

# Research on the Construction Path of the Mongolian-Chinese Translation Major in Colleges in Ethnic Regions under the New Liberal Arts Perspective

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**Abstract:** Under the new liberal arts context, the construction of college majors is showing a trend of interdisciplinary and integrative innovation. The Mongolian-Chinese translation major in ethnic regions, as a vital support for the inheritance of minority language and culture and social development, faces the challenge of adapting to the demands of the times and improving the quality of talent cultivation. This paper analyzes the current construction status of the Mongolian-Chinese translation major in ethnic region colleges and the challenges it faces within the new liberal arts framework. It proposes paths such as optimizing the curriculum system, building a strong faculty team, reforming practical teaching, and applying information technology. Additionally, the paper discusses innovative training models, the integration of cultural heritage and modern demands, and international development strategies, providing practical suggestions for the construction of the Mongolian-Chinese translation major in ethnic region colleges, aiming to promote innovation and sustainable development of the major in the new era.

**Keywords:** New liberal arts, Mongolian-Chinese translation, ethnic regions, curriculum system, interdisciplinary integration, talent cultivation

## Introduction

With the introduction of the new liberal arts concept, higher education is gradually shifting from traditional disciplinary boundaries to deep integration across multiple fields, emphasizing practical innovation and technological application. The Mongolian-Chinese translation major in ethnic region colleges bears the dual responsibility of inheriting minority language and culture while supporting social development. The quality of this major's construction directly affects the sustainable development of the region's economy, culture, and society. However, the current construction of the Mongolian-Chinese translation major faces numerous issues, particularly regarding the curriculum system, faculty development, practical teaching, and technology application, which significantly lag behind the requirements of the new liberal arts. Therefore, this study aims to explore effective paths for the construction of the Mongolian-Chinese translation major in ethnic region colleges, providing references for improving the quality and competitiveness of higher education in these areas.

## 1. Current Situation and Challenges of the Mongolian-Chinese Translation Major under the New Liberal Arts Context

### 1.1 Analysis of the Current Situation of the Mongolian-Chinese Translation Major

Currently, the construction of the Mongolian-Chinese translation major in colleges located in ethnic regions has made certain progress. However, it still faces shortcomings amid the changing social demands and trends in educational reform. Firstly, in terms of curriculum design, most colleges focus primarily on traditional language and literature courses, emphasizing the cultivation of Mongolian-Chinese bilingual skills. The curriculum mainly includes basic language learning, translation theory, and practical translation exercises. However, the structure remains relatively simplistic, lacking interdisciplinary knowledge expansion; the translation needs in fields such as law, economics, and technology are not sufficiently integrated into the curriculum, making it difficult for students to adapt to the diverse demands of the actual translation market.

Secondly, the practical teaching component is relatively weak. Although some colleges have begun to recognize the importance of translation practice and have set up certain practical courses and internship opportunities, most practical training still remains within the confines of classroom simulation exercises. Real-world internships and practical experiences that connect with society and industry are limited. As a result, students graduate with insufficient practical translation experience, making it challenging to navigate the complexities of real-world translation tasks.<sup>[1]</sup>

Lastly, in terms of faculty development, although colleges are gradually recruiting teachers with Mongolian-Chinese bilingual capabilities, many faculty members primarily have academic backgrounds and lack practical experience in the translation industry. The faculty's expertise in translation practice, cross-cultural communication, and the application of modern translation technologies needs significant enhancement. These conditions hinder the further development of the Mongolian-Chinese translation major and indicate substantial room for improvement in its adaptability under the new liberal arts context.

### ***1.2 Challenges under the New Liberal Arts Context***

The Mongolian-Chinese translation major faces numerous challenges under the new liberal arts framework. Firstly, there is the requirement for interdisciplinary integration. The new liberal arts advocate breaking traditional disciplinary boundaries and emphasize interdisciplinary and multi-field integration, which raises higher expectations for traditional language programs. The Mongolian-Chinese translation major must not only cultivate students' language skills but also enhance their interdisciplinary knowledge, particularly in translation competencies related to law, business, and technology. However, the current curriculum system and teaching model are relatively simplistic and cannot meet the translation needs in these areas, resulting in a lag in curriculum reform.

