

Analysis on the Teaching Thoughts of English Translation Courses Practice under the Employment Orientation

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Keywords: employment orientation; English translation; course practice; teaching thoughts

Abstract: At the present stage, China has many economic and trade exchanges with other countries. Under such a background, the demand for English translation talents is also gradually increasing. Therefore, effectively cultivating the translation talents in economic and trade areas has become the top priority of teaching in the English translation education of colleges and universities.

Taking the cultivation of high-level applied talents as the training objectives of higher vocational colleges, and effectively improving the knowledge application level and practical ability of the cultivated talents in colleges and universities are the lifelong and sustainable development road and policy of the English translation courses. At the present stage, the English translation course is a top priority in the English teaching of the higher vocational colleges and universities. The cultivation of employment-oriented English translation talents have made outstanding achievements. However, there are still many problems that can not be ignored in the teaching process. After all, there is still a long way to explore and study the teaching practice of English translation course.

1. Problems existing in employment-oriented English translation courses at the present stage

1.1 Taking employment as the basic orientation in the cultivation of English translation talents

Nowadays, with the prosperity of economy and trade, many foreign business activities are becoming more and more common. As a result, business English translation talents are in short supply and the demand for the business English translation talents becomes more and more obvious. At the present stage, for the English translation courses, many higher vocational colleges and universities in our country still take traditional translation teaching as the main teaching mode. Such teaching mode can not make the students' learning interests effectively stimulated and students are not active enough to participate in the classroom activities. Therefore, many higher vocational colleges and universities take the employment as the basic goal of the cultivation of social talents, which accelerates the pace of training models for business English translators. At present, the cultivation of business English translation talents in many colleges and universities all takes the intensive practice teaching as the basic instruction, takes the business English knowledge teaching as the starting point, and takes the cultivation of students' vocational skills and practical ability as the training goal. That is to say, based on the business, the business English translation talents in

higher colleges and universities take the English teaching as the foundation and the cultivation of students' practical ability as the core of teaching. The fundamental goal of teaching is to make students use business English flexibly by taking the market demand as the fundamental education in the international environment. As the basic orientation of students, employment can effectively cultivate the students's cooperation and independent learning ability and flexibly solve the problems that they are facing, finally cultivate the application-oriented and interdisciplinary professional translation talents for the society. Taking such content as the direction of teaching, many business English translation courses in the higher colleges and universities take the students' translation and application ability as the key teaching point, while the aim is to cultivate students' English skills as the core of teaching, including the five items, namely listening, speaking, reading, writing and translating. We should effectively enhance students' business knowledge, use the knowledge of external exchanges and flexibly utilize the materials to educate the students, with the aim of greatly improving the students' oral translation and written translation. In such a continuous practice process, students' collaborative awareness and their own learning ability will be improved and finally create the necessary conditions for employment, at the same time, the market will meet their needs through the continuous practice. The English translation teaching outcome can make the half work with double results through the continuous efforts of colleges and universities.

1.2 Problems existing in business English translation talents under the employment background

1.2.1 The inability of updating textbook content timely

At present, Chinese higher colleges and universities use different teaching materials in business English, but the materials mainly based on the "College Business English Translation Course" and "Business English Translation". The materials are widely used for the students majoring in Business English, Economy and Trade and Finance. These courses are not only just for the business English majors students. Therefore, it is difficult to meet the needs of the current major students with the development of social economy. In particular, some textbooks do not have a strong knowledge system, the scope of knowledge is limited and not in line with the development of the times. The teachers can not arrange the teaching activities scientifically and reasonably during the courses with each chapter not cohesive enough in the textbooks, and the students do not have significant learning goals, so it is difficult to build a solid knowledge structure in their minds.

1.2.2 Unclear characteristics of the major curriculum system leading to increasing difficulty of talents cultivation

In terms of talent cultivation, many higher colleges and universities will take the business English talents requirement situation as the basis of research and investigation. However, due to the lack of professional experience, many colleges and universities take the business English model as the main teaching mode in the business English translation teaching. This mode often pays much attention to the theoretical teaching but neglecting the practice, which shortened the practice teaching of teachers and students. The opportunities for students to exercise their language are severely limited, and their language application ability will also be greatly affected. In addition, for the business English course design, it is mainly focus on the teaching of business knowledge and practical skills, while the proportion of language translation skills education is very small. Many teachers have much humanistic and constructive thoughts in the teaching process, they overemphasize the education of translation theory and learning skills, which makes the students in a passive learning position and can not produce the satisfactory effects in the process of learning.

Under the influence of these aspects, the English translation course teaching without clear characteristic has increased much difficulty for the cultivation of employment-oriented comprehensive talents.

