

Research on Mongolian-Chinese Translation Teaching from an Interdisciplinary Perspective

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Abstract: In the context of globalization, translation teaching faces increasingly complex linguistic and cultural challenges. Specifically, the structural differences between Mongolian and Chinese languages and cultural barriers render traditional translation teaching methods inadequate. This study explores the theoretical foundations, teaching strategies, and implementation and optimization of Mongolian-Chinese translation teaching from an interdisciplinary perspective. By integrating theories from linguistics, cultural studies, and cognitive science, this research proposes application strategies for interdisciplinary teaching methods in Mongolian-Chinese translation, including optimized course design, teaching methods, and assessment tools. This approach not only enhances the systematic and scientific nature of translation teaching but also promotes students' cross-cultural understanding and practical translation abilities. The study indicates that future translation teaching will place greater emphasis on cross-cultural communication, multilingual competency development, and the application of technological innovations.

Keywords: Interdisciplinary research, Mongolian-Chinese translation, translation teaching, course design, teaching strategies, assessment tools

Introduction

Translation teaching, driven by multiculturalism and globalization, faces complex challenges and opportunities. In the field of Mongolian-Chinese translation, the differences in language structure and cultural backgrounds impose new requirements on traditional teaching methods. Therefore, researching how to optimize translation teaching through an interdisciplinary perspective holds significant theoretical and practical importance. The interdisciplinary research approach not only transcends the limitations of single disciplines but also synthesizes theories and methods from linguistics, cultural studies, and cognitive science, providing a more comprehensive and in-depth analytical framework for translation teaching. This method effectively addresses the complexities of language and culture, enhancing the effectiveness of translation teaching and students' practical capabilities. Hence, this study aims to explore the theoretical foundations and practical strategies of Mongolian-Chinese translation teaching from an interdisciplinary perspective, with the goal of offering new ideas and methods to improve the quality and efficiency of translation education.

1. The Theoretical Foundations of Translation Teaching from an Interdisciplinary Perspective

1.1 The Theoretical Framework of Interdisciplinary Research

Interdisciplinary research is a methodology that integrates multiple disciplinary perspectives to explore complex issues. In translation teaching, this approach not only transcends the boundaries of traditional translation studies but also incorporates theoretical resources from linguistics, cultural studies, cognitive science, and other fields. The theoretical framework consists of two main aspects: first, the integrative nature of interdisciplinary research emphasizes the complementary and convergent knowledge across different disciplines; second, the systematic approach focuses on forming a panoramic understanding of translation phenomena through comprehensive interdisciplinary analysis. In translation teaching, this framework offers a new perspective, allowing translation activities to delve into the cultural context, cognitive mechanisms, and social functions of language, thereby enhancing the scientific and effective nature of translation instruction ^[1].

1.2 Characteristics and Challenges of Mongolian-Chinese Translation

1.2.1 Comparative Analysis of Mongolian and Chinese Languages

The characteristics of Mongolian-Chinese translation are first reflected in the structural differences between the two languages. Mongolian, as an agglutinative language, exhibits a distinct syntactic structure compared to the analytic structure of Chinese. For example, Mongolian has a relatively free word order and expresses grammatical relationships through affixes, while Chinese primarily relies on word order and grammatical markers. This structural disparity directly impacts translation, requiring translators to maintain accurate information transmission while making grammatical conversions.

Moreover, there are lexical differences between Mongolian and Chinese. Many terms in Mongolian are generated from specific cultural backgrounds, and direct translations may lead to distortion or vagueness of meaning. Therefore, translators must conduct in-depth contextual analyses to ensure the accuracy and fluency of the translated text.

1.2.2 Cultural and Linguistic Barriers in Mongolian-Chinese Translation

The main cultural barriers faced in Mongolian-Chinese translation include differences in cultural connotations and expression habits. The traditional customs, practices, and historical backgrounds embedded in Mongolian culture often contrast sharply with those in Chinese culture, making it difficult to find direct equivalents for certain concepts and expressions. For instance, some Mongolian vocabulary and expressions may lack fully corresponding concepts in Chinese, requiring translators to possess cross-cultural sensitivity and creativity for appropriate cultural adaptation [2].

