

# The Reform Path of Translation Courses in Universities Under the AIGC Context

Mingxue Shang\*

Shandong Vocational and Technical University of International Studies, Rizhao 276800, Shandong, China

*\*Author to whom correspondence should be addressed.*

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**Abstract:** With the continuous development of modern science and technology, Artificial Intelligence Generated Content (AIGC) technology has attracted widespread attention in the field of education. As one of the core positions for cultivating translation talents, universities should conform to the development trend of the times and actively explore how to apply AIGC in the teaching of translation courses, thereby cultivating more translation talents who can meet the development needs of the new era. To this end, this paper mainly conducts relevant analysis and research on the important significance, existing problems, basic principles, and practical paths of the reform of translation courses in universities under the AIGC context, aiming to further improve teaching quality and provide more talent support for the high-quality development of the translation industry.

**Keywords:** AIGC; Universities; Translation courses; Reform path

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## 1. Introduction

In the wave of iterative upgrading of digital technology, the application of AIGC has broken the boundaries of traditional content production and brought subversive changes to the translation industry. From the popularization of intelligent translation tools to the normalization of human-machine collaborative translation models, and from text translation to the extension of multimodal translation such as audio-visual and graphic-text content, AIGC has not only reconstructed and optimized the processes and paradigms of translation work but also put forward higher new requirements for the capabilities and literacy of translation talents<sup>[1]</sup>. Therefore, in this context, it is necessary for universities to identify the direction of translation course reform in the technological wave of AIGC, break the limitations of traditional teaching, and thus output more compound translation talents suitable for the needs of the new era for the country and society.

## **2. Important significance of the reform of translation courses in universities under the AIGC context**

### **2.1. Conducive to adapting to industry transformation and resolving the contradiction between talent supply and demand**

The popularization and application of AIGC technology have greatly changed the working mode of the translation industry. The demand for traditional “tool-person” positions centered on language conversion has been significantly reduced, while compound translation talents with both language proficiency, technical application capabilities, and cross-cultural communication literacy have gradually become the rigid demand of the translation industry<sup>[2]</sup>. The teaching of translation courses in traditional universities focuses more on the training of students’ traditional language skills, which easily leads to the situation that the knowledge and skills learned by students are difficult to adapt to the requirements of new jobs, such as human-machine collaborative translation and multimodal content translation. Strengthening the reform of translation courses in universities based on the AIGC context can realize the cultivation of students’ core capabilities, such as AIGC technology application and digital ethics, which can well resolve the contradiction between “difficult employment of graduates” and “talent shortage in the industry”, and help promote the accurate connection between talent training and industry needs<sup>[3]</sup>.

### **2.2. Conducive to innovating teaching paradigms and improving course teaching quality**

Translation course teaching has a strong theoretical and practical nature, so it is necessary to balance theoretical teaching and practical teaching. In the AIGC context, the teaching mode of translation courses in universities can realize the transformation and upgrading from “teacher-led, skill repetition” to “human-machine collaboration, scenario-driven”<sup>[4]</sup>. In practice, teachers can use AIGC to push personalized learning resources to students, build virtual simulation training scenarios, and provide real-time feedback on translation effects to students, which is conducive to making the teaching process more targeted and efficient, promoting the innovation of educational and teaching concepts, and driving the teaching of translation courses to upgrade from “technical assistance” to “intelligent integration”, thereby comprehensively improving teaching quality.

## **3. Existing problems in the reform of translation courses in universities under the AIGC context**

### **3.1. Vague orientation of talent training objectives and lack of core capabilities**

At present, some universities have not clarified the core competitiveness of translation talents in the AIGC era, and the positioning of talent training objectives is still limited to the traditional “language tool person”, which easily leads to unclear directions for the reform of translation courses, and is not conducive to cultivating compound translation talents with both humanistic literacy and certain technical capabilities<sup>[5]</sup>.

