

Research on the Cultivation Mode of Composite Translation Talents in Zhoushan Islands New Area Based on School-Enterprise Cooperation in the Context of "Four Zhoushan"

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ABSTRACT

Under the background of "Four Zhoushan", Zhoushan is in urgent need of localized and composite translation talents that meet the requirements of the times, and how to establish a mode of training composite translation talents to meet the market demand is an important part of the transformation and development of local universities in Zhoushan, which is an important part of the current situation of the lack of translation talents in the port, reforming the mechanism of training translation talents in universities and promoting the development of Zhoushan's translation career. It is an inevitable requirement to promote the development of Zhoushan's translation career. Based on the current situation of the cultivation of translation talents in Zhoushan, this paper points out that the cultivation of local translation talents in Zhoushan can be based on the mode of school-enterprise cooperation, through deepening school-enterprise cooperation, optimizing the teacher team, improving the curriculum system and clarifying the positioning of talents, so as to explore the mode of cultivating talents in line with the local situation of Zhoushan according to local conditions and schools, aiming at promoting the construction of the four Zhoushan.

Keywords: composite translation talents, talent training, school-enterprise cooperation

1. INTRODUCTION

The "Sixth Plenary Session of the 19th Central Committee" proposed the construction of a "Pilot Free Trade Zone", pointing out that the advantages of resources to promote the development of the marine economy; at the same time, the "14th Five-Year Plan" also proposed the construction of "four Zhoushan", focusing on the formation of Zhoushan innovative development layout. In this context, the establishment of the Zhoushan Islands New Area requires more space for development and a more open economic and bad environment. As Zhoushan's economic and social transformation accelerates, it is urgent to establish a new mode of training composite talents and further promote the reform of higher education. Therefore, Zhoushan City has further increased the demand for the cultivation of composite translation talents, but at present, the cultivation of composite translation in Zhoushan City still

faces many problems: the cultivation of universities has similar objectives, homogeneous curriculum, lack of technical courses, lack of professional teachers and narrow practice channels [1]; the enterprises have a small number of translators, the quality of translations is difficult to ensure, and the talent reserve still cannot meet the actual demand [2]; the school-enterprise cooperation mechanism has not been perfected, and in the practice of school-enterprise cooperation in educating people, both schools and enterprises have insufficient motivation to cooperate [3]. Based on this, this study uses interviews, questionnaires and interviews to investigate the existing problems of composite translation talents in Zhoushan, takes "school-enterprise cooperation" as the main means, and proposes countermeasures for the cultivation mode of translation talents, in order to cultivate "broad vision", "broad knowledge", and "broad knowledge" for Zhoushan. The aim is to cultivate high-level composite translation talents with "broad vision", "high quality" and "strong strength" for Zhoushan, and to promote the

construction of "Four Zhoushan " and make Zhoushan a new business card for international trade.

2. CURRENT STATUS OF RESEARCH ON THE TRAINING MODE OF TRANSLATORS IN ZHOUSHAN ISLANDS NEW AREA

2.1 The training mode of translation talents in universities is similar in orientation and cannot highlight the professional characteristics

Taking Zhejiang Ocean University, the only comprehensive provincial and municipal key university in Zhoushan with coordinated development of various disciplines, as an example, the university requires innovative awareness, practical ability and entrepreneurial spirit for qualified translation talents. Based on this, there is a certain scale and practical basis for the cultivation of undergraduate translation talents in the Zhoushan Islands New Area, and the current problem that needs to be addressed urgently is to clarify the concept of talent cultivation, innovate the positioning of talent cultivation and condense the characteristics of talent cultivation [3]. Zhong Weihe has pointed out that the quality of talent training varies, and the overall situation is worrying, and there are many problems in the concept, talent training mode and teacher training [4]. He pointed out that universities did not design a good model of professional characteristics to cultivate translation talents, and continued to use the model of "English major" talent cultivation method, with similar courses and lack of professional characteristics, making translation majors and English majors suspected of homogenization.

