Research on Interpretation Course System Guided by Ideological and Political Education

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Abstract:This research explores the integration of ideological and political education into the interpreting course system with the aim of cultivating interpreters with a strong national identity, cultural confidence, and social responsibility. It examines innovative teaching methods, particularly the implementation of the flipped classroom model guided by Outcome-Based Education (OBE). By incorporating elements of patriotism, cultural literacy, and intercultural communication into the curriculum, the study seeks to improve students' language proficiency and ideological awareness. The proposed system not only focuses on language skills and professional knowledge, but also emphasizes the importance of values education, thus preparing students to effectively represent and promote China's image internationally.

Keywords: Interpretation, Course System, Ideological and Political Education, Research

1. INTRODUCTION

As we all know, courses play a key role in ideological and political education and are an important tool for conveying values. Course ideological and political education refers to the organic integration of the core elements of ideological and political education, including theoretical knowledge, values and spiritual pursuits, into the teaching process of various courses, which subtly influences students' ideology and behavior. The ideological and political construction of college interpretation courses aims to cultivate excellent interpreters with Chinese feelings, international vision, cross-cultural communication skills and critical thinking. In the teaching of interpretation courses, how to combine the characteristics of foreign language disciplines and the laws of interpretation teaching to achieve the simultaneous advancement of value guidance, knowledge transfer and ability improvement has become a core issue that urgently needs to be solved. Interpretation courses should not only teach students language skills and professional knowledge, but also integrate education on national identity, cultural confidence and social responsibility into teaching. By carefully designing the course content, ideological and political elements such as patriotism, social responsibility and cultural diversity are naturally integrated into the classroom, so that students can gradually form correct values and outlook on life in the process of learning languages. In order to achieve this goal, interpretation courses need to innovate teaching methods and focus on the combination of theory and practice. For example, by introducing classic Chinese cultural stories and contemporary China's development achievements in teaching cases, students can experience cultural confidence and national pride in interpretation practice. At the same time, by setting up cross-cultural communication situations, students' international vision and cross-cultural communication skills can be cultivated, so that they can confidently spread China's voice on the international stage.

As for the concept and specific implementation path of ideological and political education in foreign language courses, many scholars have proposed a variety of models. For example, the BIPA model takes ideological and political education as the core to design goals, teaching materials, teaching and effects, emphasizes the importance of ideological and political education in courses, but relatively weakens the goals of professional courses, and lacks operational guidance for specific teaching links. Another model proposed a design concept for the teaching tasks of ideological and political education in foreign language courses based on value formation, emphasizing the "student" as the center, and integrating the cultivation of core values, knowledge and skills of ideological and political education in courses into students' learning. This concept emphasizes the dominant position of students, but does not clearly define what specific skills should be cultivated in ideological and political education in foreign language classes, and does not fit the "teacher-led, student-centered" teaching model in interpreting classes. Starting from the construction of the "course chain" of professional foreign language courses, some scholars proposed the "connection of several courses" to create a "point-line-surface" ideological and political system of foreign language courses. However, this system failed to make suggestions on how to specifically create the "point" of ideological and political education in professional courses.

2. THE PROPOSED METHODOLOGY

2.1 The Teaching Ideas for the Reform of Interpretation Courses

Introducing the flipped classroom teaching model, which is based on the concept of Outcome-Based Education (OBE) in course design, is an innovative strategy. The OBE system emphasizes that teachers should fully understand the characteristics and needs of learners, accurately grasp the learning level they should achieve, and choose appropriate teaching methods to help learners achieve their goals. In short, the OBE teaching system is result-oriented, designs teaching activities based on expected results, enhances students' subjectivity and participation, and thus improves teaching results and quality. The traditional classroom teaching model can no longer meet this demand. In the flipped classroom model, students independently learn through online learning platforms such as platform before class to master supplementary background knowledge. This method allows students to learn theoretical content at their own pace and fully prepare before class, which not only improves their independent learning ability, but also saves time for class,

making class activities more efficient and focused. In the classroom, teachers are mainly responsible for answering questions and providing practical training. Through interactive discussions, case analysis, and simulated practice, students can better understand and apply what they have learned. Teachers play the role of instructor and facilitator in class to help students solve difficult problems and deepen their understanding of knowledge. After class, students can further consolidate what they have learned and self-evaluate by distributing interpretation exercises through the online platform. The continuous practice and feedback mechanism not only improves the learning effect, but also helps students discover and correct their shortcomings in a timely manner.

