

A Study on Practical Paths of Teaching Mode for Translation of Zhangjiakou's History and Culture from the Perspective of Curriculum-based Ideological and Political Education

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Abstract: Against the dual backdrop of cultural communication in the post-Winter-Olympics era and the development of the New Liberal Arts, foreign language teaching in local colleges and universities should take root in regional cultural features and realize in-depth integration of curriculum-based ideological and political education with professional teaching. Taking the course Translation of Zhangjiakou's History and Culture offered by Zhangjiakou University as the research subject, this paper adopts literature research, survey research and action research to analyze the practical value and existing problems of integrating curriculum-based ideological and political education into local-culture-oriented translation teaching. It constructs a "Three-in-One" teaching model and explores a practical system featuring "resource excavation — model innovation — path implementation — evaluation empowerment". This study can serve as a reference for curriculum-based ideological and political construction of similar courses in local colleges and universities, and help foster interdisciplinary translation talents for the international communication of Zhangjiakou's history and culture.

Keywords: Curriculum-based ideological and political education; Zhangjiakou's history and culture; Translation teaching; Teaching mode; Practical path

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1. Introduction

As a key measure to implement the fundamental task of fostering virtue through education, curriculum-based ideological and political education stresses embedding ideological and political education into the whole process of professional teaching so as to achieve the organic unity of knowledge imparting, competence cultivation and value guidance^[1]. Translation courses, which combine the instrumental nature of language

with the nature of cultural communication, constitute an important carrier for curriculum-based ideological and political construction. In particular, local history-and-culture-themed translation courses act as a bond linking regional culture, professional education and ideological-political education.

Located at the junction of Beijing, Hebei, Shanxi and Inner Mongolia, Zhangjiakou serves as a hub of the Grassland Silk Road and the starting point of the Great Wall. As a host city of the Winter Olympic Games, it boasts diverse historical and cultural resources, including Great-Wall culture, folk-custom culture, red culture, and Winter-Olympics culture, which form vital components of China's fine traditional culture, revolutionary culture, and advanced socialist culture. As a featured course for translation majors at Zhangjiakou University, Translation of Zhangjiakou's History and Culture aims to develop students' competence in translating regional culture while disseminating the Zhangjiakou spirit and Chinese values.

Current domestic research on ideological-political education in translation courses mostly focuses on macro-level theories and general teaching, whereas systematic research targeting featured local-culture translation courses remains limited. Foreign translation teaching emphasizes intercultural competence training without explicit ideological-political orientation. Existing teaching practice suffers from drawbacks such as fragmentary excavation of ideological-political elements, rigid teaching modes, imbalanced cultural transmission, and one-sided evaluation systems, which fail to meet the talent-training requirements for translators in the new era. Accordingly, grounded in Zhangjiakou's regional characteristics and combined with teaching practice and survey data, this paper explores the teaching mode and practical paths for integrating curriculum-based ideological-political education into Translation of Zhangjiakou's History and Culture, so as to provide a practical paradigm for foreign-language teaching reform in local colleges and universities.

2. Value implications of integrating curriculum-based ideological and political education into translation of Zhangjiakou's history and culture

2.1. Theoretical value: Enriching the connotation of ideological-political construction for translation courses

The core of ideological-political education in translation courses lies in embedding such ideological-political elements as patriotism, cultural confidence and craftsmanship spirit into translation teaching to realize synchronized development of professional education and ideological-political education^[2]. Centering on Zhangjiakou's diverse historical and cultural resources, this study clarifies the core objectives, content system and implementation logic of ideological-political education for local-culture translation courses. It breaks through the limitation of traditional translation teaching that "emphasizes skills while neglecting values", establishes a teaching framework of ideological-political education in translation suited for local colleges and universities, enriches interdisciplinary research achievements of translation studies and ideological-political education, and offers theoretical references for the construction of similar courses.