Secondly, the widespread application of information technology has introduced new demands for translation professionals. The modern translation industry increasingly relies on computer-assisted translation (CAT) tools, machine translation, and corpora. Translation education in the new liberal arts context needs to incorporate these technologies into the teaching system to cultivate students' abilities to master and utilize modern translation tools. However, most colleges in ethnic regions currently invest insufficiently in this area, lacking courses and equipment related to translation technology, leaving students with limited familiarity with modern translation techniques, which hinders their adaptability to the rapidly evolving translation market.

Additionally, cultivating an international perspective and cross-cultural competencies is another significant challenge posed by the new liberal arts for translation majors. The Mongolian-Chinese translation major not only supports the inheritance and development of local ethnic culture but also plays a role in promoting cultural exchanges between ethnic regions and the domestic and international communities. Therefore, translation professionals need to possess a global perspective and cross-cultural communication skills. However, the internationalization level of most colleges' Mongolian-Chinese translation programs is relatively low, lacking cooperation and exchanges with foreign translation education institutions, which limits students' international perspectives and cross-cultural abilities.<sup>[2]</sup>

In summary, the Mongolian-Chinese translation major faces severe challenges in interdisciplinary integration, technological application, and international development under the new liberal arts context. Comprehensive curriculum reform and innovative teaching strategies are necessary to enhance the major's adaptability and competitiveness, ultimately cultivating high-quality translation professionals that meet the demands of modern society.

## **2. Path Exploration for the Construction of the Mongolian-Chinese Translation Major in Colleges in Ethnic Regions**

### ***2.1 Optimization of Curriculum System and Interdisciplinary Integration***

In the context of the new liberal arts, the curriculum for the Mongolian-Chinese translation major should break free from the constraints of traditional language and literature disciplines, promoting interdisciplinary integration and diversified development. Firstly, in terms of curriculum design, in addition to traditional language learning and translation courses, content relevant to fields such as law, business, and technology should be incorporated. This approach not only cultivates students' professional translation skills but also enhances their adaptability to translation needs across different industries, helping them meet the increasingly complex demands of modern society. By studying the specialized

terminology and workflows of various sectors, students can become competitive when entering diverse translation markets.

Secondly, courses in cross-cultural communication, comparative literature, and regional cultural studies should also be included in the training framework of the Mongolian-Chinese translation major, further enriching students' knowledge structure and enhancing their cross-cultural communication skills in multicultural contexts. By learning about the linguistic features, thinking patterns, and communication styles of different cultures, students will gain a broader perspective, enabling them to better understand and address cultural differences, especially in international and complex translation scenarios.

Additionally, the curriculum needs to enhance its practicality and interactivity. Beyond theoretical courses, institutions should facilitate field research, simulate real translation work environments, and engage students in actual translation projects. This practice-oriented teaching model not only reinforces the knowledge acquired but also hones students' operational skills, enhancing their ability to handle unexpected situations and complex problems in various types of translation tasks. By introducing interdisciplinary knowledge modules and enhancing interactive teaching methods, students in the Mongolian-Chinese translation major will be better equipped to address the complexities of future work environments, achieving effective training for translation professionals and ensuring their adaptability to a diverse translation market.<sup>[3]</sup>

## ***2.2 Faculty Development and Enhancement***

A high-quality faculty is a crucial foundation for the construction of the Mongolian-Chinese translation major. Therefore, colleges in ethnic regions should intensify efforts to build a faculty that possesses solid theoretical knowledge of translation along with rich practical experience. Firstly, ongoing professional training and continuing education should be provided to enhance teachers' comprehensive abilities in translation practice, cross-cultural communication, and translation technology. Institutions should encourage faculty members to participate in domestic and international translation conferences, workshops, and professional training programs to stay updated on the latest trends and technologies in the translation industry. Through regular training, teachers will better understand the application of modern translation technologies (such as computer-assisted translation and machine translation) and effectively incorporate them into classroom instruction, thereby improving students' practical skills.

