



# Reflection on Translation Talent Training in Local Higher Education upon Chinese Culture “Going Global”

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**Abstract:** *Upon the strategy of Chinese culture “going global”, translating should have a dominant role in the info-flow export of Chinese culture because China is growing strong and the world say is of desperate necessity. In large sense the spread of Chinese culture can be reached by qualified translators with adequate Chinese cultural competence, correspondingly how talent training is carried out with distinct characteristics in local higher education by stressing the integration of Chinese culture into their programs. Based on the national standards and the teaching guide by the Ministry of Education, students’ humanistic literacy should be reinforced to develop undergraduate translation major into diversifying modes aiming at cultivating translation talents with strong cultural competence. It is an important path to integrate Chinese culture education into the translation talents training for high quality and specialization in local higher education in order to demonstrate the local distinctiveness and the nationwide talent training diversity. And it is particularly crucial to focus on the local culture integration. Therefore, the talent cultivation program should be improved with school curriculum draft, emphasis on local culture exploration and related school-based textbooks as well as faculty readiness; students must develop their interest field with firm confidence in Chinese culture to grow into high-quality translation talents holding the harmony spirit of Chinese culture for the ultimate purpose of spreading Chinese culture.*

**Keywords:** Chinese culture; Local culture; Integration; Translation talent training; Spread of Chinese culture.

**Cited as:** Liu, Z. (2025). Reflection on Translation Talent Training in Local Higher Education upon Chinese Culture “Going Global”. *Journal of Theory and Practice in Linguistics*, 2(1), 1–8. Retrieved from <https://woodyinternational.com/index.php/jtpl/article/view/148>

## 1. Introduction

The documents concerning undergraduate foreign language teaching and translation major development respectively issued in 2008 and 2020 by the Ministry of Education emphasize the education and learning of cultural knowledge in constructing majors, attaching importance to humanistic literacy, and incorporating the education of Chinese culture into the curriculum system. These policies play an important role in regulating and guiding the cultivation of translation talents in colleges and universities, thus it is necessary to strengthen the education and learning of Chinese cultural knowledge.

The acquirement of Chinese cultural knowledge is conducive to accelerating the level of translation talent training and laying a foundation for spreading Chinese culture. Liu Hong (2021) put forward several criteria for translation talent evaluation in the new era, including global vision, humanism, state awareness and national feelings. Throughout the long-term flow of information through translation, there has been a remarkable import into China than export to the world, however, the rise of China is actively enhancing world peace and prosperity, and the world urgently needs to know more about China. Therefore, adequate output and spread of Chinese cultural information will help the world hear more voices of China and also affect the status and discourse power of China in international exchanges. The spread of Chinese culture must rely on translators with firm confidence in Chinese culture and adequate cultural knowledge, hence, local colleges and universities should effectively integrate into Chinese culture education according to the current situation, particularly their local culture, shoulder the important mission of cultivating high-level specialized translation talents, promote the diversified development of national translation talent cultivation displaying the advantages of local cultivation mode, in order to spread Chinese culture to the outside world. Regarding the research on translation talent cultivation integrating local culture in the program,



Ge Wenfeng and Ji Shufeng discussed the “localization + compound” talent training mode with Anhui Province as an example; Yao Teng discussed the curriculum of translation major based on Wutai Mountain in Shanxi Province; Wang Xin and Yang Hongyan discussed the practical education of translation talent based on Emei Mountain and Leshan Giant Buddha in Sichuan; Liu Jinlong discussed the set-up of majors combining Shanghai’s local cultural and geographical advantages. They all provide important samples for the study of translation talent training path. Xu Jun also emphasized the “diversified” strategy and “high-level” direction of future translation talent training (Du Lei, Xu Jun 2021). Therefore, it is of great value for translation education programs in local higher education to integrate Chinese culture as a way to explore the cultivation of high-level specialized translation talents so as to optimize the strategy of talent training and help the construction of a national diversifying models. Why can Chinese culture integration become an important way to cultivate high-level specialized translation talents? Why is translation inseparable from culture? Why should we attach importance to the translation and communication of Chinese culture? How to effectively integrate Chinese culture into the talent training program?

## 2. 2. Culture and Translation

Culture has rich connotations: material culture (all material civilizations created by human beings); psychological culture (thinking, belief, values, aesthetic taste, etc.); institutional culture (social, family, education, religion, lifestyle, customs, etiquette and norms, language, etc.). Culture is the historical accumulation of a nation, which has abundant national cultural factors and embodies its achievements and distinguishing characteristics.