The root cause of this is the lack of research and study on the needs of translation talents in the market, which has led to a disconnection between the training orientation and the market, and the lack of composite translation talents cultivated and the lack of overall fit with translation majors. Generally speaking, several key universities in the city have not made the transition from traditional teaching to professional translation teaching. Yao Jinqing has emphasized the difference between traditional translation teaching and professional translation teaching: traditional translation teaching is a kind of teaching that only focuses on results, closed, unpaid and emphasizes knowledge of language and grammar, while professional translation teaching is a kind of teaching that focuses on process, open, paid and emphasizes relevant professional knowledge [5]. Based on this, it is imperative for local universities in Zhoushan to explore the cultivation of market-oriented localized and qualified translators and to enrich the teaching mode of professional translation. Therefore, at present, local universities in Zhoushan should explore personalized composite translation talents cultivation mode in line

with their own institutional positioning, local reality, local and school-specific, and combined with the characteristics of translation majors, so as to promote the establishment of four Zhoushan.

2.2 Colleges and universities do not explicitly practice practice-oriented teaching and learning, and the curriculum lacks professional practice courses.

Translation majors have a diversified knowledge structure system, and theoretical knowledge, practical skills, technology and professional knowledge structure related to the language service industry all belong to the translation knowledge structure [6]. In some local universities in Zhoushan, due to the lack of practical teachers and translation industry instructors, the courses offered by translation majors are mostly theoretical but lack practical courses, or the practical courses are eventually turned into theoretical courses, so that students' practical skills are not effectively improved [7]. Furthermore, most of the current training systems for translation majors follow the mode of training English majors, and most of the translation majors' courses are only English majors' courses with some adjustments and some translation courses added. Although English majors and translation majors are both language disciplines and both belong to linguistics in essence, the training program required for translation majors requires not only excellent foreign language proficiency but also excellent Chinese language proficiency, and the translation majors test students' ability to convert between the two languages and their ability to convert between Chinese and foreign languages in different contexts and subjects, which requires a translation major student to go through years of This requires years of professional and systematic training in translation and interpretation before a translation major can be competent to translate some comprehensive professional texts. However, there is a lack of professional translation teachers and a lack of practical training system in local universities in Zhoushan, which leads to a lack of practical knowledge of the development of the translation profession and a lack of practical skills among students.

2.3 The lack of depth in the school-enterprise cooperation model between enterprises and universities, and the lack of students' practical skills for translation

In recent years, all provinces and cities in China have been practicing the school-enterprise cooperation model with remarkable results. As for the school-enterprise cooperation between higher education institutions and state-owned enterprises, it is currently in the development stage, but with the development of time, the promotion and development of the school-enterprise cooperation

cultivation model is inevitable, and a series of difficulties have arisen with it, resulting in low efficiency and ineffectiveness.

3. FEASIBILITY OF THE TRAINING MODEL OF COMPOSITE TRANSLATION TALENTS BASED ON SCHOOL-ENTERPRISE COOPERATION IN ZHOUSHAN ISLANDS NEW AREA

3.1 Feasibility of training composite translators

At the level of teaching methods and modes, Sun Qi focuses on developing students' intercultural competence and innovative teaching modes, aiming to enhance students' subjective motivation [8]. And at the level of lecture objectives, aiming to remove the barriers to intercultural communication for students, classroom lectures focus on integrating the cultural differences between China and the world.

At the same time, it focuses on the application of students' theoretical knowledge as a practical skill enhancement, allowing more participation in the classroom and allowing students to learn to summarize while learning, thus improving their own translation literacy. Sun Qi likewise emphasizes whether meeting the needs of social employment can be a prerequisite for curriculum development, and reviews whether the mode of training translation talents is consistent with market demand within the cycle; at the same time, it focuses on the mastery and enhancement of students' practical skills, so that the curriculum is consistent with the goal of training composite talents [8].

