

Exploration of “One translation, Three thoughts” Translation Talents Training Mode Integrating CPC History

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Abstract: “Effectively telling China's stories and spreading China's voice” constitutes a pivotal task in bolstering China's international capacity-building endeavors. Translation stands as a crucial juncture in this narrative endeavor. Consequently, nurturing outstanding tellers of China's stories is a fundamental mission for translation education in universities and colleges today. To tell China's stories fairly, accurately, and compellingly, individuals must possess not only fundamental translation skills but also a steadfast political stance, profound patriotic feelings, a strong sense of responsibility, and an independent, innovative mindset. It is crucial to establish a “One Translation, Three Thoughts” training system for translation talents, amalgamating translation proficiency, morality, thinking patterns, and innovative thinking. Leveraging its regional distinctiveness and the MTI training program, Hunan University of Technology has innovated the “One Translation, Three Thoughts” training mode, integrating elements of CPC history. Guided by CPC history as the overarching ideological and spiritual compass, the university has formulated a training mode tailored to the demand for high-level tellers of China's stories. This mode adheres to the “One Translation, Three Thoughts” criterion, centers on projects focused on telling the stories of Zhuzhou's packaging, locomotive tales, and ceramics, and emphasizes practical training in translating Chinese revolutionary stories. This approach aims to cultivate translation talents with a firm political stance, strong patriotic feelings, correct translation ethos, diverse thinking patterns, and a robust innovative mindset. The “One Translation, Three Thoughts” training mode, enriched with CPC history elements, offers valuable insights for nurturing talents adept at telling China's stories effectively.

1. Introduction

In the construction of China's international discourse system, and in the process of telling China's

story to the world, translation talents are shouldering greater missions and facing greater challenges. In August 2022, President Xi, in his reply to foreign experts at the Foreign Languages Press, pointed out: “Today, CPC has led the people to successfully embark on the road of Chinese modernization and created a new form of human civilization” ^[1]. Through accurate and vivid translation introduction, it is of great significance for the world to better understand China in the new era and promote the exchange and mutual learning between Chinese and foreign civilizations. The initiative to “help the world better understand China in the new era” demands that translation professionals not only possess the capacity for effective international communication, but also have a firm political stance, a strong sense of professional honor and advanced critical thinking skills. At the same time, translation ability, international communication ability and professional ethics are also the evaluation standards stipulated in the *China Translation Competence Assessment Standards 2022 Edition* ^[2].

The translation industry plays a crucial role in global communication, yet the quality of translation often falls below expectations. This article aims to address two pressing issues: (1) low translation quality and (2) the risk of brain drain within the translation profession. It proposes that cultivating meticulous translators with a strong sense of professional identity is essential to overcome these challenges. By aligning translation education with ideological and political education, particularly through innovative modes such as “One Translation, Three Thoughts” that integrates translation ability, morality, thinking pattern and thinking innovation into one, the industry can foster competent, committed translators who will not only excel in their craft but also understand the larger social value of their profession. The history of CPC is the best textbook and the best ideological and political teaching material in history. Exploring the elements of CPC history and integrating it into the training of translators not only practices the idea of ideological and political courses, but also meets the needs of talents who can tell China’s stories well in the new era.

2. The Value and Significance of “One translation, Three thoughts” Translation Talents Training

The concept of “One translation, Three thoughts” in translation talent training encompasses both macro and micro perspectives. At the macro level, the approach emphasizes careful and thoughtful translation, illustrating the meticulous and dedicated attitude expected of translation professionals. From a micro perspective, this framework delineates the essential qualities and abilities of translation professionals. “One translation” signifies the core “translation ability”, while “Three thoughts” encapsulate morality, thinking patterns, and innovative thinking.

Morality involves possessing a firm political stance, deep-rooted patriotic sentiments, and exemplary professional ethics, along with qualities such as modesty, prudence, responsibility, and diligence. Thinking patterns require the development of critical, comparative, and transformative thinking skills. Thinking innovation refers to the ability to devise new translation strategies, methods, skills, and to create innovative vocabulary, sentence structures, and texts.

