

Research on the Cultivation of Cross-cultural Awareness in College English Translation Teaching Based on Flipped Classroom

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Abstract: Translation requires us to have a deep understanding of western culture. Therefore, in college English translation teaching, teachers not only need to teach translation skills and theories, relevant cultural background knowledge, but also pay attention to the cultivation of cross-cultural awareness. Translation ability reflects students' comprehensive English quality. In the process of concrete translation, its essence is the process of interaction and communication between the two cultures. This paper takes the definition of related concepts as the main research starting point, briefly expounds the related content of flipped classroom and cross-cultural awareness, analyzes and constructs the flipped classroom teaching mode in college English translation teaching, and infiltrates the importance of students' cross-cultural awareness. The cultivation of cross-cultural awareness in College English translation teaching based on flipped classroom plays a positive role in stimulating College English learning interest, cultivating learning ability and improving language practice ability.

1. Introduction

As an important part of the college education system, English is of vital significance to the cultivation of students' humanistic quality, the strengthening of cross-cultural communication ability and the expansion of language knowledge [1]. Due to the characteristics of nationality, region and times, the communication between different cultures naturally cannot be separated from translation, and language is one of the most important carriers of culture. On the other hand, English translation learning reflects students' practical ability. If students' learning subjectivity cannot be reflected, it is difficult to cultivate excellent translation talents [2]. However, in the new economic situation, the society's requirements for students' English translation ability are also constantly improving. If there is a lack of cross-cultural awareness, English translation will be inaccurate, which will have a direct impact on the quality and quantity of translation. The traditional classroom teaching mode is gradually unable to meet the requirements of the times, so we are required to reexamine the teaching mode of College English, and the demand of the traditional classroom dominated by teachers to the new classroom centered on students' interactive discussion mode is emerging [3]. The flipped classroom teaching mode successfully transforms the position of teachers and students in the way of "learning before teaching", which can fully reflect the main position of students [4]. Therefore, to strengthen the research of "flipped classroom" design in College English translation teaching will help college English translation teaching out of the dilemma.

2. The Principle and Characteristics of Flipped Classroom

Flipped classroom is a teaching mode which takes hybrid learning method as the guiding ideology, uses advanced technical means to understand the learning content before class, internalizes the knowledge in class, consults and coordinates the class hours of teachers and achieves the interaction and cooperation between teachers and students [5]. Under this teaching framework, teachers are no longer the single leading role in the classroom teaching process. Students can learn the knowledge they want to learn before or after class through videos, e-books, PPT and other forms. They can also interact with other students on the Internet on a certain

knowledge point or problem, which greatly expands the breadth and depth of classroom teaching. Teachers through observation, collection and analysis of students' problems in the learning process, truly stimulate students' interest in autonomous learning, enhance students' mutual cooperation and improve the quality of classroom interaction [6]. Under the guidance of video content, we can further understand the content to be learned in the classroom, and record the key points and difficulties of knowledge. In the classroom, we can cooperate and explore through the cooperation of teachers, students and students, so as to achieve the purpose of solving the problem. The teaching philosophy advocated by flipping the classroom is to train students' self-learning ability and promote the practical transformation of language ability. The flip of the position of the teacher and the student role. This has important practical significance for the innovation of traditional classroom teaching structure and teaching links. From a deeper perspective, the emergence of flipped classrooms will inevitably lead to new changes in the field of education and teaching.

At present, there has been relatively mature research on the design process of flipped classroom in China. The author has analyzed the relevant research results at home and abroad, and combined with the current situation of college translation teaching in China, proposed the basic application process of “flipped classroom “ in college English translation teaching (see Figure 1 below).

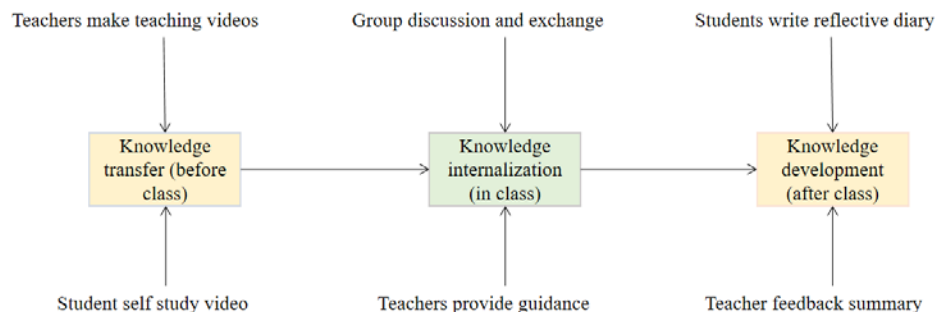


Figure 1 The application process of “flipped classroom” in College English translation teaching

