

# Difficulties of Semantic Changes in the Process of Translation and Education against the Background of Linguistic Culture

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**Abstract.** The most relevant and complex areas of linguistic research are the problem of translation and the educational process. Here are at least two main problems - “the problem of meaning” and “the problem of correspondence.” Over the past few years, linguists in Russia and other countries have paid attention to the problem of the relationship between conceptual and linguistic content. However, there is still a lack of research on vocabulary with specific cultural connotations in this field. Based on this status, the purpose of this study is to illustrate the interaction between two languages, analysis of translation and teaching procedures, and give relative advice to its future. The research show: 1) Translation is not separable from language connotation but is governed by it. For each morpheme, we must investigate the source of the issue. 2) For some vocabulary with specific cultural connotations, can't use the translation method of metaphysics. At first, we must understand its cultural background and even philosophical thinking. 3) In the process of education, students should complete the ideological transformation from “governance by language” to “manage language.” In conclusion, we must research and analyze the root of that difference is from politics, economy, religion, esthetics, and public opinion.

**Keywords:** Semantic changes; Linguistic culture; Translation; education.

## 1. Introduction

Through the analysis of morphemes with specific cultural connotations, further study on how to use linguistic culture, religious culture, philosophical thoughts, etc. To achieve faithfulness expressiveness and elegance in the bilingual role and teaching process. The main purpose of this research is 1) Briefly explain the difficulties caused by the change of semantics. 2) Analyze words with specific cultural connotations and sum up the translation methods of it. For example, the translation of “以夷制夷[1]”(yǐ yí zhì yí)—“overcoming foreigners by foreigners”. 3) Help students build a sense of combining background culture in the translation process.

## 2. Semantic Translation Problems

The translation is designed to satisfy the need of society for bilingual communication, as close as possible to natural monolingual communication. Therefore, it is very important for the translator to know what problems he may encounter in his professional activity, to know the norms of translation and the requirements for him. The scientific resolution of the “problem of meaning” requires an understanding of how, in the process of generating and perceiving speech, language units of different levels (words, phrases, sentences) can be correlated with the non-lingual implied content of the statement.

The following translation problems related to the divergence of the semantics of languages can be distinguished[2]: 1) differences in categorization 2) grammatical differences, 3) grammatical differences as a factor in metaphorization 4) hidden categories.

1. Differences in categorization: in each language, there are certain pictures of the world that are fixed in the language material (words, concepts, etc.). For example: the word “Сутки”(day) in Russian does not correspond to their concept in English (morning, noon, afternoon, evening, night); the word 分发 (fēnfā—hand out) in Chinese does not correspond to their concept in Russian (раздавать; распределять, рассылать; расставлять).

2. Grammar differences: among the interlanguage differences, the grammatical differences between the two languages are significant. For example: The three words I love you in Russian can

change positions arbitrarily, but the meaning of the sentence is not changed. However, in Chinese, it must be expressed strictly in the semantic and syntactic orders of SVO[3]. (Я люблю тебя; Я тебя люблю; Тебя я люблю —我爱你 wǒ ài nǐ).

3. Grammar differences also affect linguistic metaphors. For example: money—деньги; ink—чернила ; we are searching for talent everywhere.—Мы повсюду ищем таланты; They left the room with their heads held high.—Они вышли из комнаты с понятой головой.

### 3. Translation and Analysis of Words with Specific Cultural Connotation

#### 3.1 Vocabulary with a Historical Connotation

In the People's Daily (Overseas Version) on March 5, 2015, many words with specific cultural connotations appeared in the article titled "Israeli Prime Minister's Speech Questioned and Obama's Disagreement Intensifies Conflicts[4]."

有人说内塔尼亚胡相当聪明,他利用共和党阵营对奥巴马“不爽”,即使不能“以夷制夷”阻止美伊核框架协议出台,也能借住这次“出彩”在两周后的大选中占据先机. Translation: Some people may say that B. Netanyahu is very smart, because he used the Republicans to “inconvenience” B. Obama. Even if he can't “overcoming foreigners by foreigners” by blocking the framework accord between the USA and Iran, he can use this “spectacular speech” to dominate the presidential election in two weeks. “以夷制夷” this expression is derived from a historical event “洋务运动 [5] ” (“Self-Strengthening Movement”). It was a “self-salvation” movement carried out by the Westernization Group in the 1860s and late 1990s to introduce Western military equipment, machine production, and science and technology to save the Qing Dynasty. The full expression of this sentence is “师夷长技以制夷” (“Learning Merits from the Foreign to Conquer the Foreign”). This theory was put forward by Wei Yuan in the book “Illustrated Annals of Overseas Countries.” Wei Yuan was one of the pioneers who watched the world with a new vision in modern China. Only when we understand its historical and cultural background can we better understand and translate it. In the process of translation and education, we must understand the difference between knowing the name of something and knowing something .