Translating helps to facilitate communication. As the Chinese old saying goes, “Translating is to change, which means it is to make words understood.” Such an insight explains both the concept of translation and its purpose, helping mutual communication and understanding, which includes learning and borrowing from others, as well as introducing and disseminating oneself. Christiane Nord points out that the communication through translation takes place based on symbolic transmission with cultural connotations. Culture is the main normative environment for translation ecology while translating is influenced by multiple ecological factors of cultural environment, and at the same time, translating helps spread, create and develop culture (Xu Jianzhong). Translation is a part of cultural content and the translating process is bound to be controlled by the source language (SL) and target language (TL) culture. Translation and culture always overlap, so translation is essentially a communicative activity involving cultural elements, namely, cross-cultural communication.

The discussion of the relationship between culture and translation is based on language-culture relations, which is a comparative study of two cultures and languages. Language is an important part of culture, which is described by language and carried forward in language. Cultural factors are closely related to translation. The essence of translation is a cross-cultural communicative activity, because the purpose of translation is to exchange thoughts and feelings, spread scientific and cultural knowledge and promote social civilization. There exist objectively cultural differences between two cultures through translation, so translators are both bilingual and bicultural workers. Specifically speaking, translators need to determine the cultural meaning of SL information and use various translation means to transfer the original text meaning into the receiving culture, that is, cultural transformation. Susan Bassnett believes that translating should be based on cultural unit, which is an act of communication to meet the needs of culture and different groups in a certain culture. It can be seen that translation can facilitate the communication and infiltration between two different cultures and languages, which is conducive to both the development of the TL culture and the dissemination of the SL culture. It is Lawrence Venuti (Guo Jianzhong 197) who advocates the spread of SL identity culture into the TL culture, emphasizing differences, pursuing cultural diversity and highlighting the source linguistic and cultural characteristics. In the era of globalization, Chinese culture is bound to participate in worldwide cultural exchanges through translation to jointly push the diversified prosperity and development of global cultures with a display of cultural characteristics of all nations.

## 3. 3. Chinese Culture and Translating Communication

With the peaceful rise of China in the world, it is necessary to shape a cultural image of China that represents the country because the significance of a nation existing in the world lies in its culture, and the participation and exchange of Chinese culture on a global scale rely heavily on translating communication. In the era of globalization, different cultures have been relocated under the dynamic effect of translation, gradually moving marginal cultures towards the center (Wang Ning 2013: 5-11). Taking the advantage of the effect of translation, Chinese culture can gradually go abroad towards the world stage, participating in international cultural exchanges on an equal footing

to contribute to the balanced development of the world's cultural ecology and the sustainable human development worldwide, which also displays the voice of Chinese culture spreading to the outside world. In the context of global cultural diversity, the smaller the output of Chinese cultural information is, and the less world (audiences) know about China, resulting in negative feedback of cultural ecosystem, that is, there is an imbalance between input and output, which is manifested in relatively plenty of misunderstanding of China by the West and the disadvantage of Chinese culture in international exchanges. Consequently, it is harmful to equal communication and interaction among cultures. Calling for active participation of translating Chinese culture, the world requires the output of Chinese cultural information flow to propel equal dialogue between China and the rest of the world to form a diverse, unified and symbiotic whole. What is behind China's peaceful rise? China's international influence has made the world keen to know more about China, a 5,000-year civilization and new era culture under the brilliant achievements of reform and opening up. And they want to learn from Chinese culture, as cultural diversity worldwide is inseparable from the participation of China, in which translating is an important way to spread Chinese culture. Translation has to depend on excellent translators to expand the flow of information overseas by introducing and spreading China's identity culture. Xu Chongxin holds that cultural differences exist objectively, and translation should be like a mirror reflecting the exotic contents in the original work. China's unique culture can be called the "exotic contents" that should be paid special attention to in translating to spread Chinese culture to the world and meet the needs of the world for understanding China. Hu Gengshen (2013) assumes that the translator-centered role can be played in the translation process to achieve balanced regulation, just like the balance of natural ecosystem. Liu Yunhong (2012) believes that translators play an active and subjective role in the overall translation activities. The manipulation by translators depends on first their Chinese cultural competence. Secondly, they need to decide what cultural information to introduce to increase the flow of Chinese culture in the translation ecosystem and promote the overall balance between system input and output. Obviously, the increase of China's cultural output to the outside world will certainly forward global cultural exchanges to be balanced and redound the peaceful development and common prosperity of world cultures.