2.2. Educational value: Cultivating interdisciplinary translation talents

New-era translators are expected to possess solid linguistic competence, profound cultural literacy, and a firm political stance. Taking Zhangjiakou's history and culture as the carrier, the ideological-political education of this course can, on the one hand, improve students' professional capabilities such as translating culture-loaded words, intercultural communication and teamwork^[3]. On the other hand, through ideological-political

elements represented by revolutionary deeds, the Great-Wall spirit and the Winter-Olympics spirit, it fosters students' patriotism, cultural confidence and sense of social responsibility, guides them to form a correct cultural outlook, and helps them grow into interdisciplinary translation talents "with language proficiency, cultural awareness, emotional commitment and communication competence"^[4].

2.3. Cultural value: Promoting the international dissemination of Zhangjiakou's history and culture

In the post-Winter-Olympics era, Zhangjiakou has gained rising international attention. The external publicity and translation of its history and culture are critical to improving its city image and enhancing cultural soft power. At present, the external publicity of Zhangjiakou's history and culture faces problems including low coverage of English translations, non-standard language expressions, insufficient delivery of cultural connotations and limited communication carriers. Guided by ideological-political teaching, translation practice enables students to sort out, translate and spread Zhangjiakou's history and culture systematically. It builds a talent reserve pool for regional-culture translation and produces standardized external-publicity texts, thereby facilitating Zhangjiakou's history-and-culture "going global" and realizing two-way empowerment of cultural inheritance and international communication.

3. Current situation and problems of translation of Zhangjiakou's history and culture from the perspective of curriculum-based ideological and political education

3.1. Fragmentary excavation of ideological-political elements with insufficient integration depth

Zhangjiakou's history and culture abound with ideological-political resources: Great-Wall culture embodies devotion to the country; red culture carries revolutionary spirits; folk-custom culture reflects ethnic integration; Winter-Olympics culture conveys the spirit of striving for excellence. Nevertheless, ideological-political elements are excavated in a fragmented manner in teaching, mostly through superficial implantation rather than in-depth interpretation of underlying spiritual connotations. Ideological-political content is decoupled from translation knowledge points, giving rise to the phenomenon of "disconnection between ideological-political education and professional teaching". In some cases, excessive emphasis on ideological-political education weakens translation-skill training, which prevents natural integration of the two dimensions.

3.2. Rigid teaching modes with weak practice orientation

Traditional teaching adopts the model of "theoretical lecture plus text translation", divorced from real-world contexts. Students tend to conduct mechanical linguistic transformation and lack cultural understanding and practical capabilities. Surveys indicate that most students complain about the shortage of authentic translation scenarios in class. They have difficulties translating culture-loaded expressions such as "Yuxian Tree-Burning Fireworks" and "the spirit of revolutionary Chahar", and suffer from "cultural aphasia". Extracurricular practice mostly consists of after-class exercises. Field investigations, project-based practice and volunteer services are rarely organized, leaving students unable to translate theories into practical capabilities.

3.3. Homogenized teaching content with inadequate highlighting of regional features

Teaching content largely draws on cases from general translation textbooks with poor pertinence. Characteristic cultural resources of Zhangjiakou such as the Great Wall, Nihewan Paleolithic Site, Dong Cunrui Memorial Hall and Dajingmen are not systematically integrated. Teaching materials are updated slowly, and elements including Winter-Olympics culture and Zhangjiakou's development in the new era are insufficiently incorporated, failing to reflect the uniqueness of regional culture. Students hold superficial understandings of Zhangjiakou's history and culture. Consequently, they cannot accurately convey cultural connotations in translation, and their versions lack regional distinctiveness.

3.4. One-sided evaluation system lacking ideological-political orientation

Current evaluation relies heavily on summative examinations that focus on linguistic accuracy and grammatical norms of translations. It neglects assessment of cultural-connotation delivery, realization of ideological-political values and practical capabilities. Teachers serve as the sole evaluators, with few opportunities for student self-assessment, peer assessment or social evaluation. No indicators are established for evaluating ideological-political literacy, making it hard to quantify value-shaping effects such as patriotism and cultural confidence, and impossible to fully reflect the educational outcomes of the course.

