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Problems and Countermeasures in the Teaching Staff of MTI in China

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Abstract: The enrollment and development of translation professional degree graduate students is in line with the needs of China's economic and social development. However, in the course of its development, there are still many problems, among which teachers' problem needs urgent solution. Colleges of nine types of admission cover a wide range of majors and various disciplines such as science, engineering, agriculture, medicine, literature, history, and philosophy, etc. The establishment of translation teachers in various institutions has not been carried out in accordance with the training objectives of the Translation Teaching Committee, namely "high-level, applied, and professional", resulting in the phenomenon of "two skins", namely, the goals of the higher education institutions and the specific institutions. The practice is out of step, the combination of theory and practice is not in place, and "one special" and "multiple abilities" do not have a good balance. The reason is that the goal is not well-understood and the execution is weak. To this end, the following countermeasures can be taken: First, training of teachers at a high level, translators need to supplement the corresponding professional knowledge, professional teachers need to add translation theory and skills. Second, is the application of cooperation between production and research, special post for the unqualified teachers. Setting up a translation company in colleges and universities to provide a teaching platform for outsiders with practical abilities but no academic qualifications or professional titles to compensate for the insufficiency of teachers in the school. Third, in terms of professionalism, "The "Translation +" strategy means that translators must have their own majors and integrate translations organically with their professions.

Keywords: Translation professional degree graduates; teachers' problems; "translation +"; cooperation between production and research; special post.

1. Current Situation

The 246 universities in China can be divided into nine categories, namely science and technology, economics and law, agriculture and forestry, medicine, general studies, teachers, foreign languages, ethnic and international relations media. The first four categories are professional, and the last five categories are comprehensive. The disciplines and foreign language strength of these nine graduate institutions are strong, and their professional Settings and development directions are basically consistent with the actual needs of the country and the future development strategy.

The first category is specialized colleges and universities, including science and technology, agriculture and forestry, economics and law and medicine. 1. There are 86 science and technology colleges and universities, ranking first among all kinds of colleges and universities. The department of Science and Technology can be divided into 7 sub-categories: 1. The transportation department led by Shanghai Jiao Tong University accounts for 5. The number is small, but the level is very high. 2. The number of science and engineering schools, led by Beijing Institute of Technology, accounts for 20. 3. The University of Science and Technology of China (USTC) accounted for 17 science and technology universities. 4. The number of industrial schools, led by Harbin Institute of Technology, accounted for 12. 5. Aviation, post and telecommunications, Marine accounted for 15: Beijing University of Aeronautics and Astronautics led by the aviation 6; Beijing University of Posts and Telecommunications led by four posts and telecommunications; Ocean University of China led by the Marine class 6. 6. Engineering and architecture, led by Harbin Engineering University, accounted for 9. 7. Electric power, petroleum, geology and mining accounted for 9:3 electric power led by North China Electric Power University; 4 petroleum universities led by China University of Petroleum; Led by China University of Geosciences, 2 geological and mineral schools. 2. There are 10 agricultural and forestry universities led by Beijing Forestry University. There are a total of 20 universities of Economics and Law: one is finance and Economics led by University of International Business and Economics, the other is Politics and Law led by China University of Political Science and Law, and the other is Zhongnan University of Economics and Law. 4. There are 5 pharmaceutical universities led by Beijing University of Chinese Medicine. For this type of universities, the translation major is basically unrelated to other dominant disciplines. In other words, the dominant disciplines have not penetrated into the translation major, and translation has not penetrated into the dominant disciplines. This results in the phenomenon of "two skins" between superior disciplines and translation. This is actually contrary to the original intention of the country to set up a master's degree in translation in many colleges and universities. At the same time, the research results of these disciplines need to be published in international journals. Because the new knowledge and new information of these disciplines are mainly reflected in the English journals of SCI level. The reading, analysis, writing and publication of these articles are inseparable from foreign language and translation skills. This is related to the development and improvement of

China's scientific and technological level, which needs to start with translation teachers. Fudan University has set up such training courses to solve the following three questions: First, do teachers offer advanced professional English and translation training in professional subjects? Second, among the foreign language majors offered, are elective courses for each dominant major and elective courses for professional translation offered? Third, have professional English classes been set up to specialize in professional English and translation?