The most prominent feature of flipped classroom is to use advanced computer network technology, video and other electronic teaching means as the support, to transform the traditional teaching mode into a learning mode in which students use video and other teaching courseware for self-study, group discussion, class output and class evaluation before class. In terms of making micro class or micro video, teachers first need to analyze the difficulty of knowledge, and consider whether the teaching objectives, teaching content, chapter knowledge points are in line with the characteristics of students' learning, and whether they are suitable for students' own level, otherwise students will only be confused after watching. On the one hand, the level of translation reflects the level of students' language level, on the other hand, it also reflects the level of students' cultural literacy [7]. The traditional classroom teaching mode is based on “learning first and then learning”, while the flipped classroom mode is “learning after learning”, which changes the classroom structure and enhances students' ability to cooperate, self-learning and practical ability [8]. The difference between flipped classrooms and traditional classrooms lies in the time and space conversion of classroom teaching and extracurricular exercises, and the time and space distribution of reasonable design and optimization of teaching activities. Therefore, flipped classrooms is called “a destructive teaching reform”. The core is to integrate the concept of digitalization and networking into the independent learning mode of students, and on this basis, scientifically and objectively integrate face-to-face traditional teaching mode.

3. The Significance of Cultivating Intercultural Awareness in College English Translation Teaching

3.1 Conducive to students to improve the understanding of the original text

In our country's English translation teaching, teachers usually first let students have a general understanding of the original text, then use their own vocabulary and language knowledge to literal

translation of the original text, and finally combine the original text with their own translation to make up for the missing. Literal translation, and finally combined with the original text and his own translation for leak detection fill a vacancy [9]. Cross-cultural foreign language teaching not only requires teachers to inculcate students with language and culture, but more importantly, students make full use of resources such as the Internet to find, compare and analyze materials for a certain cultural difference phenomenon and deepen understanding on the basis of diversified teaching materials. It requires students to construct a complete and developing entity through interaction, mediation and transformation between individuals and society in a certain situation. Therefore, in the English translation teaching at the university level, teachers should pay attention to the training and training of students' cross-cultural awareness, help students understand the cultural background of English-speaking countries, and carry out translation activities based on mastering the essence of their culture, which helps students master and Understand the meaning of the original text, to Western culture and thought [10]. This ability includes not only the ability to use language correctly, but also the sensitivity, tolerance and flexibility to deal with cultural differences. As an important part of College English teaching, translation teaching should follow this rule and strengthen the cultivation of students' cross-cultural awareness.

3.2 It is beneficial for students to express their translation better

In the process of English translation, translation expression is the key link. Whether the translation is expressed correctly or not reflects the students' English ability level. In the process of College English translation teaching, we should pay attention to the cultivation of students' awareness of cultural understanding, so that students can accurately express the meaning of the original when translating the original. It is a good choice to integrate the concept of flipped classroom into project-based teaching to save teaching time and improve students' autonomous ability. From the perspective of flipped classroom, the use of modern means such as network, multimedia technology, supplemented by vivid pictures, appropriate music and other tools can produce a certain appeal. At the same time, in the process of students' self-learning and classroom presentation and discussion, students are exposed to a completely open and free environment, which is conducive to students' absorption and accumulation of interdisciplinary and intercultural related knowledge. To effectively combine the English cultural background and effectively combine English culture, only the translation of the translation is more abundant. The understanding in translation is different from the reading comprehension in the general sense. This kind of understanding requires the understanding of the language surface, such as vocabulary, syntax, text structure, etc., and also requires the understanding of deep meaning. To a large extent, the latter is the key. Students will naturally deepen their understanding of English knowledge and foreign culture in communication, which is conducive to the comprehensive mastery of English knowledge and the cultivation of cross-cultural awareness.

3.3 Meet the needs of international development

At present, with the vigorous development of Chinese economy, culture and society, the exchanges between China and other countries in many fields have become more frequent. Global integration has become the future trend of international development. Therefore, in college English translation teaching, teachers should not only teach translation skills and theories, relevant cultural background knowledge, but also pay attention to the cultivation of cross-cultural awareness, so as to prevent Chinese students from learning English based on the mother tongue Chinese culture, falling into the misunderstanding of pure code-switching and causing unintentional misreading of English. This interaction can be online or offline. In physical classroom teaching, students are the main body of teaching activities. In the process of explaining foreign cultural background, folk customs and other contents, College English teachers can use multimedia means, pictures, audio, video and other ways to show students foreign culture, and arrange extra-curricular homework, so that students can learn about foreign culture by consulting materials and other ways. Under the background of economic globalization, the use and popularization of English has become an important trend. English ability has become an important quality requirement for modern people in China. Therefore,

the focus of foreign language teaching should be to cultivate students' cross-cultural awareness and improve students' intercultural communication skills, so that students can form a cross-cultural perspective.