3.5. Inadequate teachers' competence in ideological-political teaching and deficient collaborative mechanisms

Surveys reveal that some teachers have not received systematic training for curriculum-based ideological-political education. They lack sufficient ideological-political awareness and struggle to identify ideological-political elements embedded in local culture. Their knowledge of Zhangjiakou's history and culture is limited, and they are not adept at integrating translation teaching with ideological-political education. In addition, there is no sound collaborative mechanism linking universities, cultural-tourism authorities and red-culture venues. Teaching, research, and practical resources are scattered, which impedes joint educational efforts and lowers the teaching quality of curriculum-based ideological-political education.

4. Construction of teaching mode for translation of Zhangjiakou's history and culture from the perspective of curriculum-based ideological and political education

In view of curriculum-based ideological-political principles, Zhangjiakou's regional features and existing teaching bottlenecks, this paper constructs a Three-in-One teaching mode defined as "One Main Line, Two Wings and Three Integrations". It takes translation practice as the main line, improvement of linguistic competence and cultivation of ideological-political literacy as two wings, and realizes three-fold in-depth integration: local culture with translation teaching, classroom instruction with extracurricular practice, and traditional culture with Chinese-Western cultural comparison. This mode balances skill training, cultural inheritance and value guidance.

4.1. One main line: Translation practice running through the whole teaching process

Translation practice serves as a bridge linking theory and application, covering pre-class, in-class and post-class sessions. Before class, assignments are given for students to collect materials about Zhangjiakou's

history and culture and sort out culture-loaded words to consolidate their cultural foundation. In class, situational translation, group projects and case discussions are carried out to sharpen translation skills. After class, field investigations, volunteer translation services and translation contests are arranged to enhance practical capabilities. Through practice, students deepen their cultural understanding and internalize ideological-political values.

4.2. Two wings: Coordinated improvement of linguistic competence and ideological-political literacy

- (1) Linguistic-competence wing: Centering on the translation of texts about Zhangjiakou's history and culture, it strengthens training on culture-loaded words, complex sentences and text translation. It improves students' capabilities in linguistic transformation, intercultural communication, and translation-skill application to address "cultural aphasia".
- (2) Ideological-political-literacy wing: It excavates ideological-political elements such as devotion to the country, revolutionary spirit, craftsmanship spirit and cultural confidence embedded in Zhangjiakou's history and culture, and embeds them into every teaching session. It guides students to strengthen their convictions, enhance cultural identity and foster service awareness to achieve value guidance.

4.3. Three integrations: Promoting in-depth coordination across teaching dimensions

- (1) Integration of local culture and translation teaching: Four major cultural resources of Zhangjiakou (Great-Wall culture, red culture, folk-custom culture and Winter-Olympics culture) are systematically sorted out to build a featured teaching-resource bank. Cultural materials are transformed into translation cases and practical projects to regionalize and characterize teaching content.
- (2) Integration of classroom teaching and extracurricular practice: Classroom sessions focus on theoretical lectures, case analysis and skill training. Extracurricular activities include field investigations, venue-based translation, volunteer services for external publicity and university-enterprise cooperative projects. A closed-loop practical system combining in-class and out-of-class learning is established to boost students' practical performance.
- (3) Integration of traditional-culture interpretation with Chinese-Western cultural comparison: When interpreting Zhangjiakou's history and culture, comparisons are made between Chinese and Western cultures. Students are guided to uphold the Chinese-cultural stance and adopt the translation strategy of "foreignization-dominant plus domestication-supplementary". This strategy preserves cultural characteristics while ensuring comprehensibility for international recipients and optimizing intercultural communication effects ^[5].

5. Practical paths for translation of Zhangjiakou's history and culture from the perspective of curriculum-based ideological and political education

5.1. Path for resource excavation: Building an ideological-political-oriented regional-cultural resource bank

- (1) Systematic sorting-out of cultural resources: Categorize cultural resources including historical relics (Nihewan Site, Dajingmen), red-culture venues (Dong Cunrui Memorial Hall, Yehuling Fortress), folk customs (Tree-Burning Fireworks, Errentai folk opera), Winter-Olympics culture and historical figures.

Clarify their cultural connotations, historical backgrounds, and communication values, and compile resource catalogs.

