

The Introduction of Reverse Thinking in College English Translation Education

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Abstract: With the continuous development of society, people pay more and more attention to knowledge, and in education, it is more indoctrination teaching. However, this method ignores the students' ability to solve the problems encountered in the process of learning. Therefore, in order to improve students' ability to solve and deal with problems, we have to apply, study and analyze reverse thinking, and put forward corresponding countermeasures to cultivate their applied talents. Taking college students as the research object, this paper makes a questionnaire survey and analysis, discusses and summarizes their thoughts and emotions and the introduction methods of reverse thinking, introduces the concept definition and composition of reverse thinking, expounds the current situation of English translation education and the role of reverse thinking in English translation, and puts forward some solutions and suggestions. Finally, through the questionnaire survey, this paper investigates the current situation of Contemporary College English translation education. The survey results show that college students' views on the current situation of English translation are mainly that the teaching mode lags behind, the educational concept falls into a low-level cognitive closed loop, and the unreasonable curriculum. At the same time, boys and girls have similar understanding of difficulties in English learning. This is related to all kinds of difficulties they will encounter in the process of learning. The first is the language environment. Due to the influence of Chinese traditional culture and the advanced educational ideas of western countries, there is a lack of good English learning atmosphere. Secondly, the students' personal ability is insufficient, the basic knowledge of foreign language is weak, and they lack practical experience and application ability. Thirdly, there are problems in school teaching, and teachers do not pay attention to the explanation of the content of teaching materials.

1. Introduction

With the development of global economy, exchanges between China and other countries are becoming more and more frequent. In international exchanges, we should not only deal with the problems in cross-cultural communication, but also take into account the differences between different countries, nationalities, languages and religions. Therefore, translation education is particularly important [1-2]. As a new way of thinking, reverse thinking also has a certain impact on College English teaching. It can help students better understand the content of knowledge and effectively solve problems. At the same time, it can also cultivate their logical reasoning ability and creativity, and promote them to continuously improve their comprehensive quality and ability level in future learning [3-4].

Many scholars have studied reverse thinking. Foreign scholars started their research on reverse thinking earlier and have rich research results. Among them, the United States, Britain, Japan and China have made remarkable achievements in this field. They connect reverse thinking with modern culture [5-6]. China first proposed to apply it to translation. The regulations on the administration of studying abroad is the first monograph in China to regulate the translation behavior of Chinese and foreign translators and related issues. Later, the publications published introduced the reverse thinking methods, such as "rhetorical questions" and "anti hint original text" [7-8]. Some scholars propose to use heuristic learning method to cultivate students' cross-cultural awareness. Some scholars believe that using the method of "dialogue" can stimulate students' enthusiasm and initiative. Other scholars point out that communication between teachers and students can promote language acquisition. In the teaching process, teachers should pay attention to and guide, and encourage the infiltration and application of reverse thinking. The above research laid the foundation for this paper. In this paper, it consulted a large number of relevant literature, classified reverse thinking, and analyzed its importance from different angles.

By reading articles and reports on the current situation and Strategy Research of College English translation education at home and abroad. It summarizes some views and opinions of domestic scholars on this issue, as well as their shortcomings and methods to be improved after their achievements. At the same time, it also finds that there are a series of cognitive deviations in the process of using the traditional teaching mode: for example, they lack effective guidance for teachers and ignore their own ability training. This paper first introduces the relevant literature review and basic theoretical knowledge, and then analyzes the problems existing in the curriculum and teaching of colleges and universities in China, such as students' understanding is not in place due to the low professional quality of teachers, resulting in misunderstanding, the content of teaching materials is old and does not apply to the background of the new era, and puts forward and explains the solution strategies.