Combining the OBE concept with the flipped classroom model, the instructional design pays more attention to student learning outcomes and practical application skills. Specific pathways include

Clear learning objectives: Based on the OBE concept, the first step is to determine the specific learning objectives that students should achieve. These objectives should be specific, measurable, and closely related to the course content.

Design varied learning activities: The flipped classroom model emphasizes the organic combination of pre-class, in-class, and post-class activities. Provide rich learning resources and self-study assignments before class; design interactive, hands-on activities during class; and provide focused practice and reflection assignments after class.

Use modern technology: Through online learning platforms such as novel platforms, teachers can provide various learning resources, including video explanations, online tests, and interactive discussions. The platform can also track students' learning progress and feedback, helping teachers to adjust teaching strategies in a timely manner.

Increase teacher-student interaction: In the flipped classroom model, teacher-student interaction becomes more frequent and deeper. Teachers must actively guide students to participate in class discussions, encourage them to ask questions and share insights, and stimulate their interest and motivation to learn.

Establish a feedback mechanism: Through online platforms and classroom activities, teachers can receive students' learning feedback in a timely manner and adjust teaching content and methods based on the feedback. At the same time, students can continuously improve their learning strategies through self-assessment and peer feedback.

2.2 The Teaching Ideas for the Reform of Interpretation Courses

This course is designed using a flipped classroom teaching model based on the concept of outcome-based education (OBE). In the OBE system, teachers need to fully understand students, accurately grasp the level they are expected to achieve, and choose appropriate teaching methods based on the specific situation of students to help them achieve their established learning goals. Specifically, the flipped classroom model advances the teaching content of traditional classrooms to before class, and allows students to self-study before class through pre-recorded videos, online materials and self-learning tasks. This method not only allows students to learn at their own pace, but also allows class time to be used for more in-depth interaction and discussion. When designing teaching activities, we start from the expected results and focus on enhancing students' learning initiative and sense of participation. For example, group discussions, case analysis

and practical exercises are set up in class to enable students to apply what they have learned in real situations. At the same time, teachers mainly play the role of guides and facilitators in the classroom, helping students solve difficult problems, providing personalized guidance and promoting in-depth learning. In addition, through the continuous feedback mechanisms such as online tests, classroom discussions and homework corrections, teachers can grasp students' learning progress in real time and continuously adjust teaching strategies based on feedback to ensure that every student can achieve the expected learning outcomes.

2.3 The Interpretation Course System Guided by Ideological and Political Education

As a language course, interpreting has a deep ideological and political foundation and rich ideological and political resources. The scientific excavation and integration of ideological and political elements into the teaching content, the embedding of political identity, patriotism, cultural literacy and other contents into the language teaching, and the synergy between the explicit teaching of foreign language skills and the implicit ideological and political education can stimulate students' patriotism and national pride, while enhancing their pragmatic knowledge, cross-cultural communication skills, and ability to exchange and learn from Chinese and foreign civilizations, and strengthen their mission and responsibility as new people of the times. In terms of interpreting methods, the course aims to help students master the principles and methods of translating foreign propaganda, and enhance their ability to spread China's excellent culture and ideas in actual operations. Through concrete practice, students can understand how to promote China's positive image through interpretation and improve their confidence and expressiveness in international exchanges. In the application of the interpretation technology, the course emphasizes the rational use of new translation tools. Students must learn the rules of foreign propaganda translation, compare the advantages and disadvantages of different AI translation versions, maintain rational judgment on the results of AI translation, and form correct "human translation-machine translation" values. This not only improves their translation ability, but also cultivates their critical thinking and selection ability of technical tools.

3. CONCLUSIONS

The integration of ideological and political education into interpreting courses is essential for the development of interpreters who are not only competent in their profession, but also have a strong sense of national identity and cultural self-confidence. The implementation of the flipped classroom model, based on the principles of OBE, is proving to be an effective strategy for achieving these educational goals. By carefully designing course content and classroom activities that incorporate ideological and political elements, educators can foster a more holistic development of students. This approach not only enhances students' language and intercultural communication skills, but also instills a sense of social responsibility and mission, enabling them to confidently represent China on the global stage. Through continuous practice, feedback, and the use of modern educational technologies, the proposed system ensures that students achieve both academic and ideological growth, preparing them for the challenges and opportunities of international communication.

4. ACKNOWLEDGEMENT

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