

Research on the Training Path of Applied Translation Ability in College English Teaching

Zhou Hong

Pingdingshan University, Pingdingshan, Henan Province, 467000, China

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Abstract: Under the social background of economic globalization, the communication between countries is becoming more and more frequent, which puts forward higher requirements and thresholds for language talents. What modern society needs is translation talents with compound skills. It is necessary to cultivate the applied translation ability of talents in order to break the shortcomings and disadvantages of traditional translation teaching. Through the translation teaching that keeps pace with the times, it can adapt to the reform requirements of College English and transport talents with practical value for the country. College English teaching itself is an important content and link in the stage of higher education. The main purpose of teaching English is to serve social development. We must comprehensively improve students' Comprehensive English level and pay attention to the cultivation of practical translation ability. This paper focuses on the cultivation path of Applied Translation Ability in College English teaching, hoping to provide some references and suggestions for relevant staff.

1. Introduction

In the context of the increasing integration of global culture and economy, all aspects of society need applied talents, such as management, business and culture, which requires college English teaching to grasp the demand orientation of the market and cultivate the practicability of social needs. Talents for translation teaching, translation is an important part of English teaching. To cultivate translation talents, we should change the disadvantages of traditional written translation and strengthen the cultivation of the practicability of translation talents. In the past, College English translation teaching was relatively limited to the teaching of theories and the explanation of written exercises, and did not combine the market demand and the current situation of the industry, nor did it carry out in-depth interpretation and analysis. As a result, the practical translation ability is far from the market demand, and it is difficult for students to find a satisfactory job and way out after graduation, Therefore, we must implement the concept of training applied talents into translation teaching in order to open a new pattern and situation of translation teaching.

2. The Cultivation Value of Applied Translation Ability in College English Teaching

It is very important to cultivate students' practical translation ability in College English teaching. First, cultivating applied translation ability is conducive to the synchronous improvement of

students in different sectors such as listening, speaking, reading and writing. College English teaching is based on listening, speaking, reading and writing. That is to say, the cultivation of translation ability is inseparable from listening, speaking, reading and writing. They complement each other and complement each other. If the consolidation of basic ability is ignored in College English translation teaching, the cultivation of translation ability will also be hindered. On the contrary, if the two are carried out at the same time, students will realize the importance of translation ability. Since then, I am more willing to participate in the learning of English listening, speaking, reading and writing [1]. Educators can play a good role in students' applied translation technology, carry out targeted translation guidance and translation error correction, and stimulate students' interest in translation. In the process of translation, students' basic abilities such as listening, speaking, reading and writing will also increase.

The second aspect is the cultivation of applied translation ability, which helps students understand the differences between eastern and Western cultures from a cross-cultural perspective and cultivate college students' English application ability. Students must strengthen the comparison between western culture and Chinese culture. In the comparison between the two, middle school students can clearly see the differences of thinking modes and cultural types behind the language, and gradually improve students' applied translation ability. At present, many college students will have some problems in the process of learning English, that is, they are reading long English texts. The material is that they know every word, but they don't know what it means together. This shows that the application translation ability is not just to know the words and grasp the basic grammar. It's not so simple. The application translation ability is not a simple language switching and conversion, We must combine the national cultural information and thinking mode information behind the text to act on the complete text content [2]. In order to improve students' English translation ability in the process of English learning, it must be transmitted from one culture to another and transformed in the form of discourse materials. Conversely, cultivating students' applied translation ability can also promote students to understand the differences between the cultures of English speaking countries and other countries from a cross-cultural perspective.

Third, cultivating students' applied translation ability is conducive to promoting national industry progress and students' personal development. The 21st century is an era of mutual competition. Under the background of fierce competition, the competition between countries and industries has evolved into the competition between talents. Cultivating students' Applied English translation ability can become a brilliant plus item for students. After graduation, it can be favored by working enterprises and posts, and play a good role in promoting students' personal development, It can also provide students with good working and living conditions and make students in an invincible position in the fierce competition. Looking at the country and society, as China's economic strength and international discourse power increase day by day, China's influence on the world stage will become greater and greater, the use frequency of translation talents will become higher and higher, and the number of diplomacy will continue to grow. In order for the country to display a good image on the world stage and carry out normal exchanges and communication between countries, it is necessary to grasp the international development trend through the language window, Formulate relevant strategies to deal with it. Whether from the perspective of students themselves or from the perspective of national development, it is necessary to cultivate students' applied translation ability under the background of College English teaching reform.