The second category is comprehensive colleges and universities, including comprehensive, normal, foreign language, ethnic, international relations media. 1. There are 61 comprehensive universities. 20 universities of 985 categories, led by Peking University; 19 211 colleges and universities led by Soochow University; There are 22 general colleges and universities led by Henan University. 2. There are 42 normal universities. 2 universities of 985 categories, led by Beijing Normal University; There are 6 universities in 221 categories, led by Northeast Normal University; There are 34 general colleges and universities led by Capital Normal University. 3. There are 11 foreign language universities, led by Beijing Foreign Studies University, and the only private foreign language university, Jilin University of Foreign Languages. 4. There are 6 ethnic universities led by Minzu University of China. 5. There are 5 international relations and media universities, led by the School of International Relations and the Communication University of China. For this type of colleges and universities, the combination of translation and related majors has not yet seen action, that is, the major and translation are unrelated. For students of other majors, the ultimate goal of their foreign language learning is to pass CET-4 or CET-6 or the postgraduate entrance examination. Translation students feel that their major is unique, and the admission score is relatively high when they enter the school, so they are self-indulging. Only the combination of liberal arts and translation can better meet the needs of social development. Because the liberal arts also need to be in line with international standards. The international development of the liberal arts is changing rapidly. Its publications are mainly SSCI, A&HCI level English journals. The number of Chinese papers published in such journals is much smaller than that of SCI in science and technology. On the one hand, there are more of the latter, and on the other hand, it is much harder for the former to publish. This requires the efforts of teachers of liberal arts, especially translation. First, we should translate foreign advanced liberal arts achievements into Chinese for the majority of Chinese people to learn and improve. The second is to translate China's excellent achievements into foreign languages, spread China's excellent culture to the world, and promote China's "culture going global".

Although the two kinds of colleges and universities have different disciplinary advantages, leading to different teacher development and training directions, they have the same shortcomings in professional Settings. The specific embodiment is as follows: First, the teaching staff of the master of translation and translation does not reflect the characteristics and advantages of each school. In other words, although each school has outstanding professional characteristics of the dominant disciplines, foreign language or translation, as an auxiliary discipline of the dominant disciplines, does not show the characteristics and content of the dominant majors in teacher training and even in teaching. Second, the teaching of pure foreign languages and ordinary translation continues in the same way. It is also called the characteristics of foreign language majors, and the basic skills of foreign languages are firmly established. Third, the translation profession itself is a discipline that serves other professions. If the advantages of the university and the development and requirements of the country and society are not taken into account, the role of translation itself will be greatly reduced. Fourth, the meaning of translation is conversion, which is to convert information in one language into information in another language. Translators or teachers need to master translation theory, practice and skills; Understand the content information of the translation; Also understand the differences in language expressions. Therefore, in theory, the professional development should be matched with translation, in fact, the two sides are fighting for themselves. The improvement of this situation needs to start from the translation discipline. Because, first, the purpose of the professional Master's degree in translation is "applied and professional". This is to build translation into a profession, so as to better serve other professional advantages. Second, make full use of the advantages of professional disciplines and manpower advantages, so that their teachers and knowledge to enrich. Third, to train the master of translation for the major and the dominant major, in order to expand the influence of the dominant discipline, so as to realize the value of the discipline. That is, translation disciplines can only be recognized and valued if they provide indispensable services to other disciplines (Jia Hongwei,2016). Finally achieve mutual help, complementary advantages and even common progress.

2. Problems

The problems of translation graduate teachers can be divided into two levels: design and implementation. The design level means that the training goal of the Translation Teaching Reference Committee is "high-level, application-oriented and professional". This is the guiding ideology of the cultivation of the master of Translation. However, it is reflected in the actual implementation as follows: first, the level is not high. Second, the application is not obvious. Third, professional is not outstanding. The implementation level is mainly reflected in two aspects: the external theoretical training and practice combination is not in place, the internal staff continuity is not enough and the characteristics are not outstanding, including: teacher training is not comprehensive; Inadequate school-enterprise cooperation; The training of teachers is not continuous; The teachers are more competent than specialized. As a result, "translators' training system has not been established to meet society's demand for high-level translators and interpreters" (Chai Minghe,2010), leading to a severe shortage of qualified translators and interpreters (Guo Xiaoyong,2010), making it "an urgent problem" (Murray, 1999).