2. Discussion on the Introduction of Reverse Thinking in College English Translation Education

2.1 Definition of Reverse Thinking

Reverse thinking is developed on the basis of cognitive psychology. It mainly refers to people's analysis and Research on a certain thing or phenomenon in the objective world, so as to draw a conclusion and take it as the preparation for their correct decision-making. In the modern Chinese dictionary, reverse thinking is defined as "a special logic that occurs when people judge, explain, imagine and other psychological activities of the research object". It refers to the process of

thinking and analyzing the problem to be solved by using certain means, then obtaining the answer, answering or modifying the results to achieve the purpose of solving the problem [9-10]. In a narrow sense, it means that the human brain uses speech symbols or language forms to express problems about the essential attributes of things. People may understand it as a process cognitive function, and solve problems by analyzing this process cognitive structure. Broadly speaking, it is the brain's ability to think and other cognitive skills. It is a way of thinking about the things or ideas that Si Kong is used to seeing that seem to have become a final conclusion. Dare to "think the opposite way", make the thought develop in the opposite direction, discuss it more deeply from the opposite of the problem, form new ideas, and create new forms [11-12].

2.2 Composition of Reverse thinking

Reverse thinking is a new way of thinking. It is different from the traditional research method, but innovates on the basis of original knowledge. In College English teaching, the application of this new model can help students master their knowledge faster. It mainly includes three stages: observational learning, imitation learning and processing memory. The introduction of reverse thinking into English translation theory can certainly enable translators to consider various language problems from many aspects, combine translation with national cultural communication, comply with the development of normal linguistic theory and find solutions to the translation process of language problems. At the same time, for some problems, especially some specific problems, we need to step back from the conclusion, reflect and return to the known terms of the solution. English translation courses often pay more attention to positive thinking, which is not effective. Therefore, teachers must change their way of thinking. Reverse thinking is a good choice, which can stimulate students' innovative thinking. Through positive thinking, with the transformation from thinking to reverse thinking, students gradually learn to look at problems dialectically. If we encourage reverse thinking in English translation in higher education, we can dialectically analyze the language content and consider the problems of opposites and contradictions. The contradictions in language translation will lead to the formation of reverse thinking and cultural exchange. Various thinking makes direct communication between English and Chinese more appropriate. It avoids direct translation and text-based language translation in order to realize the cultural and language communication in the real sense of terms.

2.3 Current Situation of English Translation Education

In College English Teaching in China, there is a serious shortage of translation talents due to the educational model and the scale of colleges and universities. Teachers mainly use the traditional teaching method. The role of teachers is to guide students' learning, not the leader. This method is easy to cause students' distraction and low learning efficiency in class. The main reason is that the school does not pay attention to the curriculum system. The school only takes English as a subject for college students. Therefore, many teachers only pay attention to the teaching of professional skills and knowledge, but ignore the cultivation of translation ability. At the same time, some teachers do not pay attention to other nonverbal factors such as foreign language oral communication, which leads to poor translation effect and even the phenomenon of "dumb state", and finally makes it an inefficient, worthless or useless teaching means. Although many colleges and universities have set up relevant majors and foreign language majors to train translators or improve their own ability level, it is still difficult for those college students who have no interest, weak foundation and certain difficulties. Using reverse thinking for translation can make students

have a deeper understanding of what they have learned.

In College English teaching, students are the main body, while teachers are the guides and organizers. With the development and progress of the times. Colleges and universities also put forward higher requirements for talent training. Therefore, colleges and universities should pay more attention to the education of students' comprehensive quality and ability, professional skills and professional ethics. At the same time, they should also strengthen the educational reform of translation practice and improve its effectiveness and applicability. In addition, we should also pay attention to the use of reverse thinking in College English teaching, so as to better serve the high-level compound talents needed by the future society.

2.4 The Role of Reverse Thinking in English Translation Education

The reverse thinking method in College English translation education has a certain enlightenment in the teaching process. (1) Pay attention to the guiding role of reverse thinking in College English translation teaching, and enhance students' ability to analyze and solve problems by using their knowledge. In the classroom, we should make full use of network information technology, multimedia technology and other auxiliary tools to create situations for classroom activities. (2) Pay attention to cultivating students' comprehensive application ability and information processing skills, and create possibility models or methods suitable for communicators in different contexts by processing language materials, so as to improve college students' English translation level and enhance their ability to use reverse thinking to solve practical problems and solve problems.

