

“Technology Empowerment” and “Value Guidance” of English Translation Teaching in Vocational Universities in the Age of Artificial Intelligence

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Abstract: In the AI era, a new ecology of man-machine collaborative education has gradually formed, and artificial intelligence translation technology has emerged. Driven by translation technology and educational technology, translation teachers, as the key subjects in the implementation of translation education, are facing brand-new challenges, and urgently need to improve their technical ability, digital ability, ideological and political teaching ability. English translation teachers in vocational universities should be clear about the necessity of “value guidance” in translation teaching, realize the influence of “technology empowerment” on “value guidance” and realize the dialectical unity of “technology empowerment” and “value guidance” in English translation teaching. In addition, translation teachers should deepen their mother tongue and improve their Chinese literacy. They should master technology, hold the bottom line of humanities, educate people with culture and moral education, and cultivate new translation talents with both patriotic feelings and core competitiveness.

Keywords: artificial intelligence; vocational universities; translation teaching; technology empowerment; value guidance

1. Introduction

Artificial intelligence has triggered a new wave of development of information technology, which has driven profound changes in the ecology of all walks of life and empowered the development of human society. Artificial intelligence translation technology came into being, in which ChatGPT, as a powerful natural language processing model, plays an

important role in the field of translation. The development of translation technology has led to revolutionary changes in the field of work, content, form, means, media and standards, showing the characteristics of informationization, process, collaboration, standardization and multimodal. From traditional mode to machine-assisted translation to intelligent generation of content, intelligent translation based on ChatGPT

technology has become the general trend. Driven by artificial intelligence technology, educational technology is also undergoing tremendous changes, leading to important innovations in teaching forms, teaching methods, learning methods and teachers' abilities. Driven by translation technology and educational technology, translation teachers, as the key subjects in the implementation of translation education, are facing brand-new challenges. It is urgent to improve their own abilities, carry out translation teaching that meets the requirements of the times, realize the dialectical unity of "technology empowerment" and "value guidance", and cultivate professional translation talents needed by society.

2. Connotation of English Translation Teachers' Competence in Vocational Universities

In recent years, China has attached great importance to improving the ability of vocational education teachers. In May 2022, the General Office of the Ministry of Education issued the *Notice on Promoting the Ability of Vocational Education Teachers*, focusing on supporting the improvement of the teaching ability of in-service teachers in vocational universities, implementing the "National Training for Vocational Education" demonstration project, and promoting the construction of digital learning platform for vocational education teachers. China also attaches great importance to the improvement of teachers' digital literacy in the era of artificial intelligence. In February 2023, the Ministry of Education officially issued the industry standard of *Teachers' Digital Literacy*, which provided a guiding direction for the development of teachers' literacy under the background of digital transformation of education.

In the AI era, the new ecology of man-machine collaborative education has gradually formed, and the teaching profession is irreplaceable, but the relationship between teachers and students, teaching and learning should be re-examined. Driven by "technology empowerment, integration of mathematics and intelligence, integration of production and teaching, and application guidance", the role of teachers should be changed

from traditional knowledge imparting to guiding and promoting students' learning, and advanced technologies such as AI should be used to improve quality and efficiency, update teaching contents and methods, and improve teaching quality. Under the background of technology empowerment, the translation industry and the education industry are undergoing systematic changes. Then, what is the connotation of the translation teacher's ability?

Teacher's ability refers to the dynamic power or practical skills that teachers need to engage in teaching and educating people. It is the reasonable integration and special development of general ability and special ability, and it is a capacity system developed in practice and reflecting the requirements of teachers' professional activities. In translation education, the improvement of teachers' ability is the core content of the construction of translation teachers and the premise and foundation of cultivating high-quality translation talents. Although translation competence has long been a topic of great concern in the field of translation teaching research, there is no unified and clear definition of translation teachers' competence. Clarifying the connotation of translation teachers' competence is the understanding and theoretical basis for academic discussion on translation teachers' competence. The ability of translation teachers is closely related to translation ability. The improvement of students' translation ability is the ultimate goal of translation teaching and the ultimate direction of translation teachers' ability, that is, translation teachers mobilize their own abilities and improve students' translation ability by organizing and implementing translation teaching activities. The translation teacher's ability can be regarded as a dynamic unity which is guided by the development of students' translation ability and consists of many interacting ability elements. It has four characteristics: (1) Plurality, which means that the translation teacher's ability is not a single ability, but contains many different ability elements; (2) Dynamic, which means that translation teachers' ability requirements evolve with the development of translation practice and translation education; (3)

Practicality, which means that the ability of translation teachers serves the improvement of students' translation practice ability; (4) Comprehensiveness, which means that the translation teacher's ability is the comprehensive ability of various components interacting together (Wang Shaoshuang & Li Chunji, 2021).

