses should be combined with ideological and political education, they thought that ideological and political education was ideological and political teachers' business, and had nothing to do with them. Some teachers think that they are at a loss as to how to combine business English translation with ideological and political education. At the beginning, the writer did not know how to integrate them. After exploring, the writer find that there are still many contents that could be combined with ideological and political education in teaching. Any new thing before being accepted by people need to have a process. As long as you try to do something, you will find that is not so difficult as imagined. Business English translation teachers should have ideological and political consciousness and change their ideas. Their mission is to educate and cultivate people. In the daily lesson preparation, they should think deeply about whether each knowledge point has the convergence point combined with ideological and political education. They should dig deep into the teaching materials, and in the process of integrating the contents with ideological and political education, they should do it silently and smoothly rather than mechanically. Only in this way can better teaching effect be achieved.

3.2 Strengthen the Training of Business English Translation Teachers

Colleges and universities should organize business English translation teachers to participate in offline or online training and help them combine business English translation courses with ideological and political education. Learn how famous teachers integrate business English translation courses with ideological and political education. Teachers who are well organized take open classes to help them grow. The universities or colleges should invite some experts to give demonstration classes to business English translation teachers and provide opportunities for them to learn. They should communicate online or offline with business English teachers from other colleges and universities through Internet Plus, regularly carry out relevant communication activities, learn from each other's strengths, and achieve high-quality classroom sharing. Universities or colleges help business English translation teachers improve the combination of business English translation courses with ideological and political education in various ways, promote the professional development of business English teachers under the background of ideological and political education, and help them cultivate international talents with high professional level, high ideological awareness and patriotism.

3.3 According to the Different Teaching Contents, Different Ideological and Political Elements are Integrated

The ideological and political elements of the course are mainly found from the textbooks and taught according to the teaching contents. Business English translation involves a wide range of contents, including organization names, trademarks, product descriptions, company introductions, advertisements, business cards, public relations documents, business letters, business contract, documents, business reports and so on. When teaching organization names, business English teachers should pay attention to the differences in organizational translation in different cultural backgrounds. In the United States, “limited liability company” is translated as close corporation incorporated, while in the United Kingdom, “limited liability company” is translated as private company limited. The English of “limited company” in China is Co. Ltd. Therefore, business English teachers should compare the translation between Chinese and English of the company when teaching this knowledge point, so as to help business English majors master organizational translation. In particular, Chinese enterprise translation has a strong cultural characteristic, and Chinese enterprise names are rich in auspicious color, highlighting cultural heritage. For example, Chinese enterprises often use the words fu, shun, long, chang and so on to give people a sense of good luck, symbolizing a good omen. For example, Fukang means that people who use this brand will get rich. When explaining this knowledge point, business English teachers can expand to inform students of the importance of culture in translation teaching, and at the same time tell students that Chinese traditional culture can be shown to foreigners through translation. Let the students understand that it is difficult to translate business English well without understanding Chinese and Western cultures. When teaching advertisement translation, business English translation teachers should emphasize the differences between Chinese and Western values and thinking modes. For example: Love is Chinese knot, unicom universal heart (Unicom advertising), in the long history of Chinese cultural development, the emphasis is collectivism, mutual assistance and team spirit. Business English teachers expand this knowledge. Since the Novel Coronavirus is pandemic, the world has been affected by it, causing us a great deal of inconvenience in all aspects of our lives. Thanks to the concerted efforts of party and state leaders, medical staff and other patriots, China has been developing COVID-19 vaccines, enabling our country and people to basically live a normal life. The quarantine at home shall be isolated, places needed control shall be subject to control, and the work shall be resumed when the work can be resumed. Thanks to the cooperation of all Chinese people, we have the beautiful life today. During the epidemic, some landlords sent money to their tenants, knowing that they had no financial resources. Some landlords directly reduced their rent. The government also issued some preferential policies to help us tide over the crisis. These practices embody the fine culture inherited from China and promote the spirit of patriotism and collectivism. However, the West emphasizes individualism and puts the individual at the center of everything. For example, Just do it (Nike). Americans, who believe in freedom and individualism. Their freedom is different to the freedom of our country. Therefore, business English teachers use the teaching contents to teach students our country’s traditional cultures through the comparison of Chinese and Western cultures.

4. The Effect of Integrating Curriculum Ideology and Politics into Business English Translation

College students are an easy group to accept new things. After a semester of teaching, the writer finds that the current ideological and political effect of the course is good, there are several changes in the following aspects.

