

Original Paper

A Probe into the Strategies of Integrating Ideological and Political Education with Affective Factors in Translation Major Courses

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Abstract

Under the inspiration of General Secretary Xi, universities have carried out ideological and political education. As a window of international communication, translation major is one of the major battlefields of ideological and political education. In order to achieve its teaching objectives, improve the teaching quality, enable students to accept the teaching contents of spontaneous ideological and political courses from the heart, and internalize it into their own spiritual power, it is very important to cut into educational activities from the emotional perspectives. The article will explore the three stages of students' emotions in class, and put forward feasible integration ways.

Keywords

translation courses, ideological and political courses, emotional factors, teaching quality

1. Introduction

The translation content in the textbook contains many western values, history, culture and political system (Chu, 2022), and students are more likely to be influenced by it and neglect the learning of Chinese excellent culture and system. Translation is the art of language, with strong international attributes, which determines that in international communication, where serious political issues such as national interests and national sovereignty are involved, the translator's output will be politically oriented, and the translators trained by the state should have strong patriotic sentiments, for example, the translator will use appropriate emotionally charged words to express his determination and position; General Secretary Xi once pointed out that "Culture is the soul of a country and a nation", in the process of promoting Chinese culture to go global, the translator should have strong national pride and confidence in the cultural system, so that the translated text can show Chinese characteristics.

Curriculum ideology is "a collection of multiple courses and knowledge of various disciplines, and the teaching content is characterized by a high degree of unity between relative stability and dynamic change" (Wang & Jia, 2023), and it is of vital importance in the stage of cultivating translators.

2. The Relationship between Students' Emotions and Curriculum Thinking

The relationship between students' affective factors and classroom education was mentioned as early as in American psychologist and educator Benjamin Bloom's Classification of Educational Objectives: Cognitive Domains, in which he divided educational objectives into three domains: cognitive, affective, and motor skills. The affective domain is further divided into five levels, "acceptance, reflection, formation of values, organization of value systems, and individualization of value systems". The different levels reflect the crucial role of students' internal affective factors on the quality of teaching and learning in the curriculum, and the integration of the ideological factors in the classroom requires students' acceptance from the bottom of their hearts.

From the point of view of the different levels of emotional factors, students' "acceptance" of the content of Civics in the classroom is reflected in the students' conscious and voluntary acceptance of the information provided by the teacher in the classroom, which is manifested in specific manifestations such as listening attentively to the lectures and realizing the importance of Civics education for personal development, which is the primary stage of the influence of emotional factors on the efficiency of learning. This is the primary stage of the influence of emotional factors on learning efficiency, and this stage contains three aspects of consciousness, willingness to accept and controlled attention; the "reaction" level of students' emotions contains three aspects, namely, acquiescence to the content of the course of Civic and Political Education, willingness to react, and psychological fulfillment in the process of reacting, which is also commonly referred to as "interest", with specific emphasis on students' autonomy and voluntary acceptance of information provided in class. This level is no longer limited to students' attention to Civics education, but progresses to a deeper level, where students have gone beyond the stage of active acceptance to the superficial "active participation", such as completing homework assignments, which is still not a value judgment; the "value judgment" level includes three aspects, namely acquiescence, willingness to respond, and psychological satisfaction in the process of responding to the content of the course's Civics education, or what is often called "interest". The "formation of values" means that students are able to make their own independent judgments about the existence and significance of the curriculum based on certain value standards, and this stage is divided into three levels, i.e., acquiescence, favoritism and faith, and the behavior shows consistency and stability, which is similar to what is often referred to as "learning attitude" and "attitude to learning". Learning attitude" and "appreciation", similar to what is often said, manifested in the willingness of students to make a dedication to it, such as voluntary study of the contents of the 20 major under the classroom, etc., when students noticed that the content of the Civic and Political Teaching has a guiding significance, they will be willing to internalize it into their own value standards

