



# Exploration and Practice of Ideological and Political Internet Teaching of Business Translation Course in Application-Oriented Universities

## A Case Study of Shandong Agriculture and Engineering University

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**Abstract.** The proposal of curriculum ideological and political concept is very important for cultivating qualified applied foreign language talents in China. In order to cultivate qualified socialist successors in higher education, ideological and political work must run through the whole process of education and teaching. Based on the concept of curriculum thought and politics, this paper carries out the exploration and practice of ideological and political Internet teaching of business translation course in application-oriented universities, adopts heuristic, discussion, inquiry, participatory, case analysis and other teaching methods, combined with specific business text translation materials, excavates the ideological and political elements in business translation courses, guides students to think actively, improves students' translation practice ability, and helps students shape correct values, cultivate good business professional quality, humanistic quality, international vision and national feelings, cultivate a sense of social responsibility, establish a correct world outlook, outlook on life and values, and realize the value of life, so as to provide reference for the ideological and political teaching reform of business English majors.

**Keywords:** Curriculum ideological and political Internet teaching · Business translation course · Teaching reform

## 1 Introduction

Business Translation course is a professional compulsory course for business English majors in Shandong Agriculture and Engineering University. It is a comprehensive applied course to study the process, characteristics, techniques and strategies of business translation. It has a total of 32 class hours and 2 credits, including 24 theoretical class hours and 8 practical training class hours. After learning this course, students are expected to understand the language characteristics of different business texts, be familiar with the background knowledge of business translation and Chinese-English business

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culture, master business language knowledge and business professional knowledge, be able to use different strategies and techniques for business translation practice, and cultivate students' correct awareness of business translation, the ability to use translation strategies to solve practical problems of business translation and cross-cultural communication ability, and have business professional quality, humanistic quality, international vision as well as native land emotion, so as to lay the foundation for engaging in business translation related jobs after graduation [1].

## 2 Curriculum Ideological and Political Objectives

This course focuses on the educational objectives of business English major, combines the characteristics of the course, pays attention to the unity of knowledge transfer, ability training and value shaping, and aims to achieve the following objectives in ideological and political education.

- By learning the relevant concepts of business English translation, students are expected to feel the internal spiritual quality of Chinese excellent culture, enhance cultural self-confidence, cultivate sense of responsibility and mission to fight for socialism, and cultivate international vision.
- By learning the qualities that qualified business translators should possess, students are expected to cultivate their national spirit with patriotism as the core and the spirit of the times with reform and innovation as the core, enhance the social responsibility of building a community with a shared future for humanity, closely connect their ideals with the future of the motherland and their lives with the destiny of the nation, and be determined to take root in the people and contribute to the motherland.
- By learning the language characteristics and translation techniques of business texts, students are expected to cultivate their rigorous and realistic scientific spirit, civilized and elegant demeanor and temperament, and positive and optimistic attitude towards life, so as to improve their humanistic, artistic, scientific and psychological cultivation, and shape the cultural character of pursuing excellence, cultural temperament of mutual learning between China and foreign countries, and open and inclusive humanistic feelings.
- By learning the translation of product descriptions, foreign trade correspondence, business contracts, international finance and other business texts, students are guided to identify with the socialist legal system with Chinese characteristics, develop the habit of using the legal frameworks and legal methods to deal with various problems in daily life, consciously abide by laws and regulations, develop the habit of acting in accordance with legal provisions and legal procedures, and promote students to learn, abide by the law and safeguard their legitimate rights and interests in accordance with the law, pursue fairness and justice.
- Through the translation practice of various business texts, students will be trained to form good moral qualities of patriotism and dedication, courtesy and law-abiding, virtue and benevolence, diligence and courage, physical and mental health and responsibility [2].

### **3 Course Content and Ideological and Political Elements**

#### **3.1 Introduction to Concepts Related to Business English Translation**

Since China's reform and opening up, China's translation industry has made great progress with the continuous enhancement of the country's comprehensive strength. In order to better promote the rapid development of China's economy, it is necessary to pay attention to the exchange and translation of business information. With the development of economic globalization and China's accession to the world trade organization, the translation of business texts is becoming more and more important. By introducing the relevant concepts of business English translation, such as the definition of business English, the definition of translation, the current situation of business translation and the standards of business translation, cultivate students' critical thinking ability, improve business professional quality, practically guide the translation practice in business activities, adapt to the development trend of the future translation industry, enhance students' cultural self-confidence and cultivate students' international vision.

#### **3.2 Overview of Business Texts**

Business texts such as product descriptions, foreign trade correspondence, business contracts, international finance and other business texts are summarized respectively. By learning the concepts and translation precautions of the above business texts, improve students' sensitivity of cultural differences in business translation, the students can improve the sensitivity of cultural differences in business translation, cultivate the business professional quality and innovative thinking ability, enhance the awareness of professional ethics, establish a correct professional outlook, practically guide the practice of business translation, and enhance cultural self-confidence and awareness of publicity.

