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**A REPORT ON THE E-C TRANSLATION OF INTERNATIONAL HANDBOOK
OF HIGHER EDUCATION**

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The deepening and frequent educational exchanges between China and western countries have attracted more and more western educators to China learning and investigating the reforms and changes in Chinese higher education. In their process of learning Chinese higher education, educators from different countries formed their own understanding and opinions upon Chinese higher education and thus produce numerous books on the history of Chinese higher education, which play a positive guiding role in the development of China's education. Therefore, it is believed that the translation of such books would help domestic scholars find new ways of improving Chinese higher education and broaden their views on its research, which will promote the interconnection of academic and educational exchanges between China and the western countries.

With China's further reform and opening up, its academic research is gradually on the right track, especially in recent years, China's academic exchanges with other countries are increasing tremendously, which highlights the importance of academic translation. Besides, the widespread academic exchanges in various fields today have also increased the frequent educational exchanges between China and western countries, academic books and literature related to education are becoming more and more popular. Therefore, academic translation, the translation of educational books and literature in particular, as a bridge between China's and western academic exchanges, has played an important guiding role in the development of China's education.

Academic texts cover a wide range of fields and are highly professional. Therefore, it is believed that such texts are more suitable for scholars who major in related fields to do the translation task. However, the fact is that most experts may not be proficient in foreign languages, or can't understand the source texts because of their lack of the basic translation skills. It may be difficult for them to do such jobs and thus needs translators to cope with them. This translation report chooses "China" from an academic literature, International Handbook of Higher Education written by Ruth Hayhoe and Qiang Zha, as her translation task based on the following two reasons. First of all, the authors of the academic literature, Ruth Hayhoe and Qiang Zha, are two foreign experts who have been devoting themselves to education in China and paying close attention to the development of education in China. They discussed the development and changes of China's higher education from the perspective of Western scholars, forming unique insights on the development of higher education. This has very important references for the development of higher .

education in China. Secondly, the translation of educational academic texts is not very extensive. Choosing to translate this educational academic literature aims to summarize the translation strategies and methods in terms of the translation of academic translation, which is of practical significance to the translation of

academic literature and works in the future. The report consists of five parts. The first part is the introduction including introduction to background information, purpose of the report, significance of the report and structure of the report. The second part is the task description including source text analysis and requirements of the entrusting party. The third part is the process of translation including translation preparations, implementation of translation and evaluation after translation. The fourth part is the case analysis including analysis of difficulties and problems and corresponding solutions under the guidance of the translation theories, strategies and techniques. The last part is the conclusion including unsolved problems and related reflection and implication for future study.

As the global economic integration constantly deepens, exchanges in translation are prosperous. Although literary translation is favored by people, the non-literary translation such as business, scientific technology and education also rapidly develop. For this reason, the author chooses this text which includes some basic situations of Chinese higher education, explains Chinese higher education from the perspective

of Western scholars to give some reference. The author has deeply recognized from this practice that translation is not only a great and profound subject, but also a pitiful art. Affected by internal and external factors, the translator cannot completely represent the quintessence and artistic conceptions of the source text in the target language. Meanwhile,

translation requires translators not only to master two languages, but also to understand the cultures behind the two languages and the differences between two countries. Therefore, the process of translation can be described as “dancing with iron fetters”.

In this translation practice, the author has completed the stated objectives, and contemplated emerging problems in the translation. During the process of translation, the translator uses Tytler’s “the three principles of translation” as the theoretical guidance, carefully studies the specific contents of the translation principles, starts from the three principles, and instructs this translation project. First, Tytler pointed out that a translator may be enabled to give a complete transcript of the ideas of the original work. To accurately understand the original work and express what the author wants to convey, the translator makes a lot of preparation for the translation, such as consulting many thesis and books about higher education, and using translation methods to get close to the original work to the farthest. Furthermore, Tytler emphasized to be close to the original in the style and technique. Therefore, the translator consults the original author’s relevant information, learns about the original author’s attitude and concepts to Chinese higher education, takes the differences between Chinese and English and their respective characteristics into consideration, and tries to keep the same style with the original text. At last, Tytler pointed out that the language should be smooth. So during the translation, the translator translated with word selection and translation skills to avoid the literal translation or translationese which causes unintelligible translation and is not tally with readers’ habit. Through Tytler’s Three Principles of Translation and translation skills used in the translation, the translator believes that three principles have certain guiding significance in the non-literary translation and provide some reference to the translation practice for similar texts. What the author has specifically learned in this translation practice activity is as follows: first, the author has completed about 10,000-word translation text, established glossary of terms about education, summarized relevant translation skills, and made reference to the future translation for similar texts. Second, the author has contacted the original author of the book and got some instructions from her, which provides help for his future study. At last, the author has learned to use resources and translation tools. During the translation, the

translator uses Trados to translate and effectively takes advantage of network to consult for the history and situations of Chinese education. Although completing the translation practice project, the author also meets some difficulties during the specific implementation, and has some weaknesses including immature transformation of Chinese and English, limited translation skills and academic capability, resulting in inaccurate translation of contents and mistakes in the article, which awaits for criticism for specialists and scholars.

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