

Research on the Path of Integrating the Red Gene into the Moral Education of Translation Course

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Abstract

Red gene is the spiritual core and “genetic map” of red culture and it is the political mission and responsibility of colleges to implement “educating people with moral values”. The teaching objectives, teaching contents and teaching methods of the translation courses integrate with the education of red gene, which is conducive to the implantation of red gene in the moral education of the translation course. It is carried out by introducing the history of red translation, integrating the local red gene and “Internet+ Red Culture Resource Project”. The high degree of integration between red gene and translation course in both theoretical and practical dimensions is good for the formation of a synergy of red culture education and cultivation of talents in translation course. By finding out the integration between the red gene and translation expertise, we can establish the inner relationship in a seamless way through the systematic design of translation course to achieve the “genetic” integration.

Keywords: Translation Course, Red Gene, Moral Education, Path, Theoretical Dimension, Practical Dimension

1. Introduction

The General Secretary Xi Jinping said that the strength of a country and a nation is always supported by the flourishing of culture. Chinese excellent traditional culture is one of the important sources of General Secretary Xi Jinping’s philosophy of governance. Excellent traditional culture is the spiritual wealth of the Chinese nation and the deepest cultural soft power. Learning and mastering the essence of various ideas in it is beneficial to establish correct views of world, life and value. In the National Conference on Ideological and Political Work in Colleges and Universities, Comrade Xi Jinping emphasized that never forgetting the past can open up the future, and being good at inheritance can be good at innovation. It is necessary to strengthen education on revolutionary culture and advanced socialist culture, and deepen learning and education on the history of the Communist Party of China and the People’s Republic of China, the history of reform and opening up and the history of socialist development. (Ministry of Education of the People’s Republic of China, 2020) The red gene refers to the red relics and the red spirit of Chinese Marxism, which is the core of the Communist Party of China leading the people to achieve national independence and national prosperity during the period of revolution, construction and reform and opening up; it also includes the revolutionary liberation gene and the great spirit of Chinese national rejuvenation formed in the process of self-improvement, national salvation and oppression by internal and external powers in modern China. Red gene is the spiritual core and “gene map” of red culture and it is the political mission and responsibility of universities to implement “educating people with moral values” in the new era.

The General Secretary Xi Jinping pointed out that participation in global governance requires a large number of professionals who are familiar with the Party and national policies, understand our national conditions, have a global perspective and are proficient in foreign languages, and such professionals will be more in demand in the future. At present, the current problems of our English translation course are mainly to emphasize international vision, but not national sentiment; to emphasize knowledge and ability, but not personality cultivation; to emphasize personal development, but not overall concern. The mainstream of English major students is positive in terms of moral education, but many students are indifferent in their political beliefs. For example, the incident in which a female student at Xiamen University insulted China caused public anger, because our university is not to cultivate refined egoists. Another example is the case of international student Yang Shuping, who boasted about "How sweet the air in the United States smells", which is also a sign of betray one's country to get a high position. Passing on the red gene can help English major students establish patriotism, improve their ideological and moral standards, cultivate their sense of discipline. For a long time, the teaching of English translation course in colleges and universities has not played its proper role in transmitting the Chinese red gene. Therefore, integrating the red gene into the moral education of translation course is a brand new issue to promote the "Three-wide Education". Around this issue, the basic path of how to effectively integrate the red gene into the moral education of translation course has become a core issue that needs to be solved.

2. Literature Review

In recent years, domestic academics have begun to explore the issue of red gene inheritance. Huang Enhua (2019, 43-45) believes that colleges and universities must be built into a strong position for the transmission of red gene, and through deciphering the genetic code of communists red gene can be integrated into college students. Thus, red genes can be passed on from generation to generation. Zhang Nan (2019, 34-36) thinks that moral class is the main channel for passing down the red gene and can cultivate students' ideological identity. Yang Wei (2019) advocates tapping the red gene contained in the regional red resources to create "Moral Class on Red Stage", so that the red gene can be integrated into the minds of college students. Sun Shuqiu (2019,101) believes that the effective integration of red gene in the moral class can both enhance the effectiveness of the moral class in educating people and carry forward the inherited red culture. Gao Tianyan (2019, 50-54) suggests that the teaching procedure of integrating the red gene practical activities in moral education in colleges and universities has an irreplaceable role. He Shasha and Hu Jian (2019, 95-98) explores a complete set of channels and methods for integrating red gene into college moral education from different perspectives. Wang Xin and Wang Zhiwei (2020, 160-161) elaborates the significance of integrating the red gene into the moral class, which is conducive to cultivating students' correct views and improving the teaching effect of moral class. Due to the special nature of red gene, there is no relevant literature abroad.

