

# Research on the Development of Russian Translation Teaching Materials Within the Framework of Ideological and Political Education

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**Abstract:** Integrating curriculum ideology and politics into the construction of professional teaching materials is the main support for the reform and development of education and teaching, and the main starting point for ideological and political work throughout the entire process of education and teaching. This article makes constructive thinking and conclusions on how to make the ideological and political education concept run through the talent training system, and how to integrate the ideological and political content of the curriculum into the construction content of translation textbooks in an all-round way.

**Keywords:** Curriculum ideology and politics; Personnel training; Translation teaching materials

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## 1. Introduction

In May 2020, the Ministry of Education issued the “Guidelines for the Construction of Ideological and Political Education in Higher Education Curricula” <sup>[1]</sup>. These guidelines emphasize the significance of assessing and evaluating the effectiveness of ideological and political education within the context of monitoring the construction of “Double First-Class” initiatives, the development of top-tier disciplines, and outstanding courses. This signifies the incorporation of ideological and political education into the primary teaching content of top-tier disciplines and courses. The process of constructing ideological and political education within the curriculum has been integrated into the talent cultivation system aimed at fostering moral character in higher education institutions, consequently becoming an assessment criterion for the “Double First-Class” initiatives.

Translation courses within higher education, especially in foreign language programs, possess distinct political implications, value orientations, and practical applications. These characteristics are evident and pervasive in classroom instruction, textbook composition, and the development of faculty expertise. Hence, integrating the content of ideological and political education into translation course instruction demonstrates practical feasibility and efficacy.

Textbooks serve teaching and learning, and are also an important means of achieving teaching and

learning goals <sup>[2]</sup>. Textbooks serve as vital carriers of course content, guiding classroom instruction and teaching activities. Teachers adhere to the principles, ideologies, and content embedded in these textbooks during instruction. In the process of educational reform and the practical application of ideological and political education concepts, textbooks are fundamental and critical elements within the talent cultivation system of higher education institutions. Textbook development constitutes a primary aspect of curriculum resource construction and represents an effective means to implement and actualize reforms pertaining to ideological and political education within the curriculum.

## **2. Historical development and status quo of translation teaching material construction**

Examining the developmental trajectory of Russian translation teaching materials, the evolution of material construction accentuates its temporal relevance. The content construction of translation teaching materials continually evolves and updates in tandem with societal progress. This evolution not only mirrors the varying demands for talents and knowledge across different periods but also delineates the developmental path of translation teaching activities in China, documenting the achievements in translation education and research.

The construction of translation teaching materials in China has traversed several decades, progressing from initial fragmented instructional materials to well-established textbooks and continuously maturing material construction. With the refinement of societal divisions of labor and the ongoing systematization of translation teaching, the writing of translation teaching materials has transitioned from unidirectional to bidirectional translation. The trend from singularity towards multiplicity, prioritizing the amalgamation of practicality with theory, has shifted from merely written translation to encompass both oral and written translation materials. There has been a transformation from general to specialized translation teaching materials.

“The kind of talent shaped by the textbook” <sup>[3]</sup>. The writing, ideological content, and teaching philosophies embedded in textbooks play a directive role in talent cultivation. They serve as crucial foundations for the specific implementation of “what kind of talents to cultivate, how to cultivate them, and for whom the cultivation is intended.” The establishment of educational objectives in different periods and the demands on textbook composition vary, necessitating continuous reforms and enhancements in alignment with the development of the times and societal needs.

## **3. Conceptualizing the development of new-era Russian translation teaching materials**

The reform of ideological and political education courses must primarily focus on textbook construction, ensuring a well-designed top-level plan to fulfill the fundamental requirement of fostering moral character and nurturing talents. Both the teaching by educators and the learning undertaken by students are facilitated through textbooks. These materials serve as the main link and bridge between teaching and learning. Textbooks are pivotal objects through which students perceive the knowledge they acquire, enabling a more systematic understanding of the subject matter. Additionally, they constitute the primary reference for students to summarize, reinforce, contemplate, and elevate their acquired knowledge after classes.