3. The Dilemma Faced by English Translation Teachers in Vocational Universities

3.1 Technical Ability Needs to Be Improved

Technical competence is an instrumental element in the competence system of translation teachers, which provides technical support for other abilities. As an important representative in the field of machine translation, ChatGPT translation has undoubtedly become an auxiliary tool for many translators, and foreign language translation teaching is bound to be directly affected by the development of this technology. In the era of man-machine symbiosis, ChatGPT's super generating ability and interactive ability can replace the translator to complete many simple and repetitive tasks. However, there are also some problems in machine translation, such as frequent factual errors, and the output results are not safe. Then, how can English translation teachers guide students to operate common technical tools? How to use technology to empower translation teaching? These are the technical dilemmas faced by English translation teachers in vocational universities.

3.2 Digitalization Ability Needs to Be Improved

In February 2023, China's Ministry of Education issued the industry standard *Teachers' Digital Literacy*, which put forward five requirements for teachers: digital awareness, digital technology knowledge and skills, digital application, digital social responsibility and professional development. Therefore, it can be seen that improving the digital ability and digital literacy of English translation teachers is not only the objective requirement of the development of digital economy, but also the inevitable requirement of the reform and innovation

of vocational undergraduate foreign language education.

3.3 Ideological & Political Teaching Ability Needs to Be Improved

From the essence of translation teaching, translation is never a simple and mechanical transformation of language symbols, but the transmission, collision and integration of different cultures and values. The translator's cultural consciousness, political stance and responsibility directly determine the quality of translated works and the effect of cultural communication. This requires that translation teaching should jump out of the simple language training framework, dig deep into the ideological and political elements in the teaching process, guide students to establish a correct translation concept, enhance cultural self-confidence and national pride, consciously become the inheritor and disseminator of Chinese excellent culture and a staunch defender of national interests, and grow into a new era translator with both professional quality and patriotic feelings.

Under the background of the digital transformation of education and the deepening of curriculum ideology and politics, translation teaching shoulders the mission of language teaching, cultural communication and value guidance. Since 2020, the two major foreign language teaching guides issued by the relevant teaching committees of the Ministry of Education have clearly emphasized the fundamental task of "educating people through ideology and politics" and the application of modern information technology in teaching, which has pointed out the direction for the reform of translation courses in the new era. At present, how to organically and naturally integrate ideological and political education into the whole process of translation teaching, effectively solve the painful and difficult problems in traditional translation teaching with the help of modern information technology, and make value guidance resonate with professional education and empower them in both directions is an important topic that every English

teacher in vocational universities must explore in depth.

4. “Technology Empowerment” and “Value Guidance” in English Translation Teaching for Vocational Undergraduates

4.1 The Necessity of Value Guidance

Generative artificial intelligence can help realize the deep optimization of English translation teaching process. Before the start of translation work, teachers need to make students clearly realize that even though artificial intelligence is an extremely powerful translation aid, in this process, the translator's subjectivity, critical thinking, cultural insight and ethical responsibility are the core of translation value. Although there are artificial intelligence tools, the translator is the dominant position in translation. The choice of translation style, the judgment of sentence patterns and the determination of vocabulary can only be generated through his subjective understanding and judgment (Li Xiyang, Peng Lihua & Jin Hui, 2024). In this process, students need to exercise their critical thinking, have keen cultural insight and a strong sense of translation ethics, so as to ensure the correct and effective transmission of the translation. In addition, students should also realize that the content generated by artificial intelligence has information security problems, the content generated by artificial intelligence may contain a lot of false information, and there may be a lot of wrong ideological problems. Therefore, it is essential to guide students with correct translation values at the beginning of translation work.

4.2 The Influence of “Technology Empowerment” on “Value Guidance”

Because of its ability to generate inspiring content, understand dialogue situations, perform sequential tasks and analyze programming languages, artificial intelligence technology can summarize the laws and characteristics of learning from massive data, and can combine students' individualized learning

needs and their own learning situation. As an important technical auxiliary tool, it is gradually affecting teachers' “value guidance” to students. Translation course belongs to the humanities, which has the characteristics of language, culture, timeliness and speculation, and has a certain value-leading function itself. As a tool to simulate natural dialogue, artificial intelligence can provide a more realistic and situational language learning environment. For such a huge, realistic and potential development technology using computer to simulate natural language, interactivity is the core mechanism and bridge, which promotes the two-way flow of information, allows real-time feedback and adjustment between the sender and receiver of information, and thus enhances the effectiveness and participation of communication. The interactive scene of artificial intelligence is a multi-language interaction among teachers, students, textbook editors and texts, and it is a dynamic process of ideological collision and spiritual communication. At the same time, it is also the cornerstone and catalyst of ideological and political education in translation courses, which creates conditions for the exploration, understanding and application of knowledge by promoting the dynamic communication between teachers and students and between students. As a new media technology and a large-scale language model, artificial intelligence can create meaningful interactive experience, support the development of personalized learning path and optimize learning results through instant feedback mechanism. Artificial intelligence, with its high generative ability and interactive ability, can be a potential tool to flexibly assist second language acquisition, especially the ideological and political education in translation courses. Specifically, it has adaptability to personalized learning needs. The ideological and political course of translation often takes the form of written textbooks and classroom instruction, which cannot fully meet the individual learning needs of students. As a private foreign teacher, AIGC can accept students' individualized needs and methods, allowing students to flexibly adjust their learning contents and methods, so as to

better meet their learning needs and realize the value guidance for students.