#### **3.3 Language Features of Business Texts**

To learn business translation well, students must understand the language characteristics of business texts. The lexical features of business English are mainly reflected in the use of abbreviations, compounds, formal vocabulary and professional terms. The syntactic features of business English are mainly reflected in the use of stylized sentence structure, strong opening sentence, present tense, active voice, direct expression and polite language. By learning the language characteristics of business English, students can enhance their deep understanding and mastery of business English professional knowledge, improve their humanistic cultivation, shape the cultural character of pursuing excellence, the cultural temperament of mutual learning between China and foreign countries, and the humanistic feelings of openness and inclusiveness, expand their international vision and cultivate their cross-cultural communication ability.

#### **3.4 Translation Techniques of Business Texts**

The translation techniques of business texts mainly include how to choose the appropriate word meaning, word subtraction, word addition, conversion of part of speech, etc. By

learning the translation techniques of business texts, students can properly choose the meaning of words, distinguish the translation techniques of word subtraction, word addition and conversion of part of speech and their translation precautions, make specific analysis of specific problems in specific business translation practice, guide practice with theory, closely combine theory with practice, cultivate students' rigorous and realistic scientific spirit, and improve students' ability to solve practical problems of business translation and ability to analyze and solve problems.

### **3.5 The Qualities a Qualified Business Translator Should Have**

By asking students to discuss in groups “what qualities should a qualified business translator have? What quality is the most important?” and combining with specific translation examples, the students are expected to analyze and summarize the qualities that qualified business translators should have, including excellent English level, solid professional foundation, broad knowledge, good Chinese expression ability, and responsible attitude, so as to guide students to deeply realize that a responsible attitude is the most important. Translation is not a matter of eager for quick success and instant benefits. No matter how strong the students' grammar ability, vocabulary and knowledge are, they will always encounter areas they have never touched or grasped inaccuracy in the process of translation. At this time, they need to slow down the pace and seriously deal with these problems with a responsible attitude towards readers, themselves and the original author. The students shouldn't be afraid of wasting time and just relying on experience, impression or feeling to translate and muddle along.

## **4 Implementation Path of Internet Teaching of Ideological and Political Course**

The implementation path of ideological and political Internet teaching of business translation course is as follows.

### **4.1 Introduction to Concepts Related to Business English Translation on Fanya Network Teaching Platform**

- Curriculum Ideological and Political Elements: critical thinking & professional quality.
- Teaching Implementation Suggestions: (Case analysis) by analyzing the translation standards of business texts, cultivate students' critical thinking ability, feel the internal spiritual quality of Chinese excellent culture, improve business professional quality.
- Assessment and Evaluation: (Group discussion) is the translation standard of “faithfulness, expressiveness and elegance” applicable to business translation? Score according to the group discussion scoring table to enhance students' cultural self-confidence and cultivate students' international vision [3].

## 4.2 Language Features of Business Texts

- Curriculum Ideological and Political Elements: humanities education & international vision.
- Teaching Implementation Suggestions: Adopt heuristic and interactive teaching methods to infiltrate ideological and political teaching. Combined with specific translation examples of business texts, analyze the language characteristics of business texts, improve humanities education, expand international vision and cultivate cross-cultural communication ability.
- Assessment and Evaluation: (Classroom interaction) Based on the lexical and syntactic features of business texts, the translation practice is carried out, and the teacher evaluates the students according to the situation of answering questions in class [4].

## 4.3 Translation Techniques of Business Texts

- Curriculum Ideological and Political Elements: rigorous and realistic & dialectical thinking.
- Teaching Implementation Suggestions: Learn the translation skills of business texts through specific translation examples, so that students can analyze specific problems in specific business translation practice, closely combine theory with practice, cultivate students' rigorous and realistic scientific spirit, and improve their practical ability of business translation and their ability to analyze and solve problems.
- Assessment and Evaluation: (Classroom interaction & Homework) According to the homework evaluation form, evaluate the students' after-school homework, and cultivate students to form good dialectical thinking, scientific attitude and scientific spirit.

## 4.4 The Qualities a Qualified Business Translator Should Have

- Curriculum Ideological and Political Elements: patriotism & social responsibility.
- Teaching Implementation Suggestions: Using the methods of case analysis and group discussion, through watching videos, cultivate students' national spirit with patriotism as the core and the spirit of the times with reform and innovation as the core, and enhance the social responsibility of building a community with a shared future for mankind.
- Assessment and Evaluation: (Group discussion) What qualities should a qualified business translator have? What qualities are the most important? Cultivate students' sense of social responsibility, establish correct world outlook, outlook on life and values, and realize the value of life [5].

## 5 Online Assessment and Evaluation

The ideological and political Internet teaching of business translation course adopts a combination of process evaluation and summative evaluation with diversified evaluation methods, and pays attention to the evaluation of students' awareness of cross-cultural communication, native land emotion and cultural literacy.

