

A Study on Teaching Methods of English Translation in Colleges and Universities from the Perspective of Multiculturalism

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Keywords: Multiculturalism, English translation, Teaching, Strategy

Abstract: In today's multicultural exchange, the implementation value of translation activities is particularly prominent. Especially with the help of language translation and content transformation, the exchange and communication between different cultures can be realized without differences. In this process, the implementation value of English translation teaching activities is further highlighted. This paper intends to start with the cognition of the problems existing in English translation teaching activities, combine with the comparative cognition of the differences between Chinese and Western cultures, explore the requirements of English translation teaching under the cultural differences between China and the West, and then specifically analyze the implementation strategies of English translation teaching under the cultural differences between China and the West.

1. Introduction

In view of the actual situation of the current English translation teaching activities, focusing on practicability and the cultivation of application ability is the essential demand of the implementation of the whole English translation teaching activities. The cultural difference between China and the West is an essential difference, as well as a connotation and diversity difference. In the process of continuous practice, the best communication and integration have been formed, which has become the key strategy for optimizing translation activities.

2. Cognition of problems existing in English translation teaching

At present, in the implementation of English translation teaching activities, it mostly uses an isolated and single translation teaching concept, ignoring students' interest enlightenment and even the value thinking of language teaching system. In particular, it is not integrated from the perspective of students' own interest participation, which affects students' understanding of the essence of English translation teaching activities^[1].

In view of the current nature of English translation teaching, the necessary cultural knowledge supplement and concept improvement are neglected in the specific selection of translation teaching content. In particular, many teachers still follow the traditional teaching materials and methods, and the whole translation teaching is not energetic and lacks development. In the English translation teaching activities, information technology, intelligent equipment and other contents are not

effectively inclusive and necessary update, English translation teaching is obviously not contemporary and innovative^[2].

The English teachers regard the students' English level as their translation level. A series of surveys and studies show that some English teachers in colleges and universities are in the process of translation teaching English level and translation level are confused, think that the students of English High language level, strong translation ability, low English level, translation Ability is weak. In fact, English teachers have taught them in practice In the course, we need to recognize both English level and translation level There is a big difference between the English level of students, turn The translation level is not necessarily high. Many English teachers teach in the class In the process, often will tell the students about some more basic English grammar knowledge, let the students remember some simple English words Hui, and guide the students to translate some relatively simple after class Sentence, which will affect the students' English learning actively The improvement of sex is also not conducive to the overall improvement of students' English Language learning results.

Teachers know less about the culture of other countries. For now, some college students are facing others The country's language and culture is less understood, so this is one To some extent, it reflects that college English teachers are conducting translation teaching In the process of learning, the students were not given English in other countries Cultural explanation. In the process of conducting English translation, Just the translation of English sentences by word by word, not Will conduct in-depth research on the English language and culture, so this way On the one hand, it will lead to the students' English learning knowledge surface is relatively narrow Narrow, is not conducive to students to obtain high-quality English translation skills and Translation knowledge. Some English teachers are conducting translation teaching In the process, often only the content of the textbook for students Explanation, will not expand for students extracurricular English translation, knowledge, so in the classroom teaching, English teachers will be the vast majority of the time in the students to textbook knowledge learning, let the students translate textbooks relatively simple English sentences, in the long run, will lead to students in translating extracurricular English articles is very difficult.

Students 'mother language level is not high, which has a direct impact on students' translation ability. However, at present, the vast majority of college students, due to the lack of skilled application of the mother tongue, their own language foundation is not good, so in the process of English translation, translation more resist the study of English translation, resulting in a psychological resistance to English learning. In view of this situation, English teachers need to better cultivate students 'English cognitive ability, so that students can realize the impact of translation ability on students' comprehensive performance, and encourage students to take the initiative to participate in English translation training, so as to improve students' English listening, speaking, reading and writing ability.

Students lack practical ability. At present, the vast majority of universities conduct translation teaching for students, mainly to improve students' English learning and performance, so as to help students pass the CET 4 and CET 6. However, for students, some English teachers do not pay attention to translation teaching due to the less common English translation scores involved. In other words, the university English teachers for students' English teaching activities, mainly for, helped the students through the test, is not combined with the new era of social development for high-quality application talent demand, line target teaching, in the long run, will lead to students do not pay attention to English learning, reduce the students' English translation ability

3. Comparative cognition of the differences between Chinese and Western cultures

In the process of translation activities, the specific differences between culture is an important obstacle in the whole language translation activity and essential problems, especially the part of vocabulary, in different cultural contexts, and even the meaning of the cultural system is completely different, it is highly dependence between language and culture, determines it is difficult to ignore the cultural value and connotation of the words in translation activities. For any vocabulary, only from the perspective of culture, can the cultural connotation and information content of its interpretation be vividly explored. Therefore, it can be said that the vocabulary at this time has developed into the carrier of relevant cultural connotations, or the container of language application. The differences between Chinese and Western cultures are diverse. In addition to the differences in language usage, cultural taboos, social etiquette and even cultural customs are completely different, which are important contents to be interpreted in translation teaching activities^[3].

In their view, Chinese dialectical thinking contains three principles: the theory of change, the theory of contradiction and the theory of neutralization. The theory of change holds that the world is always changing and there is no eternal right or wrong. On contradiction, everything is a unity of contradictions composed of opposites. Without contradiction, there is no thing itself. The doctrine of neutralization is embodied in the doctrine of the mean, which holds that everything has a moderate rationality. For the Chinese people, the doctrine of the mean has been accumulated over thousands of years and has even become an internalized character trait^[4].