The expression 以夷制夷, It originates in the era of feudal China and is one of the political strategies, thereby embodying the “Chinese characteristics.” T.N. Lobanova believes that "the author of the article identifies the United States and Iran with barbaric countries, implicitly implementing the tactics of insult."

#### 3.2 Vocabulary with Metaphorical Meaning

汉字“香”(xiāng)在《说文解字》[6]中的解释是:芳也. 从黍从甘.《春秋传》[7]曰:“黍稷馨香”. Examination of the explanation of 香”(xiāng) by ShuoWenJeiZi 《说文解字》[6] is sweet-smelling. The grain is fragrant and sweet. As mentioned in the “The Spring and Autumn Annals,”: food and grains are delicious. This Chinese character has many meanings, such as: 1) Smell is good: opposite to the word stink; 2) Comfortable: sleep well; 3) Taste good: the dish is fragrant; 4) Popular: This kind of clothes is prevalent in the market; 5) Surname. “真香”(so appetizing) is the most popular online term in 2018. The earliest came from the 20140602 episode of Hunan TV's "Deformation Meter." In the show, the protagonist Wang Jingze disliked the rural conditions and wanted to return to the city. The grandfather of the rural family has always persuaded him. But Wang Jingze said: “Starving to death, dying outside, jumping from here, will not eat anything.” After a while , Wang jingze, who has been hungry for hours, can only eat in rural families, and said" So appetizing," while eating. The meaning here refers to a person's determination not to go or do a thing, but the final behavior is diametrically opposite. It is mainly used to indicate a mental state in which a person's expected thing is very different from the final result. In today's China, The "True Fragrant," Terrier has become a classic expression for judging the end of Pride. On November 16, 2018 on Sina's website, this term was used in the article titled “The U.S. obstructs Russia from Exporting

Natural Gas to Europe While...So appetizing”. 《美国一边阻碍俄罗斯向欧洲进口天然气一边.....真香!》. [8] In the title, the journalist wrote a text with deceptive expectations, where the ellipsis magnifies the effect of the surprise. Thanks to the phrase "真香" (translation: "so appetizing"), the author has successfully portrayed the image of the United States in the minds of readers. The United States initially announced that it would not ban exports, but then regretted it. Just using this short phrase in the article successfully expressed the irony well. This example illustrates that if you want to understand a word with metaphorical meaning, you must at first understand the meaning of the word itself.

#### **4. How to Help Students “Manage Language.”**

Linguistics-this is the science of the natural human language in general and all languages of the world as its individualized representatives.[9]With the development of globalization and intercultural communication, in the process of teaching, we should help students build a sense of combining background culture in the translation process. To achieve this, the following three methods[10] can be used:1) Formation of skills for finding the necessary information and its processing; 2) Formation of educational independence ; 3) Expanding horizons and deepening knowledge in the discipline. As a teacher, we must emphasize the application of self-adjustment strategies in the aspects of metacognition, motivation, and behavior and it stresses that the translation process is a feedback activity and circular process that be characterized by self-orientation. We also must make clear that the students majoring in language have the acknowledgment of when and how to use a certain kind of learning strategy, and make proper reflection. Compared with the translation method that only emphasizes the meaning of words, the combination of background knowledge for translation will greatly improve the accuracy rate. In this process, the background knowledge of the students will be continuously expanded. This method will make students' knowledge more diverse. So we must help students build such awareness during the teaching process. In other word, teachers should help them complete the transformation of the learning process: from learning the language to managing the language and finally forming their language style.

#### **5. Conclusion**

As it is discussed above, in the process of linguistics translation and teaching, background knowledge should not be separated. Especially those with a specific historical background and metaphorical words, we should pay more attention to his semantics and background knowledge. As a teacher, not only give a fish to the student but also teach them to fish in the teaching process, help students build correct linguistic thought in the teaching process.

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