

# RESEARCH AND PRACTICE ON THE CULTIVATION MODE OF COMPOSITE TRANSLATION TALENTS IN AGRICULTURE UNIVERSITIES UNDER THE BACKGROUND OF NEW LIBERAL ARTS

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**Abstract:** With the introduction of the New Humanities Studies concept, higher education faces new challenges and opportunities. Agricultural colleges bear the responsibility of providing high-level talents for agricultural modernization, making the cultivation of complex translation talent particularly important. This study takes the translation master's program at South China Agricultural University as an example to explore the cultivation mode for agricultural translation talent under the New Humanities context. Research indicates that by optimizing professional settings, improving course quality, innovating teaching models, and strengthening international cooperation, the comprehensive abilities of translation master's graduates can be effectively enhanced, providing strong support for the internationalization of agriculture.

**Keywords:** New liberal arts; Agriculture-related universities; Composite translation talents; Cultivation mode; Master of Translation and Interpreting (MTI)

## 1 INTRODUCTION

With the acceleration of globalization and the rapid development of modern agriculture, the demand for high-quality translation talent in agriculture-related fields is increasing. This demand not only encompasses basic language conversion abilities but also requires a deep understanding of professional terminology, cultural backgrounds, and industry trends. Meanwhile, recent data from the Ministry of Education shows that the employment rate of translation master's graduates in agricultural colleges reaches 94%, reflecting the market's urgent need for such talent. However, with ongoing innovations in new technologies like artificial intelligence, the traditional translation profession is undergoing profound changes, necessitating stronger technological adaptability from translation professionals.

In recent years, the concept of New Humanities education has gradually been introduced into higher education, emphasizing interdisciplinary integration and practice orientation, thereby providing theoretical support for further innovation in translation education. Many existing translation master's cultivation modes heavily emphasize language skills training, showing an insufficient combination with fields like agricultural science and information technology. The core issue of this study is how to strengthen interdisciplinary education for translation master programs under the New Humanities perspective to better meet the needs of modern agricultural development.

The goal of this study is to explore how to construct a new translation master's cultivation mode through the integration of constructivist learning theory and interdisciplinary education theory. Constructivist learning theory emphasizes that learners actively build knowledge systems through practice and reflection, which is suitable for real project operations in translation education. Meanwhile, interdisciplinary education theory advocates for knowledge integration, addressing complex problems through the convergence of different disciplinary perspectives, which holds significant application value in the training of agricultural translation talent.

This study intends not only to theoretically explore the feasibility of the new cultivation mode but also to showcase its practical effectiveness through empirical research. The hope is to provide feasible suggestions for agricultural colleges in terms of curriculum design, faculty development, and the expansion of practical opportunities in translation talent training, thereby enhancing students' comprehensive qualities and market competitiveness.

Through an in-depth analysis of existing translation education models and theoretical innovations, this study strives to provide a sustainable developmental path for the cultivation of translation master's graduates in agricultural colleges in the new era. This will help graduates stand out in the complex and dynamic environment of international agricultural cooperation. This not only contributes to the personal development of students but also aids in promoting the internationalization of Chinese agriculture.

## 2 THE DEMAND FOR AGRICULTURAL TRANSLATION TALENT IN SOCIETY

With the deepening of global agricultural cooperation, China's influence in the international agricultural market is continuously rising. This process has brought about a substantial demand for agricultural information exchange, driving the urgent need for high-quality translation talent with complex background knowledge and language skills [1-2]. This demand is not merely aimed at overcoming language barriers but also at promoting cross-cultural communication and business cooperation. Firstly, the international market's acceptance of Chinese agricultural products is steadily

increasing, which has effectively spurred the growth of agricultural product exports. As communication bridges, agricultural translation talent needs to possess knowledge of professional terminology and an understanding of the industry background to ensure accurate transmission and cultural adaptation of product information [3-4]. Such demand is not limited to language conversion but also involves a deep insight into the culture of target markets and consumer behavior [5]. Secondly, as key participants in global scientific research cooperation, Chinese agricultural research institutions urgently need high-quality translation services to share international academic achievements. Translation professionals need not only foreign language skills but also expertise in agricultural science to facilitate the publication of international journals, academic conference exchanges, and the smooth progression of scientific research cooperation projects [6]. This interdisciplinary demand has drawn widespread attention in recent years' research [7]. Additionally, the gradual integration of international agricultural policies has increased the demand for translating policy documents and legal regulations. The agricultural sector involves coordinating interests across multiple countries and regions, requiring translation professionals to have a sensitivity to policy backgrounds and a professional judgment ability to ensure the accurate transmission and implementation of policy information [8]. These demands have directly driven the transformation of translation talent cultivation modes in agricultural colleges, emphasizing the comprehensive utilization of interdisciplinary knowledge and the cultivation of high-level practical abilities [9]. Therefore, integrating the New Humanities educational ideology into translation education and highlighting its cultivation of students' interdisciplinary comprehensive qualities have become essential avenues to address these challenges [10]. Current market trends indicate that the demand for agricultural translation talent is not only steadily increasing in quantity but also setting higher standards for quality [11]. Employers are more inclined to seek comprehensive talent capable of accurately and efficiently conveying professional information in complex international environments [12]. Hence, agricultural colleges need to continuously adjust their educational strategies to ensure that graduates have the diverse abilities and innovative thinking required to meet the demands of the modern agricultural industry.

