

**CONTENT ASPECTS OF TRANSLATION TRAINING PROGRAMMES AT  
CHINESE UNIVERSITIES**

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**Abstract.** *The paper deals with the problem of training translators in higher education institutions of the People's Republic of China. Translation training programmes are offered by polytechnic, educational and language universities. It is stated that in China, translation training at the master's level is provided not only at language universities, but also at universities of applied sciences. The system of requirements for the content of bachelor's and master's programmes is considered. It is established that the training of translators at the bachelor's level consists of two stages: the basic and the professional training stage. Translation training programmes have the same structure at both stages, but differ in the content of the structural components, which are: theory, translation, interpreting, translator's tools, cultural literacy. The main competences required for obtaining a master's degree in translation are highlighted: language competence, translation competence, intercultural communication competence, competence in acquiring encyclopaedic knowledge, and teamwork competence. The basic stage focuses on fostering students' good academic style and correct teaching methods and on building basic bilingual skills. At the vocational stage, the focus is on developing students' practical interpretation and translation skills. As a result of professional translation training, a translation specialist should be able to translate texts of various genres, using translation principles and techniques professionally; be able to translate texts in various fields, such as politics, economics, automotive, business, medicine, into Chinese, and be able to translate texts in related fields into foreign languages. It has been determined that in order to better meet the current needs of society for qualified translators, universities create professional courses on a scientific basis. Such courses include, in particular, technical translation, translator's tools, and cultural studies.*

**Key words:** *educational process, translation, interpretation, translation competence, translator.*

**Introduction.** In recent years, particularly in the post-pandemic period, international contacts have intensified significantly, with cooperation between partner firms from different countries quickly resuming, and the implementation of research projects and cultural exchanges intensifying. All of this has led to an increased need for competent translators, and thus increased attention to their training as part of higher education programmes. To ensure successful interlingual communication, it is important

not only to have a good proficiency in a foreign language, but also to have many other knowledge, skills and abilities. That is why it is of particular interest to study translation training programmes at universities in different countries, as this way it is possible to implement the positive experience gained over several decades by well-known universities and translation schools.

Since the vast majority of translators in different countries are trained in bilingual translation programmes, it is advisable to

share the experience of training these specialists in the People's Republic of China.

**Analysis of recent researches and publications.** An analysis of scholars' works on the issues of translator training in Chinese universities has shown that they have been studied mainly by Chinese scholars. In particular, Jianzhong Xu notes that despite the fact that translation training in China has a long history, it is only in the last two decades that translation education has begun to develop at a very rapid pace. From this perspective, the researcher describes the current state of translator training, focusing on curricula, teaching methods and accreditation tests for translators. The study states that bachelor's programmes include 30 per cent of theoretical studies and 70 per cent of practical training. In master's programmes, the ratio of theory to practice is 50 per cent to 50 per cent. The following courses are compulsory: Translation theory, Translation practice, Translation criticism, Comparative study between SL and TL, Semantics, Stylistics, English writing, Chinese [3, p. 236].

Youlan Tao emphasises that translator training is a dynamic process influenced by many factors, including social requirements, teaching philosophy, teacher's personality and teaching style, student's personality and learning strategies, and modern technologies. The researcher proposes a model of translator competence, the components of which she summarises into three groups, namely: communicative competence (teamwork with other translators, collaborative learning, negotiating competence, interactive work with other professionals (revisers, documentary researchers, terminologists, project managers, layout specialists, and other actors: clients, initiators, authors, users, subject area experts)); professional competence (expertise: experience, intuition and wisdom, professionalism: ethical issues, professional self-concept, self-confidence,

responsibility, knowledge about markets); translational competence (linguistic sub-competence, socio-cultural sub-competence, subject area competence, strategic sub-competence, thinking sub-competence, instrumental sub-competence) [2, p. 295].

Chaowei Zhu and Zhiting Yang also emphasise the need to strengthen the professional orientation of translation training, focusing on the development of students' competence, and propose to integrate the Chinese Accreditation Test for Translators (CATTI) into the bachelor's programme of interpreting and translation [4, p. 295]. Lei Dai also believes that the introduction of this test into bachelor's programmes will contribute to the specialisation of translator training [1, p. 295].

**The purpose of this paper** is to identify the main features of the content of translation training programmes at Chinese universities.

**Methods.** To achieve this purpose, a number of research methods were used, namely: theoretical analysis – to study the publications of scholars on the problem under study, analysis and synthesis – to identify the content features of translation training programmes at Chinese universities, generalisation – to formulate the conclusions of the study.

**Results and discussions.** As of November 2021, a total of 316 higher education institutions across the People's Republic of China trained interpreters and translators in 11 language pairs, including Chinese, English, French, Japanese, Russian, German, Korean, Spanish, Arabic and Thai. These educational institutions are mainly polytechnics, educational and language universities. In China, translation training at the master's level is offered not only at language universities, but also at industry-specific universities, such as the University of Transport, Aviation University, University of Science and Technology, Institute of Ceramics, Maritime University, University of Marine Engineering,

University of Civil Engineering, Petrochemical University, etc.

