

Analysis on the Training Strategies of College English Translation Talents from a Cross-Cultural Perspective

Xue XU

Shenyang City College, Shenyang, 110112 Liaoning, China

windflowerxx@sina.com

Keywords: Colleges and universities, Cross culture, English translation, Strategy and analysis

Abstract: cultivating multicultural awareness is an important task of college and College English teaching. This is in line with the current educational goal of English talents, and may further strengthen the understanding of students of western culture and improve their communication in English. However, from the current English teaching and university talent training plan, it is obvious that there are still some problems. Students have not done well in developing cross-cultural awareness and ability. In order to improve this phenomenon, this paper examines College English from a cross-cultural perspective and analyzes the work of translation and personnel training in Colleges and universities from a cross-cultural perspective.

1. Introduction

In the current process of economic information globalization, foreign cooperation and national exchanges are expanding, and the demand for English translation is also increasing. However, China's English translation can not meet the requirements of market economy. The main reason is that many colleges and universities continue to use traditional translation courses. For a long time, not only students but also teachers are gradually blurred about cross-cultural concepts. Therefore, translation talents in Colleges and universities can not meet the requirements of market economy. Therefore, in the cross-cultural context, how to train qualified translation talents has become an urgent task for schools and society [1].

2. Current Situation of College English

Teachers must improve their understanding of cross-cultural communication. Under the influence of objective conditions and the traditional test oriented education system, many college English teachers still know little about cross-cultural communication. Therefore, in teaching practice, the importance of nurse training is often emphasized as cross-cultural communication skills rather than students. From the perspective of vocabulary accumulation and English test, students lack cross-cultural communication skills, which is not conducive to unimpeded dialogue and communication in the future. [2] English courses and college textbooks have become increasingly unreasonable in the current situation. Nowadays, most textbooks are based on stories and scientific materials, and the educational content is not rich enough. Coupled with the lack of understanding in teaching, they rarely involve cross-cultural education courses, which can not directly affect the future development and development of students. During English learning, modern college students have a certain degree of expression skills in English, but they lack the knowledge of cross-cultural communication. They often ignore the background and culture of English in communication, which causes problems in communication and is not conducive to communication. Students' cross-cultural communication activities. In universities, English knowledge and curriculum development focus on English textbooks. In the current teaching stage, teachers use relatively few textbooks. When learning English, they pay special attention to learning English, but do not emphasize improving the quality of students' knowledge. This will not affect students' learning level. In addition, teachers should pay attention to incorporating English

knowledge into the curriculum development curriculum. They are just the way to teach English when teaching English. In order to keep up with teachers' teaching progress, students will neglect to improve their teaching ability. This will not improve your study. In college education, many students' learning ability is relatively low, and teachers can not achieve good results in teaching. With the passage of time, students begin to have a boring attitude of learning English. They think they have neither talent for learning English nor strong interest in education. They don't want to waste their time and energy on learning. In this case, students are always in a state of passive learning rather than active learning. In addition, in English teaching, teachers do not pay attention to the students' progress in learning. At the same time, in this regard, students do not have strong learning feedback, which can not improve their education level, let alone promote the implementation of cross-cultural courses.

3. Cultural Differences in English Translation Teaching

As we all know, different regions produce different cultures, resulting in more cultural differences, which will be obviously reflected in language differences. In the long history, the concept of the East has always been dominated by China, and the oriental culture is naturally Chinese culture. Similarly, the western culture is also dominated by the powerful British and American culture. China and the west get along very far. Over time, regional differences and differences in living habits lead to the complete differences between the two peoples. We can see the influence of regional differences on culture. Therefore, in the process of translating into English, we must pay attention to the differences between regional culture and language. The differences of language habits are mainly reflected in the long-term social life, because language is formed in public production and life, and different social life forms different language habits. For example, from the perspective of address, Chinese and Western terms are very different. In Western terms, it is common to add "Miss" or "Sir" at the end of a name, but there are many types of addresses in China. Yiddish is different in every country. Please pay attention to the differences of idioms in the translation process, so that you can fully express each other's meaning. The way of thinking has a very important influence on language and culture. In the long process of historical and cultural development, China has formed a cultural concept of medium significance. Therefore, in consciousness, the concept of "governing the country, the family and the world" is taking shape. The most important part of this system is China's collectivism. We firmly believe that in case of difficulties or setbacks, there will always be difficulties on one side and assistance from all sides. Therefore, we will help each other and share weal and woe. However, there are great differences between Western cultural thought and our cultural thought. What is more prominent in western culture is a person's heroic moment, which emphasizes personal strength, supports personal hedonism and expresses it more directly. To sum up, the western thinking logic is very different from that of China [4-5].

4. Training Programs from a Cross-Cultural Perspective

At present, English translation in Colleges and universities lacks multicultural awareness and awareness, which is largely reflected in the following two aspects: on the one hand, English teachers continue to apply traditional thinking to the learning process and spend most of their teaching time explaining translation theory. Different; On the other hand, students ignore the cross-cultural content in the process of learning knowledge, and pay attention to the level of vocabulary, grammar and other skills. Vocabulary, it is difficult to dig out the cultural content behind the text, which makes it difficult to implement the requirements of translation position, and there is not enough systematic learning knowledge.

