

The Teaching Reform of English Majors' Translation Course in Higher Education under the Model of Applied Talent Cultivation

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Abstract: In the process of teaching translation of English majors in higher education, because of the strong application of translation knowledge, teachers need to continuously improve their practical application skills in order to ensure the overall quality of personnel training, especially in the application. Under the education mode of talent cultivation, there are certain problems and deficiencies in traditional English translation course teaching. In order to effectively improve the quality of course teaching and train excellent applied English talents, the teaching reform of English translation courses is imperative. On the basis of an in-depth analysis of the characteristics of the teaching of English translation majors, this paper elaborates the teaching reform strategies under the applied talents cultivation model.

1. Introduction

Under the current education situation, the demand situation of talent has also undergone a fundamental change, especially for English translators. However, due to the influence of traditional education concept, the current English professional translation course is still in the traditional form in the teaching process. The emphasis on students' practical ability in English application is obviously insufficient. This has affected the effectiveness of English course teaching to a great extent. Become a major obstacle to the training of personnel. Only by making effective teaching reforms in English professional translation courses and improving the applicability and effectiveness of personnel training can we fundamentally solve this problem [1]. Therefore, it is of great theoretical and practical significance to deeply analyze the teaching reform strategies of English translation specialization under the mode of application-oriented personnel training in order to promote the quality of personnel training.

2. Problems in the Teaching Process of English Professional Translation Courses under the Mode of Applied Talent Cultivation

2.1 Lack of scientific and reasonable planning for teaching content

For students, in the process of learning, whether the teaching content of the teacher is scientific and reasonable is very critical, which directly relates to the degree of acceptance and understanding of the students. The same knowledge content, if the teacher before the lecture, the scientific and rational planning of teaching content, and in the teaching process in strict accordance with the established plan to carry out teaching activities, students will accept and understand knowledge quickly, but on the contrary, students The study will be affected by certain [2]. In the current practice of English professional translation courses, the phenomenon of unscientific teaching is ubiquitous. In order to

pursue the overall quality of teaching and teaching effects, some teachers instill theoretical knowledge and follow the process of formulating teaching plans. The willingness to do it simply believes that improving the teaching standards can improve the overall quality of the students. Therefore, ignoring students' learning and growth characteristics in the teaching practice will lead to inconsistencies between students' learning and actual intellectual development. This will not only fail to improve teaching quality. The expected effect may instead have a greater negative impact on students' later learning.

2.2 The excessive formal application of teaching methods and lack of substantive significance

The new round of curriculum reform has been going on for some time and has achieved some initial results. With the progress of curriculum reform, some of the more innovative teaching methods have emerged. Many of these teaching methods are very effective. The application of teaching methods has changed the traditional teaching methods and teaching concepts and greatly improved the teaching methods. The overall quality of teaching [3]. However, there are still some problems in this process. Due to the influence of some teachers' inherent teaching concepts, the acceptability of these new teaching methods is relatively low, and there is also a certain degree of deviation in their understanding. Therefore, in the process of practical application, these teachers are influenced by the trend of curriculum reform and have to pursue the innovation of teaching methods. , but only for formal applications; some teachers even oversimplified the pursuit of teaching and ignored the original purpose of teaching. On the surface, the teacher has better applied new teaching methods, but in fact it does not play the expected role of teaching methods, and sometimes even spent a lot of class time because of the pursuit of teaching forms, which affects the teaching of information and knowledge transfer. This is not conducive to the overall improvement of teaching quality, which is obviously not worth the candle.

2.3 Lack of knowledge summarily and feedback process

According to normal learning rules, after learning new knowledge points, students need to make corresponding summary and feedback in a timely manner, so as to better help students understand and master new knowledge, and then have practical application capabilities. The new curriculum standard also regards students' practical application ability as the main training objective. However, from the current teaching situation of English professional translation courses, there is no process of training and feedback of new knowledge in the teaching process, and often neglects the training and application of knowledge. process. After the students learn new knowledge, the teacher should carry out targeted training in a timely manner and examine the students' mastery of knowledge from different perspectives. In the course of the exercises, the teacher can discover in a timely manner what knowledge the students have and that they are not well-controlled. It is prone to problems and further targeted explanations to promote students' better understanding and mastery [4]. However, unfortunately, the current lack of training and feedback process in English professional translation course teaching, students' mastery of new knowledge varies, affecting the overall quality of teaching.