Regarding linguistic barriers, Mongolian-Chinese translation must also overcome differences in language style and idiomatic usage. Significant disparities exist between Mongolian and Chinese in discourse organization, rhetorical techniques, and language styles. This necessitates that translators not only grasp the basic rules of both languages but also gain a deep understanding of their cultural backgrounds and usage habits. This is especially pronounced when translating literary works or cultural texts, where language barriers may be more evident. Translators must strive to faithfully convey the original meaning while ensuring the fluency and cultural adaptability of the translated text.

1.3 Applicability of Interdisciplinary Methods in Translation Teaching

1.3.1 Teaching Philosophy of Interdisciplinary Methods

The application of interdisciplinary methods in translation teaching aims to enhance the comprehensiveness and depth of instruction by integrating knowledge from linguistics, cultural studies, cognitive science, and other disciplines. This approach not only focuses on linguistic equivalence in the translation process but also introduces theories and techniques from multiple disciplines, offering a multidimensional interpretation of translation phenomena. By synthesizing knowledge from different fields, students can master language rules while gaining an in-depth understanding of cultural contexts and cognitive mechanisms, thereby improving translation accuracy and effectiveness.

In practical teaching, interdisciplinary methods facilitate student engagement with and application of knowledge from various disciplines through project practice and case analyses. This teaching philosophy not only enhances students' skills but also cultivates their interdisciplinary thinking and comprehensive analytical abilities. Ultimately, interdisciplinary methods promote theoretical innovation and practical development in translation teaching, making the instructional model better suited to the translation demands in a globalized context [3].

1.3.2 Theoretical Support for Translation Teaching from an Interdisciplinary Perspective

From a theoretical support standpoint, the interdisciplinary perspective provides a rich theoretical foundation for translation teaching. Firstly, this perspective expands the research scope of translation teaching from mere language conversion to a comprehensive study that includes language, culture, cognition, and society. This approach addresses not only issues of linguistic equivalence but also translation strategies, cultural adaptation, and cognitive processes, forming a more holistic theoretical support framework.

Secondly, the interdisciplinary perspective fosters innovation in translation teaching theories. For example, cognitive linguistics delves into the cognitive mechanisms and psychological processes involved in translation, while sociolinguistics focuses on social factors and language variation in translation contexts. These theoretical innovations not only enrich the content of translation teaching

but also enhance its effectiveness and relevance in contemporary educational settings.

2. Teaching Strategies for Mongolian-Chinese Translation from an Interdisciplinary Perspective

2.1 Course Design and Teaching Objectives

2.1.1 Principles of Interdisciplinary Course Design

The core of interdisciplinary course design lies in effectively integrating knowledge from linguistics, cultural studies, cognitive science, and other fields to construct a comprehensive and systematic teaching framework. The principle of integration emphasizes the organic combination of theories and practices from different disciplines, forming a teaching system that encompasses diverse knowledge areas. This integration requires not only logical consistency among course content but also reflects the interaction and complementarity between disciplines, thereby providing students with a thorough and in-depth learning platform.

The principle of stratification mandates that course design gradually transitions from foundational knowledge to complex applications. Through structured, phased teaching, students can progressively master knowledge and skills, ranging from basic theories to advanced translation strategies. This layered approach aids in systematically building students' knowledge systems, enhancing the depth and breadth of their translation abilities. Finally, the principle of practicality emphasizes that course design should closely align with actual translation needs. By designing real translation tasks and simulated cases, students can enhance their operational capabilities and problem-solving skills. This practical orientation ensures that the teaching content is closely related to real-world translation work, enabling students to effectively apply what they have learned ^[4].

2.1.2 Setting and Adjusting Teaching Objectives for Mongolian-Chinese Translation

Teaching objectives for Mongolian-Chinese translation should be based on a thorough analysis of the characteristics of both languages and translation needs. Objectives should encompass core knowledge and skills, including language comparison, cultural understanding, and translation techniques, covering everything from basic vocabulary and syntax training to advanced cross-cultural applications. Throughout the teaching process, these objectives should be dynamically adjusted based on student feedback and actual progress, optimizing the difficulty and focus of course content. Incorporating new translation theories and methods ensures the appropriateness and effectiveness of teaching objectives, better meeting students' learning needs and the practical challenges of translation work.

