

Research on the Path of Collaborative Construction of School-enterprise Cooperation for Applied Translation Talent Practice Base Based on Industry-Academia-Research

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Abstract: Effective postgraduate translation education aims to produce highly skilled language service professionals who are essential to societal needs and local economic development. This paper explores the central role of collaborative models involving government, academia, industry and business in achieving this goal. By integrating theoretical learning with practical experience through real-world translation scenarios, students are equipped not only with a solid academic foundation, but also with invaluable industry insights and skills. This collaborative approach ensures that graduates are not only competitive in the job market, but also contribute significantly to local economic growth and social progress.

Keywords: Applied Translation, Talent Practice Base, Industry-Academia-Research Collaboration, School-enterprise Cooperation, Pathway Research

1. INTRODUCTION

The main goal of postgraduate education in translation is to cultivate high-level language service talents that can meet social needs and provide necessary talent guarantee and intellectual support for the development of local economy and social progress. In order to achieve this goal, the education process must be closely combined with the actual characteristics of the translation profession and adopt methods and measures that combine theory with practice. Provide real translation service scenarios so that students can exercise and improve their abilities in a real environment, so as to be fully prepared for their smooth entry into society. Based on this, the joint training model of government, school, industry and enterprise integration has become the only way to achieve this goal. Postgraduate education in translation aims to cultivate high-level language service talents that meet social needs and provide talent guarantee and intellectual support for local economic development and social progress. To achieve this goal, it is necessary to combine the characteristics of the translation profession, adopt a method of combining theory with practice, provide real translation service scenarios, and lay a solid foundation for students to enter society. Therefore, the joint training model of government, school, industry and enterprise integration has become the only way. This joint training model requires the government, schools, industry organizations and enterprises to work together to form an ecosystem of collaborative education. The government can provide policy support and resource guarantees to ensure that the direction of translation education is consistent with the needs of national and local development. The school is responsible for providing a solid theoretical foundation and systematic professional knowledge so that students have solid academic literacy. Industry organizations can provide the latest industry dynamics and standards to help students understand and grasp the development trends and requirements of the industry. Enterprises are providers of practical platforms, providing students with real translation

tasks and working environments through internships and project cooperation, so that they can be trained and grow in practice.

Through this joint training model of government, school, industry and enterprise integration, students can not only master solid translation theory knowledge, but also accumulate valuable practical experience in real work scenarios. This training model not only improves students' professional quality and employment competitiveness, but also injects fresh motivation and wisdom into local economic development and social progress. Ultimately, this multi-party collaborative training model will help cultivate a group of translation talents with high-level language service capabilities and innovative spirit, and provide better language services for all sectors of society. The primary goal of translation professional degree graduate education is to cultivate high-end language service talents that meet social needs and provide the required talents and intellectual support for local economic and social development. In order to achieve this goal, it is necessary to adopt an educational method that combines theory with practice based on the laws of the translation profession, create a real translation service environment, and lay a foundation for students to enter the society. Therefore, joint training of government, school, industry and enterprise integration has become an inevitable choice. This joint training model requires the coordinated cooperation of the government, schools, industry organizations and enterprises to form a complete educational ecosystem. The government provides policy support and resource guarantees to ensure that the direction of translation education is consistent with national and local development needs. The school is responsible for providing a solid theoretical foundation and systematic professional knowledge to cultivate students' academic literacy. Industry organizations provide the latest industry dynamics and standards to help students grasp the development trends and requirements of the industry. Enterprises serve as practice platforms, providing

real translation tasks and working environments through internships and project cooperation, so that students can grow in practice.

2. THE PROPOSED METHODOLOGY

2.1 The English Education Basis

In the curriculum system of English majors, translation courses are not only one of the core courses, but also an important part of practical skills. These courses are comprehensive, practical, instrumental, and humanistic, and are closely related to other majors and disciplines. By integrating interdisciplinary and interprofessional course content into translation education, the quality of teaching can be significantly improved, and students can also earn credits or certificates for minor majors. This method expands the teaching goal from single skill training to the combination of language and professional knowledge, aiming to cultivate composite and innovative translation talents with a solid foundation, broad knowledge and background in related fields. Through this educational model, it not only improves students' practical translation skills, but also enhances their competitiveness, adaptability and social service skills in the workplace.