- (2) Precise excavation of ideological-political elements: Extract patriotism and ethnic unity from Great-Wall culture; revolutionary spirit and patriotism from red culture; craftsmanship spirit and cultural confidence from folk-custom culture; striving spirit and openness-inclusiveness from Winter-Olympics culture. Establish an index mapping “cultural elements — ideological-political essentials — translation cases” to guarantee accurate implantation of ideological-political elements.
- (3) Integration of diversified teaching materials: Assemble textbooks, courseware, micro-lectures and video cases, and collect cultural texts, authorized external-publicity translations, mistranslation cases and background documents. Build an online learning platform to upload learning resources, practical assignments and discussion communities to satisfy students’ needs for autonomous learning.

5.2. Path for teaching implementation: Innovating diversified teaching methods and strengthening ideological-political infiltration

- (1) Situational teaching method: Authentic translation scenarios are created, such as interpreting for Zhangjiakou Museum, receiving international tourists, translating cultural promotional videos and compiling introductory scripts for red-culture venues. Students act as volunteer translators and cultural ambassadors to finish translation tasks in simulated contexts, perceive cultural charm and consolidate cultural identity. For instance, students visit Dong Cunrui Memorial Hall and translate exhibit descriptions on-site to gain insights into revolutionary spirits.
- (2) Project-driven teaching method: A series of translation projects are designed, including translating promotional brochures on Zhangjiakou’s red culture, producing English guides for Winter-Olympics venues, subtitling short videos on Great-Wall culture, and translating external-publicity copies for folk customs. Each project proceeds in seven steps: grouping, topic-selection, investigation, translation, proofreading, presentation and evaluation. Full student participation cultivates teamwork, problem-solving and output capabilities alongside ideological-political education.
- (3) Online-offline blended teaching method: On platforms such as Superstar Learning, micro-lectures, cultural materials and translation assignments are released online for autonomous learning, Q&A and group discussions. Offline classroom sessions focus on explaining key and difficult points, case studies, practical drills and project tutoring. Teaching is adjusted according to students’ online learning performance to improve teaching efficiency.
- (4) Case-based teaching method: Typical translation cases for Zhangjiakou’s history and culture are selected, covering high-quality external-publicity translations, mistranslations and translations of culture-loaded words. Analysis is conducted from three dimensions: linguistics, culture and ideological-political values. It explains translation techniques, approaches to delivering cultural connotations and paths for realizing ideological-political values, and helps students develop correct translation perceptions and values.

5.3. Path for Competence Cultivation: Establishing Three-dimensional Objectives of “Knowledge — Competence — Value”

- (1) Knowledge objective: Master vocabulary, expressions and background knowledge concerning Zhangjiakou’s history and culture; grasp translation techniques for culture-loaded words, complex sentences and texts; understand norms for external-publicity translation and differences between Chinese

and Western cultures.

- (2) Competence objective: Improve students' written and oral translation capabilities for texts on Zhangjiakou's history and culture; enhance intercultural communication, critical thinking, teamwork and autonomous-learning capabilities; equip students with capacities to complete external-publicity translation projects for local culture independently.
- (3) Value objective: Foster patriotism, cultural confidence and national pride; help students establish correct cultural outlooks, values and professional ethics; strengthen their sense of social responsibility and encourage them to undertake missions of inheriting and internationally communicating local culture.

5.4. Path for evaluation empowerment: Constructing a diversified ideological-political-oriented evaluation system

- (1) Diversified evaluation dimensions: A four-dimensional evaluation indicator system is adopted: linguistic competence (40%), cultural transmission (30%), ideological-political literacy (20%) and practical capabilities (10%). Linguistic competence assesses the accuracy and fluency of translations; cultural transmission focuses on delivery of cultural connotations and regional features; ideological-political literacy evaluates demonstrated patriotism and cultural confidence; practical capabilities measure project participation and volunteer-service outcomes.
- (2) Diversified evaluation modes: Combine formative evaluation and summative evaluation. Formative evaluation covers classroom performance, homework completion, group projects, practical reports and ideological-political performance. Summative evaluation includes final translation examinations and original external-publicity translation work.
- (3) Diversified evaluators: Integrate teacher evaluation, student self-assessment, group peer assessment and social evaluation (feedback from cultural venues and cultural-tourism authorities). Comprehensive and objective assessment of learning outcomes gives play to the guiding and motivating functions of evaluation.