3. Current Situation of Applying Translation Ability in College English Teaching

At present, the current situation of College English Applied Translation Teaching in China can be reflected in the following aspects: the first aspect is that the teaching mode is relatively single,

English translation has strong comprehensive ability, which requires translators to master solid grammatical skills and theoretical basis, and have a fairly rich vocabulary. It is far from enough to cope with only relying on some translation skills explained by teachers in one hour in class [3]. In the process of classroom explanation, if teachers only focus on theoretical explanation and skill description, it is not conducive to mobilize students' participation enthusiasm, the interaction between teachers and students and the interaction between students. There is no problem in the current teaching about teaching, so it is impossible to adjust the teaching strategy.

Second, there is a lack of arrangements for translation training links in the current translation teaching. In the setting of teaching objectives in some colleges and universities, there is no professional English applied translation course at all. At the same time, there is no separate space in the syllabus to explain how to cultivate the applied translation ability. Therefore, the way and angle of setting up courses are highly arbitrary, and schools can arrange freely according to their own actual situation, This leads to a certain degree of uncontrolled phenomenon. Some teachers will instill some text translation or sentence translation in the process of translation, but the main purpose is to test whether students can correctly understand sentences and articles. Its purpose and direction are not aimed at mastering the ability of applied translation, which deviates from the training goal of English applied translation talents to a great extent.

The third problem lies in the lack of pertinence of teaching content. In the selection of teaching content, the word “applied” has not been well reflected. The theoretical knowledge and skills explained in the translation course lack the explanation content of applied translation. In the setting of after-school exercises, translation exercises are only to consolidate students' mastery of words, sentence patterns and grammar, and do not set questions for the cultivation of special applied translation ability, In other words, the overall translation course does not put the training goal of application at the core.

The fourth problem lies in the lack of hardware and software configuration, which makes it difficult to improve the quality of Applied Translation Teaching in essence. The reason why the application-oriented translation ability of domestic colleges and universities can not improve is largely due to the lack of construction of teaching staff, the lack of soft power, the difficulty of funds and funding, and the delay in building a translation teaching and training platform. With the progress of modern Internet technology, information technology has gradually penetrated into the field of university teaching and achieved good results. However, the means of translation teaching has not been improved in many aspects. At most, some translation software is used to test the effectiveness of translation, but the resource database is not built with the cultivation of application-oriented translation ability as the core, including off campus translation resources and students' autonomous learning materials, Lack of effective guidance for the cultivation of students' translation ability [4]. Therefore, while improving the strength of teachers and striving for financial allocation, China should also make the hardware construction of translation teaching more characteristic, highlight the characteristics of different schools, enhance students' application ability in the process of translation learning, and have more choices and opportunities after graduation in the future.

4. The Training Path of Applied Translation Ability in College English Teaching

4.1 Understand the Differences between Eastern and Western Languages from a Cross-Cultural Perspective

In order to cultivate students' applied translation ability in College English teaching, the first thing to do is to guide students to correctly view the differences and differences between eastern and Western languages from a cross-cultural perspective. Whether for English majors or

non-English majors, the purpose and means of cultivating their translation ability are diversified. On the one hand, students should master solid language skills and English skills, on the other hand, students should master flexible language conversion strategies, so as to meet the social requirements for the cultivation of comprehensive translation talents. It should be recognized that different languages contain a heavy history and culture behind them, and so does English. English is the common language of the English speaking world and the common language of the world. After thousands of years of development and evolution, it has become the material shell of western culture. Language translation can not exist alone without the culture behind the language. Translation is a cross-cultural communication activity. As educators, students should be guided to correctly view the differences between Chinese and Western cultures and Chinese and Western languages in many aspects, and carry out the applied transformation of language and text with a transparent vision and an open pattern.