Currently, translation education predominantly focuses on enhancing students’ translation skills, often neglecting the equally critical aspects of translation attitude, political alignment, professional ethics, and critical thinking. Comprehensive training modes that integrate these elements with attitudes, abilities, morality, and innovation are rare, yet they are precisely what the nation urgently requires from its translation professionals. Thus, the development of such a training framework holds significant practical value.

2.1. Cultivating Meticulous Translators to Enhance Translation Quality

The number of translation professionals is growing steadily. According to *the 2022 Report on the Development of Translators in China*, there are 5.38 million translators, with approximately 980,000

serving as full-time professionals^[3]. Despite the advancements in training systems and professional qualifications, the overall quality of translations remains subpar. Common issues include rigid language use, altered meanings, political inaccuracies, and a lack of artistic and aesthetic value, which ultimately fail to achieve effective cross-cultural communication. Factors such as utilitarian attitudes and a focus on speed contribute to these quality issues^[4]. Many translators cite insufficient time and low compensation as deterrents to careful work, often equating translation quality with pricing. This underscores the importance of fostering a responsible attitude towards translation as part of academic training to fundamentally improve quality.

2.2. Cultivating Translators with Firm Political Stances and Strong National Sentiments to Address Misinterpretations of China's Image

Western countries, particularly the UK and the US, have historically harbored misunderstandings and biases towards China^[5-7]. This is partly due to the Western-centric discourse and the portrayal of China in Western media and translations. To counter these misinterpretations and promote a positive image, it is crucial for translators to maintain a firm political stance and deep patriotic sentiments. Without these attributes, there is a risk that translators could inadvertently contribute to negative perceptions of China. Historical examples illustrate the dangers of translators with wavering loyalties. Thus, equipping translators with firm political convictions and a deep understanding of national strategies is vital for accurately and positively representing China internationally.

2.3. Cultivating Translators with a Strong Sense of Professional Identity to Solve the Problem of Brain Drain

The blurring of the professional boundary of translation has always put this profession in an awkward position. The blurred boundaries of the translation profession have historically led to an awkward professional standing^[8], with part-time translators surpassing full-time professionals. The 2022 report indicates that full-time translators comprise only 18% of the 5.38 million translators in China. The themes of International Translation Day include “dedication to the translation and professionalism of translation” (1998), “translation and professional ethics” (2001), “multiple languages - one profession” (2006) and “changing translation profession” (2015)^[9]. However, as artificial intelligence continues to impact the field, there are concerns about the profession's sustainability, potentially prompting a shift away from the field. Reinforcing a strong professional identity among translators is essential. By cultivating a deep understanding of the profession's goals, social value, and recognition, translators can appreciate the translation profession's nobility and indispensability in the new era, which is crucial for improving international communication and establishing an effective dialogue system.

2.4. Cultivating Translators with Strong Innovation Ability to Meet the Needs of High-level International Communication Talents

It's emphasized in China that conveying China's stories effectively and constructing a credible, endearing, and respectable Chinese image on the international stage is important. This entails creating new concepts, categories, and expressions that harmoniously integrate Chinese and foreign elements. Consequently, translators must innovate in their expression and develop new conceptual frameworks in their work. To fulfill these objectives, there is an urgent need for translators who can craft a credible international image for China through innovative linguistic and cultural expressions.