2.2 Teaching Methods and Strategies

2.2.1 Application of Interactive Teaching Method in Interdisciplinary Translation

The interactive teaching method is essential in interdisciplinary translation education, focusing on enhancing teaching effectiveness through interactions among teachers and students, as well as between students themselves. This method promotes multi-perspective understanding and in-depth analysis of translation tasks through group discussions, case studies, and role-playing. Additionally, the interactive teaching method enhances students' active learning and independent exploration abilities. By engaging students in classroom discussions and providing interactive feedback, this approach encourages them to actively participate in translation practices, igniting their interest in learning and fostering innovative thinking, thus improving their practical translation skills.

2.2.2 The Role of Multimedia and Technology in Mongolian-Chinese Translation Teaching

In Mongolian-Chinese translation education, the application of multimedia and technological tools significantly enhances teaching effectiveness and students' translation abilities. Tools such as translation software, online dictionaries, and corpora provide students with rich and efficient translation resources. These tools not only assist students in quickly finding vocabulary and grammatical structures but also support accuracy and fluency in complex translation tasks. By utilizing these technological means, students receive immediate feedback during the translation process, allowing them to continuously adjust and optimize their translation strategies to improve quality.

Moreover, the introduction of multimedia technologies, particularly video and audio formats, closely integrates language learning with cultural context understanding, greatly enriching teaching

content and learning experiences. These multimedia resources offer vivid and intuitive language input, enabling students to better comprehend and master the nuances of language and culture in practical use. Additionally, through multimedia technology, students can engage in simulated environments for practical training, enhancing their translation skills and language application abilities. In summary, multimedia and technology not only improve the efficiency of translation teaching but also strengthen students' overall language capabilities, injecting new vitality and possibilities into Mongolian-Chinese translation education [5].

2.3 Teaching Resources and Assessment Tools

2.3.1 Integration of Interdisciplinary Teaching Resources

The integration of interdisciplinary teaching resources is key to improving translation teaching quality. By incorporating resources from linguistics, cultural studies, cognitive science, and other fields, a more comprehensive and systematic learning material can be provided to students. When integrating teaching resources, it is crucial to focus on their scientific validity and practicality. Teachers need to select and integrate high-quality resources that align with course objectives, ensuring their content is accurate and applicable. Additionally, teaching resources should be regularly updated to keep pace with the latest research developments in the field, guaranteeing the forward-looking and innovative nature of the teaching content.

2.3.2 Design and Optimization of Teaching Assessment Tools

The design and optimization of teaching assessment tools are vital for enhancing the effectiveness of translation education. Effective assessment tools should employ diverse evaluation methods, such as written exams, oral tests, translation exercises, and project reports, to comprehensively measure students' translation abilities and overall competencies. During the optimization process, establishing a feedback mechanism is crucial, as it allows for dynamic adjustments in teaching strategies and provides targeted feedback, continuously improving teaching methods and content. Moreover, encouraging students to engage in self-assessment and peer assessment helps enhance their self-reflection and teamwork skills, thereby improving overall teaching quality.

3. Implementation and Optimization of Mongolian-Chinese Translation Teaching from an Interdisciplinary Perspective

3.1 Steps for Implementing Interdisciplinary Teaching Models

3.1.1 Teaching Plan and Implementation Strategies

The formulation of a teaching plan is a crucial first step in the implementation of an interdisciplinary teaching model. The plan should clearly outline course objectives, content structure, and teaching methods to ensure effective integration of interdisciplinary knowledge. Initially, teachers need to design a comprehensive curriculum that incorporates elements from linguistics, cultural studies, cognitive science, and other disciplines based on the actual needs of Mongolian-Chinese translation. The curriculum should cover areas such as comparative language analysis, cultural background knowledge, and translation strategies, with clear learning objectives to guide students' progress.

Implementation strategies should include precise scheduling and control of teaching progress. To ensure effective teaching, the course schedule should allocate time appropriately to allow for thorough explanation and discussion of each discipline. Additionally, teaching strategies should incorporate regular formative assessments to monitor students' learning progress and adjust content and methods as necessary. These measures will help ensure the smooth implementation of the interdisciplinary teaching model and improve teaching quality and student outcomes.

3.1.2 Challenges in the Teaching Process and Coping Strategies

The interdisciplinary teaching process often encounters several challenges. Firstly, the integration of interdisciplinary knowledge can be difficult, as theories and methods from different disciplines may conflict or be incompatible. To address this challenge, teachers should have a solid understanding of the foundational theories and applications from each discipline and work towards effective harmonization and integration during instruction. For example, when discussing linguistic concepts, it is essential to incorporate relevant theories from cultural studies and cognitive science to create a cohesive teaching framework.