To sum up, most scholars' studies focus on the integration of red gene into moral class, but there are fewer studies on the integration of red genes into the moral education in other professional courses. Although both moral class and moral education in professional courses are important parts of the overall comprehensive education pattern, they have their own division of labor and focus, and there are major differences in educators, knowledge structures, and ways of guidance. Therefore, exploring the ways and means to effectively integrate the red gene into the moral education in professional courses is conducive to precise teaching.

3. Research Method and Result

In this study, a random sampling questionnaire was used to investigate the demand and current situation of moral education among liberal arts and science students in Zhejiang University of Finance and Economics Dongfang College. 295 students participated in the survey and 228 valid questionnaires were collected. A total of 32 questionnaires were compiled using Likert scale to explore the demand and current situation of moral education of contemporary college students in four dimensions: evaluation of their own values, evaluation of their own ability, perception of Chinese traditional culture and influencing factors. The validity analysis of the questionnaire items found that the four dimensions had 72% variance in explaining the needs and current situation of contemporary college students' moral education, and the results of the consistency test within the items showed that the total reliability (Cronbach α) of this questionnaire was 0.713, and the reliability of each subscale was above 0.70, indicating that the scale used in this questionnaire was a highly credible measurement tool. One-way ANOVA revealed that the F-value of target values of students in different grades was 1.156, with a significant level higher than 0.06, which indicates that the problem of lack of target values is common among contemporary college students, and there is no corresponding improvement with the rise of grades. One-way ANOVA post hoc tests showed that students with weak learning ability ($MD=0.405$) had significantly lower target values than students with strong learning ability. Students who found a suitable learning style in a scientific approach tended to have stronger learning ability, and learning ability grew positively with learning goals, and the establishment of learning goals contributed to the establishment of target values to some extent. In addition, students with strong learning ability also had significantly higher levels of knowledge about traditional Chinese culture than students with weak learning ability, which coincided with their positive evaluation of their own values. This indicates that liberal arts students receive courses that incorporate more humanistic materials and are infused with more moral elements. The questions of the influencing factors designed around their own values, their own abilities, and their perception of traditional Chinese culture show that family factors, internet information distress, lack of self-management ability, and lack of guidance are important reasons for students' lack of target values and their own abilities.

The famous educator Johann Friedrich Herbart (2010, 21) proposed “educational teaching” to explain the essence of educational teaching from a new perspective. A truly effective teaching needs to naturally integrate the teaching of knowledge and skills with moral education through “education without teaching” and “teaching without education”, so as to avoid the tendency of generalization of single moral education. Therefore, when introducing the concept of moral education into the translation course, translation teaching should design the teaching procedure in a rational way with natural integration, so as to help students enhance their translation ability while establishing correct values, reconstructing cultural confidence, improving humanistic literacy and enhancing international competitiveness.

4. Path of Integrating the Red Gene into the Moral Education of Translation Course

4.1. Theoretical Dimension

Pass on the red gene from generation to generation through theoretical propaganda and professional education. Moral education in professional courses is a curriculum concept, which integrates moral education into all aspects of professional curriculum teaching. As China continues to develop and grow in the process of globalization, the orientation of foreign language teaching in colleges and universities should change. Introducing the red gene and emphasizing traditional values, which promote the localization of foreign language education. While guiding students to receive Western cultural input, teachers should also pay attention to the output of local traditional culture. In order to turn “national” into “global”, we should have a deeper understanding of Chinese red culture—the hard struggle of the Chinese people for independence, democracy and freedom.

