

Cultivation of Cross-cultural Awareness in College Translation Teaching

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Abstract: The deep relationship between culture and language is determined by the process of learning English. We must pay attention to the teaching of Western culture. Therefore, this paper focuses on the cross-cultural implications in the process of College English translation teaching. The study of knowledge cultivation mainly focuses on textbooks and teaching methods. We must understand how to cultivate students' cross-cultural awareness in Translation the aims to teaching is to improve the abilities to students' overall translation. Language embodies culture, which restricts language is inseparable from the mastery of its cultural connotation. A basic link in the process of learning is the natural need for Western culture as deep understanding. Therefore, the teaching of translation should not only talk about it. The skills of teaching translation also involves knowledge of relevant cultural backgrounds. Understanding and focusing on the cultivation of Cross-cultural have awareness to prevent students from learning English.

Learning is based on Chinese culture and falls into the misunderstanding of pure code-switching. It causes unconscious misunderstanding of English. If the public lounge is translated for rest room; Smoking is not allowed, etc .English translation is due to the lack of understanding of English culture implication distortion. Although in recent years, many colleges and universities have strengthened their translation efforts. It focuses on the cultivation of cross-cultural awareness in teaching. It has not formed a systematic system which is accompanied by global cultural exchanges. In the process of translation teaching, the cultivation of cross-cultural awareness is summarized in order to promote the improvement skills of students'overall translation .Based on the whole process of translation teaching, this paper discusses the teaching materials and teaching methods whose strategies for cultivating cross-cultural awareness are rich teaching materials. The basic cultural system for the birth and development of language has its own characteristics. Therefore, in the process of translation teaching, cross-cultural training should also be based on the system and meet the system. First of all, we must choose the textbooks to find out whether the textbooks are unexpected or not. Only in this way, we can turn our point of view .It focus on cultural acquisition as the criterion which can make the cultivation of cross-cultural awareness as a part of translation teaching system. It is an important component. At the same time, in the process of translation teaching, teachers should not stick to the translation textbooks themselves and combine with language knowledge appropriately. It adds some cultural background knowledge related to it. In addition, language is developing, meanwhile, culture is updating for English translation. The teaching material will inevitably lag behind. Therefore, it is necessary to inject new cultural vitality into translation teaching. A widespread and interesting

reflects the cultural background of the times when clicks on the news to broaden students' cultural horizons and increase students' abilities to cultural knowledge, which cultivates students' cross-cultural awareness. To optimize the structure of students' English knowledge especially, teachers can serve students through the Internet. To provide more and broader learning materials of western culture, we can enrich cultural learning materials and promote the effectiveness of translation learning in order to increase in the rate.

1. Improving teaching method

The deep relationship between culture and language, if the culture itself, comprehensive features determine cross-cultural awareness in translation teaching. Training should adopt flexible teaching methods. A single text from tradition can adopt the methods of special cultural lectures and comparison of cultural differences. Outside the classroom, it can adopt cultural autonomous learning method and responding to college English Course Teaching Learning Requirements makes full use of Web-based Informatization Teaching Law is diversified and three-dimensional teaching model to strengthen which is deepen the cultivation of cross-cultural awareness.

2. Teaching Method of Cultural Theme

The teaching method of cultural themes refers to the study of translation for students. Under universal cultural aberration, background of English and American cultural is taught. This method has been built up. With the characteristics of medium and large amount of information, students can have a good understanding of Western culture to correct understanding in order to improve students' cognition of knowledge of English Language. Cultural lectures are based on English learning. Basically, the content should also be related to the English language, including culture, proverbs, idioms, slang and idioms. English idioms which is covering proverbs and slang can be said to the essence of English language the culture is the correct understood and use of Idioms. It is an important mark which is reflecting the level of English translation. English, as an important rhetorical device in language. It has strict structure conciseness which is profound implication, and strong expression containing rich cultural knowledge. Therefore, the study of cultural knowledge in idioms is the most important part in the teaching of cultural themes. The main content is also the emphasis of cultivating cross-cultural awareness in the process of translation teaching. Language is also endowed with rich cultural significance which requires teachers to translate to students' frequent occurrences in the teaching process. The problem of misinterpretation is related to cultural knowledge which addressed a special topic. In this process, we can make full use of network and multimedia teaching technology which is fast and vivid to introduce students for cultural background knowledge.