### **3.2. Lagging curriculum system and teaching mode, and insufficient adaptability**

At this stage, the setting of the translation course system in universities is still dominated by traditional modules, and the knowledge structure shows obvious characteristics of “narrow deepening”, but it has not well integrated content compatible with the AIGC era, which easily leads to a serious dislocation between course teaching and the “broad and diverse” ability needs of talents in the social market<sup>[6]</sup>. In addition, in teaching, some teachers are deeply influenced by traditional teaching ideas, still focusing on classroom lectures and after-class exercises, and the application of AIGC tools is not sufficient. They only regard them as a means of auxiliary translation, failing to deeply integrate them into specific teaching, making it difficult to realize the organic integration of technology and teaching.

### **3.3. Single and rigid evaluation system, and insufficient quality assurance**

The traditional teaching evaluation of translation courses is still dominated by summative examinations, focusing on examining the accuracy of students' language conversion, but it does not integrate the assessment and evaluation of students' technical application capabilities, ethical literacy, and other aspects<sup>[7]</sup>. Obviously, this single evaluation is difficult to fully reflect students' comprehensive abilities, and it is also difficult to guide students to pay attention to the improvement of key abilities such as human-machine collaboration and cross-cultural communication.

## **4. Basic principles of the reform of translation courses in universities under the AIGC context**

### **4.1. Unification of technology empowerment and humanistic anchoring**

In the AIGC context, the reform of translation courses in universities needs to adhere to the humanistic nature of teaching and must not fall into the misunderstanding of "technology supremacy". On the one hand, universities need to deeply integrate AIGC technology into the entire process of translation course teaching, attach importance to the cultivation of students' technical application capabilities, such as guiding students to proficiently use intelligent translation tools, understand technical principles, and optimize machine translations, so as to realize organic human-machine collaboration. On the other hand, universities need to base themselves on the cultivation of humanistic literacy, attach importance to the teaching of cultural confidence, translation ethics, and other content, so as to guide students to always adhere to cultural positions in the application of technology, convey warm and in-depth cross-cultural information, and thus achieve the purpose of balancing the relationship between technical rationality and humanistic spirit<sup>[8]</sup>.

### **4.2. Combination of demand orientation and characteristic development**

In the AIGC context, the reform of translation courses in universities needs to fully combine industry dynamics and market needs, and actively build a more complete curriculum system around the training goal of compound translation talents of "language + technology + industry". For example, content such as intelligent translation practice, multimodal translation, and industry-specific translation can be added to effectively improve students' job adaptability. In addition, each university also needs to fully combine its own school-running positioning, disciplinary advantages, and regional characteristics, and actively explore differentiated curriculum reform paths<sup>[9]</sup>. For example, the reform of translation courses in comprehensive universities can focus on interdisciplinary integration, foreign language universities can further strengthen professional depth, and local universities can focus on the translation needs related to regional industrial development for curriculum reform, which can effectively avoid the problem of homogenized reform<sup>[10]</sup>.

## **5. Practical paths of the reform of translation courses in universities under the AIGC context**

### **5.1. Reconstruct training objectives and clarify the core competence framework**

In the AIGC context, the reform of translation courses in universities needs to focus on the three-dimensional training goal of "technology empowerment + communication orientation + humanistic anchoring", positioning translation talents as "cross-cultural communicators" rather than mere "language converters", so as to provide a

clear direction for curriculum reform<sup>[11]</sup>.

Specifically, the core competencies of such talents should cover the following four modules: first, language basic capabilities to ensure the accuracy and fluency of bilingual expression; second, technical application capabilities to proficiently master and use AIGC tool operations, and have skills such as machine translation optimization and multimodal content processing; third, cross-cultural communication capabilities, with professional literacy such as narrative construction, effect optimization, and mutual learning of civilizations; fourth, ethical responsibility capabilities, always adhering to technical ethics, copyright norms, and national positions.

## **5.2. Optimize the curriculum system and build a four-dimensional integrated curriculum group**

Based on the reform of translation courses in universities under the AIGC context, it is necessary to actively change the traditional curriculum system construction idea, focusing on language skills, and actively build a four-in-one curriculum group integrating “basic general education, professional core, interdisciplinary expansion, and innovative practice”. At the same time, universities can also use AIGC technology to develop more personalized curriculum teaching resources to better meet the differentiated and diverse learning needs of different students.