Chinese culture "Going global" is an important national strategy, which aims to enhance China's voice in international communication and shape China's cultural image by developing equal dialogue. There are remarkable achievements of Chinese language education and the spread of Chinese culture worldwide, for instance, the Belt and Road Initiative is a model for implementing the "Going global" strategy. Translating will play a particular and decisive role in establishing the image of a cultural power (Wang Ning, 2013). Taking the opportunity of Chinese culture "going global", Chinese culture can be spread through translation practice, coordinating its marginal status quo and gradually moving to the center of world stage so that the world can hear China's voice and see China's cultural image, which is conducive to enhancing global cultural prosperity. Wang Yuechuan (9, 258) showed in his research that China exports too little cultural information in Sino-Western exchanges and has a huge cultural deficit, thus it is requisite to give voice to China in international exchanges, breaking away from the silent and marginal state of Chinese culture, so as to contribute to the overall promotion and harmonious development of world cultures. It is worth noting that the "Chinese Academic Foreign Translation" project of the National Social Science Fund of China has made great contribution in introducing Chinese culture over more than 10 years (Gao Fen and He Qianni 2020). This inspiring message tells of an important achievement of Chinese culture "going global" strategy, a grand event for the translation community to practice and manipulate Chinese culture output, and also shows that translating is an important medium for spreading Chinese cultural information. Translation is indispensable for the spread of Chinese culture to the outside world.

In response to General Secretary Xi Jinping's call for "telling China's stories well and enhancing the country's soft power", spread Chinese culture through translation, i.e., the carrier of language, interpreting China's past and present, so that the world can understand more unique things, concepts and images reflecting Chinese culture. Hu Gengshen (2013) emphasized translators' educational background and readers' needs in the translating process, as well as their ability and awareness, thus, colleges and universities should educate students to accumulate China's cultural knowledge in the training process and strengthen their cultural confidence. We should strengthen cultural self-confidence, stick to the stand of Chinese culture and introduce Chinese culture to the outside world (Xiao Weiqing, Feng Qinghua, 2019). Colleges and universities are the main organizations for cultivating translation talents, so it is important for local higher education to seize the opportunity to integrate Chinese culture into their own translation talent training program, attaching importance to the exploration of local culture to help students understand the essence of Chinese culture and make important preparations for introducing and translating Chinese culture.

#### **4. Chinese Culture and Translation Talent Cultivation**

The purpose of conducting translation major in colleges and universities is to serve the country (Peng Hongyan 2018). Foreign language majors in the new era must serve Chinese culture, thought, concept and spirit as well as China's enterprises, products and technologies to go global (Feng Guangwu, 2020). How to serve China's national strategy of "going global"? To cultivate excellent translation talents to help spread Chinese culture. Colleges and universities play the major role in cultivating translation talents, so the important task of specialized translation talent training should go to the local higher education, which must explore an effective talent training model, i.e. integrating Chinese culture into the education program, cultivating students' good cultural accomplishments with sufficient knowledge of Chinese culture, so that the students can grow into high-level specialized translators.

#### 4.1 Education and Learning of Chinese Culture

As to the learning of Chinese culture, what do students need to learn in the training process? They should have a deep understanding of the main content, basic spirit and value system of Chinese culture, understand complex cultural phenomena, inherit the spirit of Chinese culture, and develop their own fields of cultural interest such as literary classics, history, multi-ethnic characteristics, customs, tourism, reform and innovation. Jin Huikang argued in the foreword of *Intercultural Communicative Translation* that translation practice regarding Chinese language and culture should be strengthened in Chinese-English translation teaching, highlighting cross-cultural communication. Jin Huikang's proposition resonates well with Chinese culture education and talent cultivation discussed in this article. Colleges and universities throughout China should educate students about Chinese culture identity and belonging, actively guiding the spread of Chinese culture to the outside world.

