Cultivation of Chinese-to-Foreign Translation Talents in the Context of New Liberal Arts

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Abstract: Under the background of new liberal arts, the cultivation of Chinese-to-foreign translation talents faces new opportunities and challenges. This study systematically analyzes the current status and problems of the cultivation of Chinese-to-foreign translation talents through methods such as questionnaire surveys and in-depth interviews, and proposes corresponding improvement strategies. The research finds that the current cultivation of Chinese-to-foreign translation talents has problems such as monotonous curriculum settings, conservative teaching methods, and insufficient practical teaching, which are difficult to meet the diverse needs for translation talents under the new liberal arts background. In response to these problems, this study suggests starting with optimizing the curriculum system, innovating teaching methods, and strengthening practical teaching to construct a cross-disciplinary integration, practice and innovation-oriented Chinese-to-foreign translation talent cultivation model. At the same time, the study also emphasizes the key role of teachers in the cultivation process, proposing to promote the overall improvement of the teacher team through enhancing teachers' professional quality and strengthening teacher training. In addition, this study also pays attention to the latest trends and market demands of the translation industry, and proposes a cultivation strategy that combines the concept of new liberal arts with market demands, aiming to cultivate more Chinese-to-foreign translation talents with innovative spirit, practical ability, and cross-cultural communication skills.

Keywords: New Liberal Arts; Chinese-to-Foreign Translation; Translation Talents; Talent Cultivation; Cultivation Model

Introduction

Under the background of continuous development of globalization and informatization, traditional liberal arts fields are experiencing unprecedented challenges and changes. This change has given birth to a new academic concept—new liberal arts. New liberal arts emphasize the interdisciplinary integration, break down the boundaries between traditional disciplines, promote the innovation and integration of knowledge, and aim to cultivate high-quality talents with comprehensive literacy and innovative capabilities. New liberalia arts not only focus on the knowledge system of traditional liberal arts, such as literature, history, philosophy, etc., but also pay more attention to cultivating students' critical thinking, innovation ability, and cross-cultural communication skills. This ability training model enables students to better adapt to the complex and ever-changing international environment and have the ability to solve real problems. In addition, new liberal arts also advocate the intersection of arts and sciences, encouraging students to master interdisciplinary knowledge and skills to meet the needs of technological development[1]. The characteristics of new liberal arts include the following aspects: First, comprehensiveness, organically combining the knowledge and methods of different disciplines to form a new knowledge system; Second, innovation, encouraging students and scholars to break through traditional thinking and explore new theories and methods; Third, openness, actively connecting with international cutting-edge academic research, absorbing advanced concepts and achievements. The development of new liberal arts has had a profound impact on the cultivation of translation talents. Under the background of new liberal, translation talents are no longer just language converters, but also need to have cross-cultural communication skills, a broad knowledge base, and innovative thinking. Translation talents need to understand the professional knowledge of different disciplines and be able to accurately convey information in an interdisciplinary context.

The rise of new liberal arts has had a profound impact on the cultivation of translation talents. Traditional translation teaching often focuses on the training of language skills, such as grammar, vocabulary, and translation techniques. Under the background of new liberal arts, translation talents not only need to have a solid language foundation but also need to have interdisciplinary knowledge reserves, cultural sensitivity, and an international perspective. The cultivation of Chinese-to-foreign translation talents is of great significance for serving the country's foreign exchanges and cultural dissemination. In the era of globalization, China's status on the international stage is rising, and it needs to show its culture, values, and development achievements to the world. Chinese-to-foreign translation talents can accurately convey China's excellent culture, academic achievements, and policy concepts to the international community, enhance the international community's understanding and recognition of China, and promote cultural exchanges and integration. At the same time, the cultivation of Chinese-to-the-foreign translation talents is also an inevitable requirement to meet the needs of international cooperation and economic development. With the advancement of the "Belt and Road" initiative, China's cooperation with countries along the route in areas such as economy, trade, science and technology, and education continues to deepen. Chinese-to-foreign translation talents can provide language services for international cooperation[2], eliminate language barriers, promote the smooth development of cooperation projects, and promote economic

development.

