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# Digital Intelligence Empowering Ideological-Political Education in Business Translation Curriculum: Innovative Approaches to Pedagogical Reform and Practice

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## Abstract

The digital and intelligent transformation of education and the integration of ideological-political education into curricula are new imperatives for high-quality development in higher education. Taking business translation courses as the research subject, this study, underpinned by constructivist learning theory, intercultural communication theory, and educational informatization theory, elucidates the mechanisms through which digital intelligence technologies—such as intelligent translation software, online learning platforms, and virtual reality—enhance ideological-political education. The pedagogical reforms include innovative instructional designs that leverage big data analytics from intelligent platforms for personalized teaching, integration of current affairs and case studies into ideological education, systematic embedding of ideological-political elements into business translation practices, and optimization of teaching resources through multi-format repositories and standardized maintenance mechanisms. The evaluation of teaching effectiveness is carried out by constructing a comprehensive index system, comparing data and cases before and after the teaching reform, and collecting students' feedback. The results show that the reform has improved students' professional knowledge and skills as well as their ideological and political literacy. It has achieved the construction of an ideological and political education system for the Business Translation course and fulfilled the fundamental task of cultivating students with both moral integrity and professional competence.

## Keywords

Digital intelligence; business translation; curriculum-based ideological-political education; pedagogical reform

## 1. Introduction

Amidst the wave of digitization and intelligence, the education sector is undergoing profound transformations. The widespread application of digital intelligence technologies, such as big data and artificial intelligence, has reshaped teaching models, transitioning from traditional methods to blended online-offline approaches, while revolutionizing educational management through data-driven decision-making. National policies, including China's Education Modernization 2035, advocate for the integration of modern technologies and ideological-political education into all aspects of teaching,

providing clear directives for higher education reform. As a core course for business English majors, the business translation curriculum must actively explore the synergy between digital intelligence and ideological-political education, aligning with contemporary trends and addressing societal demands for high-caliber business translation professionals.

Current business translation courses face challenges in ideological-political integration. Superficial incorporation of ideological elements, limited utilization of digital technologies for interactive teaching, and insufficient systemic planning and evaluation mechanisms hinder effective outcomes. This study addresses these gaps by proposing innovative pathways for digital intelligence-enabled ideological-political education in business translation, offering insights for similar curricula and advancing high-quality development in higher education.

## 2. Theoretical foundations and mechanisms of digital intelligence empowering ideological-political education in business translation courses

### 2.1 Relevant theoretical basis

#### 2.1.1 Constructivist learning theory

Constructivism, put forward by Piaget (1972), claims that learners are not passive recipients of knowledge. Instead, they actively build their understanding of new knowledge in real and complex situations through interaction with, collaboration with, and reflection on the external environment, drawing on their existing experience and cognitive structures. In the teaching practice of business translation courses, digital and intelligent technologies are becoming more and more important. Take the business translation simulation training system on virtual simulation platforms as an example; it can create highly realistic business scenarios, including international business negotiations and cross-border e-commerce contract translation. In this immersive environment, students can fully utilize their initiative to independently explore effective translation strategies and internalize the concepts of ideological and political education as their own values.

Zhao Jingjing and Wang Yue (2020) pointed out that the situational learning tasks in simulated business translation practice are of great significance for the dual shaping of students' knowledge and values. Take the simulation of the "Belt and Road" project translation task as an example; students need to not only accurately consider the cultural backgrounds of the countries involved in the project and strictly follow relevant industry standards but also correct translation errors in a timely manner with the help of intelligent feedback mechanisms. In this process, students gradually develop a professional attitude of "rigorous scholarship" (Huang Shanshan & Huang Linlin, 2024), deeply internalize professional knowledge, and cultivate a sense of responsibility and cross-cultural sensitivity, laying a solid foundation for their future engagement in international business translation work.

#### 2.1.2 Intercultural communication theory

Hall (1959) made it clear that the key to intercultural communication lies in understanding cultural differences and building value consensus to ensure effective communication among individuals from different cultural backgrounds. In the teaching of business translation courses promoted by digital and intelligent technologies, online platforms such as Chaoxing and YuKeTang have opened up broad spaces for cross-cultural communication for students. With the help of discussion areas and group collaboration tasks on the platforms, students can interact with teachers and students from different cultural backgrounds and share cases of cultural differences in business translation practice and discuss strategies for dealing with cultural conflicts, transcending geographical and temporal limitations.

When discussing topics related to the translation of international business culture, students engage in exchanges about differences in business etiquette and values in different countries. Through such exchanges, students' intercultural communication abilities are exercised, their understanding of diverse cultures is deepened, and their value recognition is further enhanced. This enables them to more accurately convey correct values in subsequent business translation practice and promote the exchange and integration of different cultures, just as Cheng Wei (2021) said, translation activities are important carriers of intercultural communication, and cultivating students' cross-cultural awareness in teaching is crucial for the integration of ideological and political education.