3. Several Issues in the Teaching Reform of English Majors in the Application-oriented Personnel Training Mode

3.1 Guarantee the systematization of English professional translation course teaching

In the teaching practice, knowledge is highly systematic. Therefore, systematic principles should also be followed in the learning process so as not to separate the integrity of knowledge and cause obstacles in understanding [5]. Under the background of the current era of network development, fragmented information knowledge is flooding the entire network. Affected by this, some current teachers also implement fragmented teaching in the teaching of English professional translation courses. They do not focus on the coherence and cohesion of knowledge. In the process of learning,

students are also one-sided and lack systemic understanding. In the process of practical application, the disconnection of knowledge chain has a greater adverse effect on learning and application. Therefore, in order to effectively improve the level of application-oriented personnel training, the teaching reform of English professional translation courses should focus on the systematic nature of knowledge, and make reasonable plans in the teaching practice to help students establish a complete knowledge system, and clear out the context of knowledge. The curriculum education goal is the main line, identify key connection points, infiltrate the teaching reform into all aspects of teaching, grasp the systematization and integrity of knowledge, and effectively improve the quality of the teaching reform of applied translation of English majors.

3.2 Pay attention to students' main position

In the learning process, students are not passive recipients of knowledge, but based on their own knowledge system, they constantly enrich and improve new knowledge and build a knowledge framework to improve their overall quality. These are all students should take the initiative to complete. However, under the traditional concept of education, the students' initiative has not been maximized. The main position in the classroom has been completely replaced by the teacher's explanation. The students learn in full accordance with the teacher's ideas and lack active thinking. 6]. At the same time, the constraints of various rules and regulations also restrict students to the existing space. Creativity and learning thinking cannot be effectively played, which affects the overall quality of teaching. Therefore, in the process of the teaching reform of the English professional translation course, the teacher should pay full attention to the student's main position, actively innovate the teaching form, and give full play to the guiding role of the teacher in improving the subjective initiative of the English translation course. Thinking and translating practice, changing the teaching malpractice of passive acceptance of knowledge in the past, so that students gradually develop independent learning habits, enhance learning confidence, and lay a solid foundation for further study and practical application.

3.3 Pay attention to the practical teaching of translation and grasp the characteristics of the era of translation

The practicality of translation teaching is extremely strong, and the breadth and depth of serving society is also obvious. Therefore, the translation course teaching oriented toward cultivating English professional application talents should pay more attention to the construction of practical teaching system: the advancing of the teaching content, advancing with the times, the teacher's dual-teachers' ability and qualifications, and the construction of training rooms that meet the characteristics of translation teaching. The configuration and application of oral translation training software, the setting of practical teaching credits, and formative assessment methods all need to be integrated.

4. The Effective Strategy of English Professional Translation Course Teaching Reform under the Application-oriented Personnel Training Mode

4.1 Develop a scientific and rational teaching plan

The scientific and rational teaching plan is a key factor to guarantee the quality of teaching. Therefore, in the practice of English professional translation course teaching reform under the mode of application-oriented personnel training, a scientific and rational teaching plan should be established first. In this process, teachers should have a deep understanding of the characteristics of students' learning, combine the characteristics of students' growth and mental development, and formulate a reasonable teaching plan, which is also the most likely to be ignored by teachers. Because of the influence of the traditional education concept, the teacher pays too much attention to the teaching progress during the teaching process, which has a relatively large negative impact on the teaching plan [7].

