

A Study on the Optimization Path of Translation Courses in Interdisciplinary Subject: Korean Studies at Yanbian University as an Example

Xiang Li

Center for DPRK and ROK Studies, Yanbian University, Yanji 133002, China.

Abstract

The Korean translation course of Korean studies as interdisciplinary subject plays an important and irreplaceable role in cultivating the intercultural communication ability, literature reading and organizing ability, multilingual ability and international vision of the talents of country and area studies. However, at present, there are still outstanding problems such as insufficient class time and lack of attention, outdated teaching content and lack of relevance, single teaching mode and insufficient translation practice in the course to meet the talent cultivation needs of the discipline. Therefore, the construction of this course should be gradually optimized by enhancing the theoretical awareness of the lecturers, continuously expanding and updating the targeted teaching content from the perspective of cross-cultural and professionalism, and actively integrating the process-oriented teaching mode and blended education mode, so as to comprehensively serve the cultivation of talents in the cross-disciplinary Korean studies.

Keywords

Interdisciplinary Subject; Korean Studies; Korean Translation Course; Optimization Pathway.

1. Introduction

In 2020, the Academic Degrees Committee of the State Council and the Ministry of Education formally issued a document to set cross-disciplines as the 14th major discipline category in China, which fully reflects that cross-discipline integration is a major feature of the current development of science and technology, an important source for the emergence of new disciplines, an effective path to cultivate innovative talents, and an intrinsic demand for economic and social development. As one of the earliest cross-disciplinary secondary disciplines established by Yanbian University after a long period of exploration, Korean studies, relying on the school's geographic advantage, language advantage, and strive to cultivate specialists in the study of the Korean Peninsula. This is not only a major breakthrough in the construction of cross-disciplinary school, but also an important achievement in promoting the deep development of area studies.

Mr. Ji Xianlin pointed out at an early stage that Korean studies is the study of all aspects related to the Korean Peninsula, including not only geography, ethnicity and language, but also history, culture, literature, art, philosophy and religion, and it is a study of very wide connotation [1]. Although there are four main research directions under the discipline: politics, economics, history, and law, the discipline actually puts forward high requirements for training students to master comprehensive basic knowledge about various aspects of the Korean Peninsula. As a researcher of the Korean Peninsula and even the East Asian region, the mastery of language is a basic prerequisite and necessary skill. However, compared with the traditional translation courses in the field of linguistics, the focus of the interdisciplinary translation courses is not only on teaching basic translation knowledge and skills, but also directly related to cultivating

the vision of area studies and language skills. How to improve students' intercultural communication skills and master the multilingual tools of the target countries and regions to help the discipline cultivate complex talents in the field of Korean Peninsula studies is the top priority of this course. Therefore, under the current demand for the construction of cross-disciplinary Daxing, combined with the actual cultivation direction and goal of Korean studies, the translation course needs to develop in the direction of being more perfect, more scientific and more specialized. This paper will focus on the optimization path of Korean translation course in Korean studies at Yanbian University, and discuss how the cross-disciplinary translation course can adapt to the demand for continuous improvement.

2. The main problems of Korean translation course in Korean studies

In terms of the division of disciplinary fields Korean studies belongs to country and area studies. Therefore, from the perspective of the general direction of disciplinary development and talent cultivation needs, the Korean translation course should meet the corresponding relevance and specificity, and can not be replaced by the learning requirements of the traditional Korean translation course only. In such a perspective, it can be found that the problems existing in the Korean translation course of Korean studies are similar to those of the traditional translation course, but also have their own characteristics.

2.1. Insufficient course hours and insufficient attention to the curriculum

In terms of the nature of the course, the Korean translation course in Korean studies is a major elective course, which shows that the course is closely related to the major, but the importance of the course is after the major course, with a certain degree of self-selectivity. In fact, this course is really a supplementary course of the discipline, a way to master specialized knowledge, and is offered for 32 hours. At the same time, in response to the current situation that most of the students of Korean studies lack a language foundation in Korean, and in conjunction with the needs of the cultivation program, the discipline also offers a basic Korean language course. The two courses are complementary and mutually reinforcing, both aiming to improve students' Korean language ability, but the difference is that the basic Korean course mainly focuses on teaching basic word grammar and practicing reading dialogues aloud, while the translation course is more inclined to improve students' ability to read Korean literature and cross-cultural communication, and it is an important course for cultivating instrumental language and multilingualism required for the study of area studies, and it can be said to be an upgraded version of the It can be considered as an upgraded version of the language courses. Therefore, in reality, the current amount of hours is not enough to fully improve students' cross-language skills, and the importance of the course as a whole is not fully recognized by teachers and students.