Specifically, by integrating interdisciplinary knowledge into translation courses, students can be exposed to more diverse knowledge structures. For example, the combination of professional courses such as law, business, and technology helps students to master the professional terminology and background knowledge in these fields, making them more comfortable in actual translation. At the same time, through practical translation projects and internship opportunities, students are able to apply theoretical knowledge to practical tasks, further improving their translation skills. In addition, interprofessional learning develops students' critical thinking and innovation skills. Faced with translation tasks in different fields, students need to flexibly use different knowledge and skills to find the optimal translation solution. This not only improves their translation skills, but also develops their ability to solve complex problems and innovative thinking.

2.2 The School-enterprise Cooperation for Applied Translation Talent Practice Base Based on Industry-Academia-Research

In order to ensure the smooth construction, development, training and practical teaching of the practice base, it is necessary to formulate scientific, complete and effective management methods. This can not only achieve the goal of building the practice base, but also provide a solid guarantee for the training of high-level professional translation talents. Therefore, schools and enterprises must establish a sound practice base management system on the basis of cooperation, and form an effective constraint, guarantee, feedback, supervision and incentive mechanism to achieve scientific practice base management. In this way, systematic practical training projects, supporting practical training materials, excellent teaching team and perfect management standards are gradually formed to ensure the high quality and high efficiency of practical training teaching and achieve the win-win goal of social and economic benefits. High-quality and efficient teaching activities depend on in-depth analysis and understanding of teaching objects. There are obvious differences between applied undergraduate colleges and general comprehensive undergraduate colleges in terms of talent training mode, curriculum setting and student source characteristics. Therefore, teaching students according to their

aptitude and cultivating talents accurately are the primary tasks.

In the joint training process between the school and the enterprise, according to the different levels of skill requirements of applied translation talents, it is divided into three training stages: literacy foundation stage, skill training stage and professional training stage. The two parties jointly discuss and determine the training objectives, teaching links and implementation methods of each stage, and formulate detailed teaching module objectives and implementation details, including textbook selection, teaching content, teaching methods, teacher allocation, as well as internship and training content, case analysis, testing and feedback mechanism for each stage. Focusing on the talent training program, building an integrated translation teaching practice base environment is a process of integrating the resources of both the school and the enterprise and implementing the training program. This not only involves the systematic design of the training project, but also includes the development of supporting teaching materials, the training of first-class instructors and the establishment of management norms. Through this systematic and scientific management, the efficiency and quality of practical training are ensured, so as to cultivate senior professional translation talents that can meet social needs. In the specific implementation process, the basic literacy stage mainly focuses on the study of language foundation and translation theory; the skill training stage emphasizes the cultivation of practical translation ability, and improves students' practical ability through various practical training projects and simulated translation tasks; the professional training stage further deepens professional skills, and allows students to consolidate their knowledge and accumulate practical experience in practice through participation in real translation projects and corporate internships. Through this systematic training model, not only the translation ability and professional competitiveness of students are improved, but also a solid foundation is laid for their future career development. Ultimately, this school-enterprise cooperation training model will help to provide the society with a group of senior translation talents with solid foundation, extensive knowledge and innovative ability to meet the needs of society and the market.

3. CONCLUSION

The collaborative construction of school-enterprise applied translation talent practice bases, based on industry-academia-research partnerships, is emerging as a critical pathway for the development of high-caliber translation professionals. By aligning educational goals with industry needs, this model ensures comprehensive skill development and practical proficiency among students. Through structured stages of basic literacy, skills training, and professional development, supported by robust management systems, institutions can effectively train a new generation of translators equipped to meet diverse societal needs and market demands. This collaborative effort not only enhances individual career prospects, but also improves language services for society as a whole, thereby facilitating broader economic and social progress.

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