Moreover, students may struggle to understand interdisciplinary content. To mitigate this issue, teachers can adopt a phased teaching approach, gradually guiding students through different disciplinary knowledge, while employing practical activities and case studies to deepen their understanding. Additionally, teachers should provide targeted support and guidance to help students overcome learning difficulties and enhance their ability to apply interdisciplinary knowledge.

3.2 Monitoring and Feedback on Teaching Effectiveness

3.2.1 Establishment and Application of Monitoring Mechanisms

Establishing an effective monitoring mechanism is crucial for ensuring teaching quality. Teachers should design scientific assessment standards and methods, including classroom tests, assignment evaluations, project reports, and practical translation tasks, to comprehensively monitor student learning outcomes. These assessment tools should cover language skills, translation techniques, and cross-cultural understanding to ensure an accurate evaluation of students' overall abilities.

The application of monitoring mechanisms should also include real-time feedback and adjustments. Throughout the teaching process, teachers should regularly collect student learning data and feedback, analyze student performance and challenges, and adjust teaching strategies based on these analyses. For instance, through periodic classroom tests and learning reports, teachers can quickly identify students' learning difficulties and implement targeted teaching measures to improve instructional effectiveness.

3.2.2 Student Feedback and Teaching Adjustment Strategies

Student feedback is a vital basis for optimizing teaching. Teachers should actively gather students' opinions and suggestions to understand the difficulties and needs they encounter during learning. By utilizing surveys, classroom discussions, and individual interviews, teachers can obtain genuine feedback on course content, teaching methods, and learning outcomes.

Based on student feedback, teachers should promptly adjust teaching strategies. For example, if students find a particular disciplinary content challenging, teachers can shift instructional emphasis or provide additional supplementary materials; if students respond poorly to a specific teaching method, teachers can explore new instructional techniques or improve existing methods. Through continuous adjustments and optimizations, teachers can enhance teaching quality, meet students' learning needs, and promote their overall competence.

3.3 Future Development Directions and Research Recommendations

3.3.1 Trends in the Development of Interdisciplinary Translation Teaching

Future trends in interdisciplinary translation teaching are reflected in several aspects. Firstly, with the advancement of globalization and technology, translation education will increasingly emphasize the cultivation of cross-cultural communication and multilingual abilities. Future interdisciplinary translation courses will focus more on the deep integration of language and culture, incorporating emerging technologies such as big data and artificial intelligence to enhance translation quality and efficiency.

Secondly, interdisciplinary translation teaching will place greater emphasis on the integration of theory and practice. Future course designs will prioritize the implementation of real translation projects, using authentic translation tasks and case studies to enhance students' practical skills and problem-solving capabilities. Additionally, teaching models will continue to innovate, introducing virtual reality and augmented reality technologies to provide more immersive learning experiences.^[6]

3.3.2 Directions and Recommendations for Further Research

For further research, several exploration directions are recommended. Firstly, it is essential to investigate the effective mechanisms for integrating different disciplinary knowledge within interdisciplinary translation teaching, exploring how to better combine the theories and practices of linguistics, cultural studies, and cognitive science to enhance the systematic and scientific nature of translation education.

Secondly, large-scale empirical studies should be conducted to evaluate the effectiveness of various interdisciplinary teaching methods and strategies. Such research can verify the efficacy of teaching methods through long-term tracking and data analysis, providing valuable insights into best practices for interdisciplinary translation education.

Conclusion

This study provides an in-depth analysis of Mongolian-Chinese translation teaching from an interdisciplinary perspective, proposing a series of optimization strategies and implementation plans. Future translation education is expected to trend towards a deep integration of cross-cultural communication and multilingual competencies, leveraging emerging technologies such as big data and artificial intelligence to enhance teaching quality and translation efficiency. Additionally, it is recommended to further explore effective mechanisms for integrating knowledge from different disciplines in teaching and to conduct large-scale empirical research to validate the practical effectiveness and best practices of interdisciplinary approaches. Future research should also focus on the adaptability of interdisciplinary translation teaching within various educational contexts and cultural environments to provide more universal and practical teaching strategies.

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