through their own evaluation and judgment, and their attitude towards learning will be very firm and persistent; "attitude" will be very firm and persistent. The attitude of "organizing value system" means that when students encounter multiple values coexisting together, they can voluntarily form a whole of values to form their own value system, and distinguish which one is more important or less important in the face of the value conflict, which is specifically manifested in a way of life, hobbies, and their own ability; "Individualization of the value system" is reflected in the formation of students' personal character through the organization of the value system, through the in-depth study of the curriculum, mastering the basic viewpoints of Marxism and its operational characteristics, so as to form their own thinking tools, learning the main spirit of China and internalizing it into their own outlook on life, values and worldview as the highest standard for themselves. As the highest standard, the students learn the main spirit of the CPC and internalize it into their life view, values and world view, and combine it with the direction of translation specialization, learn the theories, the country and the relevant professional authorities on economy, culture, politics, society building, so as to make choices on the direction of the future development, and consciously ask for the enhancement of personal business skills in the stage of study for the benefit of the country and the society. Translate the course of thought and politics, is to highlight the original humanistic spirit of the course and further deepen on this basis... More consciously and effectively combine knowledge education with education of ideals and beliefs, moral character education, and truly carry the function of educating people (Liu, 2021).

3. Students' Emotional Factors Existing in the Classroom Civics and Politics of Translation Majors

Most colleges and universities use the ideological and political theory class as a medium, relying excessively on theoretical preaching without in-depth analysis or interpretation of the cultural dimension, and the classroom teaching methods are relatively rigid (Ji, 2022). This is undoubtedly not conducive to students' acceptance of ideological and political education. Emotion is a continuum with a gradient, which can be classified according to the degree of internalization of the content of Civic and Political Education for Translation Professional Courses by students. Prof. Lu Jiafang once proposed that "thinking from the theoretical perspective of the psychology of emotional teaching, we have established a system of emotional teaching principles consisting of three principles on the basis of revealing the static structure (three major emotional sources) and dynamic network (three major emotional information circuits) of the emotional factors in the teaching activities, which is the principle of pleasure... The principle of emotion... The principle of emotional integration" (Lu, 2007). These principles reflect the emotional factors of students touched in the classroom, in order to achieve the purpose of educating people, the grasp of these factors is crucial.

In the classroom Civics, there are three kinds of students' emotional factors: pleasure, smelting, and melting. "Joy" refers to the students' love for the content of the course, which means that the students are interested in the course, whether they will actively accept active participation, teachers should focus

on the guidance of the students' enthusiasm for learning; "Smelting" refers to the positive emotional experience of the students through the course of education, which means that the students will have a positive emotional experience. Teachers guide students to learn Marxist theory and the mainstream ideology of the country through teaching content and different teaching methods, which triggers students' emotional experience and cultivates their sentiment, and is related to whether it can trigger students' emotional resonance and then upgrade to a rational degree; "melting emotions" describes the harmonious relationship between teachers and students, which helps teachers and students to learn more about each other and to learn more about each other. The term "harmony" describes the harmony between teachers and students, which helps students and teachers to echo each other positively and vigorously in classroom education and after-school puzzles.

4. The Path of Integrating Curriculum Civics into Translation Teaching from the Emotional Perspective

As the emotional factors in the classroom are a continuum with different gradients, the corresponding teaching integration paths should also take different ways to realize the teaching goals.

4.1 Improve Students' Participation

Traditional translation is often a one-word teaching, focusing on the instillation of general knowledge and skills of the language to the students, while ignoring the essence of humanistic education (Wang, 2022). Students in the classroom participation is not high when it is inevitable that the attention will be lax, and for the learning content of the more involved, students will be more familiar with the overall task of teaching and learning content, and will be more likely to be based on this to independently arrange the learning plan, learning reflection and summarization, which produces the course of the "protagonist consciousness" rather than just the role of the listener. The course will be a "protagonist consciousness" rather than a mere listener's role.

4.1.1 Emphasize both Input and Output of Knowledge

More attention should be paid to the ability of students to use what they have learned to deal with problems or the need for students to explore knowledge on their own, so as to enhance students' initiative. For example, to lead the students to explore the high-level strategic dialogue between China and the United States on the interpreter Zhang Jing's speech why the international praise and need to learn, the students analyze the video will consciously carry out more background knowledge collection, the process, the students will be their own access to China's foreign policy strategy and diplomatic translation strategy and other content, which will be subtle enhancement of the students' national self-confidence, better acceptance of the Civic and Political Education.