#### 2.1.3 Educational informatization theory

Educational informatization theory emphasizes that the application of technology in the field of education should be closely linked to teaching objectives (Zhu Zhiting, 2001). In the teaching practice of business translation courses, the selection of technologies and the construction of teaching platforms are extremely important. On the one hand, it is necessary to carefully choose appropriate digital and intelligent technology tools according to teaching objectives and the actual characteristics of students. For example, intelligent translation software such as MemoQ and Trados can improve translation efficiency; online learning platforms can realize the sharing of teaching resources and promote interactive

teaching; virtual reality (VR) and augmented reality (AR) technologies can simulate realistic business scenarios and provide immersive learning experiences.

Take XuetangX as an example; its powerful big data analysis function can comprehensively understand students' learning situations, including learning progress, knowledge mastery, and interaction enthusiasm, thus providing strong support for personalized teaching. The platform's rich course resources and diverse interactive functions can meet the different learning styles and needs of students and create favorable conditions for the integration of ideological and political education with professional teaching. By reasonably using these digital and intelligent technologies, teachers can more efficiently integrate ideological and political elements into all aspects of business translation teaching and achieve the collaborative advancement of knowledge imparting and value guidance. As Nie et al. (2024) noted, the application of intelligent technologies in educational digital governance can effectively enhance the intelligence level of education and promote the innovation and transformation of educational models.

## 3. Pedagogical reform practices in digital intelligence-empowered business translation ideological-political education

### 3.1 Innovative instructional design and implementation

In the digital intelligence era, intelligent learning platforms (like XuedangX) with big data analysis help us deeply understand students' differences in business translation theoretical knowledge, translation skills mastery, and interests. If students struggle with business terminology translation, the system pushes related pre-study tasks. For those interested in international trade, it offers relevant pre- study materials. Instructors also integrate current affairs and real-world business cases to design ideological-political introductory sessions. For example, using "Belt and Road" business cooperation translation needs to raise questions, stimulating students' thinking and cultivating their patriotism and international vision.

In-class, virtual simulation experiment platforms (such as business translation simulation training systems) simulate multinational business document translation and international business conference interpretation scenarios. Students conduct group collaborative translation projects. In international business meeting simulations, students take on different roles, responsible for translating various meeting documents and dialogues. Ideological-political discussions are integrated, like handling cultural business etiquette differences, guiding students to think about professional ethics and fostering teamwork. Students are also encouraged to spread Chinese culture in translation, like accurately translating traditional Chinese business concepts.

After class, the learning platform's big data (like learning hours, assignment completion, and discussion participation) is used to analyze students' learning status. Targeted practice materials are recommended for students not proficient in business translation skills. Students with low discussion participation are encouraged to join online extended discussions on interesting topics. Ideological-political reading materials, such as translator Xu Yuanchong's patriotic achievements and cases of Chinese enterprises overcoming trade barriers, are shared. These materials deepen students' understanding of ideological-political content.

### 3.2 Mining and integrating ideological-political elements

A comprehensive review of the ideological-political elements in the business translation curriculum reveals integration opportunities. Business contract translation, demanding accurate clause interpretation, can impart rule of law awareness and contractual ethics. Students understand accurate translation's role in safeguarding contract parties' rights and interests. In international business culture translation, students explore cultural self-confidence and dissemination awareness. For example, when translating traditional Chinese business festivals' introductions, they think about highlighting Chinese culture's characteristics. In business advertisement translation teaching, through case analysis of domestic and foreign excellent cases, students are guided to think about accurately conveying product information and incorporating ideological-political elements like honesty and innovation. Students translate innovative Chinese enterprises' advertisements to experiences showing enterprises' innovative strength and social responsibility. Group discussions, like balancing cultural differences and brand communication in business advertisement translation, promote students' communication and deepen their understanding of ideological-political elements. A similar approach in business letter translation teaching integrates business etiquette and communication skills.

### 3.3 Integration and optimization of teaching resources

Construct an ideological and political education resource library for the Business Translation course covering Chinese-Western comparisons. For example, comparing Chinese and Western enterprises' product instruction translations and

analyzing cultural differences' impact on translation strategies cultivates students' cultural discernment and cross-cultural communication ability. The Business Etiquette Video Library contains videos on Chinese and Western business etiquette norms in various scenarios, regulating students' behavior in business interactions and cultivating professionalism with cultural connotations. The Intercultural Communication Story Bank includes stories of cultural conflicts and integration in international business communication, enhancing students' cultural understanding and tolerance.