3. A comparative approach to cultural differences

In the process of translation, most of the differences are due to English. In translation teaching, teachers can cultivate their studies by comparing Chinese and English cultures for students' cross-cultural awareness. The comparison of cultural differences is Intercultural Communication. One of the most important means in international teaching is through English culture and Chinese. By comparing cultures, students can understand the differences between the two cultures. Unknowingly, cultural education can enhance sensitivity of intercultural communication and the combination of intercultural. English language for students can translate concise sentences. For example, "dog" are mostly derogatory in Chinese culture. However, "dog" is often praised in English culture. The word "dog" is used to translate into each other and it does not mean inferiority. In addition, we should pay attention to the comparison of deep cultural differences, because the linguistic phenomena reflected

by deep culture that is very extensive. On the other hand, the comparison of deep cultural can effectively eradicate translation. There are many cultural distortions in the process to take religious culture as an example. The linguistic phenomena reflected by religious culture are very far-reaching, Chinese and Western. Fang's religious culture is quite different. Confucianism, Taoism and Buddhism, China's three major religions. Therefore, in China's traditional culture, Taoism appeared as "Jade Emperor" and Buddhism as "Guanyin". There are Pangu who "pioneered heaven and earth" and God who "dominated nature". But these cultural awareness does not exist in European and American cultures. Many people who are in Christianity believe that the world was created by God. Everything is arranged by God's will. The difference between God and God should be translated. For example, the University of British translators who translate the phrase of Grandma Liu's "conspiracy" in Wei Hawkes' translation of *A Dream of Red Mansions*. When it comes to man, it comes to heaven, translate it into Man. Grandma changed from believing in God to believing in God and from Buddhism to Christianity. The main reason is that there is no real understanding of the Chinese and Western deep-seated. There are many differences between Chinese and Western languages and cultures, which need to be solved. Errors from students' misinterpretation of Western culture which starts from the image, according to the scope and depth of the impact of the problem, targeted contrast the differences between Chinese and Western cultures in order to cultivate students unconsciously students' cross-cultural awareness.

4. Cultural Autonomous Learning Method

The universality of culture determines the cross-cultural meaning in translation teaching. The cultivation of knowledge is a continuous process. Therefore, only teachers are needed. Classroom teaching is far from enough, and students' independent culture is also needed. Knowledge learning makes full use of the network as a learning platform to cultivate learning students' cross-cultural awareness which needs to provide learning materials. Identity, students encounter in the process of translation in solving problems which collect and sort out real-time and practical views. Students should communicate and discuss in time to deepen their knowledge of English culture.

5. Conclusion

The cultivation of cross-cultural awareness in translation teaching is a department for teachers who must pay more attention to the process of unity and long-term through the whole process of teaching. Even in the teaching evaluation, it also involves the evaluation of cultural knowledge to encourage students to go to school independently. The trend of world economic globalization has been strengthened. The business contacts have been strengthened. More and more frequently, China's reform and opening up has been successful .Because of people who are from different cultural backgrounds, there will be different cultural differences which promotes international trade and economic exchanges it will grasp these differences and solve business communication and discussion. Specific cultural background and different values will form different ways of thinking. When we express our thoughts, we tend to be implicit and euphemistic. China emphasizes responsibility while the West emphasizes gratitude. The West believes that people are born guilty and must confess to God. Chinese people have believed that human nature is good that it ia learned from others. Therefore, when talking with people, we should know the situation in advance and grasp the degree well before we can have good results.

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