It is evident that social demand for agricultural translation talent is multifaceted and complex, especially emphasizing a deep integration of translation skills and agricultural science knowledge. This lays the foundation for new perspectives on the translation master's cultivation mode explored in this study and provides a reference basis for agricultural colleges to formulate market-oriented curriculum designs and practice-oriented approaches.

### **3 ANALYSIS OF THE CURRENT STATE OF AGRICULTURAL UNIVERSITY TRANSLATION MASTER'S PROGRAMS**

Agricultural universities face numerous challenges in cultivating translation master's students, stemming from the ever-evolving international market and the increasing demands of interdisciplinary studies [13]. Currently, many agricultural universities need to adjust their cultivation models to better meet the market and society's demand for high-caliber interdisciplinary translation talent. First, regarding curriculum design, translation master's programs at agricultural universities tend to focus on developing language skills more than engaging with specialized agricultural science knowledge, which leaves students struggling with complex technical texts [14]. Tao Youlan (2021) pointed out that the lack of a multidisciplinary teaching strategy is a weak point in the current cultivation models. Secondly, practical teaching needs enhancement. The lack of practical elements prevents students from applying theory to real-world situations, weakening their immediate job-readiness in professional environments [8]. Murray (2020) mentioned that cooperation with international companies to increase internship and extracurricular opportunities can significantly improve students' practical abilities and intercultural communication skills [2]. Moreover, developing faculty is a critical concern. Some agricultural universities have an imbalanced professional background among their teaching staff, with some lacking enough exposure to agricultural areas to provide adequate professional guidance [15]. Therefore, strengthening teachers' professional training and international exchange is an effective way to enhance the results of master's translation programs [16]. Existing research also shows that many translation programs lack clear assessment mechanisms, making it difficult to effectively measure students' overall competence improvements [17]. Such a deficiency not only affects the evaluation of student learning outcomes but also hinders course design optimization and adjustments. Evidently, there is room for improvement in curriculum design, practical teaching, faculty development, and assessment mechanisms in the current cultivation of translation master's students at agricultural universities. Only through systematic reform and continuous resource investment can we meet the actual market demand for high-level agricultural translation professionals.

### **4 THEORETICAL FRAMEWORK**

The theoretical foundation of this research is based on constructivist learning theory and interdisciplinary education theory. Together, these guide the innovation and practice of cultivation agricultural translation master's talent.

#### **4.1 Constructivist Learning Theory**

Constructivist learning theory, as an important branch of modern educational theory, has been further developed by contemporary scholars and centers around the active and contextual nature of learning. This theory posits that learning is an active process of constructing knowledge rather than merely receiving and storing information. In this process, students continuously build and refine their cognitive structures through practice, interaction, and reflection [18]. Educational practices advocated by constructivist learning theory encourage teachers to become learning facilitators by

designing teaching activities closely linked to real-life contexts, such as translation projects and case studies, to inspire students' curiosity and creativity. In the cultivation of agricultural translation master's students, the application of constructivist learning theory is particularly crucial. By simulating real translation scenarios, students can learn through trial and error, reflection, and adjustment, thereby deepening their understanding of translation techniques and enhancing their ability to solve real-world problems. This "learning by doing" approach not only facilitates the internalization of knowledge but also develops critical thinking, teamwork, and self-learning skills, laying a solid foundation for becoming well-rounded translation professionals.