Under the background of new liberal arts, the cultivation of Chinese-to-foreign translation talents is particularly important. The core purpose of this study is to deeply explore the cultivation model of translation talents under this background and to conduct a detailed analysis of the problems and challenges encountered in current cultivation practices. Through this research process, we hope to propose targeted improvement strategies and suggestions, thereby contributing theoretical support and practical guidance to the field of translation education. Ultimately, we hope that through these efforts, we can significantly improve the quality of Chinese-to-foreign translation talent cultivation to meet the diverse needs of the new era for translation talents. Focusing on the cultivation of Chinese-to-foreign translation talents under the background of new liberal arts, this article will focus on solving the following key issues: First, the core competencies and qualities that Chinese-to-foreign translation talents should possess under the background of new liberal arts; Second, the main problems existing in the current cultivation process of Chinese-to-the-foreign translation talents; Third, how to optimize the cultivation model of Chinese-to-foreign translation talents under the background of new liberal arts. This study aims to provide useful references and suggestions for the cultivation of Chinese-to-foreign translation talents through in-depth analysis and discussion[3]

Literature Review

Research on the New Liberal Arts has brought new concepts and directions for reform to higher education. The proposal of the New Liberal Arts emphasizes the interdisciplinary integration, aiming to cultivate talents with innovative spirit, cross-disciplinary abilities, and a global perspective. The educational philosophy of the New Liberal Arts focuses on interdisciplinary integration, innovative thinking, and humanistic care, with the goal of nurturing high-quality talents equipped with a global vision, innovation capabilities, and a strong sense of social responsibility. This concept not only requires a deep understanding of the traditional liberal arts knowledge system but also emphasizes the cultivation of students' critical thinking, innovation ability, and cross-cultural communication skills. To achieve this goal, the reform direction of the New Liberal Arts covers multiple aspects such as the optimization of the curriculum system, innovation in teaching methods, and the strengthening of practical teaching. In terms of curriculum optimization, the New Liberal Arts emphasizes the introduction of interdisciplinary courses, enabling students to broaden their horizons and enhance their comprehensive quality within a diverse knowledge system[4]. In terms of teaching methods, the New Liberal Arts encourages teachers to adopt innovative teaching methods, such as online blended teaching models, which improve students' learning effects and self-learning abilities by combining online and offline learning methods. At the same time, the New Liberal Arts also particularly emphasizes the importance of practical teaching, allowing students to deepen their theoretical knowledge and improve their practical skills through field trips, social research, internships, and other means.

Research on the current status of the cultivation of Chinese-to-foreign translation talents mainly includes studies on the capability requirements of such talents. Chinese-to-foreign translation talents need to have a solid foundation in language skills, including proficiency in both the source and target languages. In addition, cultural literacy is also crucial; they need to have a deep understanding of the cultural backgrounds of both the source and target languages to ensure the accuracy and fluency of the translation. Cross-cultural communication skills can help translation talents better handle cultural differences and avoid misunderstandings. Against the backdrop of deepening globalization, the capability requirements for Chinese-to-foreign translation talents are becoming more comprehensive and profound. They not only need to have a solid grasp of basic language skills to ensure accurate language conversion but also require a profound cultural foundation to better understand and convey the cultural connotations of the source language. Moreover, keen cultural sensitivity is essential for Chinese-to-the-foreign translation talents, as it helps them quickly capture and properly handle issues arising from cultural differences during the translation process, thereby ensuring the quality and effectiveness of the translation.[5]

In addition to the above capabilities, Chinese-to-foreign translation talents also need to possess superb translation techniques, which include but are not limited to the flexible use of various translation methods and the proper handling of long and complex sentences and text structures. The application of these techniques can greatly enhance the efficiency and quality of translation, making the translated text smoother, more natural, and easier to understand. Core qualities such as cross-cultural communication skills, innovative thinking abilities, and team spirit are also indispensable for Chinese-to-foreign translation talents. Cross-cultural communication skills help them communicate better with people from different cultural backgrounds, innovative thinking abilities encourage them to continuously seek new breakthroughs and innovations in the translation process, and team spirit ensures that they can play to their strengths and work together to complete tasks in collaborative translation projects. [6]

