

An Exploration of Ideological and Political Teaching in Business Translation Based on Bloom's Taxonomy of Educational Objectives

Luping Shang*

School of Foreign Languages, Qujing Normal University, Qujing, Yunnan, China

**Corresponding author*

Abstract: In order to further improve the effectiveness of ideological and political education in business translation and achieve the goal of cultivating translation talents to the maximum, this article attempts to construct a new teaching model with an ideological and political education in business translation. The construction of the teaching model is based on Bloom's taxonomy of educational objectives, emphasizing students' active participation and autonomous learning. In the teaching process, cognitive rules, subject content, and ideological and political content are taken into consideration. The model not only guides students to master relevant linguistic knowledge and translation skills, but also cultivate students' moral qualities, professional ethics, and social responsibility, achieving the goal of nurturing talents both professionally and ideologically.

Keywords: Bloom's Taxonomy of Educational Objectives; Business Translation; Ideological and Political Education

1. Introduction

In order to comprehensively promote the construction of ideological and political education in higher education courses, the Ministry of Education in China issued the "*Guidelines for the Construction of Ideological and Political Education in Higher Education Courses*" (hereinafter referred to as the "Guidelines") in 2020. Comprehensively promoting the construction of ideological and political education in the curriculum means integrating value transmission into talents cultivation, helping students shape correct outlooks on life, world and values. This is an essential and necessary part of education^[1].

The *Guidelines* emphasizes the fundamental task of cultivating morality and talents, and the integration of ethic-imparting education and knowledge-imparting education.

As a core course of business English major, the integration of ideological and political education into the teaching of business translation course is a thorough implementation and specific practice of this policy. As a course involving cross-cultural communication and business practice, business translation not only requires students to master relevant linguistic knowledge and translation skills, but also requires them to possess good moral qualities, professional ethics, and responsibility. Through the integration of ideological and political education into business translation courses, students can better understand and adapt to the business environment in the context of globalization, and form correct values and outlooks on life. Traditional business translation teaching often focuses on imparting linguistic knowledge and translation skills, while neglecting the cultivation of students' ideological and professional qualities. The introduction of ideological and political education in the curriculum has broken this traditional teaching mode, making business English education more in line with the needs of the times and the requirements of social development.

2. Bloom's Taxonomy of Educational Objectives

Bloom's taxonomy of educational objectives was proposed by a group of scholars led by American educational psychologist Benjamin Bloom in 1956. The theory is adopted to guide the classification of educational goals. This classification system divides educational goals into three main domains: cognitive domain, affective domain, and psychomotor domain.

Each domain contains multiple subdomains to describe learning objectives at different levels. Bloom's theoretical foundation mainly comes from his in-depth research on the educational process, especially his understanding of students' learning abilities. He believes that students' learning ability can be improved through the educational process, and education should be based on students' existing knowledge foundation. In addition, Bloom emphasizes the importance of educational evaluation, believing that evaluation should run through the entire learning process rather than just the outcome.

Bloom's initial classification system was proposed in his book "*Taxonomy of Educational Objectives*". It has undergone multiple revisions and updates. In 1972, Simpson E.J proposed seven levels in the field of psychomotor skills, further improving Bloom's classification system. In 2001, Anderson L.W and Krathwohl D.R reorganized and renamed the hierarchy of cognitive domains to better meet the needs of modern education.

Anderson divides the educational goals in the cognitive domain into a two-dimensional framework: knowledge dimension and cognitive process dimension. Among them, the knowledge dimension includes four types of knowledge: factual, conceptual, procedural, and metacognitive; while the cognitive process dimension is divided into six levels from low to high: remember, understand, apply, analyze, evaluate, and create^[2]. The revised version further clarifies the requirements and training

methods for each level, focuses on the cultivation of students' thinking ability and creativity, emphasizes the sequential strengthening of students' learning ability, and gradually improves their thinking and cognitive level with high scientificity.

Bloom's educational objectives classification coincides with the training objectives of linguistic skills, translation skills, cross-cultural communicative ability, and critical thinking in business translation courses; at the same time, Bloom's taxonomy of educational objectives emphasizes active participation and self-directed learning, which is in line with the teaching philosophy of student-centered and task-driven approaches advocated in the ideological and political education of business translation courses. By drawing on Bloom's taxonomy of educational objectives, the teachers can more scientifically design the teaching content and methods of ideological and political education in business translation courses, improving teaching effectiveness and quality.