Resource library construction standards are formulated: resource accuracy requires correct cases and knowledge; timeliness keeps up with industry development; and ideological-political education requires resources to contain related elements. A management and maintenance mechanism regularly updates the resource database with new cases, etiquette, and cross-cultural stories. An audit system invites industry experts and senior teachers to review resource quality. Using intelligent recommendation algorithms, basic cases and simple videos are recommended for beginner students, and complex cases and in-depth materials for advanced students, ensuring effective resource use and meeting personalized learning needs.

## 4. Evaluation of teaching effectiveness in digital intelligence-empowered business translation ideological-political education

### 4.1 Establishment of a comprehensive assessment indicator system

A scientific assessment index system is crucial for evaluating the effectiveness of digital-intelligence-enabled business translation ideological-political teaching. It combines traditional exam results with ideological-political literacy performance, focusing on both professional knowledge and skills mastery and ideological-political concepts establishment. In traditional exam results, students' business translation knowledge and skills application are assessed through various text translations. For example, business contract translation tests legal term translation accuracy, while advertisement translation evaluates language style and message conveyance. Ideological-political literacy assessment includes value cognition, intercultural communication skills, teamwork, and creative thinking. Questionnaires, classroom discussions, and case studies examine value cognition. Simulated business scenarios assess intercultural communication skills. Teamwork evaluation is based on group project completion, and creative thinking is analyzed through assignments, speeches, and competition participation.

### 4.2 Effectiveness analysis based on data and cases

Comparing data before and after reforms reveals improved teaching effectiveness. Post-reform, the average score in the Business Translation Professional Examination rose significantly, with the excellence rate jumping from 32.79% to 50%, and the pass rate also increased. This indicates enhanced professional knowledge and skills mastery, aided by digital-intelligent teaching tools. Student attitude survey results also showed positive changes, with the proportion of students recognizing the significance of ideological-political education increasing from 61% to 82%. In actual business internships, reformed-course students demonstrated stronger professional abilities, such as accurately translating documents and considering cultural differences in cross-border e-commerce internships, and displaying cross-cultural communication skills and teamwork spirit in international business negotiation simulations. These cases show the effectiveness of digital-intelligence-enabled ideological-political education in boosting students' practical skills and comprehensive abilities.

### 4.3 Student feedback highlights teaching and learning outcomes

Student feedback offers insights into teaching effectiveness. Learning journals, interview records, and online forum messages reveal students' gains. One student's journal mentioned that virtual simulation projects deepened their understanding of professional ethics and cultural differences in business activities, fostering a rigorous work attitude and cultural responsibility. In interviews, students said digital-intelligent learning approaches changed their perceptions, with online platforms facilitating communication and personalized learning. On forums, students shared experiences, such as learning to convey corporate values in business advertisement translation and enhancing creative thinking through case studies and group discussions. This feedback highlights the positive impact of digital-intelligence-enabled ideological-political education on students' ideological-political perspectives, professional skills, and learning experiences, validating the teaching reforms' effectiveness.

## 5. Conclusion

Through the in-depth exploration of the ideological-political education of Business Translation Course empowered by

Digital Intelligence, this study has achieved a series of innovative results in the aspects of teaching mode innovation, ideological-political elements mining and integration strategy, and teaching resources integration and optimization. We have constructed a new model that integrates the big data analysis of the intelligent learning platform, the practice of the virtual simulation experiment platform, and the online and offline interactive teaching, so as to achieve the organic fusion of professional knowledge and ideological-political education; we have systematically sorted out the ideological-political elements in the teaching contents of the courses, and skillfully integrated them into the teaching process with the help of diversified teaching activities, so as to effectively promote the enhancement of the students' ideological-political qualities; we have constructed the ideological-political resource database of the courses that contains a wealth of resources, and have formulated Strict standards and management and maintenance mechanisms have been established, and intelligent recommendation algorithms have been used to achieve personalized recommendations and improve the efficiency of resource utilization. Looking into the future, with the development of digital intelligence technology, the construction of business translation programme's ideology and politics is facing new research directions, such as in-depth study of the integration of AI ethics in the curriculum, guiding students to correctly deal with ethical issues in translation algorithms, and cultivating the awareness of digital ethics; exploration of meta-universe technology's innovation of the teaching scene of business translation, creation of a virtual business world, enhancement of students' practical and cross-cultural communication ability, and innovation of the ideology and political education It will also build a cross-campus and cross-regional alliance of digital ethics, share high-quality resources, carry out joint teaching and research activities, and organise student competitions and exchanges, so as to promote the synergistic development of the construction of the ideology and politics of the curriculum and lay the foundation for cultivating high-quality business translation talents.

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