**Table 1.** Evaluation form

| Evaluation Form | Classroom Performance | Homework | Practical Achievements |
|-----------------|-----------------------|----------|------------------------|
| Quantity        | 16                    | 7        | 2                      |
| Proportion      | 40%                   | 30%      | 30%                    |

**Table 2.** Scoring table of classroom performance

| Items  | Classroom Interaction | Group Cooperation | Attendance |
|--------|-----------------------|-------------------|------------|
| Weight | 0.5                   | 0.4               | 0.1        |

## 5.1 Process Evaluation

### 5.1.1 Evaluation Form

One can see “Table 1” for evaluation form scores.

### 5.1.2 Evaluation Criterion

#### 5.1.2.1 Classroom Performance

In the process evaluation of this course, there are 16 times of classroom performance, and the full score of classroom performance is 100. The scoring method is: classroom interaction accounts for 50%; group cooperation accounts for 40%; attendance accounts for 10%. Classroom interaction is evaluated by teachers according to the students’ answers to questions in class and the records of teacher-student interaction. Group cooperation is evaluated according to the self-evaluation within the group, mutual evaluation among students, the report of all student evaluation team leaders and the report of representatives of teacher evaluation team; Attendance records students’ scores through Fanya network teaching platform. Classroom performance examines students’ English application ability and business communication ability, and cultivates students’ sense of teamwork [6]. One can see “Table 2” for classroom performance scores.

#### 5.1.2.2 Homework

In the process evaluation of this course, there are 7 times of homework after class, and the full score of homework is 100. The students’ grades are recorded through Fanya network teaching platform, and the average score of the 7 homework is taken. Homework is comprehensively evaluated by the teacher according to the completion of students. Homework includes objective questions and subjective questions. The objective questions are automatically judged by Fanya teaching platform and the subjective questions

**Table 3.** Grading table of homework

| Items  | Homework Completion | Mastery of Knowledge | Knowledge Application | Value Comprehension |
|--------|---------------------|----------------------|-----------------------|---------------------|
| Weight | 0.5                 | 0.3                  | 0.1                   | 0.1                 |

**Table 4.** Grading table of practical achievements

| Items  | In Class Practical Training | Second Classroom Practice |
|--------|-----------------------------|---------------------------|
| Weight | 0.7                         | 0.3                       |

are evaluated by teachers to investigate whether the students’ answers meet the meaning of the questions, whether they master business language knowledge and business professional knowledge, whether they have the ability to use different translation strategies and skills for business translation practice, and whether they have innovation [7]. One can see “Table 3” for the scoring table of homework.

**5.1.2.3 Practical Achievements**

In the process evaluation of this course, there are 2 practical scores, with a full score of 100. The scoring method is: in class practical training accounts for 70%; the second classroom practice accounts for 30%. Among them, there are 4 in class training, including 30% of classroom performance, 30% of training completion and 40% of training report. The average score of 4 in class training is taken. The second classroom practice includes students’ extracurricular participation in Business English translation related examinations, competitions, training, lectures, internships, etc., which are comprehensively evaluated by the teachers according to the students’ completion. The practical results examine whether the students have the ability of independent learning and teamwork, the ability to solve practical problems of business translation and cross-cultural communication ability, and whether they have business professional quality, humanistic quality, international vision and native land emotion [8]. One can see “Table 4” for the practical score.

**5.2 Summative Evaluation**

This course adopts the online close-book final examination method. The form and content of the examination questions are basic, comprehensive, applicable and innovative.[9]The examination contents should not only test the students’ mastery and comprehensive application of professional knowledge, but also test the students’ ability to solve practical problems of business translation, cross-cultural communication ability and innovation

ability; Adhere to land, nation and world, cultural confidence, establish the awareness of “cultural inheritance”, and have the business professional quality of hard-working and teamwork; Cultural literacy of bold innovation and creativity; Responsibility for the mission and native land emotion of being a powerful country through science and technology; Achieve “craftsmanship, craftsmanship, craftsmanship and dream”, and carry forward and inherit the spirit of “craftsman” [10].

## 6 Conclusion

The ideological and political Internet teaching of business translation course closely focuses on the fundamental problem of “who, how and for whom to cultivate people”, implements the fundamental task of building morality and cultivating people, optimizes the ideological and political online content system of the course, adopts online and offline mixed teaching mode, systematically carries out ideological and political education in the course, guides students to strengthen their ideals and beliefs, cultivate their feelings of home and country, improve their cultural literacy, establish the awareness of the rule of law and strengthen their moral cultivation in combination with the talent training orientation and discipline and professional characteristics of application-oriented universities, realize the organic unity of value shaping, knowledge imparting and ability training, and cultivate socialist builders and successors with all-round development of morality, intelligence, physique, beauty and labor.

**Authors’ Contributions.** Qin Meng was responsible for writing the manuscript, Lin Lu and Lin Ji carried out online assessment and evaluation, and Weiwei Zhao contributed to revising and editing.

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