First, in terms of level, in order to train high-level masters in translation, there should be a higher level of teachers, that is, doctors and above teachers. From the beginning of admission, the three to five years of intensive and systematic professional training from course learning, topic design, proposal, writing, publication of core journal papers to defense has laid a solid foundation for his future teaching and scientific research. If a professional master's degree also requires a certain academic level, then teachers with doctoral degrees should be the bottom line of teachers. Because high-

level translation scholars have begun to create their own theories, the overall level of translation teachers has been promoted to a higher level (Qin Jianghua, Liu Junping,2014). Second, in terms of fields, it should be multi-field, which is determined by the content of the translated text. 1. Translation of literature, history and philosophy. In the past, literary translation was the majority, but now literary translation only accounts for 5% of the translation market. Accordingly, the number of teachers in this field should be reduced, and the surplus teachers should switch to non-literary translation. The history, education, philosophy, sociology and linguistics of the liberal arts require a large number of specialized talents to translate. Because with the acceleration and deepening of social development, the division of labor in the industry is becoming more and more detailed, and there are more and more industry terms, only translators in the professional field can accurately translate professional materials into place. 2. Translation of science and engineering. There are many fields of science and engineering, and the huge differences are more daunting for ordinary translators. However, because it has a more direct relationship with the national economy and people's livelihood, and the demand is greater, more scientific and technological translators need to be involved in order to timely translate the latest international achievements into Chinese, so that more researchers can learn, study, and even surpass.

Second, in terms of application, it is necessary for master's translation teachers to be in line with the latest needs of the market and The Times. First, the translation market is the most direct manifestation of the application. 1. One specialist has multiple abilities. The diversified demand in the market requires the ability of teachers. In addition to being able to proficiently translate what you are best at, you also need to be familiar with other related fields. 2. Grasp the market demand and introduce practical business into the classroom. Teachers use a large number of high-demand business materials as cases in teaching, which can play a role of exercise, so that students can quickly adapt to the actual market business in the future. This is not only a teaching for students, but also a practical combination of theory and practice. Second, the latest needs of The Times are the most powerful driving force for application. 1. Chinese culture "going out". "Chinese Academic Foreign Translation" is the concrete implementation of this goal. A large number of Chinese classics need to be translated into foreign languages (Jin Shengxi and Lin Zhengjun,2016). 2. Implementation of the "Belt and Road" strategy. The various languages of the countries along the route need to be translated into Chinese. 3. In the long run, Chinese and foreign translation should develop in a balanced way. Only by absorbing foreign advanced technology and culture can China's science and technology remain advanced forever, and only by exporting its own culture can China expand its influence in the world and facilitate better absorption of foreign advanced culture.

Third, in terms of professionalism, it is not in line with the university's dominant disciplines. First, in terms of concept, colleges and universities do not realize that their professional advantages are the most in need of the participation of master of translation teachers. The stronger the discipline, the more synchronized with the international frontier, the more necessary it is to translate massive foreign materials and information into Chinese. Through participation, translation teachers have improved their knowledge in this field, become proficient in application, and become more proficient in translation. 1. Improve the cross-professional ability of translation teachers, as well as improve their own translation ability and adaptability; 2. It can rapidly expand the research breadth and depth of the university's superior disciplines and improve their research capabilities; 3. Teachers of superior disciplines can be the teachers of the master of Translation. They are not only experts in this field, but also have translated a lot of literature in this field. From a certain point of view, they are even more qualified than pure translation teachers to teach the master of translation. Second, the curriculum and major allocation are unreasonable. Specialty should have more elective courses, taught by professional teachers, foreign language school or translation school of translation master tutor can also participate in. In order to reach the level of "a major", at least to reach the level of junior college students in the field, it takes one to two years to strengthen the main courses in the field. And translation theory, practice and even teaching are all aimed at translating certain professional things into service. Only the cases and practices of translation with professional content are the most appropriate, and only then can they be seamlessly connected with the translation market in the future. Third, teachers do their own work. 1. There is basically no tutor of the Master of Translation who can take on the responsibility of teaching various disciplines alone, that is, the teacher himself cannot integrate all the subject knowledge, but the students themselves can integrate it. This is bound to lead to students in the integration process is not in place. 2. Teachers of superior disciplines are either busy or unable to refer to the latest foreign literature because of their low level of foreign language. In this case, the role of translation teachers is fully displayed. Its translation works can be used as important reference materials for professional teachers, and can also be modified by professional teachers in place, so as to improve the professional level of translation teachers.