2.2. Curriculum content is outdated and lacks relevance

The cultivation of human resources in Korean studies is of great significance to the promotion of area studies in China, especially those on the Korean peninsula and in Northeast Asia. The comprehensive, interdisciplinary, applied and other basic characteristics of area studies are similar to those of Korean studies, which also require researchers to have a comprehensive ability system of "specialization + language". This comprehensive competence system includes two kinds of competence: language competence and research competence, the former focusing on the mastery and application of language knowledge for the purpose of communication and comprehension, and the latter for the discovery and solution of problems, with critical thinking as the core. The function of language can be, on the one hand, the information source language used by researchers to obtain research materials, and on the other hand, the language used to carry out academic and other activities [2]. In this framework, Korean is both the local language

for the study of Korean studies in Korea and the instrumental language for the study as well as English, which students have learned since childhood, so that the basic multilingual linguistic competence required for the study of the discipline can be constructed. In the face of this need to cultivate linguistic competence, the content of the current Korean translation course is clearly lacking in relevance. On the one hand, the content of the course basically stays on the basic theoretical knowledge of translation, translation skills and basic translation exercises, and there is a lack of focused lectures and practices on translation of academic contents. On the other hand, for Korean studies majors, the Korean-Chinese translation course is not comprehensive and in-depth enough in terms of cross-cultural communication skills and methods, and lacks attention to this content.

2.3. Single teaching mode and insufficient translation practice

The current teaching mode of Korean translation courses is basically centered on the relevant textbooks, with the teacher teaching translation theory and skills, and through the students' live translation of example sentences or texts in class, and the teacher's correction and analysis of different translations, the students can feel the practical application of translation theory and skills, and experience the grasp of the choice of translations. The problem caused by this model is that the course relies more on the textbook throughout the course and basically follows the content of each chapter of the textbook to advance the course progress, which basically can only include two major parts, namely, explaining the theoretical basics and practicing the repeated translations of Korean-Chinese and Chinese-Korean. As a result, it is impossible to get rid of the traditional teaching mode of the course, i.e., knowledge transfer is the main focus, students' practical and application skills are not effectively trained and improved, and students' learning methods are limited to rote memorization and reading from the textbook. This actually weakens the "all-encompassing" and multi-scenario nature of the translation course itself, gradually limiting the form of teaching to the single-cycle mode of "teaching-listening", resulting in an overall lack of flexibility, innovation and interest in the translation course, and students naturally feel that the classroom is boring, stereotypical and mechanical. Students naturally feel that the classroom is boring and stereotypical, which not only greatly reduces the effect of learning, but also fails to mobilize students' innovative thinking.

3. Optimization Path of Korean Translation Course in Korean Studies

The main problems of the Korean translation course in Korean studies presented above are only superficial, reflecting the deficiencies in the ideology of the instructors, the design of the course itself, and other aspects. Therefore, in order to improve the current situation and promote the construction of the curriculum, it is necessary to practice from various aspects.

3.1. Effective promotion of teachers' awareness of theoretical literacy

The theoretical literacy of teachers teaching translation courses and teaching practice complement each other in a benign interactive relationship [3]. Teachers' knowledge of translation attributes and translation functions can provide effective guidance for translation teaching and have a corrective function for translation practice experience, while the experience gained in translation teaching and practice helps teachers deepen their understanding of translation theory, and this cyclic process is conducive to the construction of the translation teaching model. Therefore, teachers of translation courses need to raise their awareness of theoretical literacy, which is not only limited to the in-depth study of the differences in basic linguistic features between Korean and Chinese translators, the cross-application of translation techniques and the general theories of translation, but also includes the deep grasp of the goal of cultivating talents in Korean studies under the viewpoint of area studies.

