

Strategies for Training Translation Ability of New Engineering Talents Under the The Belt and Road Initiative

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Abstract

In today's increasingly globalized world, the "The Belt and Road" initiative, as an important platform to promote international cooperation and development, puts forward higher requirements for the translation ability of new engineering talents. This article aims to explore how to effectively cultivate the translation ability of new engineering talents in this context, in order to meet the needs of international exchange and cooperation. First, analyze the specific requirements of the "The Belt and Road" initiative on the translation ability of new engineering talents, including language accuracy, the breadth and depth of professional knowledge, cross-cultural communication ability, etc. Subsequently, targeted training strategies were proposed, such as building a multilingual translation teaching resource library, strengthening the integration of professional English and translation courses, conducting cross-cultural exchange activities, and implementing school enterprise cooperation translation projects. The implementation of these strategies aims to improve the translation practice ability of new engineering talents, promote their comprehensive development, and contribute to international cooperation and exchanges under the "The Belt and Road" initiative.

Key words: "The Belt and Road"; New engineering; Translation; Strategy

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1. OVERVIEW OF THE THE BELT AND ROAD INITIATIVE

The Belt and Road Initiative, also known as the "One Belt, One Road" or "OBOR", is a grand strategic concept put forward by China, aiming to enhance connectivity and cooperation among Eurasian countries. It comprises two major components: the Silk Road Economic Belt and the 21st-Century Maritime Silk Road. This initiative not only promotes economic globalization and regional economic integration but also facilitates cultural exchanges and mutual understanding among nations. By improving infrastructure, strengthening trade ties, and fostering people-to-people contacts, the Belt and Road Initiative seeks to create a win-win situation for all participating countries, driving common development and prosperity.

1.1 Origin and Development of Belt and Road

The "The Belt and Road" initiative, namely the "Silk Road Economic Belt" and the "21st Century Maritime Silk Road", is a major initiative proposed by China in 2013 to promote economic cooperation and development of countries along the Belt and Road. It is not only a new strategy for China's opening up to the outside world, but also an important measure to promote the process of globalization. According to official data, as of the end of 2022, more than 140 countries and international organizations have signed over 200 cooperation agreements with China, covering various fields such as infrastructure construction, trade and investment, and

cultural exchanges. The origin of this initiative can be traced back to the ancient Silk Road, which was not only a trade route, but also a cultural exchange and mutual learning of civilizations.

1.2 The Impact of the the Belt and Road Initiative on International Cooperation

Since the “The Belt and Road” initiative was proposed in 2013, it has become an important platform for promoting international cooperation. According to the data of the World Bank, by 2023, the the Belt and Road Initiative has led more than 70 countries to participate, and the total investment in infrastructure projects involved has exceeded \$1 trillion. This initiative not only promotes infrastructure construction and economic development in countries along the route, but also deepens cultural and technological exchanges among participating countries. For example, the China Pakistan Economic Corridor not only strengthens the economic ties between China and Pakistan, but also promotes cooperation between the two countries in fields such as education and technology. As a key force driving technological progress and innovation, the cultivation of translation skills among new engineering talents is particularly important. New engineering talents can better promote the dissemination and application of technical knowledge and provide intellectual support for the common development of countries along the “The Belt and Road” by mastering multilingual translation skills.

2. BACKGROUND OF NEW ENGINEERING EDUCATION

2.1 Definition and Characteristics of New Engineering Education

New engineering education is an educational model born in response to the needs of the times, emphasizing interdisciplinary integration, innovative practice, and international perspective. Compared with traditional engineering education, new engineering education places more emphasis on cultivating students’ comprehensive qualities and ability to solve complex engineering problems. For example, according to the Engineering Education Certification Standards, new engineering education requires students not only to master solid engineering and technical knowledge, but also to possess good communication skills, teamwork spirit, and international competitiveness. In the context of the “The Belt and Road” initiative, the translation ability of new engineering talents is particularly important. It can not only help engineers overcome language barriers, but also promote technical exchanges and cooperation in different cultural backgrounds. For example, a survey of logistics engineers for China Europe freight trains showed

that engineers with good translation skills can reduce misunderstandings and conflicts by at least 30% in project communication, significantly improving work efficiency and project success rates.