Fourth, external theoretical training and practice. On the one hand, the training of translation teachers is not enough. Translators Association of China has invested a lot in training (Luo Huifang, Bao Chuanyun,2018). This summer, the Association will hold the 16th training of translation teachers. First, universities and teachers have not realized the importance of training in theory and practice. 1. You don't realize that language is not equal to translation. In fact, teaching translation is not equal to translation teaching, and it is difficult to engage in translation teaching and practice if you only know a foreign language. 2. It is not recognized that training can improve the quality of teachers in an all-round way, and can organically integrate translation theory, teaching and practice. Second, the training cost is high. The high cost makes it impossible for teachers from other universities to participate in the training. On the other hand, it is the problem of school-enterprise cooperation. First, it is the problem of professional translators from translation companies taking part-time jobs in universities. First, the concept of colleges and universities. They do not realize that enterprises and society are the only source of living water for universities. 1. It does not recognize the inherent deficiency of universities that emphasize theory over practice. 2. Failure to recognize the special abilities of professionals in this field. They have the advantage of being able to deal with the various complexities that arise at any time in the market. Second, the deficiencies in the specific practices of colleges and universities. 1. Translation training is not in line with the market. Market demand is the only baton of translation

training. 2. Set many barriers to prevent professionals from entering colleges and universities. The professional title needs deputy senior, the job needs deputy director level, resulting in strong ability but the professional title, the job is not up to the standard can not be employed in colleges and universities. Second, it is the problem of college teachers' training and practice in enterprises. First, the concept. Universities have always emphasized the importance of theory; Enterprises attach importance to the operational aspects of practice. Second, the embodiment of specific practices. Colleges and universities themselves do not encourage teachers to practice in enterprises, and teachers do not fully realize its complexity and arduousness in practice. This is bound to cause a disconnect between theory and practice. In other words, "universities continue to teach pure translation and issue translation diplomas, while translation companies continue to issue translation certificates" (Gedake,2011). Only seeing each other's shortcomings and shortcomings, and not being able to draw on each other's strengths and weaknesses, will only make the disconnect between theory and practice more serious.

Fifth, internal personnel continuity and characteristics. On the one hand, there is the question of continuity. Excellent master of translation is not eligible to stay to teach the problem. They have studied and integrated all the Master's programs in translation. Their joining is bound to make the training of the master of translation and translation more specialized, because they are the real professionals in this discipline who are trained according to the goal. However, his master's degree has not met the nationwide requirement that new teachers in first-line positions in colleges and universities must have a doctoral degree, so he cannot teach the translation masters in colleges and universities. This reflects that "some tendencies in teacher construction have resulted in an invisible emphasis on the academic type and a deviation from the applied and teaching type" (Zhang Ruie and Chen Deyong,2012). On the other hand, there is the problem of characteristics. Translation teachers are versatile but not specialized. As a result, professional materials can only be translated by pure professionals rather than translation teachers or translation masters. In fact, such teachers are only suitable for undergraduate translation teaching. Because they do not have professional knowledge, they do not have more research and understanding of the theory and technique of translation. It can be seen that "specialization" is indeed what translation teachers, especially master translation teachers, lack. The reason is that there is no interdisciplinary knowledge, especially no interdisciplinary bachelor's, master's or doctor's degree, or no minor in a second undergraduate or master's degree. For the master of translation teachers, this congenital deficiency is to be made up sooner or later. The study of interdisciplinary knowledge is also a part of information literacy that future professional translators should possess. They should make up for their lack of knowledge and ability through independent learning, so as to cope with the rapid development of the translation industry and achieve their own sustainable development (Wang Shaoshuang,2017).

3. Countermeasures

In view of the above five problems, we need to take corresponding countermeasures, which can be divided into the following five aspects: internal improvement and integration of disciplines; Combination of production and research; Outstanding professionalism; Special post; Standardization of oral and written translation training.