Specifically, the first aspect is to change thinking. The cultures of China and the western world are rooted in different nationalities, different soils and different geographical environments. Therefore, the way of thinking and expression habits of language are naturally very different. For the Chinese people, the way of thinking tends to be integrated and collectivized. The Chinese nation is a nation that is very good at summarizing practical experience in history. Chinese characters belong to hieroglyphics. Its thinking focuses on the expression of images rather than the details. The west is different. The western personal pronouns I, she and he tend to be individualized in their way of thinking, mainly based on individual personality. At the beginning of a sentence, they generally use objective language and abstract expression [5]. There are not so many kinds of personal pronouns in spoken Chinese. From here, we can see that there are great differences between eastern and Western ways of thinking and language habits.

The second aspect should focus on mastering the connotation of western language. The Chinese nation has 5000 years of tradition and history. The Chinese people can be said to be the descendants of the dragon. Therefore, the dragon is of special significance to the Chinese people. In China, the dragon is a symbol of imperial power and authority, while in modern times, the dragon also means good luck and good luck. However, in western culture, they do not like the Dragon so much and think it is a frightening evil force. The most typical Western fairy tale common plot is that the prince saves the little princess. There is usually a dragon in a gloomy and terrible castle. The prince must kill the dragon to save the beautiful princess. From here, we can see that there are great differences between China and Western countries in treating the same animals.

The third aspect is to correctly understand the religions and beliefs of western countries. There are 56 ethnic groups in China, and their religious beliefs are also scattered and different. Buddhism and Taoism are the two major religions in China. The God believed by the Chinese is the Jade Emperor. However, in the western world, Christianity has ruled the western world due to many cultural cleansing movements in history. In addition to ethnic minorities and countries, there is only one God in the western world, that is “God”. Therefore, in the English vocabulary of western countries, God bless you “and thank God” thank God “. At these times, God will replace the belief in God in your heart. Therefore, in the process of Cultivating College English applied translation, teachers must first guide students to pay attention to the differences between eastern and Western languages and cultures, and explore the cultural differences and habits hidden behind the language, so as to lay a foundation for the cultivation of applied translation ability.

4.2 Change the Teaching Mode

To cultivate students' English application translation ability, educators should change the traditional single and boring teaching mode, adopt heuristic teaching, inquiry teaching, discussion

teaching and other teaching templates, and guide students to be good at discovering, analyzing and summarizing problems in the process of text translation. The whole English teaching process can be divided into three parts: independent translation, mutual evaluation and teachers' comments, These three parts have different emphases and can be used flexibly. Educators should also combine Internet teaching resources and educational means to create a corpus of translation materials for students and transmit them to students through online platforms, so that the cultivation of applied translation ability can form an online learning process with the support of Internet translation software and translation materials, and guide students to actively participate in it.

4.3 Strengthen the Construction of Software and Hardware

In terms of software, the first thing to do is to improve the professional quality of English teachers. A high-quality teaching team is an effective guarantee to improve students' Application-oriented translation ability. In terms of talent recruitment channels, we should improve the audit threshold of teachers. For on-the-job teachers, we should constantly strengthen the training of application-oriented translation skills, optimize teachers' knowledge structure, and let educators uphold the idea and concept of keeping pace with the times. In terms of hardware construction, we should pay attention to increasing capital allocation and material investment, updating internet teaching equipment and teaching courseware, and connecting modern translation teaching online and offline to carry out mixed talent training. For example, the use of micro class flipping classroom design, translation, paragraph appreciation, translation experience sharing, resource links and other plates, students can flexibly use and choose whether before or after class.

4.4 Optimize the Curriculum and Clarify the Curriculum Objectives

College education administrators need to re optimize the school's English curriculum, open up special space and time for applied translation courses, and clarify the discipline orientation, the goal of professional development and the direction of talent training. Firstly, we should build a relatively perfect applied translation teaching system and enrich the connotation of translation teaching. Secondly, we should help students consolidate the foundation. Applied translators must be excellent in translation theory and technology, otherwise it will greatly limit the application of their translation skills [6]. In addition, educators also need to pay attention to the respect for teaching rules, so that translators have good market adaptability. Generally speaking, the curriculum should be market-oriented and meet the needs of job vacancies.

5. Conclusion

To sum up, it is of great value and necessity to cultivate students' applied translation ability in College English teaching. In English teaching, educators should find the shortcomings of traditional teaching and improve it, help students understand the differences between eastern and Western languages and cultures from a cross-cultural perspective, strengthen the construction of hardware and software, speed up the change and transformation of teaching mode, optimize the curriculum, clarify the curriculum objectives and improve the practical level of English translation talents.

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