

# On the Application of Retranslation of Cultural Classics and the Background of “Chinese Culture Going Global” in College Translation Course Teaching

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**Abstract:** Based on the background of “Chinese Culture Going Global”, retranslation skills are found to be employed in college translation course teaching. This paper studies the application of the retranslation of Chinese cultural classics in translation course teaching, and puts forward related viewpoints by taking teachers as the research orientation, and taking the choice of translation texts, translation practice and reproduction of the classics in teaching as the research contents, so as to play a reference role in improving the application of retranslation of classics in teaching.

**Keywords:** Retranslation of cultural classics; Chinese Culture Going Global; Translation course teaching

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## 1. Improve teachers’ awareness of cultural translation practice

Based on the development of the world today, it can be seen that it is necessary to disseminate Chinese culture to all countries in the world in order to effectively enhance China’s international status and influence. Teachers play a great role in translation course teaching when cultural classics are introduced into teaching. If more translators with translation ability are going to be cultivated, teachers should improve their academic performance in cultural translation. In return, the overall teaching level in colleges can be improved further. Colleges should recruit teachers who are professional and master both Chinese and foreign languages and cultures. It plays a guiding role for students to translate cultural classics, and it is also a feature of the retranslation of Chinese cultural classics.

Teachers should take advantage of the shared resources on the Internet, vary the source of materials for the retranslation of cultural classics and improve their teaching plans. Students are taught how to translate cultural classics properly. Retranslation in literature, philosophy, history, technology and so on can be conducted to ensure that Chinese young students and foreigners have a deeper understanding of Chinese culture with these translation versions. Meanwhile, students have an accurate reference to fully understand the charm of Chinese cultural classics, and talents who gather a variety of specialties are cultivated. The content and translation skills of cultural classics can be mastered with well-organized and professional research and reader-friendly translation versions offered by teachers. Teachers’ high-quality teaching resources can be shared among colleges and universities so that teaching concepts are complementary<sup>[1]</sup>.

## 2. Application of retranslation of cultural classics in translation teaching

### 2.1 Selecting suitable translation source texts

In order to ensure the quality of translation course teaching and at the same time ensure that the translated text can be absorbed and accepted by readers at home and abroad, teachers should start from the perspective of cultural translation teaching acceptable to students and choose classics with historical significance and practical value. Scholars at home and abroad can also learn from them and absorb these cultural classics. In order to ensure that the translators trained by the school can better face the world and ensure that the translation works of students can be favored by domestic and overseas readers, the retranslated works need to be in line with domestic and foreign cultures, and their translation ideas need to be consistent with the text itself. Therefore, the choice of translated text is rather crucial. To effectively increase the influence of Chinese culture in the world, teachers need to choose convincing and well-known works when translating classics, such as *The Tao Te Ching* and *The Analects*.

*The Tao Te Ching* is written by Taoist Laozi and is one of the greatest classics of our country. Its influence abroad is extremely high. Its content and philosophy are deeply loved by overseas readers and have been translated more times. It is parallel with the Western “*Bible*” in some sense. In the process of retranslation of *the Tao Te Ching*, teachers should explain in a way that students can understand. One thing to note is that the translation should be better accepted by foreign readers, and the words and sentence patterns should be domesticated to the culture of the target language correspondingly. For readers from other countries to understand Chinese

culture more deeply, it is necessary to use their way of thinking as a starting point to translate a translation that matches their cultural style, which can play a role in enlightening students to independently translate classics and copy language styles. *The Romance of the Three Kingdoms*, one of China's four great masterpieces, was translated by a foreign scholar, Moss Roberts. His retranslated version is very popular abroad and is deeply loved by readers. Teachers can guide students to study the translation style of *The Romance of the Three Kingdoms* abroad, which can effectively consolidate the foundation for students to translate cultural classics in the future<sup>[2]</sup>.

## 2.2 Adding retranslation exercises in translation practice teaching

So as to ensure that the translation skills learned by students in the classroom can be better applied to practice, colleges should provide strong support in practical activities and allow teachers to lead students to participate in more practical translation activities. For instance, teachers in charge of translation teaching can form a team or workshop and then lead the students to participate in the translation of Chinese cultural classics. To guide the students in practical learning can ensure that the students have a solid translation foundation, accumulate experience for their future translation work, and ensure the retranslation of Chinese cultural classics is well in line with the thinking patterns of the rest of the countries in the world.

What needs to be kept in mind when retranslating Chinese cultural classics is: (1) Students should choose classics that can effectively express the core values of Chinese culture in their practical translation activities, so as to ensure that students will be alert when translating classics in the future, and retranslate Chinese cultural classics with the awareness of cross-cultural communication; (2) Teachers should teach students to focus on the classics that have not been translated, to ensure that foreigners can learn more about Chinese culture, so that Chinese cultural classics can be endeared to readers abroad. At the same time, when translating classics, we must fully understand the style of the time in which the classics are composed and the historical and cultural backgrounds of the target language country. "Two-way insurance" can make cross-cultural communication smoother.

The purpose of cultural translation practice teaching in colleges and universities is to exercise students' translation ability, effectively enhance students' translation skills, and enable them to find their own shortcomings in practice, thereby strengthening their own weaknesses. To a certain extent, students have a deeper understanding of our own culture. When teachers gradually guide students to participate in the practical activities of translating cultural classics, they should focus on training students' translation ability and cross-cultural communication ability. This can not only deepen students' love for translating Chinese cultural classics, but also make the classics retranslated more times<sup>[3]</sup>.

## 3. Transferring and reproducing the spirit of the Chinese cultural classics

At present, our country pays an increasing attention to the standardization of translation. In order to retranslate the connotations of cultural classics more visually in imaginal thinking, teachers can sort out and explain the vivid examples of cultural classics translation, such as the works of Luo Xinzhang, Wang Rongpei, Xu Yuanchong and others. Students are encouraged to discuss the great predecessors' translation standards and are guided to form their own translation lingual system and style.

When retranslating classics vividly, the focus is on "yi"(connotations) and "xiang" (images). Teachers should guide students to interpret what the author wanted at the time. The author's psychological changes at the time should be combined with the background of the time, and then the retranslation with overall consideration can ensure that the translated cultural classics are closer to the author's inner thoughts, making the connotation and main ideas of Chinese cultural classics easy for overseas readers to understand and interpret, thus accelerating the process of "Chinese Culture Going Global". To ensure that cultural classics radiate their unique charm, teachers should guide students to explore the spiritual style contained in cultural classics in translation course teaching, so that the translated text can be retranslated while retaining the original connotations. Readers at home and abroad can have a deeper comprehension of the ideas that the author and translator want to express. If the Chinese cultural classics are fully integrated with the vivid and expressive retranslation, it will open up a new chapter in the translation of the cultural classics.

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