First, the internal promotion of translation disciplines and the integration of resources within the school. On the one hand, from the internal perspective of the discipline, promotion is to establish a doctoral degree in translation to train suitable teachers. A doctor of translation is best trained in a master of translation. Because a great deal of practice has already been carried out during the Master's degree in Translation, the doctoral degree in translation only needs to be improved in theory. 1. Apply the general translation theory to translation practice "from top to bottom", and gradually find out the application theory suitable for translation practice. 2. Summarize experience from translation practice "bottom-up" and elevate it to applied theory. 3. Integrate "top-down" and "bottom-up" translation theories into interactive applications, and use them to guide translation practice. In a sense, the doctor of Translation is to make a breakthrough in the application theory, so as to achieve the training goal of the doctor of translation, and train teachers for the doctor of translation, master's degree and bachelor's degree, and finally achieve the kung fu of "fine art and knowledge" (He Gangqiang,2007). This is also in line with the trend of "applied translation gradually entering the field of view of theoretical research from workplace life" (Liu Jinlong,2011). On the other hand, from the perspective of the external discipline, it is to set up application-oriented courses and train application-oriented teachers according to the advantages of the school and make full use of the teachers of the advantageous disciplines in the school. The teachers of the dominant disciplines train teachers for the masters of Translation and Translation, which not only improves the teaching level of the masters of translation and translation, but also speeds up the transformation of the international advanced achievements of the dominant disciplines and improves the transformation efficiency. From a certain point of view, the master of Translation teachers are the reservoir and reserve force of the superior disciplines. After the training of translation teachers who have mastered this discipline, the establishment of application-oriented courses will drive more translation masters to participate in the dominant disciplines, which will form a huge team effect, so as to improve the strength of the dominant disciplines and expand the influence of the dominant disciplines. It can be said that distinctive translation activities, teaching and research are the only way to train qualified translation teachers (He Gangqiang,2007).

Second, the combination of production and research. On the one hand, universities set up translation companies (Pan Hualing, Liu Beifei,2011). First, from the nature of translation companies, translation companies in universities and colleges are no different from other ordinary translation companies. The purpose is to obtain profits through translation services; The process of the specific business is translation, review and verification. Second, from the perspective of the composition of translators, foreign language teachers in colleges and universities, a team of translation masters and a good reputation make the company have an innate advantage in terms of brand. Third, from the perspective of the platform provided, the company provides a very suitable intermediary platform. It not only integrates the academic resources of teachers and students, but also integrates the needs of all sectors of society for academic resources. Fourth, the company's business has an academic orientation. 1. Since both teachers and students are good at academic translation,

clients tend to entrust academic business to translation companies on campus; 2. Its business ability will also become more sophisticated with the increase of translation volume. Fifth, it provides an incubator for the training and improvement of translation teachers in universities. Because the business here is the actual business, teachers directly face the needs of the market and customer feedback, translation service level and ability are directly linked to the company's business. The business that has been tested by the market is the right business, and only then can it truly meet the needs of society. It can be said that school-enterprise cooperation is a catalyst for the combination of production, learning and research (Yue Feng,2017), and a new way for MTI to strengthen the construction of teachers (Wang Huashu,2017). On the other hand, college teachers can practice in translation companies to achieve the integration of translation teaching and translation industry (Zhang Ruie,2012). 1. You may contract or participate in the projects of translation companies on your own. This can not only make up for the deficiency of teaching through practice, but also find first-hand practical materials for translation theory. Second, you can take a master's degree in translation to practice in a translation company. Through the practice of students and their own observation and thinking, they can teach through translation, and finally achieve teaching and learning and rapid progress.

Third, the professionalism should be prominent, and the training of "specialized and versatile" teachers. On the one hand, there is "a special". With the development and requirements of The Times, "translation +" is the only way for the development of translation, that is, teachers must master a major. Because the development of the discipline is becoming more and more detailed, the precision of the professional requirements is becoming higher and higher. The "universal oil" and extensive translation methods of the past are no longer in line with the requirements of The Times. Teachers in specialized fields do not need to spend too much time in the professional aspect, just the transfer of knowledge and procedures from one language to another. Foreign language teachers need to master and think about the professional field, and gradually enter the professional field to become an expert in that field. Then through their own skilled transformation ability, they can translate the research results of the discipline from one field to another. The concrete embodiment is that professional terms and professional knowledge are transformed into professional texts in another language according to the same function. In this way, it will accelerate the conversion process, improve the conversion efficiency, meet the accuracy requirements of the conversion, and finally achieve accurate translation. On the other hand, there is "pluripotency". With the development of The Times, the society has higher and higher requirements for translators. It is not only specialized, but also broad, that is, "multi-capable". Because sometimes, looking for pure professionals is either not time, or there is no way, or the price is high, and the accuracy requirements of the translated data may not be too high, so that you can find a translator who can roughly translate the content to complete the translation task.