3.2 Feasibility of school-enterprise cooperation in talent training

Liu Xiaodan stressed that there are no formal translation companies of a certain scale in Zhoushan. Based on this, He Ye pointed out that the cooperation between universities and multinational enterprises and scientific research institutions, such as building research centers or joint laboratories; actively carrying out university-enterprise cooperation projects, collaborating in scientific and technological research, and training senior management talents of enterprises, etc. [9] Zhang Rong also pointed out that both schools and enterprises can negotiate the teaching contents, design the assessment methods and calculate the credits, so that students can better understand the practice of the translation industry and forge their professionalism in the learning process. At the same time, a sustainable education model system can also be formed through the mode of school-enterprise cooperation to provide further translation training for employees of enterprises and provide them with targeted and personal retraining.

In addition, there are three foreign models for us to learn from regarding the training of composite talents: first, the United States of America's "alternate learning" [10] advocates the direct participation of enterprise experts hired by the school in the training of professional talents in the construction of the curriculum and teaching system. Enterprises to provide funds, schools to provide talent, the two complement each other's strengths, so that the organic combination of teaching and production [11]. Secondly, Germany's "dual system" model is an application-oriented teaching model, in which teaching activities are carried out in both directions between enterprises and universities to cultivate application-oriented translation talents. [12]. Thirdly, the Swiss "ternary system" model. It locks the training subjects in the three parties of enterprises, universities and training institutions, with the training institutions providing introductory training for talents from universities and enterprises [13].

4. COUNTERMEASURES FOR THE TRAINING MODEL OF COMPOSITE TALENTS BASED ON SCHOOL-ENTERPRISE COOPERATION IN ZHOUSHAN ISLANDS NEW AREA

He Gangqiang once emphasized emphatically that there is no single mode of training translation talents, and that different modes of training can be created according to the different needs and conditions of different places and schools [14]. Pan Hualing and Liu Bingfei have likewise proposed that in colleges and universities that are in a position to do so, they should actively declare translation undergraduate majors or set up translation directions in order to cultivate translation specialists. [15] However, so far, many local undergraduate universities in Zhoushan still have not established translation majors and translation directions, and thus face difficulties such as class time limitations and lack of teachers when cultivating complex translation talents.

4.1 Deepen the talent training mode of school-enterprise cooperation and enrich students' practical experience

Drawing on the mature opinions of some universities on the cultivation of composite translation talents, we can provide reference significance for the local school-enterprise cooperation talent cultivation mode in Zhoushan according to the local conditions and the situation. Firstly, according to Zhejiang Normal University's model of combining the first classroom, the second classroom and the third classroom in the cultivation of translation talents, the working needs of translation enterprises can be combined with the social practice of school students, so that students can make use of short holidays and winter and summer vacations to

participate in translation projects or volunteer activities organized by local enterprises while learning translation knowledge at school in an organized and planned manner, so as to acquire translation knowledge mainly through classroom learning and practical skills outside the classroom. The main focus is on classroom learning to gain translation knowledge, and extra-curricular practice to gain practical skills to increase students' knowledge of translation.

Secondly, consider studying the Lighthouse Program at Chengdu University - a model of training in collaboration with foreign companies. The training of translation skills in a network environment is open to all students in the college, so that students can truly experience the company culture and job standards of foreign enterprises in practice and become quasi-professional applied composite translation talents[15]. Laboratories can be established in cooperation with both schools and enterprises at the same time, and task cases that are lenient in time and not too difficult to translate can be arranged to students with suitable professional abilities in a hierarchical and graded manner, or both schools and enterprises can cooperate to carry out apprenticeship and internship activities, mock interviews and simulated internships to lay the foundation for improving students' employability and workplace experience.

4.2 Optimize the teaching staff of both schools and enterprises to improve the professionalism of teaching

Ningbo Dahongying College adopts the NET translation talent training model, also known as the "three-dimensional linkage" training model, which combines in-class and out-of-class, on-campus and off-campus, inside and outside the semester, and establishes a network of translation resources (Network), volunteer translation services (Enterprise) to partner enterprises, and double tutors (Tutor) on-campus and off-campus.