First of all, based on the spirit of Chinese nation, rich contents of Chinese culture must be educated. China has a long cultural history with diverse ethnic groups living together, complex and diversifying geological landforms and climatic conditions, enduring farming culture, theoretical contention among hundreds of schools of thought, poems and songs, classics and the like. The endless Chinese culture has shown strong vitality featuring family-orientation, being practical and stable with strong self-identification and group belonging spirit; the main content of China's cultural spirit is "harmony between man and nature, man-orientation, vigorous and powerful, respect peace and harmony" (Zhang Dainian, Fang Keli 268-274, 286). Chinese culture attaches importance to the harmony and unity between man and nature while man is fundamental, conforming to the four seasons and making contributions. China has a positive cultural orientation, advocating openness and tolerance like the sea for all rivers, seeking common ground while reserving minor differences and achieving harmony and win-win results; She encourages perseverance and determination to cultivate self-improvement, independence and self-respect. Translation and translation studies can help foster national self-esteem and pride (Xu Jianzhong 51). The core essence of learning Chinese culture is to learn and firm the unique spirit of the Chinese nation, so that translators can firmly adhere to the harmonious essence guided by the Chinese national spirit to spread rich and diverse Chinese cultural information.

Secondly, learn the culture of new China, especially that built up from the achievements of reform and opening-up. The Chinese nation has forged ahead and created the culture of new China with its stubborn spirit and broad-mindedness, in which the Chinese culture created on the achievements of reform and opening up has attracted worldwide attention. The fundamental concept of contemporary Chinese culture is harmonious coexistence, and the continuous pursuit of industrial civilization, market economy, political democracy and individual subjectivity development: rapid breakthrough in manufacturing industry, world-leading aerospace science and technology, prosperous network economy, thriving infrastructure construction, people of all ethnic groups striving for a moderately prosperous life, rural revitalization, increasingly fine ecological environment. The Party and nation strive to advance the construction of public rationality. The rise of China helps boost the progress and development of the world and China has expressed a positive attitude towards global rational development and public governance with its contribution of strength, wisdom and approach, such as the "Belt and Road Initiative" construction of the community with a shared future, the commitment to carbon neutrality by 2060, population poverty alleviation and the like. The great achievements of China today are a source of pride and honor for Chinese people, but we should also bear in mind the whole world as only common prosperity and development of the world can be conducive to global ecological harmony and balance. Through translation, the cultural message of China's prosperity and stability needs to be exported and disseminated overseas, in particular, China's successful concept, which will tell the world how Chinese people are working together to build Chinese community with a shared future.

#### 4.2 Exploration and Education of Local Culture

China boasts of vast culture, so the export of China's cultural information to the world should be diversified with the active participation of local culture to jointly help increase output and dissemination of Chinese culture, highlighting the advantages of local higher education, to gradually form a multiple pattern of translation talent training nationwide. The cultivation of translation talents in local higher education needs to be non-stereotyped, digging deep into the local culture and integrate it into translation major program. According to the Ministry of Education, advantages should be considered, avoiding stereotypes and developing characteristic major in the translation major construction. Zhong Weihe and Feng Guangwu stressed in articles and meetings that colleges and universities should display characteristic major cultivation. Chang Junyue (2015) pointed out the current sameness of English majors in colleges and universities in China, and put forward the idea of diversified curricula models. This proposition has positive significance and can provide a good example for the cultivation of translation talents in colleges and universities all over China, thus colleges and universities must think about how to develop characteristic cultivation. Feng Guangwu (2020) pointed out that the unitary talent training mode led to homogenization of talent training, resulting in surplus ordinary talents and shortage of high-level talents. The characteristics of local translation talents training has been the focus of many professional seminars and academic articles.

The cultivation of translation talents in local higher education can develop their own path. Specifically, colleges and universities can incorporate their own school-based textbooks into the curriculum according to their geographical and economic circles and in combination with local culture. The targeted education on local key cultural contents is carried out to cultivate translation talents who are familiar with local culture so as to help local culture to participate in the national spread of Chinese culture to the outside world. For instance, local higher education in Sichuan and Chongqing can focus on Bashu culture integration education in terms of the spread of culture, such as Jiuzhaigou world cultural heritage, Cancong & Yufu culture in ancient Shu, Three Kingdoms culture, liquor culture, urban economic circle and leisure economy characteristics. In cultural connotation, the important spirit of Bashu local culture lies in Bashu people's struggling and innovation in difficult natural environments and their understanding in adversity. Bashu culture is an important part of Chinese culture while there are still many difficulties in spreading Bashu culture overseas at present, thus, before the introduction of Bashu culture is effectively enhanced, it is particularly important to optimize translation major construction for corresponding translation talent training. The integration of Bashu culture into the cultivation of translation talents can not only boost the development of high-level specialized translators, but also help avoid the homogenization of national translation talent training, highlighting local advantages. Therefore, the integration of Bashu culture should be an important path for the characteristic cultivation of translation talents in local Sichuan and Chongqing higher education.