In China, the main way of education is exam oriented education, and this teaching method pays too much attention to the study of book knowledge. In order to improve students' attention and training level of foreign language translation ability, we must change the traditional wrong understanding mode of overemphasis on acceptance and rote memorization. At the same time, we should change the current situation of teachers as the leading role in ideology, carry out the introduction of reverse thinking, and solve the problems existing in the process of work, Only in this way can we really promote the unity of the improvement of College English teaching quality and the direction of talent development.

3. Experiment

3.1 Investigation Contents

The main contents of this questionnaire are: Students' choice of reverse thinking introduction methods in translation teaching. The first part is whether college English translation majors understand the language knowledge they have learned in school and their learning attitude towards the course itself. It is mainly aimed at using reverse thinking ability to cultivate translation ability in College English classroom. The second part analyzes the problems existing in foreign language translation teaching in Colleges and universities, and puts forward some suggestions. Teachers determine their own ways and means according to teaching materials and objectives and tasks. The main purpose of this study is to analyze the introduction of reverse thinking in College English translation, so as to better promote students' learning and practical ability and cultivate their advantages in international competition. Therefore, through the study of College Students' choice of reverse thinking methods and strategies, this paper discusses and thinks, and puts forward relevant suggestions to improve the level of foreign language courses in Colleges and universities and

promote the development of education. At the same time, it also provides some reference opinions for schools to make them better applied to teaching practice.

3.2 Investigation Process

(1) Determination of respondents

The questionnaire is mainly designed for the introduction of reverse thinking in College English translation teaching. In this interview, this paper will use the method of comparative analysis. To understand the students' mastery of knowledge points after participating in classroom learning, the effects and feedback of teachers' use of this strategy. Through communication with teachers, problems are found and corresponding suggestions are put forward to improve the questionnaire results. At the same time, it also provides reference opinions and guidance for students who encounter doubts or do not understand in the process of translation.

(2) Determination of the number of questionnaires

This study adopts the form of questionnaire. In this design, the subject, object and content are determined first. The investigation shall be conducted based on the principle of clear objectives, requirements and purpose. A total of 200 student materials (including gender) were distributed for reference. There are 78 boys and 122 girls, a total of 200. There are some differences between men and women in reading time and grade.

3.3 Reliability of Questionnaire

The authenticity of the questionnaire actually refers to the credibility of the questionnaire, including two aspects. One is the authenticity of the questionnaire, that is, the rationality of the questionnaire content. The other is the authenticity of the questionnaire results, that is, whether they faithfully express the objective facts. Generally, the homogeneity reliability is divided into half reliability coefficients in the form of questionnaire. Commonly known as half reliability coefficient, that is, the respondents are divided into two halves, and then their reliability coefficients are calculated respectively. When the 20.5 reliability coefficients are consistent, the reliability coefficients of the whole answer are obtained by using Spearman Brown formula.

$$R_{SB} = 2r_{SH} / (1 + r_{SH}) \quad (1)$$

Where, r_{SH} : correlation coefficient of two half test; r_{SB} : estimated or revised questionnaire reliability. When the two half coefficients are different, it shall be calculated by Luren formula or Flanagan formula.

$$R_{Luren} = 1 - \frac{S_{a-b}^2}{S_t^2} \quad (2)$$

Where, s_{a-b}^2 is the variance of the difference between the average scores of the two halves, and s_t^2 is the variance of the total score.

4. Discussion

4.1 Students' Understanding of Difficulties in Translation Course

Table 1 shows the statistics of students' understanding of difficulties in translation courses in this

questionnaire survey.