Research on the current approaches and methods of cultivating Chinese-to-foreign translation talents shows that universities have adopted a variety of approaches and methods in this area. In terms of curriculum, the proportion of translation practice courses has been increased to focus on cultivating students' practical translation abilities. At the same time, some universities have also carried out school-enterprise cooperation projects to provide students with internship and practice opportunities. In addition, international exchanges and cooperation help broaden students' horizons and improve their translation levels. In terms of training methods, the teaching model that combines theory with practice and classroom teaching with extracurricular practice is widely used. This teaching model aims to help students better master translation skills and improve their comprehensive quality through the mutual promotion of theory and practice. In practice, issues such as how to ensure the effective combination of theory and practice and how to balance the proportion of classroom teaching and extracurricular practice still need further discussion and improvement. [7]

Existing research has achieved rich results in the exploration of the New Liberal Arts concept, the capability requirements of Chinese-to-foreign translation talents, and the approaches to their cultivation. It has clarified the goals and directions of

talent cultivation under the background of the New Liberal, providing a theoretical foundation for the cultivation of Chinese-to-foreign translation talents. However, there are still some shortcomings in the existing research. There is a lack of in-depth empirical research and specific case studies on the integration of the New Liberal Arts and the cultivation of Chinese-to-foreign translation talents. The evaluation system for the cultivation of Chinese-to-foreign translation talents is not yet perfect, making it difficult to comprehensively and accurately assess the effectiveness of talent cultivation. The innovation of this study is that it will focus on the specific practice of cultivating Chinese-to-foreign translation talents under the background of the New Liberal Arts, and through empirical research and case analysis, deeply explore effective training models and methods. At the same time, it aims to construct a perfect evaluation system to scientifically assess the training effects.

Research Methods

(A) Research Design

This study adopted a mixed-methods research approach, combining both quantitative and qualitative research. Quantitative research can provide objective, precise, and generalizable conclusions through the quantitative analysis of data, which is helpful for processing and summarizing large-scale data. Qualitative research, on the other hand, can delve into the underlying reasons, motivations, and meanings behind phenomena, offering richer explanations and backgrounds for the results of quantitative research. Under the context of the new liberal arts, the cultivation of Chinese-to-foreign language translation talents is a complex, multi-dimensional issue. Pure quantitative or qualitative research alone is difficult to comprehensively and deeply reveal its essence. By using a mixed-methods approach, the advantages of both research methods can be fully utilized to more comprehensively and accurately understand the current status and needs of the cultivation of Chinese-to-foreign language translation talents.

The construction of the overall research framework began with a literature review to sort out the relevant theories and practical achievements on the cultivation of Chinese-to-foreign language translation talents under the new liberal arts background at home and abroad, clarifying the starting point and focus of the research. Next, a questionnaire survey was conducted to collect a large amount of data to understand the current status, existing problems, and related needs of the cultivation of Chinese-to-foreign translation talents. Then, some representative research subjects were selected for interviews to deeply explore their experiences, difficulties, and expectations in the training process. Finally, a comprehensive analysis of the collected data was carried out to propose targeted training strategies and suggestions. [8]

(B) Research Subjects

This study selected students majoring in translation from multiple universities, teachers, and practitioners from related industries as research subjects. For students, it covered students from different grades and specialties to ensure that the research results could reflect the situation of students at different stages and in different fields. For teachers, it included senior teachers with rich teaching experience and young teachers who had just joined to obtain views on different teaching concepts and practices. Practitioners from related industries came from different types of units such as translation companies and multinational corporations to understand the actual market demand for Chinese-to-foreign language translation talents.

The selected research subjects covered the main relevant groups involved in the training of Chinese-to-foreign language translation talents, including teachers and students in the education field and practitioners in actual work. They have direct experiences and observations of the training of Chinese-to-foreign language translation talents in different environments and positions, which can comprehensively reflect the current actual situation of the training. Due to time and resource constraints, it was not possible to survey personnel from all relevant universities and units, which may result in certain regional and industry biases. In addition, the subjective cognition and expression abilities of the research subjects may also have a certain impact on the research results.