Therefore, as long as local colleges and universities fully explore their local cultures, the diversifying models of translation talent training will be greatly developed. In his keynote speech on "Translation Studies and the Construction of Foreign Languages and Literature", Xu Jun stressed that the construction of translation disciplines and the cultivation of translation talents are extremely important tasks in China's current translation studies (Xu Jun, 2020). The integration of local cultural education into the translation talents training in colleges and universities nationwide will certainly facilitate the cultivation of high-level specialized translation talents with distinctive characteristics, furthering the study and inheritance of local culture to demonstrate rich Chinese cultural information to the outside world with a diversity of local culture output.

## **5. Suggestions on Integrating Chinese Culture into Talent Training Program**

It is necessary and feasible to integrate Chinese culture education into the translation talent training program in higher education. Chang Junyue gave a report by citing the successful teaching reform of English majors in Dalian University of Technology in "The 10th China Forum on English Education and Teaching Methods", which tells the feasibility and correctness of attaching importance to humanistic literacy education. The humanity education measures taken in the Department of Translation, School of English, Shanghai International Studies University are successful and replicable, of which the concept is very important (Xiao Weiqing, 2017). The important concepts of developing the Teaching Guide (Guide for Undergraduate English Majors in Colleges and Universities) include improving the English education system with Chinese characteristics and style, stressing students' humanistic quality, cultivating talents with humanity attainment and Chinese feelings, and firmly serving the national strategy (Jiang Hongxin, 2019). China's cultural literacy education is important and can be expanded in more education programs. The integration of Chinese culture education into the translation talent training program embodies the important concept of the Teaching Guide, which is conducive to specialized translation talent training. Only such talents can shoulder the important responsibility of spreading China in cross-cultural communication in

the new era, actively exporting Chinese cultural information in translation practice to meet the needs of the world (audiences) eager to understand China. At present, the priority is to optimize the translation major design from the framework, formulate university-level standards, and improve talent training programs and curriculum systems.

### **5.1 To Formulate University-level Standards and Revise Talent Training Programs**

“National standards are the guideline and university-level standards are the foundation” (Peng Hongyan, 2018) is the principle for formulating university-level standards. Guided by the national standards, university-level standards should be an important test criteria for the construction of translation major in colleges and universities, as well as the direction of its development. The university-level standards should reflect the characteristics of colleges and universities, emphasizing humanity education, highlighting the contents of Chinese culture education, deeply exploring local cultures so as to cultivate translation talents with Chinese feelings and international vision. Wei Xiangqing and Yang Ping clearly proposed to explore the common connotation of “China’s knowledge” and China’s say on world stage when talking about the development of translation talent team aiming at enhancing the value of “locality”. Putting the local culture education in a prominent position is to make brilliant the major training. On the basis of university-level standards and the location of major development, as long as the job is well organized, it is high likely to take no more than one year to make ready specific and feasible talent training plan with their characteristics in local higher education.

### **5.2 To Improve the Curriculum System and Develop School-based Textbooks**

The core part of the talent training program is the curriculum system, in which the characteristics of majors are reflected through its structure and modules. Sun Lin (2020) points out that it is necessary to adapt to social needs, strengthening international communication awareness and adding courses of global publicity. Chinese culture education and the exploration of local cultures are countermeasures to cultivate translation talents guided by the global vision, which can meet the needs of the world (audiences) to understand China. In cultivating foreign language talents, humanistic literacy and China’s feelings must be attached importance to, as well as the good information of Chinese language and culture (Feng Guangwu, 2020). The Survey of Chinese Culture is taken as the core course, and Modern Chinese, Ancient Chinese, Chinese Writing and the local culture teaching are taken as cultural optional courses. As an important part of Chinese culture, Chinese language should be followed up. Together with other knowledge about the psychological culture of the Chinese nation, China’s institutional culture and material culture, it constitutes the cultural education content for translation major training. Regarding the local culture teaching with prominent regional characteristics, rich contents and obvious significance, it is better for colleges and universities to organize personnel to complete the development of school-based cultural learning materials in 1-2 years, which can be presented in Chinese and English (foreign) languages in class, serving as the most fundamental content of the characteristics of translation major development.