2.2 Comparison between New Engineering Education and Traditional Engineering Education

The comparison between new engineering education and traditional engineering education reveals a profound transformation in educational models. Traditional engineering education focuses on imparting professional knowledge and cultivating skills, while new engineering education emphasizes interdisciplinary integration, innovation ability, and shaping international perspectives. For example, according to the Engineering Education Accreditation Standards, new engineering education places greater emphasis on cultivating students’ abilities in engineering practice, teamwork, and project management. In the context of the “The Belt and Road” initiative, new engineering talents should not only master engineering knowledge, but also have good translation skills, so as to communicate effectively in a multilingual and multicultural international environment. Taking Huawei as an example, its success in overseas markets is largely attributed to its ability to integrate technology with local culture, which requires engineers to not only have a solid technical background but also good language communication skills. Therefore, in cultivating translation skills in new engineering education, it is necessary to use case teaching methods and simulated training to enable students to learn how to accurately translate technical knowledge to partners from different cultural backgrounds in practice.

3. THE IMPORTANCE OF TRANSLATION ABILITY IN NEW ENGINEERING TALENTS

3.1 The role of translation ability in cross-cultural communication

In the context of the “The Belt and Road” initiative, the translation ability of new engineering talents plays an increasingly prominent role in cross-cultural communication. With the advancement of the initiative, economic cooperation and cultural exchanges between countries along the route are becoming increasingly frequent. This not only requires new engineering talents to have solid professional knowledge, but also requires them to be able to overcome language barriers and achieve effective communication. According to UNESCO data, language differences are one of the biggest barriers in international communication, and improving translation skills can significantly reduce the negative impact of this barrier. For example, a study on China Europe

trade cooperation shows that misunderstandings and communication barriers caused by language barriers result in an average annual economic loss of up to 20% for businesses. Therefore, the translation ability of new engineering talents is not only related to personal career development, but also one of the key factors to promote the successful implementation of the “The Belt and Road” initiative. As Eugene Nida, an American translation theorist, said: “Translation is not only the transformation of language, but also the transmission of culture.” Through the cultivation of translation ability, new engineering talents can better understand their partners in different cultural backgrounds, promote the smooth progress of project cooperation, and contribute to international cooperation under the “The Belt and Road” initiative.

3.2 The Application of Translation Ability in Engineering Projects

In the context of the “The Belt and Road” initiative, the translation ability of new engineering talents is crucial to the success of engineering projects. According to statistics, over 60% of international engineering projects experience delays or budget overruns due to poor communication, and improving translation skills can significantly reduce such risks. In engineering projects, if the translation team accurately conveys technical details and project requirements, the progress of the project will be greatly improved, even earlier than expected, thereby saving costs.

In addition, translation skills can ensure the accuracy and correctness of project documents and contracts, avoiding legal disputes caused by language misunderstandings. For example, in bridge construction projects, translators need to accurately translate information such as design specifications, material requirements, and construction methods from one language to another, and any minor errors can have a significant impact on the safety and durability of the project. Therefore, new engineering talents with excellent translation ability play an irreplaceable role in engineering projects under the “The Belt and Road” initiative, and they are the key link to ensure the smooth progress of the project.

4. THE CURRENT STATUS AND CHALLENGES OF TRANSLATION ABILITY CULTIVATION

4.1 Analysis of the Current Situation of Translation Ability of New Engineering Talents

In the context of the “The Belt and Road” initiative, the current translation ability of new engineering talents

shows obvious deficiencies. According to statistics from the Ministry of Education, less than 20% of current engineering students are able to achieve a basic level of cross lingual communication, which greatly limits their effective participation in international projects. Taking the linguistic diversity of countries along the “The Belt and Road” as an example, language barriers have become the main bottleneck in engineering cooperation from Arabic to Russian to Southeast Asia. For example, in the infrastructure project of the China Pakistan Economic Corridor, the lack of sufficient translation talents has led to poor communication and misunderstandings, affecting the progress and quality of the project. In addition, the new engineering education emphasizes engineering practice and innovation, but the current training of translation skills often remains at the theoretical level, lacking practical opportunities combined with actual engineering projects. Therefore, it is particularly urgent to build a translation ability cultivation path that combines theory and practice, and emphasizes cross-cultural communication skills.

4.2 Challenges of Translation Ability Training in the Context of the “The Belt and Road” Initiative

Under the grand background of the “The Belt and Road” initiative, the cultivation of translation ability of new engineering talents is facing unprecedented challenges. Firstly, the countries along the route have a wide variety of languages. According to statistics, the the Belt and Road involves more than 60 countries and regions and uses dozens of languages, which brings great complexity to the training of translation talents. For example, languages in Central Asia such as Uzbek and Kazakh have significant differences from Chinese, not only in grammar structure but also in vocabulary and expression habits. Secondly, new engineering talents not only need to master language skills, but also need to have a deep understanding of engineering professional knowledge and industry terminology. This requires translation education to be closely integrated with engineering education, forming an interdisciplinary training model. However, currently most universities use English as their foreign language, with a very low proportion of non common languages, and there is a lack of effective connection between translation courses and engineering courses, resulting in insufficient application ability of translation talents in professional fields. In addition, with the in-depth implementation of the “The Belt and Road” initiative, the demand for translation talents has increased sharply, but the existing education system is difficult to cultivate a large number of qualified translation talents in a short time. Therefore, how to improve the training efficiency of translation talents while ensuring translation quality has become an urgent problem to be solved.