Secondly, schools should actively recruit bilingual professionals with practical translation experience, especially experts who have worked in law, business, and technology fields. These experts can bring the latest industry insights, enriching the teaching of translation with relevant case studies and practical components, thereby enhancing the curriculum's applicability and diversity.

Furthermore, through international cooperation projects, schools can invite overseas scholars and top experts from the translation industry to provide students with diverse learning resources and a global perspective. By hosting lectures or short-term teaching sessions with international scholars, faculty members can share experiences and teaching methods with their global counterparts and learn about the latest research findings and practical techniques in the field of translation. This not only enhances the teaching quality but also lays the foundation for the internationalization of the Mongolian-Chinese translation major, contributing to its recognition and competitiveness both domestically and internationally.

## ***2.3 Reform of Practical Teaching and School-Enterprise Cooperation***

Practical teaching is a key component in enhancing students' translation abilities, and school-enterprise cooperation is an important avenue for deepening practical education. In the construction of the Mongolian-Chinese translation major, the reform of practical teaching should focus on cultivating and enhancing students' operational skills. Firstly, schools should establish modern translation training centers that simulate real translation work environments, including document translation, interpretation, conference translation, and simultaneous interpretation tasks. This allows students to gain valuable hands-on experience while still in school. By integrating advanced translation tools and technologies, the training center can provide students with a learning platform that closely resembles real-world translation environments, facilitating their mastery of professional translation techniques and processes. Additionally, schools can design phased internship projects based on students' learning progress, allowing them to engage in various types of translation practice at different stages of their studies. This gradual approach will enhance their language skills, translation techniques, and professional qualities, ensuring that students graduate with comprehensive practical capabilities.<sup>[4]</sup>

Moreover, school-enterprise cooperation offers students direct opportunities to enter the translation industry and is an indispensable part of practical teaching. By establishing long-term partnerships with translation companies, publishing houses, government agencies, and international organizations, schools can provide more internship and employment opportunities for students. Enterprises can offer real translation projects for students to work on, allowing them to apply their theoretical knowledge in practical settings, further enhancing their skills and employability in the translation market.

### **3. Innovation and Development Strategies for the Construction of the Mongolian-Chinese Translation Major**

#### ***3.1 Innovation in Training Models***

In the context of the new liberal arts, the training model for the Mongolian-Chinese translation major urgently needs innovation to meet the modern society's demand for versatile and application-oriented translation professionals. Firstly, it is essential to break away from the traditional classroom-based teaching model and establish a hybrid training model that combines online and offline learning. Utilizing modern information technologies such as online courses, translation platforms, and virtual translation practices, students can engage in flexible self-study and project training, expanding their learning across different times and spaces. Additionally, the teaching content should focus more on enhancing students' practical skills and problem-solving abilities through interactive teaching methods such as case studies, simulated translation projects, and role-playing, thereby strengthening their translation skills and professional qualities.

Secondly, a personalized training model should be implemented, offering tailored course selections and practical opportunities based on students' interests, abilities, and career development paths. For instance, for students interested in translation in the fields of law, business, or technology, schools can provide specialized courses and customized internship projects to help them gain in-depth knowledge and practical experience in specific areas. This innovative training model not only enhances students' initiative and practical skills but also ensures they are better prepared to adapt to the diverse demands of the translation market upon graduation.