Table1: Students' difficult understanding of the translation course

	Male	Female	Mean value
Inaccurate expression of the translation	85%	94%	89.5%
Do not understand the social culture involved in the original text background knowledge	95%	87%	92%
Understanding of the original words	97%	98%	97.5%
Understanding of the original syntax and grammatical phenomena	89%	91%	90%
An overall grasp of the context of the original text	90%	89%	89.5%

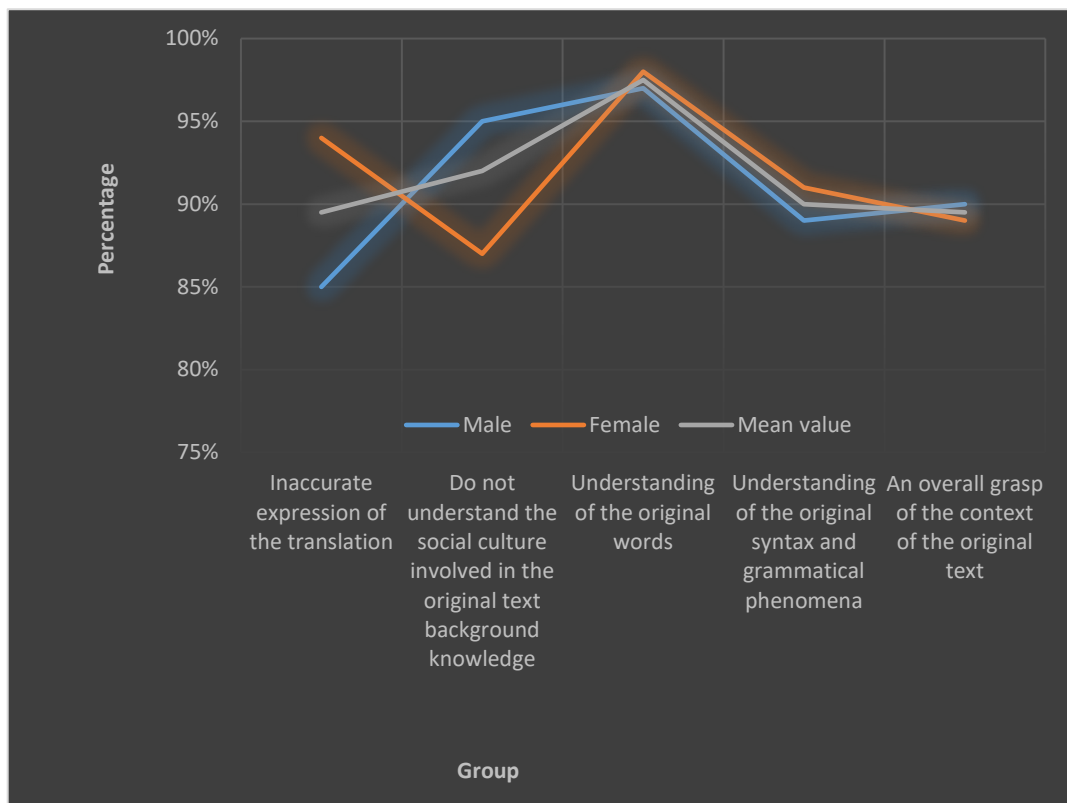


Figure 1: Students' difficult understanding of English translation

In College English teaching, the main purpose of students' learning is to improve their ability, not to serve the examination. Therefore, teachers should not blindly instill the vocabulary, grammar and other knowledge points in textbooks. Instead, we should choose the translation teaching materials and classroom contents suitable for our school's development needs and objectives and tasks according to the actual situation to teach the students to read all the course contents in the extracurricular books. Then pass this information to the teacher for explanation and review, so that students can easily master it. This experiment investigates students' understanding of the difficulties of English translation. This survey is conducted from the aspects of understanding the words of the original text, understanding the syntax and grammatical phenomena of the original text, overall grasp of the context of the original text, and lack of understanding of the social and cultural background knowledge involved in the original text. As can be seen from Figure 1, boys' and girls' understanding of difficulties is mostly similar. This is related to all kinds of difficulties they will

encounter in the process of learning. The first is the language environment. Due to the influence of Chinese traditional culture and the advanced educational ideas of western countries, there is a lack of good English learning atmosphere. Secondly, the students' personal ability is insufficient, the basic knowledge of foreign language is weak, and they lack practical experience and application ability. Thirdly, there are problems in school teaching, and teachers do not pay attention to the explanation of the content of teaching materials.