4.1.1. Integrating the Teaching Goal with Red Gene Education

The “genetic map” of the red gene passed from generation to generation is the same in different times, but the specific objectives and forms of expression are different. The red gene in the revolutionary period is “blood”, the red gene in the period of exploring the road of socialist construction is “sweat”, and the red gene in the period of reform and opening up and socialist modernization is “responsibility and commitment”. The most important way to pass down and spread the red gene from generation to generation is by promoting the ideology of the curriculum and setting the teaching objective according to the psychological rules of students. The teaching goal of translation course is to take translation teaching as the starting point to enhance students’ cultural awareness and cultural confidence, and to equip them with the basic knowledge reserve and basic ability to disseminate Chinese culture, especially the local culture. We should improve students’ cultural sensitivity and cultural communication awareness, enable them to have an international perspective and high cultural literacy, and enhance their communicative ability in cross-cultural communication. The implantation of red gene education in the moral education of translation course, the integration of professionalism and knowledge of translation course, the dissemination of disciplinary attitude and disciplinary spirit by typical achievements in professional fields, and the cultivation of patriotism by the deeds of representative figures in the industry are conducive to improving students’ recognition and acceptance, enhancing their political identity, ideological identity, value identity and emotional identity, and realizing the fundamental task of establishing moral education in a “silent” way.

4.1.2. Integrating the Teaching Content with Red Gene Education

The education and inheritance of the red gene has a wide range of contents, involving the history of the Party, the history of new China, the history of the military, the history of reform, the history of socialist development and many other fields. Moral education is based on the excavation and interpretation of moral elements in professional courses, which can better play the function of nurturing people in professional courses. In the translation class, course materials suitable for moral education are selected to promote students’ understanding of red culture, enrich the content of moral education, and enhance students’ ideological and political awareness through multiple channels. For example, the Chinese version of *A Concise History of the Communist Party of China*, published in February 2021 and the English version of *A Concise History of the Communist Party of China*, officially published on July 1, 2021 are used as learning materials for the English translation course. (Nie Lijun and Chen Jianan, 2017) In addition to introducing relevant hot words and their translations to students, they can also raise doubts about existing translations to improve critical thinking. Teachers also update authoritative English expressions of political buzzwords and analyze the political or cultural considerations behind the differences in word choice in response to certain revised expressions. Students are encouraged to learn about the corresponding English expressions of China’s political system through studying *A Concise History of the Communist Party of China*, and implicitly incorporate national conditions and policies such as the theory of socialism with Chinese characteristics in the new era and the Party’s philosophy of governance into the English translation class, so as to realize the education of patriotism and political literacy in translation course.

4.1.3. Integrating the Teaching Methods with Red Gene Education

The content determines the form and the method determines the carrier. Experiential education of red cultural resources is an effective way to pass on the red gene from generation to generation. The effective penetration of moral education in the translation course requires the enhancement of students’ learning experience. The deep excavation and extraction of moral elements from the professional knowledge system closely combines theoretical learning with practical learning to enhance students’ innovative spirit and translation practical ability. Through the implementation of experiential teaching method—mobile classroom, such as organizing junior students to visit the Jiaying South Lake Red Base can help them better learn about local red culture, local revolutionary stories, the deeds of great revolutionaries, and red classics. Through the activity of translating red scenic spots brochure, students can deepen their memory, understanding and feeling of local red culture.

4.2. Practical Dimension

4.2.1. Conducting Moral Education in Translation Course by Introducing the History of Red Translation

The history of red translation refers to the history of spreading Marxism through translation and giving birth to the Chinese Communist Party's struggle for national independence and liberation, which is the translation practice of drawing on the excellent foreign civilization to help China's democratic and socialist revolutions. In 1945, Comrade Mao Zedong said, "Without translation, there would be no Chinese Communist Party." This shocking statement affirmed the historical role of translation in the process of the Chinese revolution, and was a great encouragement to our English major students. At this time when the whole country is studying the history of the Communist Party of China, English major students should seriously study the history of red translation, firmly implement the policy of "going out" from the Yan'an era, retell the Chinese red story and spread the Chinese red culture outside.