Different from Chinese dialectical thinking, western thinking is a kind of logical thinking. This kind of thinking emphasizes the world's identity, non-contradiction and neutral. Identity holds that the essence of things does not change, that a thing is always itself; Noncontradictory believes that a proposition cannot be both true and false; Exclusion emphasizes that a thing is either right or wrong, with no middle. The way of thinking of westerners is also called analytical thinking. Unlike Chinese people, they do not pursue compromise and harmony when considering problems. Instead, they like to separate things from the whole and make logical analysis on the essential characteristics of things.

4. English translation teaching requirements under the cultural differences between China and the West

Based on students' understanding, especially focusing on the integration of students' interest and cultural understanding ability. In the process of current college English translation teaching innovation, more effective use of all kinds of translation materials, by guiding students to explore effective English translation material, behind the cultural idea, in guiding students to read effectively embodied by the idea behind the translation material, by combining the student's own understanding ability and cognitive level, thus in the true sense, To achieve reasonable penetration and deep tolerance between current cultural concepts and English translation teaching and avoid the phenomenon of too empty and unreal translation results. Therefore, a vivid and reasonable English

translation teaching activity should be constructed based on students' cultural cognition ability, appropriate cultural translation materials and students' understanding level. Through guiding students to experience the cultural connotation of specific interpretation in translation materials in translation teaching, a cultural translation system can be constructed. In addition, in English translation teaching, we need to specifically recognize^[5].

One is literal translation. Literal translation can highlight the metaphorical means and symbolic images contained in the original text and reflect national characteristics. However, literal translation is not a direct rigid conversion of the language, but a translation based on the form of the original text and the language environment of the original text without affecting the content of the original text, that is, the introduction and transplantation of foreign means of expression, but attention should be paid to make it conform to the language norms and expression habits of the target language. With the continuous advancement of the belt and Road Initiative, Chinese and Western cultures have entered the stage of integration. In some language environments, there are certain similarities in content, form and psychology. Literal translation is easy to understand and retains the charm reflected in the original text.

Second, free translation. In essence, translation is a meaning-based correspondence or compensatory conversion between two languages. Language with form and nonsense is just a sign without meaning. Therefore, in the process of communication with other countries, cannot use literal translation completely out of the original content, can be based on the principles of reception aesthetics, on the basis of language cultural characteristics of the audience, the psychological expectation, aesthetic orientation, customs and habits, etc., on the basis of without changing the original content and free translation method based on the theory of "domestication"^[6].

The third is literal translation and free translation. Translation requirements should not only strictly follow the original ideas, reproduce the original style, but also conform to the national norms of the target language. As two methods of translation, literal translation and free translation have both advantages and disadvantages. Literal translation can retain the appearance, content and style of the original text, but it cannot completely solve the contradiction between the two languages. Free translation is not confined to the form, in line with the national norms, can be close to the interpretation of the original content and style, but easy to one-sided elegance, resulting in distortion. When the two methods of literal translation and free translation are used interactively in translation, so as to make full use of their strengths and circumvent their weaknesses, complement and coordinate with each other, a high-quality translation can be produced.

5. Strategies for the implementation of English translation teaching in the context of Cultural differences between China and the West

English translation teaching is a normative and controllable teaching activity. In the current innovation of English translation teaching, both students and teachers need to recognize the cultural value of English translation teaching and realize deepening and rationalization of understanding. Especially from cross-cultural perspective to the translation teaching content, process and so on understanding, through cognitive specific cultural differences, so as to realize the structural optimization of English translation teaching, and make the translation teaching of English, able to maintain the correct direction of innovation, promote English translation teaching to achieve health, ecological, cultural, and rational development^[7].

The connotation interpretation of English translation teaching is the cultural concept, and its core and key is the specific language application. Therefore, for English translation teaching activities under the cultural differences between China and the West, both the specific content of translation teaching materials and the implementation form of translation teaching need to be constantly

improved and updated in the context of cultural exchange. Today, with the increasing diversity of cultural exchange ideas, exploring the essential differences between Chinese and Western cultures, focusing on the specific cultivation of students' cultural awareness from the selection and integration of specific cultural materials will have an essential impact on the innovation of English translation teaching system in a real sense. Translation teaching based on cultural differences will also make teaching activities more meaningful.

In addition, teachers need to make students realize the knowledge of English language Learning and the learning of English culture are interrelated. The two permeate each other, complement each other, and the language and culture will follow. With the development of culture, English teachers are treating their students. In the process of translation teaching, we need to lead the students in first Study of language and culture. In English classroom teaching, English Teachers can make good use of China's advanced multimedia equipment, in class Hall teaching into a diversified teaching means, the use of multimedia Teaching, for students to play a lot of English translation videos, to learn For a lot of independent communication and discussion time. English teachers can also That the students reasonably divide the English classroom translation learning is small Group, let the students learn from each other's English version in the group Translation way, to achieve mutual help between students, win-win cooperation. Finally, in the English classroom teaching, teachers also need to be timely Summarize and reflect on students' performance, teachers should closely Note on students 'classroom performance, for students' questions, to Answer them in time. At the same time, teachers can also encourage students to use their spare time to read English extracurricular reading materials Reading, in the process of screening English reading works for students In Chinese, English teachers need to try to fit the students' daily life On the occasion, for students to choose suitable for this stage of reading materials, abundant Rich and develop the students' body and mind, let the students in the English language In the process of reading, I experience different cultural connotations.

6. Conclusion

From the practical point of view of the current English translation teaching activity, it is not only a form of language, but also a language communication activity. Therefore, the factors involved in this activity are extremely rich and diverse. In the context of continuous optimization and comprehensive upgrading of English translation teaching, English translation teaching has become an exchange activity based on cultural differences. The whole translation activity carries and contains abundant ideas. In the innovation of translation teaching, the content to be displayed is not only to enrich and improve knowledge, but also to build a new translation teaching mechanism based on students' interests and personal knowledge and understanding ability.

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