On the one hand, teachers of translation courses should spontaneously carry out research and application of the multidimensional functions and practical paths of the theories. This includes constantly deepening the understanding and cognition of the essence and attributes of translation, deeply recognizing the complex social and cultural factors embedded in translation under the superficial code-switching, and seeing both the linguistic attributes of translation and the social attributes of translation activities. In the course, the cultural communication and cultural dissemination functions of translation activities are integrated into it to improve students' deeper cognition of translation activities, so as to cultivate students to build a relatively comprehensive view of translation theory. They should be good at guiding students to think about the problems and phenomena in translation under the care of translation theory, so that they can go beyond the limitations of the textual and linguistic level in the whole process of translation, and look at the function of translation with a broader social vision. On the other hand, teachers need to understand and study the comprehensive, in-depth, timely and strategic features of area studies, and accurately connect the field of area studies and the direction of talent cultivation of Korean studies with the content setting and arrangement planning of the translation course, especially in how to help students build up the multilingual competence in line with the needs of the study to ensure the effectiveness and relevance of this course. effectiveness and relevance of the course.

3.2. Continuously expanding the content of the translation course

The Korean translation-related textbooks currently available on the market do not have content designed specifically for interdisciplinary subject, which in fact puts a high demand on lecturers to cut and add teaching content according to actual needs. Combined with the problems analyzed above, on the one hand, the Korean grammatical structure features, lexical features, basic translation general knowledge, translation strategies and skill application, etc. emphasized in traditional Korean translation textbooks still need to be included as general knowledge in translation courses. On the other hand, it is also necessary to add targeted textual materials for translation practice on this basis, and to incorporate the teaching of cross-cultural communication, area study horizons, and general knowledge of Korean Peninsula culture.

Firstly, the knowledge content of translation aesthetics is appropriately increased. Translation aesthetics is not only closely related to the standard issue of translation, but also involves the translator's aesthetic ability and appreciation, which is the key soul element integrated in translation practice activities. What's more, translation aesthetics is closely related to Chinese traditional translation theory and the development of translation research in China [4], and the explanation of related knowledge helps students to build up their understanding of China's translation theory. However, in the previous translation courses, the focus often focuses on the translation exercises of words, sentences and chapters, while few teachers will strengthen the explanation of translation aesthetics. If the translation ideas of Fu Lei, Feng Youlan, Zhu Guangqian, Xu Yuanchong and many other translators, especially the aesthetics embedded in them, can be further explained in the theoretical level and practical process, it can not only elucidate the deep relationship between the aesthetics of translation and the dissemination of traditional Chinese culture, but also enhance the students' sense of responsibility and sense of mission for the dissemination of translation, as well as stimulate the potentials of students in feeling, appreciating, evaluating and creating beauty, so as to apply them to the practice of translation. It can also stimulate students' potential to feel, appreciate, evaluate and create beauty, so that they can apply it to translation practice and deeply feel the scientific and artistic characteristics of translation.

Secondly, planning the content of exercises from the perspective of cultural differences. The cultivation of intercultural communication ability is itself one of the goals of translation courses, language is the expression form of culture, and culture is an important content of language

communication and application [5]. In the planning of course exercises and cases, we should consciously focus on highlighting the relevant contents of cultural differences. In particular, it is necessary to analyze the differences in the cultural relationship between China and Korea, which are in the same cultural circle of Chinese characters and have been closely interacting with each other throughout history, but have obvious differences. At the level of linguistic expression, it is necessary to emphasize the usage pattern of Chinese characters in the Korean vocabulary and the differences between them, and at the same time to analyze the use of translation techniques such as splitting, integrating, and converting, taking into account the differences between the Korean language and the Chinese language in terms of the order of expression and the structure of the sentence pattern. At the level of cultural background, the differences in social life and culture can be analyzed through the differences in expression habits and the differences in fixed phrases in specific scenes. For example, the connection between the well-developed honorific system in Korean and traditional Confucianism, Chinese and Korean sayings with the same meaning but different expressions, and the connection between proverbs and national cultural symbols are all interesting topics that can lead students to think deeply. At the level of basic vocabulary, it is possible to start with Korean dress, food, institutions, rituals, etc., so that students can categorize and understand the scope of meaning of their unique cultural vocabulary.