(C) Data Collection Methods

1. Design and Implementation of Questionnaire Survey

A questionnaire was designed that covered multiple dimensions, including curriculum, teaching methods, practical opportunities, career planning, etc. The question types included multiple-choice, short answer, and scale questions to obtain different types and depths of information. Feedback from research subjects was widely collected through online platforms and on-site distribution. To improve the response rate and validity of the questionnaire, the purpose and significance of the study were briefly introduced at the beginning of the questionnaire, and a commitment was made to keep personal information confidential.

2. Selection of Interview Subjects and Question Settings

Interviews were conducted with selected teachers, students, and practitioners with rich experience and outstanding achievements in the field of Chinese-to-foreign language translation. The questions revolved around personal learning and work experiences, views on the cultivation of Chinese-to-foreign language translation talents, faced challenges, and suggestions, among other aspects. Face-to-face interviews and telephone interviews were combined to ensure the smooth progress of the interviews.

3. Collection Scope and Screening Criteria for Literature Materials

The collection scope included domestic and international academic journals, dissertations, industry reports, policy documents, etc. The screening criteria were mainly based on factors such as the relevance to the research topic, the scientific nature of the research methods, and the timeliness of publication.

(D) Data Analysis Methods

1. Statistical Analysis Methods for Quantitative Data

Statistical software was used to perform descriptive statistical analysis on the data collected from the questionnaire survey, such as mean, standard deviation, frequency, etc., to understand the basic situation and overall trends of the research subjects. Correlation analysis was conducted to explore the relationships between different variables. Methods such as factor analysis were used to extract the main influencing factors.

2. Coding and Thematic Analysis of Qualitative Data

Qualitative data from interviews and literature materials were coded, grouping similar viewpoints and content together. Through thematic analysis, core themes and key points were distilled. Combined with the results of quantitative analysis, qualitative data were deeply interpreted to more comprehensively understand the problems and countermeasures in the cultivation of Chinese-to-foreign language translation talents.

Research Findings

(A) Current Status of Training for Chinese-to-Foreign Translation Talents

1. Curriculum and Teaching Content

Under the current context of new liberal arts, the training of Chinese-to-foreign translation talents is first reflected in the curriculum and teaching content. Most universities with translation majors have realized that traditional single-language skill courses cannot meet the needs of the new era, and thus have carried out curriculum reforms. In terms of curriculum, in addition to basic language courses, interdisciplinary courses such as culture, economics, and law have been added to cultivate students' comprehensive qualities. In terms of teaching content, there is also a greater emphasis on practicality and timeliness, introducing a large number of real translation cases and materials, so that students can be exposed to the most cutting-edge translation practices. However, some universities still have shortcomings in curriculum and teaching content. For example, some courses are too theoretical and lack integration with practice; or although interdisciplinary courses have been introduced, there is a lack of organic integration between courses, making it difficult for students to form a systematic knowledge system.

2. Teaching Methods and Means

Teaching methods and means are important factors affecting the quality of training for Chinese-to-foreign translation talents. In recent years, with the continuous development of educational technology, more and more universities have begun to try to integrate modern teaching methods into translation teaching. For example, using multimedia technology to create simulated translation scenarios, allowing students to improve their translation skills in simulated practice; or through online platforms to carry out new teaching models such as flipped classrooms and MOOCs, enhancing students' learning autonomy and interactivity. Surveys show that some teachers still use traditional and conservative teaching methods, focusing on single classroom lectures and neglecting students' principal status and the cultivation of practical abilities. This teaching method not only fails to stimulate students' interest in learning but is also not conducive to cultivating students' innovative thinking and cross-cultural communication skills.