4.3 Dialectical Unity of “Technology Empowerment” and “Value Guidance”

The integration of technology makes the boundaries of translation teaching blurred and students' learning ubiquitous. Some students can achieve their teaching objectives through extracurricular autonomous learning, and the flexibility of classroom activities is correspondingly enhanced, which is also the embodiment of the more personalized translation teaching due to technology empowerment. On the surface, the status of technology is rising and the status of teachers is declining in the teaching of man-machine collaborative translation (Jiang Xianfa & Lai Wenbin, 2024). In fact, the dominant position of teachers has not changed. In the people-oriented education system, the relationship between teachers and students is complementary, and the relationship between teaching subject and object will change with the change of technology-driven teaching mode, but the core value of teachers can never be ignored. Artificial intelligence technology is profoundly changing the way of learning, understanding and thinking of teachers and students, and promoting the ideological and political innovation of translation courses for vocational undergraduates. On the basis of fully understanding the far-reaching influence of artificial intelligence technology on the ideological and political education of translation courses, teachers should promote a high degree of conformity and deep integration of technology empowerment and value guidance, and play a role as a link between ideological and political elements of translation courses and professional knowledge, so that the “biggest variable” of technology can become the “biggest increment” of ideological and political education of translation courses. Teachers need to realize the transformation from “knowledge disseminator” to “intelligent guide”. Although artificial intelligence technology can provide massive knowledge, the essence of its output

content is the calculation and reappearance of data, which cannot replace teachers' value judgment based on practical experience, and the core value of teachers lies in critical screening, situational interpretation and value guidance. Under the background of intelligent age, teachers can improve efficiency with the help of technical tools: using AIGC to generate multiple teaching materials and transform abstract value into concrete situations; Identify students' value confusion points through AIGC analysis of academic situation; Relying on AIGC to construct “virtual tutoring” and extend educational time and space. However, the core of education must focus on value guidance rather than knowledge transmission, and constantly strengthen the subject's ability to review and reconstruct technical content.

5. Teaching Practice of English Translation in Vocational Universities in the Age of Artificial Intelligence

5.1 New Problems and New Demands in Current Translation Teaching

(1) Teaching objectives need to be upgraded. Translation teaching aims to realize the all-round development of students through the cultivation of translation ability. The deep integration of technology and translation promotes the foregrounding of technical elements in the translation competence system. Students' technical ability, technical thinking and information ability have become important aspects to be included in translation teaching objectives.

(2) The teaching content needs to be expanded. Driven by technology, the object, form, scope and field of translation work have been expanded. Translation teaching should not be limited to language conversion, but also cover all kinds of problems in translation project flow, especially the application of various technologies such as machine translation, translation memory, terminology management, quality assurance and project management.

(3) Teaching resources need to be integrated. The integration and utilization of digital resources is a key issue that needs to be considered in translation teaching at present. Corpus can help students improve their language ability and translation decision-making ability; Terminology database can promote students' terminology translation ability and professional knowledge growth; Interpretation teaching resource database can improve the effect and efficiency of interpretation teaching; Multimedia teaching resource pool and online courses provide diverse resource choices for students to learn translation professional knowledge.

(4) Teaching methods need to be changed. Technological changes have led to important changes in translation teaching methods. The teaching content of translation technology is added to translation teaching, and new teaching methods should be adopted to ensure the learning effect. New educational forms, such as massive open online course, micro-courses and excellent resource sharing courses, have expanded students' learning space, requiring translation teaching to change the traditional classroom teaching mode and implement online and offline mixed teaching mode (Cheng Peili, 2025).

5.2 Teaching Implementation

Corresponding to each stage of students' learning, teachers' translation teaching activities can be divided into three stages: teaching preparation, teaching activity organization and teaching evaluation.

In the teaching preparation stage, teachers rely on the teaching management system to carry out detailed analysis of learning situation, and deeply understand students' knowledge background, learning style and specific needs. Based on the learning data report, teachers can customize personalized teaching objectives and issue targeted teaching tasks to ensure that every student can learn at an appropriate pace and manner. Teachers can also organize teaching content with the help of electronic resource library, and select teaching

materials that meet the needs of students, such as professional texts and multilingual news reports, so as to improve the relevance and practicability of teaching content. In addition, teachers can integrate translation AIDS and online resources, such as terminology management software and online translation platform, to improve students' learning efficiency.