According to the "Requirements for Baccalaureate Studies in Translation Studies in Higher Education Institutions", the requirements for the translation ability of Baccalaureate students in translation studies are as follows.

The four years of undergraduate studies in translation are divided into two phases: the foundation phase (years one and two) and the professional education phase (years three and four). The basic stage focuses on fostering a good academic style and correct learning methods, building basic bilingual skills, improving practical bilingual skills and preliminary translation and interpretation skills in order to lay a solid language and cultural foundation for entry into the professional education stage. The professional education phase focuses on developing students' practical interpreting and translating skills, enabling them to acquire the skills to translate various frequently used genres as well as interpreting skills in different cases, to acquire the basic knowledge and skills required by a professional translator, to know the differences and similarities between the two languages and cultures, to have good professional ethics and a certain amount of practical experience in interpreting and translating.

Theory. Requirements for the basic stage: understanding the purpose of translation, translation standards, the qualities expected of a translator, as well as comparing Chinese and foreign languages and ways of thinking; a brief history of the development of translation practice, understanding the differences between different cultures and the impact on translation of factors such as the cultural background of the translator and its ideological understanding. Requirements for the professional education stage: mastery of basic translation strategies; understanding of one or two major theories of translation; knowledge of the history of translation development; basic

understanding of the translation process and factors affecting the process and quality of translation.

Translation. Requirements for the basic stage: be able to translate foreign and Chinese passages of general complexity and ordinary style, master general translation techniques: translation speed from foreign to Chinese is approximately 200 Chinese characters per hour and translation speed from Chinese to foreign is approximately 150 Chinese characters per hour: translation must be accurate in relation to the original text and free in expression: no serious errors of understanding or language presentation. Requirements for the professional education stage: be able to translate texts of different genres using translation principles and techniques professionally; be able to translate medium complexity texts in various fields such as politics, economics, automotive, business, medicine, etc. into Chinese, as well as be able to translate texts in related fields into foreign languages. The speed of translation from Chinese into a foreign language is at least 250-350 Chinese characters per 1 hour, the speed of translation from Chinese into a foreign language is at least 250 Chinese characters per 1 hour. The translator is required to be faithful to the original text and be free of expression; understand basic principles and methods of terminology management as well as specialized terminology in various fields.

Interpretation. Requirements for the basic stage: be able to retell news and speech fragments in foreign languages in general with 70% accuracy; have a prior understanding of common interpreting skills such as memorising numerals and proper nouns: be familiar with common types of discourse in interpreting: have a prior understanding of outlining skills: be able to interpret on common cases with at least 60% accuracy and without obvious language errors. Requirements for the professional education: improved proficiency in interpreting, the ability to

carry out tasks such as guided tours and communication interpreting; proficiency in pre-interpreting techniques; improved skills in memorising and converting numerals and proper nouns; ability to carry out alternative interpretation work such as business negotiations, speeches, interviews and general explanations, with an accuracy rate of at least 85% and without obvious linguistic errors or omissions.

Translation tools. Requirements for the basic stage: be able to use foreign language dictionaries to solve language problems independently; be able to skillfully use various foreign Chinese dictionaries, foreign Chinese classification dictionaries, cultural and educational dictionaries and other tools to solve problems arising in translation. Requirements for the professional education stage: to be able to competently use common foreign and bilingual dictionaries, encyclopaedias, reference books and manuals; to be able to competently use documents, forms (word, excel) and other common programmes as well as create slide presentations (PPT); be able to use machine translation programmes and modern tools for effective information retrieval and knowledge acquisition; be able to carry out relevant translation tasks or projects independently.

Cultural literacy. Requirements for the basic stage: a certain understanding of Chinese culture: a stronger basic knowledge of the Chinese language; a certain understanding of the geography, history and modern development of the country of the foreign language being studied, a prior bilingual knowledge of science and technology, and a better sense of intercultural communication. Requirements for the professional education stage: familiarity with traditional and contemporary Chinese culture, a deeper knowledge of the humanities and scientific and technical sciences, a certain degree of artistic and literary culture; familiarity with the geography, history and culture of the country of the foreign

language being studied: strong intercultural communication skills, including an understanding of the differences between Chinese and Western cultures; some knowledge of international business and public relations and diplomacy: a strong sense of innovation and team spirit.

According to the "Basic Requirements for Doctoral and Master's Degrees in Categories (Fields) of Professional Degrees" issued by the Committee on Academic Degrees of the Council of State and the Ministry of Education, the basic competences required for a Master's degree in translation are: language competence, translation competence, intercultural communication competence, encyclopaedic knowledge acquisition competence and teamwork competence.

Language competence. Translation involves both receiving information by means of a language and transmitting information by means of a language. Students in this specialty must be proficient in their mother language and at least one foreign language, proficient in the phonetics, grammar, vocabulary and syntax of both languages, develop a good sense of both languages and be able to use both languages for oral and written communication.