3. A Probe into the Translation Talents Training Mode of “One translation, Three thoughts” Integrating the Elements of CPC history

The integration of CPC history elements into the translation talents training mode presents a unique challenge. It requires a deep amalgamation of CPC history with translation pedagogy across teaching concepts, content, and methods. The goal is to align CPC history and translation instruction to explore the foundational role and intrinsic value of CPC history in translation teaching. This approach aims to enhance the political awareness and ideological guidance within translation education, ensuring that ideological and political courses are seamlessly incorporated and practically applicable. To achieve these objectives, Hunan University of Technology’s translation teaching team and the curriculum ideological and political education team have collaboratively merged teaching and research with translation and ideological-political education. This synergy fully leverages CPC history elements within the “One Translation, Three Thoughts” training framework, clarifying educational goals and elements pertaining to CPC history, and guiding the formulation of training programs, syllabus design, and teaching method innovations. This integration supports the advancement and fusion of translation education and ideological-political education.

3.1. Translating CPC history Documents to Appreciate the Spiritual Spectrum

Building upon a foundation of bilingual and bicultural competence, the enhancement of translation skills principally relies on practice, which encompasses understanding, analysis, and expression. Engaging with the translation of the Communist Party of China (CPC) historical documents anchors knowledge in a way that surpasses mere theoretical learning. This practice not only hones translation skills but also deepens students’ understanding of CPC history. It enriches their comprehension of pivotal CPC spirits—such as the Jinggangshan Spirit, the Long March Spirit, the Zunyi Conference Spirit, the Yan’an Spirit, the Spirit of the War Resistance against Japanese, etc.—allowing these historical narratives to inspire students’ creativity, perseverance, and unity.

3.2. Narrating CPC History in English to Uphold Stance and Cultivate Sentiments

Narrating the history of the Communist Party of China in English—including stories like the Red Army’s Long March—fosters national pride and an understanding of the indomitable spirit of the Chinese people; sharing the stories of heroes such as Dong Cunrui, who sacrificed himself to destroy a fort, Liu Hulan, who chose death over betraying the Party, Huang Jiguang, who bravely blocked a gun with his body, and Qiu Shaoyun, who remained motionless while being burned alive. These narratives help translators appreciate the indomitable spirit and patriotic sentiment of the Chinese people who are willing to sacrifice their lives for their country. Through this process, translators not only appreciate the sacrificial spirit inherent in these narratives but also cultivate a heartfelt connection to the nation’s legacy and current endeavors.

3.3. Exploring the Localization of Marxism in China to Reflect on the Pathways for the International Dissemination of Chinese Culture

Since Marxism’s introduction to China, it has continuously evolved through various ideological developments, culminating in such concepts as the Important Thought of Three Represents, the Scientific Outlook on Development. These adaptations reflect significant innovations tailored to Chinese characteristics. By creating bilingual mind maps of Marxism’s localization, students learn to innovate within translation practice, reflecting China’s broader path of adapting ideological

frameworks to national realities. For example, the strategy of encircling cities from the countryside and seizing power through armed struggle was a great innovation that combined the general principles of Marxism-Leninism with the realities of the Chinese revolution. This approach represents a typical Chinese path to armed seizure of power, marking a significant shift from the traditional focus on urban workers and city-based struggles. The fundamental pathway of “One Central Task and Two Basic Points” addresses the primary social contradictions in China, characterized by Chinese features. The localization of Marxism in China is an innovative process that aligns with the country’s national conditions and keeps pace with the times. Recent innovations in Chinese modernization further advance this process. This journey sparks reflections on how translators might innovate by building on existing translation theories and practices to enhance China’s international communication capabilities in the contemporary era.

4. A Study on the Translation Talents Training Mode of “One Translation, Three thoughts” Integrating the Elements of CPC history: A Case Study of Hunan University of Technology’s MTI Program