4.1 Focus on Cultural Literacy

Focus on educating illiterate students and helping them acquire good cultural knowledge. With the trend of economic globalization, the links between countries are becoming closer and closer.

English teachers in universities and colleges hope to effectively improve students' practical translation ability. They should not only focus on improving students' learning and understanding of English translation theory, but also begin to cultivate students' cultural ideology. However, teachers cannot achieve these goals in a short time. They must adhere to this educational philosophy for a long time and educate students effectively and patiently. Therefore, in real education, each category of educational resources must be planned and organized to encourage students to change their past habit of passive acquisition of knowledge and actively acquire cultural knowledge related to English translation through different channels and guidelines. Students actively ask questions in class to improve their confidence in the learning process. Under the influence of economic globalization, Chinese enterprises tend to pay more attention to their professional and personal abilities when hiring English translation experts. Therefore, English teachers in universities should focus on educating students to understand globalization and effectively develop their cultural literacy rate. When students learn English translation, they can obtain different knowledge content according to their own ability. In the actual translation, they must take the actual situation as a reference and carefully compare the translation systems in order to gradually optimize the quality of English translation.

4.2 Improve the Strength of Teaching Staff

In order to learn English unhindered in the University and cultivate talents in a cross-cultural culture, it is natural to have a good team of teachers. However, from the perspective of professors in Colleges and universities, teachers' teaching for many years has fallen behind compared with the continuous progress of social culture. Teachers are the bridge between students and new knowledge. Therefore, further training of teachers is still needed to achieve better teaching objectives, lay the foundation for the smooth development of cross-cultural English teaching according to the shortcomings of current English teaching, and truly create professional human resources. Team. First of all, the school can establish a complete recruitment and selection system and hire teachers with overseas life experience or study abroad experience as teachers, so that they will naturally have a strong cross-cultural awareness. Second, the training and intercultural awareness of existing teachers learning English can also be strengthened, so that they can form good cross-cultural concepts and abilities, so as to effectively improve the teaching effect. Finally, you can also hire experienced foreign teachers, increase the share of foreign teachers' courses, and directly let students communicate with foreign teachers, so as to further strengthen students' understanding of foreign culture, which will naturally improve the effect of English teaching.

4.3 Teaching More Translation Skills

In English translation, interpreting translation skills is very necessary. In order to ensure the quality of talent training, we must establish a cross-cultural perspective and expand the interpretation of skills, so as to help students effectively learn translation knowledge and improve their cross-cultural communication skills.

4.4 Provide Students with More Opportunities for Cross-Cultural Translation and Communication

In order to learn English unhindered in the University, teachers' cross-cultural communication activities can also provide students with more opportunities to participate in the cross-cultural practice of English in the learning process, so that students can gradually make progress in the cross-cultural environment. Communication skills. In this regard, first of all, teachers should encourage students to actively participate in cross-cultural English teaching practice in the classroom, so that students can effectively understand the differences between Chinese and Western cultures and provide better experience. Second, teachers can also actively teach cultural works, cultural products and cultural characteristics during English teaching, and integrate students' atmosphere during cross-cultural learning, so that students can participate in English cross-cultural research more independently and naturally. Finally, teachers can also use extracurricular research, problems and other teaching methods to further strengthen students' independent learning ability, so

that students can gradually develop good cross-cultural learning skills and awareness and effectively understand cross-cultural methods. The cultural prospect of effective English teaching, students can gradually improve their cross-cultural communication skills through learning. [6]

5. Conclusion

In today's colleges and social environment, teachers must first have multicultural skills to popularize the concept of cross-cultural to students. From this perspective, students should have the knowledge and ability to work together with students to help students understand, master, practice and use, but also keep learning, and actively participate in training and training activities to improve their self-study ability, Effectively carry out training tasks and develop more translation talents with high cultural literacy. From this cross-cultural perspective, I believe that the tripartite cooperation of school, society and students themselves will create an increasingly upward translation talent environment.

References

- [1] Jia Hongxia College English teaching and talent training from a cross-cultural perspective [J] Science and technology, wind (2020): 27-24 DOI:10.19392/j.cnki. 1671-7341.202027013.
- [2] Chen Honglin. Research on the cultivation strategy of College English translation talents from a cross-cultural perspective [J]. Journal of Pu'er University, 2015, 31115 (06): 93-95
- [3] Yang Dongmin. Training of translation talents [J]. Foreign language and foreign language teaching, 2012, (2)
- [4] Liu Lian On the training strategies of College English translation talents from a cross-cultural perspective [J] Intelligence, 2014 (23): 209
- [5] Chen Honglin On the training strategies of College English translation talents from a cross-cultural perspective [J] Journal of Pu'er University, 2015,31 (06): 88-90
- [6] Wang Xiaoli Research on the cultivation of English translation talents in Colleges and Universities under the background of economic globalization [J] Campus English, 2021 (23): 43-44