#### ***3.2 Integration of Cultural Heritage and Contemporary Needs***

The Mongolian-Chinese translation major not only bears the responsibility of training language professionals but also carries the significant mission of cultural heritage preservation for ethnic minorities. Therefore, in training translation professionals, it is crucial to organically integrate cultural heritage with contemporary needs. On one hand, the curriculum should emphasize elements of ethnic culture, systematically teaching the language, history, literature, religion, and customs of the Mongolian people, ensuring that students deeply understand the cultural context while learning translation skills. Cultural heritage forms the foundation of translation and is an essential component of cross-cultural communication. Through in-depth learning of ethnic culture, students will develop stronger cultural confidence and expression abilities, allowing them to better promote and disseminate ethnic culture in their future translation practices.<sup>[5]</sup>

On the other hand, the Mongolian-Chinese translation major must adapt to modern societal demands by cultivating students' abilities to respond to challenges posed by globalization and modernization. For example, with the advancement of the digital economy, international trade, and the Belt and Road Initiative, Mongolian-Chinese translation professionals not only need traditional language and cultural competencies but must also be capable of working in diverse social and economic contexts. Thus, the curriculum should incorporate content closely related to contemporary developments, such as laws and regulations, cross-cultural business communication, and technology translation, ensuring that students can competently handle various complex translation tasks in their future careers, thereby achieving a seamless integration of cultural heritage and modern needs.

#### ***3.3 International Development Pathways***

Internationalization is a key component of the new liberal arts concept and an important direction for the future development of the Mongolian-Chinese translation major. To promote the internationalization of this major, it is necessary to strengthen collaborations with foreign universities and translation institutions, engaging in multi-level and multi-channel international exchange programs. For instance,

schools can establish partnerships with renowned foreign translation institutes to initiate student exchange programs and faculty training exchanges, providing students with opportunities to intern or study in the international translation industry, thus broadening their global perspectives. Additionally, schools can invite international translation experts and scholars to conduct lectures or seminars, enhancing students' understanding of the international translation market and industry trends.<sup>[6]</sup>

Furthermore, the curriculum should gradually incorporate international translation standards and evaluation systems to train translation professionals who meet global market demands. By introducing internationally recognized translation certification courses or programs, such as those offered by the United Nations or the European Union, schools can enhance students' competitiveness on the international stage. Moreover, institutions should encourage students to participate in international translation competitions and exchange activities, allowing them to showcase their translation skills on global platforms and accumulate cross-border translation experience. This will not only help students better understand the dynamics and requirements of the international translation industry but also lay a solid foundation for the international development of the Mongolian-Chinese translation major.

Through innovations in training models, the integration of cultural heritage with contemporary needs, and the exploration of international pathways, the Mongolian-Chinese translation major in colleges in ethnic regions can achieve comprehensive upgrades and innovative development in the context of the new era. This will enable the cultivation of high-quality translation professionals equipped with global perspectives, cross-cultural competencies, and practical experience, thereby providing robust support for the economic, cultural, and social development of ethnic regions.

## Conclusion

In the context of the new liberal arts, the construction of the Mongolian-Chinese translation major in ethnic region universities faces both challenges and opportunities. Analysis of the current situation reveals numerous areas for improvement in curriculum design, faculty development, practical teaching, and the application of information technology. To meet the demands of the new liberal arts, the Mongolian-Chinese translation major must incorporate interdisciplinary elements into its curriculum, promoting an organic combination of theory and practice. By enhancing faculty training and establishing school-enterprise partnerships, the practical capabilities and professional levels of teachers can be improved. Furthermore, the effective use of information technology is essential to enhance students' proficiency with modern translation tools.

Additionally, the training model should strengthen the integration of cultural heritage with contemporary needs, focus on innovative talent development, and enhance students' global perspectives and cross-cultural communication skills. In the future, the development of the Mongolian-Chinese translation major should further align with the principles of the new liberal arts, driving continuous reform and innovation to promote internationalization. This will cultivate high-quality translation professionals who possess global vision, cultural confidence, and professional competencies, ultimately serving the socio-economic development and cultural heritage needs of ethnic regions.

## Fund Project

One of the phased achievements of the 2023 annual project under the "14th Five-Year Plan" of Educational Science Research in Inner Mongolia Autonomous Region (Project Approval Number: NGJGH2023183).

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