5. CONSTRUCTION OF TRANSLATION ABILITY CULTIVATION PATH

5.1 Cultivation of Basic Language Skills

In the context of the “The Belt and Road” initiative, it is particularly important to cultivate the basic language ability of new engineering talents. With the advancement of the initiative, exchanges and cooperation among countries along the route are becoming increasingly frequent. This not only requires new engineering talents to have solid professional knowledge, but also requires them to be able to overcome language barriers and achieve effective communication. According to a report by China Education Daily, there is a significant lack of English and other foreign language proficiency among engineering students in China, which to some extent limits their competitiveness and influence on the international stage. Therefore, strengthening the cultivation of basic language skills, especially the improvement of English proficiency, is an indispensable part of the new engineering education.

To cultivate the basic language proficiency of new engineering talents, educators can adopt various strategies. Firstly, the “immersive” teaching method can be introduced to simulate a real international work environment, allowing students to constantly engage with and use the target language in their daily learning. For example, courses taught entirely in English can be established, or students can be encouraged to participate in exchange activities such as English corners and international conferences. Secondly, modern technological means such as online language learning platforms and mobile applications can be utilized to provide students with flexible learning resources and environments, allowing them to engage in language learning in fragmented time and improve learning efficiency.

In addition, the cultivation of basic language proficiency should also be combined with the improvement of cross-cultural communication skills. Language is not only a tool for expressing ideas, but also a carrier of culture. Therefore, educators should focus on cultivating students’ cross-cultural awareness, enabling them to understand language usage habits and contextual differences in different cultural backgrounds. Through interactive teaching methods such as case analysis and role playing, students can better grasp the practical application of language and lay a solid foundation for future international cooperation under the “The Belt and Road” initiative.

5.2 Mastery of Professional Terminology and Industry Knowledge

Mastering professional terminology and industry knowledge is one of the core contents of cultivating the translation ability of new engineering talents. Taking the engineering field as an example, mastering

professional terms such as “sustainable development”, “green building”, “intelligent transportation systems” not only requires translators to have a solid language foundation, but also a deep understanding of relevant industry knowledge. For example, according to data from the International Energy Agency, by 2030, renewable energy is expected to account for over 30% of global electricity generation. This requires translators to not only understand the term ‘renewable energy’, but also master multidimensional knowledge such as energy policies, technological developments, and market trends behind it. In addition, by using the case teaching method and analyzing the infrastructure projects of the China Pakistan Economic Corridor under the the Belt and Road Initiative, such as the construction of Gwadar Port in Pakistan, students can deepen their understanding of engineering terminology and industry knowledge. Through these practical cases, students can learn how to accurately convey technical details and industry standards in translation, thereby playing a bridging role in cross-cultural communication.

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6. INNOVATION IN TEACHING METHODS AND PRACTICE PLATFORMS

6.1 Application of Interactive and Case Teaching Methods

Under the “The Belt and Road” initiative, the application of interactive and case teaching methods is particularly

important in the translation ability training strategies of new engineering talents. Through interactive teaching, students can apply and practice translation skills in real-time in a simulated cross-cultural communication environment, thereby deepening their understanding and mastery of translation theory. For example, simulated engineering project meetings can be designed to allow students to play as engineers and translators from different countries. Through role-playing and scenario simulations, their ability to apply professional terminology and industry knowledge can be improved. The case-based teaching method analyzes translation cases in the real world, allowing students to learn translation skills while solving practical problems. For example, analyze the project cases of the China Pakistan Economic Corridor under the “The Belt and Road” initiative, and let students discuss the translation problems encountered in actual engineering projects and propose solutions. This teaching method can not only stimulate students’ interest in learning, but also help them build their ability to solve complex problems, laying a solid foundation for future work in countries along the “The Belt and Road”.