Fourth, special post special. Posts are set up so that outstanding translation graduates and off-campus professional translators who are in urgent need but do not meet the requirements of teaching can enter colleges and universities to teach. 1. Recruit excellent graduates of Master of Translation. Set up special teaching assistant and research assistant positions for them, so that they can show what they have learned to the new students. The experience and results of the cultivation need to be further accumulated and improved, and this initiative will undoubtedly bring it into a virtuous circle. Ten years of training, the most valuable is to cultivate a large number of excellent master of translation, and the best of them into the training team, through their personal experience, bold exploration and full practice and certain theories, will make the training to a new level. 2. Set up special lecture halls for external translators who do not meet the requirements of professional titles. The experience of the company's translators is not available to college teachers, and their knowledge, technology and ability are all required to be mastered by students in advance, which will make the future translation master easy to use when choosing a career. This is also determined by the characteristics of "professionalization of teachers and translators" (Han Ziman,2008), and in the final analysis, it is determined by the social requirements for high-quality products and services that lead to the professionalization of practitioners. Third, it can realize the sharing and collaboration of translation teachers among universities. That is, the integration of translation teachers in colleges and universities. Specifically, it can take the form of special professors, lecture professors, going out to attend lectures, attending training, and giving online lectures to improve the level of translation teachers (Tao Youlan,2007).

Fifth, the standardization of oral and written translation training. First, in science, engineering, agriculture, and medical colleges, it is actually necessary to increase the combination of their foreign languages and majors, that is, to make the two seamless through translation. Students who are good at foreign languages and translation in their preferred majors and who are interested in their preferred majors in foreign languages can be selected and put into the training of translation and interpretation for the Master of Translation. In the future, they will be experts in the field of specialized translation, and the content of specialized translation can be easily transferred between bilinguals through them. As a translator's advanced ability, it is necessary to include technical writing in China's professional translation training system (Wang Chuanying, Wang Dan,2011). Second, schools that are good at liberal arts can be equipped with strong interpretation teachers. Interpretation teachers are generally required to be from foreign languages, because they need to have strong listening skills, oral expression skills and extensive knowledge of foreign cultures. This can be selected in foreign language colleges and corresponding foreign language majors. Other translation teachers can be combined by foreign language and non-foreign language teachers. Foreign language teachers are mainly foreign language teachers, but also have knowledge of other subjects; Non-foreign language teachers should start from the professional aspect and improve their foreign language application ability and translation ability at the same time. Both types of teachers need to have a good grasp of translation norms to better meet the needs of the industry and society (Fu Jingmin,2013). Especially in the field of foreign translation of Chinese culture, there is a greater need for teachers with expertise in these humanities disciplines. At the same time, they need to deepen their understanding and grasp of traditional Chinese culture and translate it into authentic foreign languages. The strengthening of liberal arts is the only way for social development, and it will play an irreplaceable role in promoting the exchange and communication of the whole

society. Translation, especially between Chinese and foreign translation, will play a huge role in bridging foreigners' understanding of Chinese society and culture. Third, the institutionalization of translation teacher training. It includes encouraging education promotion, enriching training methods, formulating training regulations and evaluating rules, and finally promoting practical actions of translation teachers, that is, improving their translation theory, practice and teaching ability (Zhuang Zhixiang,2007).

4. Conclusion

Translation graduate teachers are the most important factor in the training of translation graduate students. (Bao Chuanyun,2009) Among them, the improvement of teachers' theory, practice and teaching is essential, but the mastery and application of their professional knowledge is the core element of their level improvement. The training of doctor of translation and the support of superior disciplines are fundamental. Combination of production and research, special post is the way; "One specialty and multiple abilities" is the goal; The standardization of training is comprehensive application. The improvement of the teachers' level needs the coordination and promotion of internal, external, subjective and objective links, and finally makes the teachers' level really improve. This is undoubtedly an immediate effect on the teaching of the master of Translation, the introduction of foreign advanced technology and culture, and the promotion of Chinese culture "going out" and "One Belt, One Road" strategy.

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