3. Ideological and Political Education in Business Translation Based on Bloom's Taxonomy of Educational Objectives

3.1 Teaching Objectives based on Cognitive Laws

In business translation teaching, teachers can classify course objectives into knowledge objectives, skill objectives, and ideological and political objectives based on Bloom's taxonomy of educational objectives.

Table 1. Teaching Objectives based on Cognitive Laws

	Knowledge Dimension				Cognitive Process Dimension					
	factual	conceptual	procedural	metacognitive	Remember	understand	apply	analyze	evaluate	create
Knowledge Objectives	√	√			√	√				
Skill Objectives			√	√			√	√	√	√
Ideological and Political Objectives	√	√	√	√	√	√	√	√	√	√

3.1.1 Knowledge Objectives

The objectives follow a bottom-up pattern, and the first objective that students should complete is the knowledge objective. From the perspective of knowledge dimension of Bloom's taxonomy of educational objectives, students need to master factual and conceptual knowledge at this level; from a cognitive

perspective, the goal of this level is to remember and understand. In business translation courses, the knowledge objectives mainly include mastering the basic theories and skills of business translation, professional knowledge and cultural background in the field of business. Through course learning, students can accurately remember and

understand the basic theories of business, relevant business terms, and master the basic translation skills of E-C/C-E translation.

3.1.2 Skill Objectives

From the perspective of the knowledge dimension of Bloom's taxonomy of educational objectives, students need to further understand procedural knowledge on the basis of mastering factual and conceptual knowledge ; from a cognitive perspective, after low-level cognitive processes of remembering and understanding, students need to apply the translation knowledge and skills they have learned to practical business scenarios, and through simulated translation practice, cultivate their ability to analyze, solve, and respond to complex situations in various business scenarios. In business translation courses, business text can be divided into various specific text types such as business cards, business contracts, and business letters. Students first need to analyze the stylistic characteristics of each text type, choose appropriate translation principles and methods, and translate on the basis of proficiently memorizing professional terminology, in order to obtain accurate, professional, and authentic translated texts.

3.1.3 Ideological and Political Objectives

Comprehensively promoting the construction of ideological and political education in the curriculum means integrating values into knowledge transmission and ability cultivation, helping students shape correct worldviews, outlooks on life, and values. This is the necessary part of talent cultivation^[1]. As a professional practical course, business translation should not only focus on the transmission of knowledge and the cultivation of skills, but also shape students' values and cultural perspectives. In the learning process of different business themes, teachers integrate ideological and political factors into the selection of corresponding translation materials. For example, in the translation of business cards, students can be asked to collect and translate the positions in Chinese state-owned enterprises. In translation practice, students can further analyze and evaluate the quality of the translated text, reflect on how to better convey the responsibilities and functions of state-owned enterprise positions. In this way, teachers can guide students to think about the differences between the Chinese and Western

economic systems, and help them better understand the concept of institutional confidence. This process coincides with Bloom's metacognitive knowledge in knowledge dimension and the evaluating level in the cognitive dimension. Finally, under the guidance of creating level in cognitive dimension, teachers can also guide students to design their own business cards in five or ten years based on the knowledge and skills they have learned, cultivate their awareness of correctly understanding themselves, setting life goals, and realizing their dreams with a down-to-earth attitude.

Combining Bloom's taxonomy of educational objectives with the teaching objectives of business translation courses can reflect the hierarchical nature of teaching objectives. Although cognitive levels may overlap or be adjusted in various teaching processes, as a whole, hierarchical teaching objectives can help teachers clearly set the goals that students should achieve at each stage, and understand their learning situation and degree of achievement at each stage, in order to adjust teaching methods and content according to specific situations and achieve optimal teaching effectiveness.

3.2. Teaching Content based on Ideological And Political Elements

In the ideological and political design of business translation, it is also necessary to pay attention to the integration of ideological and political elements. In translation practice, if the real context is ignored, the translation results may not be satisfactory. Therefore, in the teaching process, teachers need to guide students to pay attention to current events, help them develop the habit of keeping up with current events. Moreover, teachers can guide students to deeply understand Chinese culture and values by selecting business translation materials with Chinese characteristics. For example, in 2023, the third "the Belt and Road" International Cooperation Summit Forum was successfully held, and more than 150 countries and 40 international organizations jointly launched a new golden decade of the "the Belt and Road"^[3]. In the teaching process, relevant news can be selected as ideological and political content to be integrated into translation teaching, and students can understand the achievements of

the "the Belt and Road" initiative in the past decade and the practical implementation of the initiative of a community with a shared future for mankind in the background knowledge explanation and translation practice.