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6.2 The Combination of Actual Projects and Simulated Training

In the context of the “The Belt and Road” initiative, the combination of actual projects and simulated training is particularly important in the translation ability training strategy for new engineering talents. By placing students in simulated international cooperation projects, their

translation practical abilities can be effectively enhanced. For example, a university engineering school collaborated with a multinational company to create a simulated engineering project that required students to play dual roles as engineers and translators. In this process, students not only have to deal with technical issues, but also translate relevant technical documents and meeting content. Through this simulated training, students can combine theoretical knowledge with practical operation, thereby improving the accuracy and efficiency of translation.

In addition, simulated training can also enhance students’ translation skills through case analysis. In practical training, teachers can introduce real engineering project cases to allow students to analyze and translate key documents in the project. For example, you can select an infrastructure project of the China Pakistan Economic Corridor under the “The Belt and Road” initiative, and let students translate project reports, contract terms, and materials to communicate with local communities. Through this case analysis, students can not only learn professional terminology, but also understand the subtleties of cross-cultural communication. Through simulated training, students can combine translation theory with practical situations, thereby playing a greater role in future international engineering cooperation.

7. IMPROVEMENT OF CROSS-CULTURAL COMMUNICATION SKILLS

7.1 Education of Cross Cultural Communication Theory

The theory of intercultural communication emphasizes the impact of cultural differences on communication and the necessity of effective communication in different cultural contexts. According to Hofstede’s theory of cultural dimensions, cultural differences are mainly reflected in power distance, individualism and collectivism, masculinization and feminization, uncertainty avoidance, and long-term orientation. New engineering talents must understand these cultural dimensions when participating in international engineering projects to avoid misunderstandings and conflicts. For example, the difference in power distance between China and Middle Eastern countries may lead to different management styles, and new engineering talents need to learn how to effectively manage projects while respecting local culture. In addition, the case teaching method can be used to analyze specific cases of cross-cultural communication failure, such as the conflict caused by the Chinese funded enterprise’s dam project in Pakistan in 2010 due to neglecting local cultural customs, thus allowing new engineering talents to learn from the failure and enhance cross-cultural sensitivity and adaptability.

7.2 The Cultivation of Practical Cross-cultural Communication Skills

With the advancement of the initiative, more and more engineering projects need to be carried out in different cultural backgrounds, which requires engineering and technical personnel not only to have solid professional knowledge, but also to possess good cross-cultural communication skills. According to a report by the Institute for International Education (IIE), the cultivation of cross-cultural competence can significantly improve the success rate of international cooperation projects. For example, a survey on China Europe cooperation projects showed that the cross-cultural competence of project team members is positively correlated with project efficiency and satisfaction. Therefore, cross-cultural communication theories such as Hofstede's cultural dimension theory should be integrated into new engineering education to help students understand the ways and values of different cultures. At the same time, by combining simulated training with practical projects, students can learn how to handle cross-cultural conflicts and improve their ability to adapt to different cultural environments through practice.

8. THE PARTICULARITY OF THE LANGUAGES OF THE COUNTRIES ALONG THE "THE BELT AND ROAD"

8.1 Analysis of Language Characteristics in Major Countries Along the Belt and Road

The diversity of languages of countries along the the Belt and Road is the core of this challenge. Taking the cooperation between China and Central Asian countries as an example, the region mainly uses Turkic languages such as Kazakh and Uzbek, which have significant differences in grammar structure and vocabulary system compared to Chinese. For example, in Kazakh language, the tense and voice changes of verbs are complex, while in Chinese, tense and voice are mainly expressed through auxiliary words. Therefore, when learning these languages, new engineering talents not only need to master basic grammar and vocabulary, but also need to have a deep understanding of the culture and expression habits behind the language to achieve effective cross-cultural communication. According to UNESCO data, there are more than 6000 languages in the world, and the countries along the "The Belt and Road" cover hundreds of them. This requires new engineering education to not only focus on the breadth of language learning, but also on depth, cultivating versatile talents who can adapt to different language environments. Therefore, the cultivation of translation ability of new engineering talents should not only focus on the improvement of language skills, but also on the cultivation of cultural understanding ability, so

as to promote the in-depth development of international cooperation under the "The Belt and Road" initiative.