Based Building on the aforementioned concepts and incorporating the geographical characteristics of the university and its MTI training program, Hunan University of Technology has innovatively integrated elements of CPC history into its “One Translation, Three Thoughts” talent training mode. In response to the new era’s call to effectively tell China’s stories and meet the needs of Zhuzhou’s local development, the university aims to cultivate specialized talents who can narrate the stories of Zhuzhou’s packaging, power, and ceramics industries within its MTI program, using the “One Translation, Three Thoughts” standard as the quality assessment criterion. This approach explores the significant value of CPC history in talent training, emphasizing political stance, translation attitude, thinking methods, and innovation consciousness. Consequently, it has developed a translation talent training mode orienting towards meeting high-level demands for telling China’s stories, guided by the “One Translation, Three Thoughts” standard, supported by projects concerning the stories of Zhuzhou’s industries, and centering on the translation practice of China’s revolutionary stories. The objective is to cultivate translation talents who are politically steadfast, deeply patriotic, hold a proper translation attitude, possess diverse thinking methods, and demonstrate strong innovation consciousness.

To achieve this, elements of CPC history are integrated throughout the whole process of Hunan University of Technology’s MTI talent training. From a holistic education perspective, the university has constructed a curriculum-based ideological and political education framework that incorporates fundamental principles of self-conduct, socialist core values, ideals and responsibilities of national rejuvenation, and patriotic sentiments and mission responsibility. These elements are thoroughly integrated into the training goals, teaching content, teaching processes, and evaluation frameworks, realizing a “three-fold” (whole-process, all-student, all-round) curriculum-based ideological and political education approach. When CPC history elements are seamlessly integrated into the curriculum, both the explicit guidance and implicit shaping functions of CPC history are effectively realized.

4.1. Aligning Educational Objectives with the Party’s Call: Cultivating Talents to Effectively Articulate China’s Stories

Sicking to the principle of “Cultivating Talents for the Party and the People, and Nurturing Talents for the Country”, this initiative addresses the current shortage of individuals skilled in telling China’s stories. Responding to the Party’s call, it is focused on social needs and keeps pace with the times. The training goal is to develop students with “Eight Qualities and Two Abilities”,

specifically: cultural confidence and national sentiment (willingness to speak), sense of responsibility and spirit of dedication (desire to speak), public speaking skills and communication techniques (ability to speak), courage and perseverance (determination to speak), international perspective and global sentiment (proficiency in speaking). This approach ensures that moral and ideological education align with professional knowledge acquisition, striving to cultivate outstanding talents who are willing, desirous, capable, determined, and proficient in telling China's stories.

4.2. Curriculum Design Embodies the Party's Educational Policy: Focusing on the Fundamental Task of Moral and Talent Development

To implement the fundamental task of moral and talent development, the curriculum is divided into four modules: Political Stance and Sentiment, Moral Cultivation, Translation Competence, and Innovative Thinking. Each module has its own focus but also intersects with others. The Political Stance and Sentiment Module primarily aims to cultivate students' political awareness and national sentiment while also fostering moral cultivation, translation skills, thinking ability, and innovation consciousness, as do other curriculum modules.

The Political Stance and Sentiment Module aims at developing students' political and ideological consciousness, while considering moral qualities, capabilities, innovative thinking, and more. Courses include general education courses such as "Research on the Theory and Practice of Socialism with Chinese Characteristics" and "Marxism and Social Science Methodology", as well as elective courses like "The Stance and Sentiment of Revolutionary Translators."

The Moral Cultivation Module focuses on developing students' moral qualities while also enhancing their political awareness, capabilities, and innovative thinking. It includes general education courses such as "Scientific and Humanistic Literacy" and elective courses like "Career Planning", as well as specialized electives such as "On the Cultivation of Translators."

The Translation Competence Module aims to develop students' bilingual and bicultural abilities, translation skills, project management skills, and professional knowledge while also fostering political awareness, moral qualities, and innovative thinking. Courses include the core requirements ones such as "Introduction to Translation", "Basic Interpreting", "Basic Translation", "Literary Translation" and "Non-literary Translation", the required electives like "Packaging Translation", "Ceramic Translation", "Power Translation" and elective courses "Translation Project Management", "Speech and Debate", "Translation of CPC history", "History of Chinese and Western Translation" and "History of Party Translation."