3. The Implementation of Practical Teaching Links

Practical teaching is an indispensable part of the process of training Chinese-English translation talents. Through practical teaching, students can apply what they have learned in real situations, thereby testing and improving their translation skills in a real environment. At present, many colleges and universities have established in-school translation practice bases or cooperated with relevant enterprises and institutions to carry out off-campus internship programs, providing students with rich practical opportunities. However, the survey found that there are also some problems in the implementation of practical teaching. For example, some colleges and universities due to limited resources or poor management, resulting in practical teaching links become a mere formality or difficult to achieve the expected effect; In addition, some students lack effective guidance and supervision during the practice process, making it difficult to achieve substantial improvement. Therefore, how to strengthen the organization and management of practical teaching and improve the quality and effectiveness of practical teaching remains an urgent problem to be solved in the current training of Chinese-English translation talents.[9]

(B) Students' Learning Needs and Current Abilities

1. Students' Interest and Motivation in Chinese-English Translation

Under the background of new liberal arts, students' interest and motivation in Chinese-English translation are characterized by diversity. According to survey data, most students have a certain interest in Chinese-English translation and believe that it is an important way to improve their language skills and expand their career development paths. These interests and motivations provide students with strong motivation to continue investing in translation learning. However, some students also indicate that due to the difficulty of Chinese-English translation, their learning motivation mainly comes from external pressures, such as exams and employment, rather than internal interest-driven.

2. Difficulties and Problems Faced by Students in C-E Translation

In the process of learning C-E translation, students also face a series of difficulties and problems. Firstly, insufficient language ability is one of the main factors restricting the improvement of students' translation level. Although students have a certain language foundation before entering school, they often find it difficult to accurately understand the meaning of the original text and express it in the appropriate target language when faced with complex translation tasks. Secondly, the lack of cultural background knowledge is also an important reason affecting the quality of students' translations. Due to significant differences between Chinese and Western cultures, history, social customs, etc., students need to fully consider these differences during the translation process to ensure the accuracy and readability of the translation. In addition, insufficient translation practice experience is also a common problem faced by students. Although students have learned a lot of translation theories and techniques in the classroom, they still appear inadequate in practical application

and struggle to cope with various complex translation scenarios. [10]

3. Assessment of Students' Translation Ability Levels

In order to fully understand the translation ability levels of students, this study adopted a variety of assessment methods. Through the statistical analysis of quantitative data such as translation tests, classroom performance, and homework completion, we found that students' translation abilities exhibit a certain hierarchy. Some students, after systematic learning and practice, have already achieved a high level of translation ability and can independently complete various types of Chinese-to-foreign translation tasks. However, a considerable number of students are still at the primary stage of translation ability and need further improvement in language foundation, cultural background knowledge, and practical experience. At the same time, we also deeply understood the psychological state and difficulties of students in the translation process through the collection and analysis of qualitative data such as interviews and questionnaire surveys, providing useful references for subsequent teaching improvements. Under the background of new liberal arts, the training of Chinese-to-foreign translation talents needs to pay full attention to the learning needs and current abilities of students. By stimulating students' interest and motivation in learning, solving the difficulties and problems they encounter in the learning process, and scientifically assessing their translation ability levels, we can formulate teaching plans and improve teaching strategies more targetedly, thereby comprehensively promoting the improvement of the quality of Chinese-to-the translation talent training.

(C) Teachers' Teaching Concepts and Professional Development

1. Teachers' Understanding of Training Requirements under the New Liberal Arts Background

Under the new liberal arts background, the training requirements for translation talents have undergone significant changes. Teachers generally believe that translation teaching under the new liberal arts background no longer focuses solely on the imparting of language skills, but pays more attention to the cultivation of students' humanistic literacy, cross-cultural communication skills, and innovative thinking. This transformation requires teachers to not only have a solid language foundation but also possess interdisciplinary knowledge reserves and keen cultural awareness. Only in this way can they effectively guide students to adapt to the translation work demands under the new liberal arts background in their teaching, and cultivate compound talents who understand both language and culture, and can both translate and innovate. [11]

2. Challenges and Needs Faced by Teachers in Teaching

Under the new liberal arts background, translation teachers face unprecedented challenges. First of all, they need to continuously update their knowledge system to adapt to the rapidly changing teaching content and requirements. In addition, as the new liberal arts emphasizes interdisciplinary integration, teachers also need to have the ability to collaborate across disciplines, which is a new test for them. At the same time, in order to meet the personalized needs of students, teachers also need to explore more diverse teaching methods and means. In this process, they are eager to receive more teaching resources and professional training to enhance their teaching level and professional quality.