8.2 Development of Targeted Language Learning Resources

The development of targeted language learning resources aims to provide practical and efficient tools for these future engineers to meet the growing demand for cross-cultural communication. For example, analyzing the language characteristics of countries along the route can reveal the differences in grammar, vocabulary, and expression habits between Chinese and languages such as Arabic, Russian, Hindi, etc., thus designing more targeted teaching materials. According to the Report on Language Use in Countries along the the Belt and Road released in 2019, more than 60% of countries along the Belt and Road use Chinese as a second language, which provides a broad market for the development of Chinese language teaching resources. At the same time, by combining case-based teaching methods, real engineering project cases can be integrated into language learning, such as referencing infrastructure projects in the China Pakistan Economic Corridor, allowing learners to improve their language application skills in solving practical problems. In addition, the development of a multilingual learning platform closely integrated with industry knowledge, such as the "The Belt and Road" terminology database, will help new engineering talents to achieve accurate translation in professional fields, thus promoting the smooth progress of international cooperation projects.

9. POLICY SUPPORT AND INTERNATIONAL COOPERATION

9.1 Policy Support From the Government and Educational Institutions

In the context of the "The Belt and Road" initiative, the government and educational institutions have paid unprecedented attention to the cultivation of translation ability of new engineering talents. For example, the Chinese government explicitly stated in the "National Medium - and Long-Term Education Reform and Development Plan Outline (2010-2020)" that it is necessary to strengthen the cultivation of international talents, especially in the field of engineering and technology. The education department has responded to the call and promoted educational cooperation projects with countries along the Belt and Road, such as the "Chinese Bridge" project, aimed at cultivating engineering and technical talents with cross-cultural communication skills. In addition, the government also encourages universities and enterprises to cooperate and jointly develop translation ability training courses that meet market demand through financial subsidies, tax incentives, and other measures. For example, colleges and

universities have cooperated with well-known domestic engineering enterprises to set up language and culture courses for countries along the “The Belt and Road”. By participating in actual projects of enterprises, students can improve their language skills while also deepening their understanding of relevant national cultures.

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With the support of policies, educational institutions have actively innovated teaching methods and practices, combined with real engineering project cases in countries along the “The Belt and Road”, to enable students to learn translation and cross-cultural communication skills in simulated training. At the same time, educational institutions have also developed targeted language learning resources, such as online learning platforms and mobile applications, which not only provide rich language learning materials, but also provide personalized learning paths for students through big data analysis. Under the guidance of policies, educational institutions have also established academic exchange and student exchange projects with universities in countries along the line, such as the “The Belt and Road” international student exchange program. Through these projects, students can experience different cultures and improve their practical translation ability.

The policy support from the government and educational institutions is not only reflected in the investment of funds and resources, but also in the long-term planning and establishment of a continuous tracking and evaluation mechanism for the training of translation abilities for new engineering talents. For

example, the education department regularly issues the Report on International Exchange of China’s Education to evaluate and summarize international education cooperation projects, so as to ensure that translation ability training projects can keep pace with the times and meet the changing talent needs under the “The Belt and Road” initiative. At the same time, the government also encourages universities to establish school enterprise cooperation committees, regularly inviting industry experts and business representatives to participate in the discussion and revision of talent training programs, ensuring that educational content is synchronized with industry needs. Through these policy supports and practices, the cultivation of translation ability of new engineering talents is gradually forming a virtuous circle, providing a solid talent support for the in-depth implementation of the “The Belt and Road” initiative.

9.2 Establishment of International Cooperation Projects and Exchange Platforms

In the context of the “The Belt and Road” initiative, the establishment of international cooperation projects and exchange platforms is crucial to the cultivation of translation ability of new engineering talents. By building cross-border cooperation platforms, it is possible to promote educational exchanges and resource sharing among countries along the route, thereby enhancing the cross-cultural communication skills of engineering talents. For example, China has cooperated with universities in countries along the “The Belt and Road” such as Pakistan and Russia to jointly develop engineering education projects. These projects not only include academic exchanges, but also involve joint research and internship opportunities, providing students with an environment for practical application of translation skills. According to the statistics of the Ministry of Education, by 2022, more than 100 Chinese universities have established cooperative relationships with educational institutions in countries along the “The Belt and Road”, with more than 10000 students participating. This collaborative model not only helps students master professional terminology and industry knowledge, but also enhances their translation practice ability through practical projects and simulated training. Through educational cooperation, we can cultivate new engineering talents who understand both technology and language, and provide solid human resources support for the successful implementation of the “The Belt and Road” initiative.

CONCLUSION

Looking forward to the future, with the deepening of the “The Belt and Road” initiative and the further strengthening of international cooperation, a broader prospect has opened up for the cultivation of translation ability of new engineering talents. Relying on stable

policy support and close international cooperation, colleges and universities are expected to cultivate a group of new engineering talents who have both engineering professional skills and are proficient in cross-cultural communication, so as to effectively promote the implementation of the “The Belt and Road” initiative and inject new vitality into the prosperity of the global engineering field.

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