5.5. Path for support and guarantee: Enhancing faculty building and collaborative education

- (1) Improve teachers' competence in ideological-political teaching: Organize special training on curriculum-based ideological-political education, local culture and translation skills; hold teaching seminars, observation sessions and experience-sharing activities; encourage teachers to undertake research projects and external-publicity translation tasks related to local culture, so that they can excavate ideological-political elements and enhance integrated teaching capabilities.
- (2) Build multi-party collaborative-education mechanisms: Universities cooperate with Zhangjiakou's cultural-tourism bureaus, red-culture venues, translation agencies and enterprises to build practical-teaching bases. University-venue cooperation enables students to participate in venue-based translation and volunteer services. University-enterprise cooperation arranges students to serve as volunteers for international events at ski resorts in Zhangjiakou. Inter-university exchanges are carried out with other local universities to share teaching resources and experience and form joint educational forces.
- (3) Improve teaching resources and financial support: Increase investment in teaching facilities including simultaneous-interpretation training rooms and computer-aided-translation laboratories; develop

online platforms; allocate special funds for research projects, practical activities and faculty training to guarantee smooth implementation of curriculum-based ideological-political education.

6. Teaching outcomes and reflections

6.1. Teaching outcomes

Remarkable outcomes have been achieved since the implementation of this curriculum-based ideological-political teaching mode. At the student level, students' translation skills, cultural literacy and ideological-political literacy have improved simultaneously. They show greater enthusiasm for translation contests and volunteer services, deepen their understanding of Zhangjiakou's history and culture, strengthen cultural confidence and national pride, and take active part in local-culture communication. At the teaching level, replicable teaching modes, practical paths and resource banks have been developed. Teachers have enhanced their ideological-political teaching competence, published relevant papers, participated in teaching competitions and completed teaching-reform projects, leading to overall improvement of course quality. For cultural communication, students have produced numerous standardized external-publicity translations applied in red-culture venues, cultural-tourism promotion and international exchanges, which facilitate the international communication of Zhangjiakou's history and culture and elevate its urban cultural image.

6.2. Teaching reflections

Deficiencies remain in teaching practice. First, the depth and precision of integrating ideological-political elements with translation teaching should be further enhanced, as integration is not natural in some teaching sessions. Second, online teaching resources are insufficient in richness and interactiveness to fully satisfy students' demands for autonomous learning. Third, multi-party collaborative-education mechanisms call for further improvement, and resource-sharing and project cooperation are limited in depth and scope. Fourth, evaluation indicators for ideological-political literacy need further refinement given the difficulty of quantitative measurement. Future efforts will continuously optimize the teaching mode and practical paths, enrich teaching resources, improve collaborative mechanisms and refine evaluation indicators to promote high-quality development of curriculum-based ideological-political education ^[6].

7. Conclusion

Teaching reform for Translation of Zhangjiakou's History and Culture under the guidance of curriculum-based ideological-political education serves as an important measure for local colleges and universities to implement the fundamental task of fostering virtue through education, advance the New Liberal Arts initiative and serve local cultural development. The "One Main Line, Two Wings and Three Integrations" teaching mode constructed in this paper centers on translation practice and realizes in-depth integration of local culture, ideological-political education and professional teaching. The five practical paths covering resource excavation, teaching implementation, competence cultivation, evaluation empowerment and support guarantee effectively address teaching bottlenecks and achieve organic unity of knowledge imparting, competence cultivation and value guidance.

Foreign-language teaching in local colleges and universities should take root in regional cultural features, advance curriculum-based ideological-political construction, and promote in-depth integration of

professional teaching with ideological-political education and local culture. Efforts should be made to cultivate interdisciplinary translation talents and support the inheritance and international communication of local culture. Further teaching reform should be advanced, teaching systems improved and teaching experience popularized to contribute to high-quality development of foreign-language education in the new era.

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