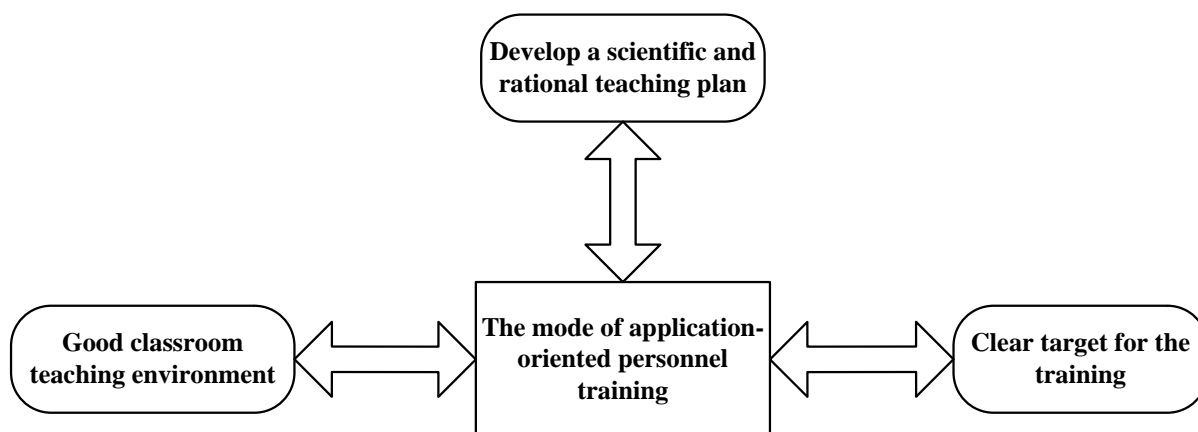


Fig. 1 The effective strategy of English professional translation course

Teachers should take into account the personality and common characteristics of the students in the process of formulating teaching plans, clarify reasonable teaching objectives, highlight students' learning abilities, and optimize the structure of classroom teaching according to the teaching plan, and reasonably arrange class schedules to solve problems in time. Problems, to ensure that students can fully experience and understand new knowledge, to experience the sense of learning and sense of achievement, and truly realize the organic combination of teaching reform and capacity development, emotional attitude building, and effectively improve the English professional translation course teaching Quality of reform.

4.2 Create a good classroom teaching environment and promote student self-learning

The learning environment has a very important influence on student learning. Therefore, in the process of teaching reform, teachers should pay attention to the establishment of the teaching environment. Classroom is the main place for students to learn. Teachers should make more efforts to create a good classroom environment and actively adopt various effective methods to create a teaching environment that is most suitable for students to learn and promote students to better understand and master the teaching environment. Knowledge [8]. With the optimization and upgrading of teaching methods, a variety of new teaching forms have emerged. These teaching forms have a very obvious effect on creating a good classroom teaching environment and improving the overall quality of teaching. Multimedia teaching is one of the more obvious ones. In the teaching reform practice of English professional translation courses under the mode of applied talent cultivation, teachers can use multimedia technology as the main carrier to actively carry out multimedia teaching. This will not only change the boring nature of traditional teaching forms, but also stimulate students' interest in learning. A certain degree of active classroom teaching atmosphere, creating a good teaching environment, and then play a role in improving the quality of teaching.

4.3 Establish a clear target for the training of applied talents

Under the current application-oriented personnel training model, the unclear goal of the English professional translation course is one of the major issues affecting the improvement of teaching quality. In order to fundamentally solve this problem, teachers should first establish a clear talent training goal before teaching. Specifically, teachers should use the syllabus as a guide, and in accordance with the teaching reform standards of English professional translation courses, combine the curriculum standards with the purpose of training applied talents, and formulate scientific and rational teaching goals [9]. Through scientific teaching and design, students can build a complete knowledge system of English. While explaining the new knowledge, they can also review the learned knowledge so that students can both learn and understand the new teaching process and form a benign experience. The teaching cycle gradually improves the students' ability to use English, and promotes the quality of the English professional translation courses under the applied talent cultivation model.



Fig. 2 Current application-oriented personnel training model language Market

5. Conclusion

Under the applied talent cultivation model, the English professional translation course teaching reform should aim at improving students' English translation ability and cross-cultural communicative competence as the main teaching objectives. It should be guided by systematically learning translation theory combined with a large number of practical training. Students continue to improve their practical ability in using English translation to better achieve the expected goals of applied talent cultivation.

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