### **5.3 Faculty Team**

Talent cultivation and major development are the life of colleges and universities, which need to be planned and arranged as a whole. Cultivating specialized translation talents requires faculty team good at Chinese culture education, which can be allocated by the university to form a close collaborative relationship between relevant schools or departments. According to the curriculum arrangement, on the one hand, teachers need to be allocated to take charge of the Outline of Chinese Culture, Modern Chinese, Ancient Chinese and Chinese Writing courses, on the other hand, it is necessary to tackle the issue of faculty training for local cultural education, to be supported by particular funds for discipline construction, so as to accomplish the bilingual teaching of local cultures. Colleges and universities should coordinate and make relevant teachers ready with an integration of Chinese culture education, highlighting local cultural contents, to advance the development of translation major characteristics and jointly serve the training of specialized translation talents.

### **5.4 Strategies and Assessment Methods**

As an active cooperative response, local colleges and universities should develop strategies and scientific assessment methods to make sure of the effectiveness of Chinese culture education through the program. On the one hand, the administration should take serious attitude, arousing teachers’ awareness of culture education and their enthusiasm for teaching. Teachers are required to observe students in due time, helping them out of the indifferent attitude towards Chinese culture learning, stimulating their initiative and giving full play to their subjective role. On the other hand, students should enhance their awareness of culture study, expand learning

channels to reinforce cultural learning, after all, it is far more than one or two books to obtain cultural knowledge information and make cultural attainment. Students can carry out social survey and study in groups to understand and experience China's cultural elements from social practice: China's rich history, festivals, customs and etiquette, geography and nature, new economic sectors and so on. Extracurricular reading, online media and daily life experiences are all viable ways for them to obtain cultural information about China.

The assessment of students for different courses related to Chinese culture requires the administration to take into account the whole and highlight key points, combining theoretical literacy with practice with a scientific way to check students' learning to promote China's cultural education and study, and gradually develop into normalization of humanistic literacy education and Chinese culture learning for translation major program in colleges and universities.

To sum up, taking the university-level standard as a test standard, planning major location, revising talent training program and optimizing curriculum system, the integration of Chinese culture will certainly help develop the characteristic cultivation of translation talents in local higher education. The connotative development of Chinese cultural knowledge helps the inheritance of excellent Chinese national spiritual temperament. Students' humanistic quality can be built up with their own fields of interest so that they grow into specialized high-level translation talents, equipped with resource packages for "telling China's stories well" in the future international communication, facilitating the translation and dissemination of Chinese cultural information.

## 6. Conclusion

Translating carries the nature of cross-cultural communication, always intertwined with culture, and the asymmetry between cultural information input and output in international communication urgently needs translation to enhance Chinese culture output. Therefore, China needs urgently talented translators with adequate Chinese cultural knowledge and good cultural literacy. The integration of Chinese culture is an important path to cultivate high-level specialized translation talents in colleges and universities throughout China, which not only responds to the needs of the current situation, but also meets the normative requirements by the Ministry of Education concerning the location of translation talent training. Therefore, local colleges and universities should base themselves on the national spirit, teach excellent traditional history and culture as well as the culture of new China, especially that out of the brilliant achievement of reform and opening up, educating students to adhere to the Chinese national spirit and deeply understand the essence of harmony, the core value in Chinese culture.

In order to effectively integrate Chinese culture into major education, the framework construction of translation major must be accomplished, i.e. university-level standards formulation, location of translation major, talent training programs and curriculum systems, as well as faculty resource coordination, specialized faculty training, and the issue of corresponding assessment methods for the students in local higher education. Meantime, the exploration of local cultures must also be well organized to develop school-based textbooks so as to effectively integrate the local cultures into the program with a display of prominent advantages in their talent training, thus forming a multiple mode of translation talent training nationwide. Fundamentally, the training of translation talents in local higher education is to guide students to inherit the spirit of the Chinese nation, grasp the essence of harmony, develop fields of cultural interest, be familiar with local cultural knowledge so that they grow into high-level specialized translation talents. This model can help form a diversified joint force to spread Chinese culture to the outside world, telling the story of building Chinese community with a shared future to help build a community with a shared future for mankind by promoting equal exchanges and prosperity of world ethnic cultures.

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