1.2.3 Monotonous teaching methods

In the process of business English teaching, many colleges and universities only focus on the update of teaching methods, which are based on the traditional teaching mode. However, in most colleges and universities, the business English major education still takes the traditional way of knowledge-feeding as the main teaching method and most of them use the mode of "teachers give examples--students try translating--professional teachers make evaluation" as the basic teaching line. In the process of teaching, teachers focus on the process of "teaching", and their key teaching points are the translation theory and translation skills, while students mainly focus on the process of taking notes and listening to lectures. In the process of study, students carry out relevant exercises according to the knowledge points taught by the teachers. Such kind of teaching mode lacks relevant classroom discussion and simulation exercise, and the communication between teachers and students is less and less. Monotonous and boring teaching forms make teaching methods single and boring and unable to effectively focus on the subject status of students, as a result, students' learning motivation and enthusiasm will be seriously affected and even more difficult to effectively develop students' ability of innovative thinking. Students' learning ability and teachers' professional teaching will also be greatly affected. Under the background of new media, the new teaching media in college and university has been more widely promoted and popularized. In the teaching process of business English translation, professional teaching and multimedia education technology are integrated to effectively use multimedia information technology and tutor students' English extracurricular activities.

1.2.4 Solid professional knowledge for teachers of business English major

Due to the particularity of the students cultivation, business English teachers not only need solid professional knowledge, but also should have a certain understanding of commodity trade, foreign culture and business law. However, at the present stage, as far as business English translation teachers are concerned, they are poor in knowledge of these aspects. Although our country has paid certain attention on the team construction of the teaching staff at present, many teachers obtained the professional qualification certificates through theoretical study and training, but without many practical operation skills. Overall, their practical ability is relatively poor. Many college teachers do not go deep inside the enterprise and they have little experience in translation practice. In addition, the teachers have a relatively deep research on professional knowledge, but there are big problems in scientific research, ability, and communication between teachers and students. For example, the teachers' scientific research level is not high enough, they lack the practical training of students' translation ability and do not pay attention to the timely communication and exchange with students, which all leads the big problem between teachers and students during the major teaching.

2. Analysis on the Teaching Thoughts of Cultivation of Employment-oriented Business English Translation Talents

2.1 The timely update of textbook content

It is an indispensable step to choose the up-to-date textbooks to improve the quality of business English translation teaching. For the current situation of business English translation in colleges and universities, for example, the disjoint of practice and theory. The following measures can be

adopted to optimize the quality of teaching materials. On the one side, taking the textbook reform as the basis of teaching reform. In terms of teaching contents, the preferred business English material should be new, professional, moderately difficult and well-organized. At the present stage, many business English textbooks choose the original English materials of economy and trade as the main learning content. In addition, it will also include some vocabulary explanation and sentence pattern practice. Most of the articles used in business English textbooks are from the same source, which makes the characteristics of the profession and the pertinence of employment slightly weaker. In the teaching materials selecting process, the choice of the texts, the systematic of the content and the difference in professional level are the key points that college teachers should pay attention to. Colleges and universities should select appropriate textbooks according to the market demand, find the target that is suitable for business English teaching according to the characteristics of middle school students in reality. Based on this premise, colleges and universities compile the appropriate textbook content thus ensure that the selected content is more in line with the knowledge required by business English translators. Of course, in the process of learning, publishers, teachers and schools all need to collaborate with each other and effectively improve the standardization and practicability of the teaching materials. In the compilation of textbook content, the education of English language skills, the students' knowledge structure and market orientation should be taken as the basis for the compilation, and meet the particularity of business English teaching through the practice content of the textbook.

2.2 Employment as the basic orientation, the business English translation teaching mode taking innovation as the basic trend

The goal of business English translation teaching takes employment as the orientation, takes the content used in the business field as the basic teaching content, and takes the practical experience and the training of skills as the main learning content for students. Under such premise, the employment in colleges and universities becomes the core of learning, the teaching platforms that integrate language, translation and direction, as well as the teaching methods and means also need to be updated in time. That is to say, it is necessary to control the translation teaching content timely in the business English teaching in colleges and universities. On the one side, pay attention to the translation material's representativeness. All kinds of stylistic features should be taken as the students' learning and training content during the teaching activity, so as to ensure the students can master more business knowledge, broaden their horizons, and flexibly use their translation skills in the future business English. In addition, employment ability is an important part of the students' practical teaching procedure, Through continuous improvement of its language ability, business ability, office ability and the combination of production and study will lay a better foundation for the future of students. In the process of learning, teachers should give full play to students' initiative in learning, make students occupy the active learning position and create a relaxing and pleasant learning atmosphere.

3. Conclusion

In a word, the diversity of course forms can effectively cultivate students' practical skills and enhance their innovate ability. Under the guidance of employment-orientation, the students' professional skills should be intergrated through modern teaching methods. At the same time, teachers should actively encourage students to use their own methods to carry out effective study and cultivate the students' learning motivation.

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