3. Professional Development Approaches and Support for Teachers

In order to promote the professional development of teachers, universities and relevant departments should take a variety of measures to provide support and assistance to teachers. First of all, regular teacher training can be organized, inviting industry experts and scholars to give lectures and seminars to help teachers understand the latest translation theories and practical trends, and improve their teaching and research capabilities. Secondly, teachers can be encouraged to participate in interdisciplinary cooperation projects to enhance their interdisciplinary integration capabilities. In addition, universities can also provide teachers with rich teaching resources and teaching aids to reduce their teaching burden and improve teaching effectiveness. Through the implementation of these measures, the professional development of teachers can be effectively promoted, thereby enhancing the quality of training for Chinese-foreign translation talents under the new liberal arts background.

Conclusions

(A) Summary of Research Findings

1. Main Problems and Causes in the Training of Chinese-to-Foreign Translation Talents

Through in-depth investigation and analysis, this study has identified several major issues in the current training of Chinese-to-foreign translation talents. Firstly, the curriculum and teaching content are relatively outdated and fail to fully reflect the new requirements for translation talents under the context of the New Liberal Arts. This leads to a disconnect between what students learn during their time at school and the actual job demands. Secondly, teaching methods and means lack innovation, overly relying on traditional classroom lecture models, and neglecting the cultivation of students' practical abilities and innovative thinking. In addition, practical teaching links are weak, and students lack sufficient opportunities for translation practice, making it difficult to effectively improve their translation skills and cross-cultural communication abilities.

The causes of these problems are multifaceted. On the one hand, some universities and educational institutions do not pay enough attention to the training of translation talents, and the investment in educational resources is limited, resulting in the inability to effectively improve teaching conditions and environments. On the other hand, the construction of the teaching staff urgently needs to be strengthened. Some teachers lack a deep understanding and practical experience of the New Liberal Arts educational philosophy, making it difficult to effectively implement the training requirements for translation talents under the New Liberal Arts background during the teaching process.

2. New Requirements of the New Liberal Arts Background for Training Models

The rise of the new liberal arts background has posed new challenges and requirements for the training of Chinese-

English translation talents. Firstly, the new liberal arts emphasize interdisciplinary integration, requiring translation talents to possess a broader knowledge reserve and stronger interdisciplinary thinking ability. This requires universities and educational institutions to break down disciplinary barriers in curriculum design, strengthen interdisciplinary integration with other disciplines, and provide students with a more diversified learning experience.

The New Liberal Arts emphasizes the cultivation of innovative thinking and humanistic care. In translation practice, this requires that translation talents not only have solid language fundamentals and translation skills, but also possess keen cultural sensitivity and innovative thinking abilities to better cope with complex and ever-changing translation tasks. Therefore, universities and educational institutions should innovate teaching methods and means, encourage students to actively participate in translation practice activities, and cultivate their independent thinking and problem-solving abilities. Under the background of new liberal arts, the training of translation talents should pay more attention to practical teaching links. Universities and educational institutions should strengthen cooperation and exchanges with industry enterprises, build more practical platforms for students, and provide real translation practice opportunities. At the same time, a perfect practical teaching evaluation system should be established to ensure the quality and effectiveness of practical teaching are effectively guaranteed. Through the implementation of these measures, the overall quality of Chinese-foreign translation talent training can be comprehensively improved to better meet the needs of high-quality translation talents under the background of new liberal arts. [12]

(B) Training Strategies and Recommendations

1. Optimizing the Curriculum System and Teaching Content

Under the background of new liberal arts, the cultivation of Sino-foreign translation talents first needs to start with the optimization of the curriculum system and teaching content. The curriculum system should reflect the characteristics of interdisciplinary integration, organically integrating knowledge from related disciplines such as translation studies, linguistics, cultural studies, communication studies, etc., to form a curriculum system with broad adaptability. At the same time, the teaching content should keep pace with the times, be updated in a timely manner, and introduce new translation theories, technologies, and practical cases to ensure the cutting-edge and practicality of the knowledge learned by students. The curriculum should also emphasize hierarchy and diversity to meet the learning needs of students at different levels and in different directions. By setting up basic courses, directional courses, and expansion courses, a curriculum system with a broad caliber, solid foundation, and heavy emphasis on practice is constructed, laying a solid foundation for cultivating high-quality Chinese-to-foreign translation talents.