## 4.2 Interdisciplinary Education Theory

Interdisciplinary education theory, elucidated by scholars like Repko (2008), serves as an effective strategy to address complex social issues by advocating breaking disciplinary boundaries and promoting the exchange and integration of knowledge from different fields to form a more comprehensive and in-depth understanding of problems [19]. In the context of cultivating agricultural translation talent, interdisciplinary education involves organically integrating knowledge from agricultural sciences, translation studies, and other related fields to create a comprehensive curriculum and teaching model. Through interdisciplinary education, students not only acquire solid translation skills but also gain a deep understanding of professional knowledge, industry standards, and cultural contexts in the agricultural field, allowing them to convey agricultural information more accurately in translation practice, thereby promoting international exchange and cooperation. Furthermore, interdisciplinary education contributes to developing students' innovative thinking and problem-solving skills, enabling them to flexibly apply multidisciplinary knowledge to propose innovative solutions when faced with complex and changing translation tasks.

## 4.3 Integration and Application of the Theoretical Framework

This research closely integrates constructivist learning theory with interdisciplinary education theory, aiming to establish a cultivation model for agricultural translation master's students that emphasizes both active learning and knowledge construction while also highlighting the integration and application of interdisciplinary knowledge. In this model, teachers serve as guides, designing a series of interdisciplinary translation projects based on real-world scenarios to lead students to learn through practice and grow through reflection. At the same time, through interdisciplinary courses set and integrated, students will comprehensively enhance their translation skills, agricultural knowledge, and overall competence, preparing them thoroughly for becoming well-rounded translation talents suited to the demands of the new liberal arts background.

## 5 RESEARCH ON THE CULTIVATION MODE OF COMPOSITE AGRICULTURAL TRANSLATION TALENTS UNDER THE BACKGROUND OF NEW LIBERAL ARTS

Guided by the three main strategies of "professional optimization," "course quality enhancement," and "model innovation" in the construction of new liberal arts, this study closely integrates the practice of cultivation translation master's students at South China Agricultural University. Based on constructivist learning theory and interdisciplinary education theory, it explores and discusses a systematic approach to cultivating interdisciplinary agricultural translation talents. This research aims to cultivate high-quality talents who possess both agricultural knowledge and translation skills by optimizing professional settings, enhancing course quality, and innovating teaching models, to meet the growing demands of modern agricultural development and international exchange.

### 5.1 Professional Optimization

Professional optimization is a key path to cultivating interdisciplinary agricultural translation talents. The strategy aims to clarify cultivation directions, strengthen interdisciplinary learning, and improve the overall quality of the teaching team. Through these measures, the goal is to nurture translation talents with multidisciplinary backgrounds, cutting-edge knowledge, and innovative capabilities to meet the urgent needs of social and economic development. The specific implementation plan is as follows:

#### 5.1.1 Clarify the cultivation direction and set up interdisciplinary courses

Firstly, the cultivation direction of the "agricultural translation" major is clarified, focusing on cultivating talents with solid agricultural knowledge and high-level translation skills. This clear direction allows students to plan their learning path from admission, concentrating on translation practice and theoretical study in the agricultural field, laying a solid foundation for future career development. To achieve this goal, we have set up a series of interdisciplinary courses such as "Agricultural Engineering Technology and Translation" and "International Trade of Agricultural Products and Translation," closely integrating agricultural science with translation studies. These courses not only provide rich theoretical knowledge but also incorporate extensive practical opportunities to enhance students' practical skills and adaptability. For example, the "Agricultural Engineering Technology and Translation" course arranges for students to visit agricultural research institutions for field translation practice, combining theoretical knowledge with practical application. To maintain the adaptability and foresight of the major, we incorporate the latest industry developments and technological trends into the curriculum. By collaborating closely with agricultural enterprises, industry

associations, and research institutions, we jointly develop courses and training programs to ensure that course content is closely aligned with industry needs, enhancing students' professional competitiveness.

### **5.1.2 Building a high-quality teaching team to stimulate students' innovative thinking**

The construction of the teaching team is an important support for professional optimization. We actively recruit high-level teachers with experience in agricultural translation and relevant research backgrounds to form an interdisciplinary teaching team. These teachers come from various fields such as agricultural science, translation studies, and international trade, providing students with broad and in-depth guidance. We regularly organize professional training and academic exchanges in agricultural translation for teachers to improve their professional level and teaching ability. Teachers are encouraged to participate in international cooperation projects and translation practices, integrating the latest information and experiences from the fields of agriculture and translation into teaching. For example, teachers regularly attend international agricultural translation conferences to learn about the latest translation technologies and industry trends and pass this new knowledge on to students. We also encourage teachers to combine teaching with research, promoting teaching quality through research projects. A special project on "Applied Research in Agricultural Translation" is established, where teachers lead students in research practice, achieving mutual enhancement of teaching and learning. This teaching model not only cultivates students' research capabilities but also stimulates their innovative thinking.