3.3. Teaching Process based on Student-Centered Activities

Bloom's taxonomy of educational objectives divides cognitive dimensions into six levels, following the gradual progression of human cognition from lower to higher levels. In teaching design, teachers should determine four types of knowledge based on different business themes, and then design different specific teaching activities according to the six levels of cognitive dimensions based on students' specific situations. Taking business contract translation as an example and incorporating ideological and political content, teachers can design the teaching process like this:

3.3.1 Remember

In the teaching of business contract translation, the remembering level corresponds to students' mastery of basic translation knowledge and business contract vocabulary and terminology. At this stage, students can learn and memorize basic concepts, principles, and terminology related to business contract translation through micro lectures on common business contract vocabulary, legal terms, etc. At the same time, teachers can also introduce ethical norms and professional ethics cases in business contract translation to help students understand the basic ethical norms in business contract translation, such as integrity and fairness.

3.3.2 Understand

The understanding level requires students to be able to comprehend the structure, content, and meaning of the terms in a business contract. During the translation process, students need to understand the context, grammatical structure, and semantics of the original text, as well as the cultural background and expression of the target language. Teachers can help students improve their comprehension skills by analyzing contract samples and explaining translation techniques. By analyzing business contract translation cases, teachers can guide the students to explore the professional ethics and social responsibility reflected in the translating process.

3.3.3 Apply

The applying level is the core of business contract translation teaching. Students need to apply the translation knowledge and skills they have learned to practical contract translation and solve practical problems in the translation process. Teachers can provide authentic contract samples for students in translation practice, while providing guidance and feedback to help students improve their translation skills. They can also guide students to follow ethical standards to ensure the accuracy and fairness of translation content.

3.3.4 Analyze

At the analyzing level, students need to conduct in-depth analysis of business contracts, understand their internal logical relationships and structures, and the relationships between different clauses. During the translation process, students need to analyze the semantics, context, and style of the original text, as well as the expression and cultural characteristics of the target language. Teachers can help students improve their ability to analyze and solve problems through case studies, group discussions, and other activities. During this process, teachers can also guide students to think about ethical issues in translating business contracts, such as intellectual property rights and privacy protection through case studies.

3.3.5 Evaluate

The evaluating level requires students to be able to evaluate and reflect on the quality of business contract translation. Students need to be able to evaluate their translation, point out their strengths and weaknesses, and propose improvement plans. Teachers can help students improve their evaluation and critical thinking abilities, form correct translation concepts, and continuously enhance their comprehensive qualities and sense of social responsibility through a combination of self-evaluation, peer evaluation, and teacher evaluation.

3.3.6 Create

At the creating level, students need to integrate the scattered business contract knowledge and translation skills they have acquired during their learning process to form their own translation style and strategies. Students can also develop independent thinking, problem-solving skills, and innovative and critical thinking abilities. Through project-based learning, translation competitions, and other methods, students can

improve their overall abilities, cultivate their international perspective and cross-cultural communication skills.

3.4. Teaching Evaluation based on Multidimension

By combining Bloom's taxonomy of educational objectives with ideological and political education in business translation, a multidimensional evaluation system can be constructed to comprehensively and hierarchically assess students' learning outcomes and ideological and political literacy. This evaluation system not only focuses on students' remembering and understanding of knowledge, but also emphasizes their practical ability and ideological and political performance, which helps to cultivate business translation talents with innovative spirit and practical ability. At the same time, through case analysis and discussion, students can cultivate their international perspective and cross-cultural communication skills. In addition, by combining current events and business practices, students pay attention to social issues and national development, enhancing their sense of social responsibility and mission.

4. Conclusion

The ideological and political education of business translation courses combines the national education policy outline with the teaching content of business translation,

aiming to teach students linguistic skills while cultivating their ideological and moral character, professional ethics, and sense of social responsibility. Integrating Bloom's taxonomy of educational objectives into business translation teaching not only enriches the course content and teaching methods, but also provides new ideas for curriculum innovation and development.

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