In the stage of teaching activity organization, teachers are responsible for organizing and promoting translation activities to ensure the orderly and efficient learning process. Teachers' roles include leading students' in-depth translation practice, guiding students to understand and apply translation skills, and intervening in learning behavior when necessary. At the same time, teachers need to understand students' teaching participation and learning progress, and flexibly adjust teaching strategies according to students' performance and feedback to support students' personalized learning. Encourage students to report the results of group learning, understand students' learning experiences and feelings, and attach importance to the educational function of teaching.

In the teaching evaluation stage, teachers carry out formative evaluation and summative evaluation based on data analysis technology. Teaching evaluation breaks through the traditional method of course examination, starts with course data, pays attention to data analysis of behavior patterns and learning process, carries out more comprehensive and fine-grained monitoring of learning process and learning difficulties, and generates early warning information and coping strategies, thus making the evaluation more accurate and effective. Teachers should also guide students to carry out self-evaluation and peer evaluation. The evaluation results are not only used to reflect students' learning effect, but also provide feedback for teachers to guide them to adjust teaching strategies and optimize teaching content, so as to ensure that teaching activities promote students' knowledge and skills growth (Jiang Yan, 2026). Teachers can also keep track of students' learning progress, and regularly update the data of learning situation

analysis to understand the changes of students' needs, so as to realize efficient personalized translation teaching and lay a solid foundation for students' future translation career.

6. Problems Needing Attention in English Translation Teaching in Vocational Universities

6.1 Deeply Cultivate Mother Tongue and Improve Chinese Literacy

The level of Chinese determines the final quality of the translated works. Whether a translation is readable and has a wide audience depends on the translator's Chinese level. Both students and teachers must strive to improve their Chinese level. Yan Beiwen, a literary translator, said: "In any case, translation is ultimately dealing with words, and all the beauty of ideas and art must be expressed through language. Excellent translation allows us to feel not only the beauty outside us, but also the beauty inside us when reading works from foreign countries."

Professor Wang Zuoliang said: "As a translator, I always feel the need for constant exercise to make my Chinese pure and sharp." He also said, "Translation, whether as art, science or even technology, has an infinitely broad future. It is a growing point, it is growing, it is also an open field, and there are many things to do. We must keep learning, observing and practicing. The translator is an eternal student."

6.2 Control Technology and Keep the Bottom Line of Humanity

Technology itself is a tool, but the new technology represented by AI is no longer just a passive tool, it will actively participate in our cognitive, emotional and value construction. If there is no humanistic constraint, several problems are easy to appear:

- (1) Loss of subjectivity: people's value is simplified to data, scores and flow, people change from "purpose" to "tool", and their independent thinking ability is weakened.
- (2) Value judgment is replaced by technology: complex humanistic judgments such as good

and evil, beauty and ugliness are simplified into computable indicators such as click-through rate and conversion rate, and the value is easily distorted after quantification (Wu Yun, 2026).

The ideological and political construction of translation courses for vocational undergraduates should pay attention to the intersection and integration of disciplines, and take translation education and ideological and political education as the central link and value pursuit. The curriculum goal gathers the fundamental task of moral education, focusing on knowledge imparting and value leading; The selection and organization of course content dig deep into the ideological and political elements contained in the translation materials of different themes, and explore the convergence between the translation materials and the socialist core values; The implementation of the course adheres to the course goal as the guide, the ideological and political material library as the latitude, the classroom teaching as the main channel, and integrates various teaching methods, and extends the classroom to the life world such as social translation practice, campus culture construction and student community activities, so as to keep the humanistic bottom line and improve students' academic accomplishment, key ability and moral quality.

7. Conclusion

The rapid development and wide application of artificial intelligence technology have significantly improved translation efficiency and reduced translation cost, but while affirming the convenience brought by technology, we must also recognize the problems it has caused. From the perspective of the relationship between technology empowerment and value guidance, man-machine symbiosis, translating texts and transmitting culture, the two are inseparable and mutually reinforcing. Therefore, the discussion on it must not stop at the debate on the merits of technology application, but must go through the appearance of technology and return to the essence of translation teaching: its core is never the one-way transmission of knowledge, but the

process of educating people and moral education, which is the spiritual shaping to help students establish value coordinates and form independent judgments in the complicated world. Instrumental rationality of technology empowerment can certainly broaden the boundaries of education, make knowledge transfer more efficient and resource acquisition more convenient, but all this must serve the fundamental goal of “cultivating people with independent thinking ability and correct value judgment”. The essence of a translation teacher: to lead students to assume the responsibility and mission of being an excellent translator in foreign cultural exchanges and communication in the future.

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