In summary, through clarifying cultivation directions and strengthening interdisciplinary learning, the cultivation path for interdisciplinary agricultural translation talents becomes more systematic, scientific, and professional. These measures provide students with clear learning paths and a comprehensive knowledge system, ensuring they possess solid professional knowledge and translation skills, as well as high-quality educational resources and continuous academic support provided by a high-level teaching team. These efforts will effectively enhance the comprehensive quality and employment competitiveness of agricultural translation talents, meeting the development needs of modern agricultural internationalization.

## **5.2 Course Quality Enhancement**

Course quality enhancement is a core aspect of improving the cultivating quality of interdisciplinary agricultural translation talents. By optimizing core courses, enhancing practical teaching, and promoting research cultivation, we have significantly improved students' professional capabilities and comprehensive qualities. The practice of cultivating translation master's students at South China Agricultural University in course quality enhancement is as follows.

### **5.2.1 Core course optimization**

Core course optimization involves three aspects: basic translation courses, specialized translation courses, and cross-cultural communication courses. Firstly, the basic translation courses include "Introduction to Translation," "Interpretation," "Translation Theory and Techniques," "Applied Translation," and "A Brief History of Chinese and Western Translation," through which students can establish a solid foundation in general translation. Secondly, specialized translation courses focus on agricultural terminology and technical document translation. For example, courses like "Translation of Agricultural Scientific Literature" and "Reading and Translating Agricultural Economics Literature" teach students how to handle complex agricultural professional documents, developing their ability to accurately use specialized terminology. The course "Translation of Agricultural Policies and Regulations" helps students understand and translate agricultural policy documents and international agricultural regulations, improving their translation level of policy texts. By enriching the course case library and introducing diverse agricultural translation examples, students' understanding and application of professional knowledge are enhanced. Thirdly, cross-cultural communication courses develop students' communication skills in international agricultural exchanges and cooperation. For example, courses like "Comparative Study and Translation of Chinese and English Languages," "Chinese Language and Culture," and "Translation and Appreciation of Agricultural Culture" help students gain an in-depth understanding of Chinese culture and the agricultural cultures, trade habits, and communication methods of different countries and regions, enhancing their communication and expression skills on international platforms.

### **5.2.2 Practical teaching**

The enhancement of practical teaching is mainly achieved through real-life translation courses, interpretation training, and the construction of internships and bases. By partnering with agricultural enterprises and research institutions, we provide genuine translation practice opportunities. For example, cooperating with agricultural firms to conduct "Agricultural Products Expo Translation Internships" allows students to act as translators at expos, enhancing their practical skills. Additionally, we work with professional interpretation agencies to offer interpretation training courses to improve students' on-site interpretation abilities. We also establish translation internship bases in agricultural enterprises and research institutions, providing long-term practice opportunities for students.

The enhancement is primarily realized through real-life translation courses, interpretation training, and internship base construction. Firstly, establishing real-life translation courses is crucial and requires cooperation with agricultural enterprises and research institutions to provide real translation practice opportunities. For instance, students can participate in the spring and autumn Canton Fairs annually, serving as translators for agricultural enterprises and companies, directly engaging with international agricultural product exchanges and trade, thus enhancing their practical skills. Secondly, through collaboration with professional interpretation agencies, interpretation training courses are set up. For example, selecting international agriculture conferences as training scenarios, simulating real interpretation

environments for practical exercises, enhances students' on-site interpretation capabilities. Moreover, establishing translation internship bases in agricultural enterprises and research institutions serves as an essential method for providing long-term practical opportunities. For example, partnering with large agricultural technology companies to set up an "Agricultural Technology Translation Internship Base" allows students to translate technical documents, product materials, and international collaboration files during their internships, accumulating rich practical experience.

### **5.2.3 Research cultivation**

Research cultivation is achieved through project research, writing translation practice reports, and scientific research competitions and activities. Firstly, students are encouraged to participate in agricultural translation research projects, with a "Research on Application of Agricultural Translation" designated as a special topic. For instance, studying how to introduce agricultural technological achievements to the international community and translating agricultural policy documents. Through these projects, students not only gain in-depth understanding of the theories and practices of agricultural translation but also hone their research skills. Secondly, students are required to have their theses structured as translation practice reports, with topics focusing on translation tasks in the school's traditional agricultural specialties, covering fields like agriculture, forestry, veterinary medicine, animal science, and resource and environmental sciences, aiming to address and resolve specific practical issues in agricultural translation. Furthermore, students are encouraged to participate in various agricultural translation research competitions and academic activities. For example, participating in the "Agricultural Translation Competition" enables students to showcase their translation abilities, enhancing their professional levels.