2. Innovate Teaching Methods and Evaluation Mechanisms

Traditional teaching methods can no longer meet the needs of training Chinese-to-foreign translation talents under the new liberal arts background. Therefore, it is imperative to innovate teaching methods and adopt more flexible and diverse teaching means, such as case teaching, project-driven, flipped classroom, etc., to stimulate students' interest in learning and improve their autonomous learning ability and practical operation skills.

Reform of the evaluation mechanism is also imperative. A diversified evaluation system should be established that combines process evaluation with outcome evaluation, focusing on examining students' comprehensive quality and innovation ability. By introducing multiple evaluation methods such as self-evaluation by students, peer evaluation, teacher evaluation, and industry evaluation, a comprehensive and objective reflection of students' learning outcomes and translation proficiency levels is achieved, providing strong support for teaching improvement and talent cultivation.

3. Strengthen the Construction of the Faculty Team

A high-quality faculty team is key to cultivating high-level Chinese-foreign translation talents. Therefore, it is essential to strengthen the construction of the faculty team and improve teachers' professional quality and teaching ability. On the one hand, outstanding talents can be introduced and academic exchanges strengthened to broaden teachers' academic horizons and improve their academic level; on the other hand, teachers' training efforts should be increased, organizing teachers to participate in professional training, teaching seminars, and other activities regularly to improve their teaching skills and innovation ability.

An incentive mechanism and assessment mechanism should also be established to stimulate teachers' enthusiasm and initiative at work. By setting up teaching awards, scientific research achievement rewards, and other measures, teachers are encouraged to actively engage in teaching and research work; through regular assessment and evaluation, problems are identified in a timely manner and teachers are urged to improve and enhance.

4. Expand Practical Teaching and Cooperation Platforms

Practical teaching is an important link in cultivating talents for Chinese-foreign translation. Therefore, it is necessary to expand practical teaching and cooperation platforms to provide students with more practical opportunities and resources. Cooperation relationships can be established with translation companies, media organizations, international organizations, etc., to jointly build internship bases and translation studios, providing students with real translation environments and project practice opportunities.

Various forms of practical teaching activities should also be actively carried out, such as simulated translation, interpreting training, cultural experience, etc., to improve students' practical operation ability and cross-cultural communication skills. Through these activities, not only can students consolidate what they have learned, but also enhance their sense of teamwork and innovative spirit. In addition, encouraging and supporting students to participate in various translation competitions and volunteer service activities is also an important way to improve their practical abilities. [13]

(C) Limitations of the Study

1. Insufficiencies in Research Methods

This study mainly adopted literature analysis and case study methods, with less use of large-scale data surveys and

empirical research, which may lead to a lack of universality and representativeness in the research results.

2. Limitations of the Research Subjects

The research subjects are mainly focused on translation majors in some universities, with insufficient attention to freelance translators and in-service translators in society, unable to fully reflect the overall situation of Chinese-to-foreign translation talent training.

(D) Future Research Directions

1. Deepen the Study of Specific Aspects of Training Models

Further explore how to optimize the curriculum to better meet the needs of Chinese-to-foreign translation talents under the background of new liberal arts. Conduct in-depth research on the specific impact and effectiveness of innovative teaching methods on the improvement of students' translation abilities.

2. Track the Dynamic Impact of New Liberal Arts Development

Continuously pay attention to the latest research results and development trends in the field of new liberal and integrate them into the process of training Chinese-to-foreign translation talents in a timely manner. Study the challenges and opportunities of emerging technologies (such as artificial intelligence, big data, etc.) for the training of Chinese-to-foreign translation talents under the background of new liberal arts.

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