### **3.1. Upholding new educational objectives and establishing writing philosophies**

The new developmental era poses fresh demands for cultivating translation talents, necessitating the organic integration of translation teaching with the mechanism for nurturing individuals. The objective is to cultivate

translation professionals with comprehensive development encompassing international perspectives, critical thinking skills, and holistic development in moral, intellectual, physical, and artistic aspects, catering to the demands of contemporary society.

Translation teaching materials not only serve as carriers for imparting translation knowledge but also function as ideological guidance for nurturing ethics and individuals<sup>[4]</sup>. These materials must be approached from the perspective of fostering moral character and nurturing talents, emphasizing an enhanced sense of responsibility and mission. The amalgamation of curriculum knowledge transmission with the establishment of ideological and value systems is crucial in nurturing contemporary translation professionals with high consciousness, superior qualities, and elevated proficiency levels.

From a theoretical standpoint, the reform and construction of teaching materials serve as a vantage point for a country to seize talent cultivation and a pivotal entry point for enhancing international competitiveness. On a practical level, textbooks form the foundation and specific operational aspect for universities to adhere to the laws and demands of talent cultivation objectives in implementing teaching reforms. Consequently, the renewal of writing philosophies and the emphasis on textbook content selection represent the initial and immensely significant steps in implementing and completing curriculum construction, teaching reforms, and even talent cultivation, holding crucial theoretical and practical significance.

### **3.2. Exploring elements of ideological and political education in curriculum design and reframing textbook content**

Translation teaching materials typically comprise theoretical and practical segments. The theoretical section primarily encompasses fundamental concepts and theoretical discussions within translation studies. When teaching translation theory, incorporating the latest research findings from both domestic and international perspectives is imperative. Textbook construction should align with the era's progression and the continuous advancements in scientific research. The practical segment encompasses translation practices, exploration of translation methods, and translation criticism. These two aspects of course content in translation teaching share numerous points of alignment with ideological and political education, offering a wealth of resources in this regard. For instance, within discussions and comparative analyses of translation theories, connections can be drawn to ideological education. Questions such as when to adopt literal translation strategies, when to opt for paraphrasing, when to retain cultural nuances from the original text, when to substitute or explain, when to alter the expression method, and when to add annotations, all intertwine translation knowledge with ideological education.

Chinese culture is profound and inexhaustible, providing a significant advantage in the selection of translation materials within textbooks. Particularly, the rich heritage of Chinese history and culture, infused with revolutionary spirit and the inherent essence of Chinese advanced culture rooted in the “red genes,” can be incorporated into teaching materials. For instance, in current affairs materials, speeches by national leaders and government work reports can be integrated into translation teaching, enabling students to grasp expressions such as “The Great rejuvenation of the Chinese nation,” “Remain true to our original aspiration and founding mission,” and “A community with a shared future for mankind,” along with their translation methods. This strengthens their confidence in these ideologies, enhances the understanding of the “Chinese spirit” and “Chinese wisdom,” and serves as a better platform to propagate these ideologies. Additionally, materials from excellent traditional Chinese cultures, including Chinese traditional medicine and national quintessence, are vital resources for students to learn, translate, and disseminate outstanding Chinese culture. Moreover, in the realm of modern scientific achievements, knowledge related to the achievements of prominent female scientist Youyou Tu, the launch of the BeiDou Navigation Satellite System, significant technological advancements

like China's Tiangong space station, deep-sea manned submersible Jiaolong, FAST, are all potential translation knowledge points for inclusion in translation teaching materials.

By selecting relevant materials and incorporating them into translation teaching, a convergence is established between the explicit education of professional knowledge and the implicit education of ideological content. This approach enables students not only to acquire knowledge but also to comprehend the epochal responsibilities they bear. On one hand, they are encouraged to narrate Chinese stories, showcasing the inexhaustible charm of Chinese culture to the world, augmenting the appeal of Chinese culture, and actively promoting its global outreach. Simultaneously, there is a focus on strengthening discourse power, disseminating the "voice of China," reinforcing "Chinese expression," and emphasizing international communication influence and persuasive discourse in the international arena.

### **3.3. Enriching textbook formats using modern technological means**

Integrating traditional printed materials while leveraging modern technological tools to diversify textbook formats and enhance their technological capabilities is crucial. This approach not only aligns with the learning requirements of students in the high-tech era but also amplifies the practical effectiveness of textbooks.