In the translation class, we will learn red translations during the Yan'an period, the major works of translation and the compilation talents of that time. It was the red translations during the Yan'an period that enabled the Chinese Communist Party to expand its international influence abroad, and it was these translation practices that opened a window to Yan'an. At the same time, the book *The Early Translation and Social Influence of Marxism in China* is selected to describe the spread of Marxist classics in China through translation during the May Fourth period, and the book *War Translators* (1949-1978) describes the war translators after the founding of New China, who were never highlighted in various documents but insisting on translating war news, so as to promote students' understanding of the history of red translation, enrich the content of moral education, enhance the ideological and political consciousness of students, and educate students on patriotism and values.

4.2.2. Conducting Moral Education in Translation Course by Integrating Local Red Gene

We strengthen the moral education in translation course featuring local red gene by implementing the experiential teaching method of mobile classroom + flipped classroom. We insist on combining theoretical and practical aspects to create a "walking" moral class. For example, organizing junior students to visit Jiaying South Lake Red Base to learn the translation of China's red culture, and remind them not to ignore its cultural context when translating. Students should be clear about their cultural identity, consciously maintain a high degree of political acumen, and clarify their position on China. The mobile classroom enables students to better learn about local red culture, local revolutionary stories, the deeds of great revolutionaries and red classics.

Another example is the activity of "The Red around Us: Translation of Red Attractions", in which students are asked to introduce the red attractions around them in English in the form of flipped classroom, and the classmates will evaluate the translation of the red attractions. The teacher guides them to think and discuss, so as to improve the students' translation skills, further consolidate their understanding of the connotation of red gene, and deepen their memory, understanding and feeling of local red culture. We also organized students to participate in scientific research activities with the theme of red culture translation, such as "Zhejiang Red Tourism Translation Research" in 2020, a national training program for college students in the Ministry of Education; "Research on the International Communication Standardization of Red Cultural Terms in English", the project of the national innovation and entrepreneurship training program for college students; and in 2021, the college students' research project "Research on the Translation of Mao Zedong's Poems".

4.2.3. Conducting Moral Education in Translation Course by "Internet + Red Culture Resource Project"

Contemporary college students are more dependent on the Internet for their study and life, and are willing to carry out study and social interaction through the Internet. Through the "Internet + Red Culture Resource Project", such as the red official account in campus, which updates "Translation of 100 Years History of Chinese Communist Party" every week. Each group is responsible for updating the official account for a week, aiming to further enhance students' patriotism, strengthen their beliefs, improve their translation skills. Another example is to organize students to participate in the "Internet + Red Dream Journey Innovation and Entrepreneurship Competition" to promote the Jinggang Mountain's specialty tea "Gouguna Tea" to the world through the Internet. We encourage students to learn about the specialties of the Red Base in Jinggang Mountain that are not well known to the public, translate and promote these Red Base specialties to people all over the world through the Internet.

5. Conclusion

The integration of the red gene with moral education in translation course requires a combination of various forms, and the combination between these two cannot be rigidly applied. How to naturally bridge and integrate the red culture into the whole process of the translation course in a way that students will enjoy is a difficult part of this study. The selection of teaching contents, curriculum design, and teaching procedure in translation course that integrate the red gene are also need to be continuously researched and innovated. The integration of the red gene into the moral education of translation course is a new topic. The integration between the red gene and translation course in terms of teaching objective, teaching content and teaching method is conducive to the formation of red culture in moral education. By integrating cultural confidence into students' thoughts and spreading advanced red gene in a subtle way, students can enhance their confidence in the road, theory, system and culture of socialism with Chinese characteristics. In the process of learning professional knowledge, students can consciously strengthen their moral cultivation and enhance their political awareness, so that the moral education and professional courses can be integrated. Through systematic design of translation course, we will establish the inner fit in a seamless way to achieve "genetic" integration. The key point is to grasp the needs of students, design the teaching path, not impose views, but to start from students' interest, and let students involve into the class. Choose a discourse that students are

willing to accept, so that the teachers' ideology and value orientation are more easily accepted and convinced by students. Taking students' concerns as the starting point, we encourage students to do extended studies or researches individually or in teams, such as the innovation and entrepreneurship projects and scientific research projects for college students on the theme of red culture translation, the weekly update of Red official account "Translation of 100 Years History of Chinese Communist Party", "The Red around Us: Translation of Red Attractions", etc. Therefore, the ideology and the profession can grow together and achieve the effect of educating people with half the effort.

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