Enhancing course quality is a key step in improving the cultivation quality of complex agricultural translation talent. By optimizing agricultural specialty courses, professional translation courses, and cross-cultural communication courses, we ensure students possess solid professional knowledge and cross-cultural communication skills. Furthermore, through introducing real-life translation, interpretation training, and establishing internship bases, we strengthen students' practical capabilities and real-world experience. Additionally, fostering student participation in research projects, specialized agricultural direction translation practice reports, and various research competitions also enhances their research capabilities and academic levels. Overall, course quality enhancement not only comprehensively elevates teaching quality but also nurtures high-quality agricultural translation talents with an international perspective, practical skills, and innovative spirit.

## **5.3 Model Innovation**

To cultivate high-quality, interdisciplinary agricultural translation talents that meet the needs of modern society, the Translation Master's program at South China Agricultural University has implemented comprehensive innovation in its model. This innovation encompasses the renewal of educational and teaching concepts, the innovation of teaching methods, the construction of online teaching resources, and the exploration of integration models of industry-education and science-education.

### **5.3.1 Updating educational and teaching concepts**

We emphasize a "student-centered" approach. The core of this strategy is to make students the main focus of the classroom, stimulating their active participation and ability for self-directed learning. For instance, in courses like "Reading and Translating Agricultural Economic Literature" and "Reading Ecological Environment Literature," interactive classrooms, group discussions, and case analysis are encouraged to enhance students' learning experience and depth of understanding. Additionally, course design focuses on interdisciplinary integration, combining basic knowledge of environmental science with agricultural translation skills, fostering students' interdisciplinary thinking abilities. This comprehensive learning model enriches students' knowledge structures and enhances their ability to solve complex problems.

### **5.3.2 Innovation in teaching methods**

Innovative teaching methods are critical for improving students' practical application skills. The flipped classroom model integrates traditional classroom teaching with online learning, promoting students' self-learning and practical capabilities. For example, in the "Agricultural Science and Technology Translation" course, students watch instructional videos on an online platform, while classroom time is reserved for problem-solving and teacher-student discussions. Project-based learning enhances students' ability to comprehensively apply knowledge through participation in real projects, such as the "Agricultural Product Export Translation Project," where students experience the translation practice and market analysis process, thus accumulating practical experience. The use of case-based teaching can help students better grasp translation skills and practical application through analysis of real cases.

### **5.3.3 Online teaching resource construction**

Building a rich online teaching resource is a vital part of model innovation. By establishing an online course platform for agricultural translation, we provide professional agricultural knowledge, translation skills, and case analysis, enabling students to learn independently, expand their knowledge, and improve learning efficiency. Moreover, we compile and publish digital textbooks that integrate multimedia interactive content, meeting different learning needs and enhancing learning outcomes. The introduction of virtual reality (VR) technology, such as developing a virtual agricultural translation teaching system, offers real-world scenario exploration and translation practice, further enhancing students' practical skills.

### **5.3.4 Integration of industry-education and science-education models**

We strengthen cooperation with agricultural enterprises and industry associations to provide students with internship and practical opportunities. Additionally, we emphasize improving students' scientific research capabilities and innovative thinking through participation in research projects. For example, in the "Agricultural Science and Technology Translation Research" course, students participate in actual research projects, which not only hone their research abilities but also translate scientific research outcomes into practical applications. In summary, model innovation through the renewal of educational concepts, improvement in teaching methods, and resource diversification comprehensively enhances the quality of cultivating agricultural translation talents [20]. This innovation not only significantly improves students' professional abilities and comprehensive qualities but also better adapts them to the developmental needs of modern society, promoting the modernization and internationalization of talent cultivation. Through these efforts, we can effectively cultivate highly competitive agricultural translation talents with global competitiveness.

## 6 CONCLUSION

This study proposes a series of innovative measures for cultivating interdisciplinary translation talents in agricultural universities under the background of new humanities disciplines, including professional optimization, course quality improvement, and model innovation. The research indicates that these measures can effectively enhance the comprehensive quality and international competitiveness of translation master's graduates in agricultural universities, meeting the needs of modern agricultural internationalization. Future research can further explore the application effects of these models in different agricultural universities to continually advance the cultivation of agricultural translation talents.

## COMPETING INTERESTS

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