4.1.2 Diversification of Teaching Arouses Interest

Civic politics in the curriculum itself means a change in the teaching structure, which is specifically manifested in the unity of teaching professional knowledge, shaping students' values and cultivating their future professional ability. Most of the current courses tend to split these three for various factors,

and the Civic Politics of the curriculum is precisely from the perspective of the unity of these three to cut into. Students have accepted a single way of teaching for many years, and if a rich way of teaching is adopted, it will drive students' motivation and interest in learning. Provide learners with more realistic learning scenarios, through the creation of interactive, participatory teaching atmosphere between teachers and students, so that students "immersed" in the relatively real situation created by the teacher (Gao, Gao, & Ma, 2020). For example, students' summaries at the end of class, simulated dialogues at UN meetings, role-playing of diplomatic scenes, speeches in class, as well as videos of press conferences, diplomatic visits, diplomatic meetings, and the wonderful performance of Chinese diplomatic interpreters in diplomatic events can not only show China's great-power demeanor and enhance national pride, but also lead students to intentionally learn about translation strategies and China's cultural system.

4.1.3 Visualization of Learning Outcomes Enhances Sense of Achievement

The greater the sense of achievement and acquisition brought by a certain subject, the more students will tend to think that they are good at it and thus maintain their interest in learning. As the special nature of the Civic and Political Education for Translation majors pays more attention to the understanding, students are unable to perceive their mastery of knowledge points. Setting up stage-by-stage student self-tests will help students to understand their own learning situation, adjust their learning methods, and enhance their enthusiasm for learning by obtaining stage-by-stage small results.

4.2 Emotional Supports from Teachers

4.2.1 Teachers' Passion

General Secretary Xi pointed out that "preachers should first understand and believe in the Way" and "insist that educators be educated first". The goal and the manufacture of China need both moral and talented people to realize, and the teachers of professional courses in colleges and universities are the enlightening teachers for contemporary college students to master professional skills, and also the guides for adults to become successful (Li, 2020). Teachers themselves should accept the ideological and political education and have a strong cultural self-confidence system self-confidence, strong positive emotions will be integrated into the classroom education, drive the students' emotions, so that the students are more interested in the translation class ideological and political lectures.

4.2.2 Reasonable Encouragement Based on the Pygmalion Effect

The Pygmalion effect, also known as the Rosenthal effect, is a psychological concept that refers to the teacher's ardent hope for the students to achieve the desired teaching goals and improve the quality of teaching. This is because by nature, people are unconsciously influenced by those they admire and adore. Positive emotional support given by teachers to students in class, such as encouraging compliments, will make students feel socially supported, which will enhance their sense of self-worth, and in turn enhance their initiative to learn.

4.2.3 Rapport

Teachers' genuine concern for students can make students feel close to each other, which is conducive to the harmonious relationship between teachers and students. In addition, teachers can try to increase the activity of the classroom, bring teachers and students closer to each other, which is conducive to the formation of a good learning atmosphere and improve the quality of teaching.

5. Conclusion

The construction of translation course ideology and politics is a key link in realizing the fundamental task of establishing moral education in colleges and universities (Zhu, 2021), and the ideology and politics education of translation majors responds to the goal of ideology and politics education in colleges and universities at the national level. The integration of the content of course ideology and politics in translation teaching is the inevitable requirement of adapting to the new era, and it is the inevitable way under the background of the big ideology and politics pattern (Luo & Xu, 2022), providing a platform for the progress of cultivating a batch of translators who are determined to realize the great cause of socialism with Chinese characteristics under the impact of the western ideology and culture. Providing more feasible educational modes from the perspective of students' emotions at different levels helps to achieve the teaching objectives, improve the quality of classroom teaching, and allow students to spontaneously internalize the teaching content of the Civic and Political courses into their own values, which helps to promote the construction of socialism with Chinese characteristics.

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