For instance, digital textbook construction employs elements such as images, multimedia, audio, video, and animations to create vivid and visually engaging instructional content. This approach not only captures students' interest but also facilitates interactive classroom exchanges, significantly improving learning outcomes. Furthermore, real-time updates and enriching educational resources are feasible through digital platforms. In specific translation-focused study and practice, instant access to related content enables students to acquire the latest information, and comprehend translation backgrounds and significance, consequently enhancing translation practice effectiveness<sup>[5]</sup>.

The digitization of educational materials represents an inevitable trend, particularly in the realm of translation teaching materials. This trend holds significant feasibility. For example, topical texts related to current affairs, literary and cultural works, trade negotiations, and technological subjects offer rich linguistic materials and contextual content. Students, while learning translation theory and practicing translation, gain direct insights into international current events, social history, culture, and the latest technological advancements, broadening their perspectives. Interactive software applications further encourage active student participation, enabling live simulation exercises in translation, thereby enhancing the enjoyment of learning and fostering self-directed learning capabilities.

### **3.4. Coordinating textbook development systematically and progressively**

In undergraduate foreign language education at universities, encompassing listening, speaking, reading, writing, and translation, "translation" represents the pinnacle of cultivated learning skills. Consequently, translation courses are typically situated in the latter stages of undergraduate study and continue into postgraduate translation courses. In recent years, to bolster the cultivation of translation professionals, various universities have established mechanisms for training graduate students in translation specialties. The courses offered for academic postgraduates majoring in translation and specialized translation students in various universities are extensive and comprehensive. However, corresponding textbooks are relatively scarce, and there is a lack of continuity from undergraduate-level translation textbooks. Therefore, the construction of translation teaching materials in higher education institutions necessitates a comprehensive and coordinated approach, progressively structured to achieve an interconnected teaching system that progresses seamlessly from easier to more challenging levels.



### **3.5. Strengthening dynamic evaluation mechanisms to promote textbook development**

The process of textbook development encompasses planning, writing, approval, publishing, distribution, selection, and textbook evaluation. It represents a bi-directional cyclical system wherein the evaluation phase plays a pivotal role, exerting significant control over the continuous process of textbook development.

The evaluation mechanism for assessing textbook quality information operates on macro and micro levels. At the macro level, the focus is on the evaluative mechanism concerning nurturing functions, assessing the social value of textbooks. This includes examining whether the textbook's conceptualization strictly aligns with the objectives of talent cultivation and the curriculum outline, whether it appropriately integrates content related to ideological and political education, whether it promotes correct perspectives on life and values, whether it is guided by market demands and graduates' employability, whether it embodies advanced teaching ideologies and educational philosophies, whether it reflects the advanced achievements of scientific research and pedagogical studies in the discipline, whether it conforms to students' cognitive and psychological developmental patterns, and whether its organization exhibits scientific, rational, and logical textbook arrangement systems, among others. Micro-level evaluation pertains to the feedback mechanism for textbook application, focusing on judgments regarding its practical utility. This involves assessing the accuracy, scientific nature, and representativeness of content selection, the practicality and application of classroom teaching, its impact on students' learning interests and diverse skill development, adherence to language standards, page layout, printing quality, binding conformity with national technical standards, and requirements <sup>[6]</sup>.

Establishing a dynamic textbook monitoring system constitutes a crucial measure for textbook quality control and serves as a vital mechanism for ensuring sustained enhancement of educational quality. Through research, evaluation, and feedback mechanisms, it integrates textbook design, writing, review, use, supervision, research, and development, emphasizing the full-course nature of textbook construction <sup>[7]</sup>. This approach purposefully drives textbook revisions, enhancements, and further development, standardizing, systematizing, and subjectifying textbook construction, thereby laying a solid foundation for improving the quality of education and teaching.

## **4. Conclusion**

The reform of translation teaching materials within the perspective of ideological and political education faces a long and arduous journey, demanding continual exploration and integration of learning resources from the standpoint of ideological and political education while organically intertwining with knowledge in translation teaching. Highlighting translation teaching within ideological and political education, and integrating ideological and political education into translation teaching, all serve the purpose of cultivating qualified international translators for the new era.

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## **Disclosure statement**

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