Among them, basic general education can add courses such as digital ethics, cross-cultural digital communication, and introduction to international communication to further consolidate students’ literacy foundation. Professional core courses can offer courses such as intelligent translation technology practice, cross-cultural narrative and translation, and international communication translation theory to strengthen students’ core capabilities<sup>[12]</sup>. Interdisciplinary expansion can build multiple curriculum modules, such as “foreign language + artificial intelligence”, “foreign language + regional country research”, “foreign language + international communication”, so as to broaden students’ knowledge boundaries. Innovative practice can set up courses such as multilingual communication project training, ancient book translation workshops, and new media content translation practice to help students apply what they have learned, thereby promoting the in-depth integration of theoretical teaching and practical teaching.

## **5.3. Innovate teaching modes and promote human-machine collaboration and scenario-driven teaching**

In the AIGC context, universities also need to attach importance to the innovation of translation course teaching modes and actively carry out “human-machine collaboration + scenario-driven” teaching activities to promote the intelligent upgrading of the teaching process.

In practice, teachers can organically combine flipped classrooms with project-based teaching, guiding students to preview relevant theoretical content using AIGC tools before class, and focusing on practical discussions, case analyses, and real translation projects for group cooperative learning in offline classrooms, which can greatly improve students’ learning effects and translation practical capabilities. At the same time, teachers need to answer students’ questions in a timely manner to ensure the smooth development of students’ subsequent learning activities. In addition, teachers can also introduce real translation projects from enterprises in teaching, simulate real scenarios such as international conferences and cross-border business with VR/AR technology, and invite corporate tutors to jointly guide students’ practice, thereby promoting the accurate connection between course teaching and industry needs, and achieving the goal of improving students’ core competitiveness<sup>[13]</sup>.

#### **5.4. Strengthen teacher team construction and resolve technical and ethical bottlenecks**

In the AIGC context, universities need to attach importance to the optimization and construction of teacher teams and continuously improve teachers' comprehensive literacy to provide a strong foundation for the reform of translation courses. On the one hand, universities can popularize AIGC technology, international communication theories, and other content to teachers through full-staff training, and deepen their professional capabilities according to teachers' professional development needs, thereby effectively improving teachers' technical literacy. In this process, universities need to establish a sound ethical framework for AIGC translation teaching to provide a basis for teachers to guide students to use AIGC technology correctly, thereby alleviating technical ethical anxiety<sup>[14]</sup>. On the other hand, it is necessary for universities to cooperate with industry associations and enterprises to jointly build practice bases, allowing teachers to deeply understand the development trends of the translation industry and the translation scenarios of technical applications, so that teachers can integrate AIGC into specific teaching.

#### **5.5. Improve the evaluation system and build a diversified and three-dimensional quality assurance mechanism**

Teaching evaluation is also an important part of curriculum reform. In practice, universities need to break the traditional single evaluation mode and actively build a diversified and three-dimensional curriculum evaluation system. First, in terms of evaluation dimensions, it should cover technical application, translation quality, ethical literacy, and other content to more comprehensively reflect students' comprehensive abilities<sup>[15]</sup>. Second, in terms of evaluation methods, process evaluation and summative evaluation can be organically combined. Among them, process evaluation can record the entire learning process of students through translation logs, project reports, classroom performance, etc. Summative evaluation can mainly focus on practical achievement display and industry-recognized micro-certificate assessment to enrich the form of summative evaluation. Finally, in terms of evaluation subjects, multiple subjects such as universities (responsible for evaluating students' theoretical learning effects), industry associations (responsible for examining students' practical skills), and international audiences (responsible for evaluating cross-cultural communication effects) can participate to form an evaluation community, thereby improving the objectivity and credibility of evaluation results.

### **6. Conclusion**

In summary, the development of AIGC technology has brought unprecedented development opportunities for the reform of translation courses, and universities should firmly grasp this opportunity. However, it should be noted that the curriculum reform based on the AIGC context is not a simple technical superposition, but a systematic reconstruction and optimization of training objectives, curriculum systems, teaching modes, teacher teams, and evaluation systems. Only in this way can we build a translation course teaching system compatible with the development needs of the intelligent era, cultivate more high-end compound translation talents, and thus inject lasting momentum into the high-quality development of the translation course.

### **Disclosure statement**

The author declares no conflict of interest.

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