4.2 Current Situation of Foreign Language Translation Teaching in Colleges and Universities

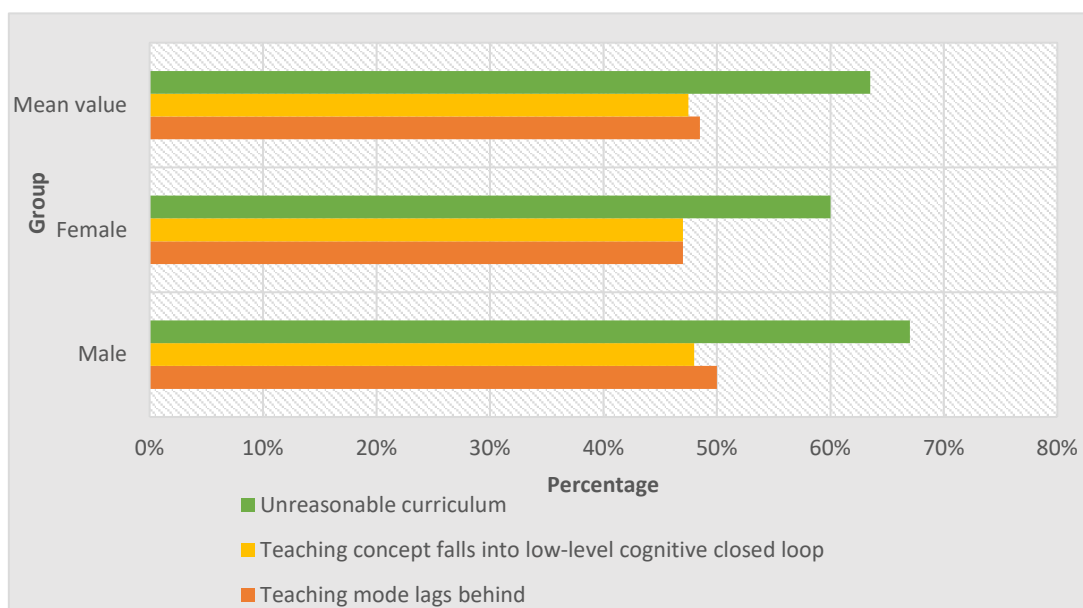


Figure 2: Students' views on the current state of English translation

College foreign language teaching plays a very important role in college education. It plays an irreplaceable role in improving students' comprehensive ability, cultivating their applied talents, promoting social development and foreign exchange. In Colleges and universities, teachers are the guides of students' learning, and their teaching ideas and methods also have a great impact on students. However, College English teachers in China lack the concept of foreign language ability training. Most of the time, the traditional classroom teaching method is used for translation guidance. As can be seen from Figure 2, college students' views on the current situation of English translation are mainly that the teaching mode lags behind, the educational concept falls into a low-level cognitive closed loop and the unreasonable curriculum. College Students' views on translation affect students' English knowledge and ability to learn English to a great extent. From a cognitive perspective, most people believe that foreign language is a highly professional subject. Many students feel that they have learned English or have not been exposed to too many cultures, and even think that teachers teach just to cope with exams. Others will question the differences between China and the rest of the world. These problems reflect college students' lack of correct understanding of English translation and lack of learning motivation.

5. Conclusion

With the development of the times, the social demand for talents is also changing, which requires

college English teaching to keep pace with the times. As an exam oriented education period, students need more comprehensive and comprehensive talents. Therefore, teachers and schools should pay attention to the improvement of students' reverse thinking ability at this stage. In College English teaching, the use of reverse thinking method is conducive to cultivating students' comprehensive analysis ability and problem-solving ability. This thesis mainly puts forward some solutions to the problems existing in College English translation teaching. Firstly, it introduces the background, significance and purpose of the research topic. Secondly, it analyzes the relevant literature review at home and abroad and the questionnaire survey of students to understand the students' mastery of knowledge points, and summarizes the methods and principles of reverse thinking. Finally, it investigates the problems existing in the introduction of reverse thinking in College English classroom, so as to provide reference opinions and suggestions for college teachers to apply this research topic in the future.

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