4.1 Students are more Concerned about Current Affairs and Policies

COVID-19 is affecting our life and study. Business English majors are also concerned about the impact of COVID-19 on the foreign trade economy, which is also related to their employment direction. Integrating current politics into the teaching of business English translation not only improves students' learning interest, but also subtly improves their ideological and political level, proving that current politics education is not only not boring, but also can help students develop the habit of caring about current affairs and establish a correct outlook on life. [11] After a semester of study, students not only have mastered certain business English knowledge and skills, but also pay more attention to national and international events and cultivate their morality. Students gradually accept business English translation texts under the ideological and political background so that students have a wider range of knowledge and vision.

4.2 Enriched the Classroom Teaching Means

Business English translation course is very practical and realistic for business English majors. Taking teacher as the centre cannot satisfy the present students, and this teaching method has no way out in modern teaching. The integration of ideological and political education has enriched the means of classroom teaching. For example, business English translation teachers can show students the opening speeches of the import expo in recent years when they take a business speech class. After the students watch the speech, the teacher explains the words or sentence patterns commonly used in the speech. The teaching, in this way, not only achieves the purpose of ideological and political education, lets the students care about the country and national affairs, but also let the students master the relevant contents of the business speech, which has won the approval of students.

4.3 Make the Teaching Contents More Extensive

In the past, most of the teaching contents of business English teachers came from books, but now it can be integrated into ideological and political education. Teachers can add traditional cultural elements in the course, such as the business philosophy that harmony is most valuable, tell Chinese stories as well as in English, discuss social trade hot topics, help students to cultivate the awareness of caring about national affairs, cultivate patriotism, and establish the awareness of a community with a shared future for mankind.

5. Conclusion

Business English translation course does not conflict with ideological and political education in contents, which is in line with the development trend of higher education in China. On the contrary, the integration of ideological and political education can make business English translation courses more rich and more cultural and ideological characteristic. Therefore, business English translation teachers should not only teach students language knowledge and skills related to business English, but also subtly integrate ideological and political elements so that students can feel that ideological and political education and professional knowledge education play the same important role. In order to better integrate business English translation courses with ideological and political education, universities, colleges, business English teachers and students should work together to improve the teaching effect and deliver qualified socialist talents to China.

Project

A practical approach to the ideological and political construction of English courses in application-oriented universities under the background of new liberal arts (JXJG-21-27-5)

References

- [1] Xijin ping. *Speech at a congress celebrating the 95th anniversary of the Communist Party of China*. Beijing: People's Publishing House, 2016.
- [2] Xiao Qiong, Huang Guowen. *On the ideological and political construction of foreign language curriculum*. *China foreign language*, 2020,17(5).
- [3] Luo Lianggong. *The Origin, quality and Quantity of Ideological Politics in Foreign Language Curriculum*. *China Foreign Language*, 2021,18(2).
- [4] Gao Deyi, Zong Aidong. *From Ideological and Political Curriculum to Ideological and Political Curriculum: Constructing university Ideological and Political Education Curriculum System from the Strategic Height*. *China Higher Education*, 2017(1).
- [5] Min Hui. *Curriculum Ideology and Politics and The Educational Function of Philosophy and Social Science in Universities*. *Ideological and Theoretical Education*, 2017(7).
- [6] He Heng. *Dilemma and Breakthrough of Higher Vocational Colleges from "Ideological and Political Curriculum" to "Curriculum Ideological and Political"*. *Education Science Forum*, 2017(30).
- [7] Xu Ruifang. *Four Dimensions of Ideological and Political Construction of College Curriculum from the Perspective of Integration*. *China Higher Education*, 2020(8).
- [8] Liu Chenggong. *Thoughts on Furthering "Curriculum Ideology and Politics" in Colleges and Universities*. *Ideological and Theoretical Education*, 2018(6).
- [9] He Yuhai. *Exploration on the Essential Connotation and Realization Path of Curriculum Ideology and Politics*. *Ideological and Theoretical Education Guide*, 2019(10).
- [10] He Lianzhen. *New Requirements of College English Teaching in the New Era -- Research and Key Points of the Revision of College English Teaching Guide*. *Foreign Languages*. 2020(4).
- [11] Bian Yunfei. *Problems and Solutions in College English Teaching from the Perspective of "Curriculum Ideology and Politics"*. *Curriculum Education Research*. 2019(14).