Thirdly, expanding the translated text materials that closely follow the research direction. As a language competency building program under the interdisciplinary Korean studies, the simple language conversion ability is only the foundation, and the ultimate goal is for the language competency to be able to fully serve the specific research. Therefore, in light of this training demand, according to the four directions of politics, culture, law, and history under the current Korean studies, on the basis of the basic translation ability of the students, the relevant translation text materials are expanded to enhance the reading ability of foreign literature, the ability to integrate information, and the translation ability of the students under the direction of the discipline's research. In the direction of politics and culture, the translation materials of current news are mainly selected to make full use of the linguistic accuracy and timeliness of current news, so that students can discuss the selection of specialized vocabulary and the style of translation, as well as complete the descriptions of hot events in Korean to improve the accuracy and professionalism of Korean expression. In the direction of law and history, the students can select excerpts from the general textbook to expand the material of translation text, choose typical cases in law and classic stories and characters in history to ensure the interest of the translation content and mobilize the students' motivation to translate. Of course, since the four directions are taught in the same classroom, when selecting texts, we try to consider that the specialized content of the articles does not go beyond the scope of general knowledge, so as to ensure that the students of the four directions are able to accept the difficulty of the specialized content, and at the same time, cater to the interdisciplinary nature of Korean studies.

3.3. Comprehensive enrichment of curriculum design and teaching models

Through the above analysis, it can be found that in order to realize the full development of the above course content, it is necessary to make new changes in the planning, design and teaching mode of this course. How to fully teach rich course content within limited class time and at the same time deeply mobilize students' interest in independent learning is an urgent problem to be solved.

Firstly, it is necessary to change the traditional translation course which is oriented to the translation result, i.e. one-way "indoctrination" teaching mode, in which the teacher provides the translation standard and the students accept it passively. It should be changed to a teaching mode oriented to the translation process, so that students can recognize and understand the

translator's workflow in translation activities, the strategy and method of problem solving, and the means of information transmission in the communication process. The guiding role of the teacher is utilized, with students' independent thinking and creative collaboration as the core. Divide the whole course into translation theory foundation part, basic practice part and upgrade practice part. In the basic translation theory part, the teacher explains the core content, and students supplement it in groups; in the basic practice part, the amount of translation practice is ensured by explaining the skills and setting up translation scene simulation practice in class, combined with the form of completing translation study tasks in groups and exchanging reading translation logs after class; in the upgrading practice part, the students are assigned with professional translation tasks in groups, and they complete the process of selecting, preparing, translating, and proofreading on their own, and the difficult points and problems of translation and the process of proofreading will be taken into account. In the upgrading exercise part, groups are assigned specialized translation tasks to complete the process of selecting, preparing, translating and proofreading by themselves, and to exchange translation difficulties and experience in class. Through this kind of course design, the practical activities that can't be completed in the classroom can be expanded and extended, and the intensity of translation practice can be strengthened.

Secondly, the blended education model is applied to the course. Under the background of "Internet+Education", the introduction of blended teaching mode in foreign language teaching in colleges and universities is not only a necessity of the development of the times and social progress, but also a realistic demand for educational reform. Especially in the current situation that the application of blended education mode is mostly in English courses, the application of blended mode in small languages, especially in translation courses, should be stepped up. At the same time, the blended education model can effectively solve the problems of more teaching content but fewer credit hours, students' lack of motivation to learn, and a single assessment and evaluation mechanism by organically combining offline classroom teaching with online learning, and designing the teaching link of the course into three phases: pre-course, in-course, and post-course [6]. At the same time, the integration of exploratory pedagogy and situational pedagogy and other ways of enriching the diversity of the form of teaching can be better to a variety of channels to increase the interaction and communication between teachers and students, and effectively improve the quality and effectiveness of teaching. The combination of online and offline also expands the resources and channels for translation practice, promotes the same ratio of two-way translation practice between Korean-Chinese and Chinese-Korean, and avoids the phenomenon of being limited to one-way translation.

4. Conclusion

Korean studies, as a part of area studies under the cross-discipline, is one of the emerging young disciplines in China, as well as one of the key construction disciplines in the field of scientific research and at the level of national strategic needs, and the composite talents it cultivates are self-evidently of great significance to the country and the society. In such a perspective, translation courses play a key role in cultivating students' multilingual ability, which is an important part in the process of cultivating talents in this discipline. In the face of the special needs of the discipline and the characteristics of the traditional translation course, the comprehensive construction and improvement of the course still has a long way to go. The teaching concept of keeping abreast of the times and the courage to promote teaching reform are always the key to promote the development of teaching. With sufficient attention, solid theoretical support, and continuous improvement of teaching mode, teaching content and teaching methods, we can realize the cultivation of interdisciplinary talents with intercultural communication ability and international vision.

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