(The project is aimed at cultivating translation talents through the joint efforts of tutors.

Based on this, for local universities in Zhoushan, a dual tutor model can be adopted for both schools and enterprises, combining classroom lectures by teachers on campus with lectures by experts from enterprises outside the university, with teachers on campus being responsible for teaching translation-related theoretical knowledge, while excellent and experienced translators from enterprises can become tutors for enterprises, teaching industry knowledge, translation management and professional requirements. This is in line with the training objectives of translation majors, enabling students to balance the on-campus curriculum and at the same time accumulate a certain amount of practical knowledge to lay the foundation for their future career path.

4.3 Improve the curriculum teaching system and enrich the professional talent training mode

Complex translators require their professional skills to cover multiple disciplines. Local universities in Zhoushan can adopt a curriculum system that focuses on major subjects + rich electives. Based on the theoretical courses of language teaching, students can focus on cultivating their foreign language communication ability and theoretical knowledge, and at the same time, with the assistance of their own college talent orientation, they can combine business, law, and other basic professional courses of humanities and social sciences or engineering as their elective courses, so that students can master their professional terms and basic concepts. In addition, practical skills classes are used to correct daily errors in translation practice and to improve students' awareness of translation and their ability to translate in practice.

The school can develop a school-wide elective program, encouraging students to take courses within their majors each academic year according to their interests and future prospects, with the aim of acquiring basic knowledge and expertise in the relevant industry and enhancing their professional capabilities for future employment. Companies can also encourage students to attend practical skills courses and present their own needs, so that they can invite relevant translation practitioners to provide online teaching and on-site question and answer sessions.

4.4 Clarify the positioning of talent cultivation and promote the construction of "Four Zhoushan"

The translation profession was born out of the need for China to "go out with culture" and enhance international discourse, and the cultivation of translation talents is bound to follow the market demand. At present, Zhoushan is in the key opportunity period of great opening and development, and the cultivation of translation talents is conducive to bridging the needs of overseas markets and becoming a new business card for opening up to the outside world.

Local universities in Zhoushan should deeply grasp the market demand, combine the training orientation and discipline characteristics of local universities, and explore localized composite translation talents in accordance with local conditions and schools, so as to deliver high-quality composite translation talents to Zhoushan enterprises, add new ideas to the translation education career in Zhoushan, promote the development of education in Zhoushan, and ultimately promote the economy of Zhoushan Islands New Area. The aim is to provide high-quality composite translation talents for Zhoushan enterprises, add new ideas to Zhoushan's translation education career, promote the development of Zhoushan's education career, and ultimately promote the

economic development of Zhoushan Islands New Area, and break through the bottleneck caused by the shortage of composite translation talents to the development of "Four Zhoushan".

5. CONCLUSIONS

Under the background of "Four Zhoushan", the construction of Zhoushan Islands New Area needs more space for development and a more open economic environment. The cultivation of composite translation talents is conducive to the development of Zhoushan and it is becoming a new business card for the country's opening up to the outside world. However, the talent cultivation mode of local universities in Zhoushan lacks the grasp of the market talent demand, and the translation talents who rely on schools alone lack practical skills and can hardly meet the demand of the times for composite translation talents.

The study aims to deepen the mode of "school-enterprise cooperation" and fill the gap of school-enterprise cooperation in Zhoushan. The study aims to deepen the mode of "school-enterprise cooperation" and fill the gap of school-enterprise cooperation in Zhoushan. It promotes the synergistic development of professional and practical qualities of students in universities, realises the integration of education resources between universities and enterprises, effectively improves the education level of universities, meets the employment needs of social employers and promotes the sustainable development of social employers and even Zhoushan industry.

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DISCLOSURE STATEMENT

The author declares no conflict of interest.

AUTHOR CONTRIBUTIONS

Jiaying Chen conceived the idea of the study and performed the experiments. Jiaying Chen analyzed the data and wrote the paper.

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