Translation competence. Translation competence is the core competence developed in this professional education through the teaching of professional translation skills. Professional translation competence can be divided into translation competence and interpretation competence. Translation ability includes bilingual conversion ability, bilingual text ability, bilingual genre ability, translation strategy ability, and translation preparation ability. Interpretation ability includes bilingual interpreting ability, memorisation ability, outlining ability, interpreting strategy ability, psychophysiological regulation ability, pre-translation preparation ability.

The competence of intercultural communication. Translation is an activity of

intercultural communication and translators are ambassadors of cultural transmission. The degree holder should have a strong sense of intercultural communication and be able to fully integrate this sense of intercultural communication into the translation process so that his or her translation can fully convey the cultural information contained in the original text and become a messenger of Chinese and foreign cultural communication.

Competence to acquire encyclopaedic knowledge. Competence in translation is closely linked to the translator's ability to acquire relevant knowledge, and the broader a translator's knowledge, the stronger their ability to translate. Master's students in this specialisation should have the ability to constantly acquire and expand their knowledge in everyday life and work, and to strengthen their knowledge in the relevant field in specific translation practice.

Competence to work as part of a team. In the field of language services, translation is a job that requires communication and collaboration. Masters students in this specialisation should have strong teamwork skills, including project management skills in business communication, human resource management, quality management, time management and cost management.

In order to fully meet the current needs of society for translation professionals and to effectively achieve the goals of cultivating comprehensive and application-oriented translation professionals, universities create professional courses on an academic basis, mainly comprising professional skills courses, professional theoretical knowledge courses and other professional theoretical knowledge courses, among which professional skills courses include technical translation courses, skills and tools courses, etc.; professional theoretical knowledge courses include courses in the history of translation development, strategy

courses, cultural courses, etc.; other courses are professional courses related to translation specialities.

In addition to the basic education process, there is the opportunity to acquire additional knowledge and skills and sometimes to prove yourself and realise yourself in other areas. Special attention should, of course, be paid to additional classes in your chosen field of study.

Among the additional classes are:

- courses and clubs related to the chosen specialty:

- courses and scientific circles related to the translation profession and the core curriculum (including research activities and publication of articles);

- one-off lectures by visiting personalities;

- conferences/forums on various translation issues (at such conferences, especially with the participation of practicing translators, the student gains useful knowledge and experience, becomes aware of current issues in theory and practice, becomes aware of the bar/level of competence of top-class translators and scholars).

It is even possible to go to another university to listen to a lecture or speech by a famous person.

**Conclusion.** Based on regulatory documents, it is determined that the four-year bachelor's degree programme for translators consists of two stages: the basic stage (first and second years) and the professional stage (third and fourth years). Translation training programmes have the same structure at both stages, but differ in terms of the content of their structural components, which are: theory, translation, interpreting, translation tools, and cultural literacy. The main competences required for a Master's degree in translation are: language competence, translation competence, intercultural communication competence, encyclopaedic knowledge acquisition competence, teamwork competence.

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## ЗМІСТОВІ АСПЕКТИ ПРОГРАМ ПІДГОТОВКИ ПЕРЕКЛАДУ В УНІВЕРСИТЕТАХ КИТАЮ Ліін ШЕНЬ

**Анотація.** Статтю присвячено проблемі підготовки перекладачів у закладах вищої освіти Китайської Народної Республіки. Програми підготовки перекладачів пропонують політехнічні, загальноосвітні та мовні університети. Констатовано, що у Китаї навчання перекладу на рівні магістратури ведеться не тільки в мовних вузах, а й у галузевих університетах. Розглянуто систему вимог до змісту бакалаврських і магістерських програм. Встановлено, що підготовка перекладачів у бакалавраті складається з двох етапів: базовий і етап професійного навчання. Програми підготовки перекладачів мають однакову структуру на обох етапах, але відрізняються за змістовим наповненням структурних компонентів, якими є такі: теорія, письмовий переклад, усний переклад, інструменти перекладача, культурна грамотність. Виокремлено основні компетентності, необхідні для здобуття ступеня магістра за фахом перекладу: мовна компетентність, перекладацька компетентність, компетентність міжкультурної комунікації, компетентність набуття енциклопедичних знань, компетентність роботи в команді. На базовому етапі основна увага приділяється формуванню у студентів академічного стилю і правильних методів навчання, розвитку базових білінгвальних навичок. На етапі професійної освіти основна увага приділяється розвитку у студентів практичних навичок усного та письмового перекладу. У результаті професійної перекладацької підготовки фахівець з перекладу повинен уміти перекладати тексти різних жанрів, професійно використовуючи принципи та прийоми перекладу; вміти перекладати китайською мовою тексти в різних галузях, таких як політика, економіка, автомобілебудування, бізнес, медицина, а також вміти перекладати іноземними мовами тексти в суміжних областях. Визначено, що для більш повного задоволення актуальних потреб суспільства у кваліфікованих перекладачах, університети створюють професійні курси на науковій основі. Такими курсами є, зокрема, технічний переклад, інструменти перекладача, культурологічні курси.

**Ключові слова:** освітній процес, усний переклад, письмовий переклад, перекладацька компетентність, перекладач.