4. Relevant Approaches to Cultivate Students' Cross-cultural Awareness Based on Flipped Classroom

4.1 Pay attention to western culture

Under the influence of examination-oriented education, English teaching is mainly carried out in an indoctrination way. The purpose of learning English knowledge is more to cope with various examinations. However, under this mode of thinking, students lack attention to western culture, which leads to students' inability to correctly translate the deep meaning of English materials in translation activities. The author believes that it is necessary to integrate these theories into college English classroom teaching, and some vivid translation examples can be selected to compare the differences between Chinese and western values and ways of thinking, so as to cultivate students' sensitivity and tolerance to cultural differences. Online network interaction, interacting offline with the physical classroom. The teacher produces the micro-course video, then the student watches the micro-course video and thinks before the class, the internalization of the knowledge, and the task to complete, with questions to question, this is the online interaction between teachers and students through the micro-course video. Therefore, in the English translation teaching, university teachers should dig deeper into the cultural knowledge behind the vocabulary, closely associate the vocabulary meaning with the deep cultural heritage, and form a unified whole. In translation practice, students should be guided to realize the expected function of the translation, seek common ground while reserving differences on the premise of safeguarding national language and culture and national interests, and give due respect to other cultures. Let students watch the teaching content anytime, anywhere, repeatedly and many times, improve the efficiency of the classroom, at the same time, improve the active and effective communication between teachers and students, and lay a solid foundation for the final completion of the project tasks.

4.2 Strengthen the quality of teachers

Teachers are the important organizers, participants and knowledge imparters of translation teaching. As a modern English teacher, they need to have strong English ability, English quality and broad English vision on the premise of mastering the essence of Chinese culture. Only when college English teachers have high multi-cultural understanding ability and strong cultural difference insight can they guide and demonstrate the students correctly, and then they can carry out effective cross-cultural communication teaching in translation class. Effectively combine the advantages of online self-learning and classroom teaching, and give full play to their respective advantages, and jointly promote the learning effect of learners. College English teachers should create more opportunities for extracurricular practice activities for students, and often lead students to participate in extracurricular practice, through the accumulation of experience and mastery skills in practice. Only with a strong sense of cultural awareness can we gain a clearer insight into the differences between Chinese and Western cultures, and thus effectively develop and guide students' cross-cultural awareness. With the help of reversing classroom concepts and project-based teaching features, the translation skills that students need to master are integrated, and finally the results are fed back in the form of project assignments. At the same time, teachers are not idle in class. Teachers should play a role in guiding classroom activities and guiding students to score reasonably. Flipped classroom scores will be incorporated into the final grade evaluation system, which can improve students' enthusiasm to participate in the flipped classroom.

4.3 To improve the cognitive ability of cultural and emotional differences

In the eastern and western cultures, each culture has its own unique culture, emotion and language. While learning western culture, students should compare with eastern culture and be

familiar with the differences between eastern and western cultures. Under such a large teaching goal, teachers need to break it down into specific learning goals and tasks, which include: understanding the basic characteristics of English hypotaxis and Chinese parataxis, mastering the basic essentials of Chinese sentence splitting and merging, correctly handling the situation of multiple parallel predicates in Chinese sentences, and flexibly using word class conversion, etc. Translation teaching should be put into the background of cross-cultural communication, with emphasis on cultivating students' cross-cultural awareness, so that translation activities can become conscious and purposeful cross-cultural communication activities, and students have the ability of cross-cultural communication on the basis of forming translation ability. In addition, relying on the Internet and multimedia platform, teachers and students can communicate and interact online. Teachers can upload courseware to the Internet platform. Students can download or learn online according to their own time and needs. Teachers can also see some foreign language culture knowledge. Share on the Internet platform for students to learn reference and extracurricular practice extension. By understanding the differences between the Eastern and Western cultures, students improve their English translation skills and translation skills, summarizing the issues that should be paid attention to when translating, and constantly exploring cultural differences to give appropriate translation expressions.

5. Conclusion

In a word, the cultivation of cross-cultural awareness in College English translation teaching based on flipped classroom not only provides students with a better platform for cross-cultural communication, but also conforms to the trend of contemporary education reform. Any language can not be separated from the cultural background. They are complementary, interrelated and inseparable. Language is the basic element reflecting the cultural background and form, and culture is an important carrier of language expression. Therefore, in translation teaching, teachers should organize students to carry out extracurricular practice and enrich and improve students' translation skills and abilities through various extracurricular activities. Based on the advantages of flipped classrooms, the classroom structure of college English translation teaching has been completely changed. The transfer of knowledge from in-class to under-class can effectively make up for the shortcomings of college English teaching time limit. Guide students to recognize the differences between cultures and incorporate cross-cultural awareness in the process of learning translation. As a college English teacher, the author hereby suggests that the cultivation of cross-cultural awareness should be strengthened in college English translation teaching, so as to help students master cross-cultural communication skills, make necessary reflections on multi-cultures, learn to respect and accommodate foreign cultures, grasp such cultural differences, and realize effective communication between different cultures.

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