The Innovative Thinking Module focuses on fostering students' multidimensional thinking, innovation consciousness, and skills while also enhancing other qualities. It includes courses such as "Innovative Thinking Training", "Critical Thinking" and "Re-translating Classics". Among these, "The Stance and Sentiment of Revolutionary Translators", "Translation of CPC history", and "History of Party Translation" are personalized courses that leverage the school's research strengths in revolutionary translation, while "Packaging Translation", "Power Translation" and "Ceramic Translation" are tailored to meet the regional characteristics and talent needs of Zhuzhou City.

4.3. An Exploration of Course Content: Deepening the Integration of CPC history Elements into Translation Teaching

In addition to highlighting CPC history education in general education ideological and political courses such as "Research on the Theory and Practice of Socialism with Chinese Characteristics" and "Marxism and Social Science Methodology", it is essential to explore the underlying potential of CPC history elements in other courses. These include other general education courses, core

requirements, specialized requirements, and electives, aiming to develop customized teaching materials and incorporate these into the curriculum. For instance, the general education course “Chinese Language and Culture” can emphasize the New Culture Movement and left-wing literature. The core requirement “Introduction to Translation” can focus on the translation thoughts and contributions of leaders and revolutionary translators such as Lu Xun, Mao Dun, and Ye Junjian. The specialized requirement “Literary Translation” can shift from emphasizing ancient translation activities to including translation activities after the founding of the Communist Party of China in 1921. The specialized requirement “Non-Literary Translation” can increase the focus on translating CPC history documents. The elective course “A Brief History of Translation in China and Abroad” should pay more attention to the translation practices and research history of the Communist Party of China. Furthermore, Hunan University of Technology has developed custom textbooks integrating CPC history elements for certain core requirements such as “Translation Theory and Techniques” and elective courses like “The Stance and Sentiment of Revolutionary Translators”, “CPC history Translation”, “History of Party Translation”, “Packaging Translation”, “Motivation Translation” and “Ceramic Translation”.

4.4. Integrating CPC history Stories into Teaching Activities: Guiding Teaching with the Stories and Ideology of the Party

In the first five minutes of each course, the “Five Minutes before Class” segment is introduced as a lead-in, such as “five minutes to tell a good story about the history of the party”. or “five minutes to explain an important thought of the party in English” This activity is carefully designed and executed by groups of three to four students, following the processes of “Selecting the Story”, “Translating the Story” and “Telling the Story”. It is based on the principles of “accurately expressing the spirit”, “using both Chinese and foreign languages” and “presenting a true, three-dimensional, comprehensive, credible, respectable, and lovely China”. This segment can be presented in various forms according to the course content and teaching methods, including live speeches, pre-made videos, team interpretations, and more.

4.5. Strengthening CPC history Assessment in Course Evaluation: Incorporating CPC history into Both Process and Outcome Assessments

The performance of the “Five Minutes before Class” segment is included in the process assessment, accounting for 10% of the total assessment. The evaluation criteria focus on five dimensions: “appropriateness of story selection”, “effectiveness of storytelling method”, “accuracy and vividness of storytelling language”, “achievement of storytelling effect” and “effectiveness of group cooperation.” The outcome assessment includes translation practice and essay writing, with 30% of the translation practice content focusing on CPC history documents. Essays are encouraged to stimulate in-depth thinking and research on the translation of CPC history documents.

5. Conclusion

The integration of CPC history education within translation talent development is vital for sustaining a correct political orientation and enhancing the quality of educational outcomes. To achieve this, it is imperative to embed CPC history education throughout the moral and intellectual development programs in higher education institutions. This requires innovative training models that thoroughly incorporate CPC history into professional curricula. Additionally, updating textbooks, reforming teaching methodologies, and innovating evaluation and assessment techniques are essential steps. These efforts will ensure that the integration of CPC history not only preserves

its historical significance but also enriches the educational experience, equipping students with both enhanced translation skills and a profound understanding of the ideological underpinnings of CPC history.

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