

## Problems and Reform Strategies in Higher Vocational English Translation Training Courses

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**Keywords:** Higher Vocational Colleges; English Translation; Training Courses; Curriculum Reform

**Abstract:** At present, most vocational colleges offer English courses, and in order to meet the training requirements of practical talents, higher vocational colleges will conduct English translation training courses when teaching. This paper first analyzes the importance and necessity of the English translation training course in higher vocational colleges, then briefly discusses the problems existing in the course of the training course, and finally expounds the strategy of reforming the English translation training course for higher vocational colleges. I hope to provide reference for the teaching of English teachers in higher vocational colleges.

### 1. Introduction

As one of the most versatile languages in the world, the importance of English is self-evident. English majors in higher vocational colleges not only need to teach students English knowledge, but also need to help them develop their own translation skills, so that they can use English as a practical application language. To this end, relevant staff members need to clarify the problems in the English translation training courses for higher vocational schools, and reform them according to effective methods to improve the effectiveness of teaching.

### 2. The Necessity of Opening a Vocational English Translation Training Course

Translation is a very skillful job, and translators must have a solid theoretical knowledge and rich practical experience to be competent. In the talent training program of higher vocational colleges, the requirements for practical ability far exceed the theoretical basis. Therefore, the implementation of vocational English translation training courses is consistent with the original intention of running a school, and is also in harmony with the learning needs of higher vocational students.

Compared with undergraduate colleges, English teaching in higher vocational colleges pays more attention to cultivating students' practical ability. The fundamental purpose of teaching is to let students apply what they have learned. The English translation training course will enable students to understand the specific content and precautions of the translation work through a large number of practical training during school, and help them to clarify the focus of translation work [1]. In this way, they can make them more competitive in employment, reduce the employment pressure of graduates, and enable them to directly enter the working state after graduation, and become practical talents with both theoretical knowledge and practical experience.

### 3. Problems in the English Translation Training Course of Vocational Colleges

At present, many higher vocational colleges have recognized the importance and necessity of offering English translation training courses, but the related work has not been carried out smoothly, and there are still many problems to be solved during the period.

First of all, the faculty is insufficient. The teaching philosophy and methods of the training course are different from the conventional theoretical courses, so there is a higher requirement for the teaching ability of the teacher. At present, most English teachers in higher vocational colleges

have problems in the teaching of theoretical knowledge and lack of practical teaching experience. Because he does not have rich experience in translation practice, he can neither provide students with the necessary guidance, nor can they use their own experiences as a model to help students avoid the practice of “minefields”. The lack of teachers has led to the high-level English translation training courses on the surface, and its teaching results are not high.

Second, the class schedule is not appropriate. At present, there are still many higher vocational colleges that use traditional teaching methods to carry out English translation teaching, and the emphasis on training courses is not high. This has led to improper scheduling of English translation training courses, and lack of a good practice platform. Students' ability to translate on the spot is difficult to exercise. Making “dumb English” the norm, high-level English translation talents are difficult to cultivate.

Finally, the curriculum is not well prepared. Nowadays, the difficulty of finding practical translation teaching materials, the lack of translation training bases, and the imperfect development of school-enterprise joint practice education models have seriously hindered the development of vocational English translation training courses [2]. The imperfect preparation of teaching materials, venues and environment has hindered the optimization and development of vocational English translation training courses, and its teaching effectiveness is difficult to improve.

#### **4. Reform Strategies for English Translation Training Courses in Higher Vocational Colleges**

The English translation training course is very helpful to improve the English practice ability of students in higher vocational colleges. It can help them to internalize English translation knowledge, exercise translation skills and accumulate translation experience. Therefore, teachers in higher vocational colleges should face up to the problems in the development of translation training courses, and apply reasonable methods to solve these problems, realize the reform of vocational English translation training courses, and improve their teaching quality and efficiency.

##### **4.1. Establish the core position of the English translation training course**

Listening, speaking, reading, writing and translating are the five basic skills of language. Among them, translating one is to deepen the results of language learning and realize the internalization and application of knowledge. Therefore, in English teaching, translation plays an important role. In the English teaching of vocational colleges with the fundamental goal of cultivating practical talents, translation should be at the core. Based on this, teachers of higher vocational colleges must establish their core position in promoting the reform of English translation practice courses in higher vocational colleges, improve the emphasis of teachers and students on translation training courses, and make their key role play.

In order to establish the core position of vocational English translation training courses, higher vocational colleges need to provide financial and teacher support to tilt the teaching resources to the practical training courses. For example, a higher vocational college stipulates that in the total scores of English majors, the proportion of translation training courses exceeds the scores of English basic knowledge test. The school not only invested a large amount of funds for English translation training courses, but also built a training platform for students, which increased the class hours of this type of course. It also directly affirmed the significance of English translation training courses from the performance appraisal. Pointing out its core teaching position, teachers and students pay more attention to this aspect, and thus achieve the purpose of promoting teaching reform and improving teaching effectiveness.

##### **4.2. Forming a team of professional teachers**

To deepen the reform of vocational English translation training courses, it is necessary to match professional teachers. Therefore, higher vocational colleges must optimize teachers and build a team of English teachers with practical experience and teaching ability to provide the most vocational students. Effective guidance. To this end, the school's human resources department needs to expand recruitment channels, recruit experienced social people to take office, and use their rich

translation experience to achieve training curriculum reform. For example, a higher vocational college cooperates with a well-known local translation company and hires the company's experienced English translators to serve as a teacher of the translation training course [3]. In this way, students can get the guidance of professionals when they participate in English translation training, and exercise their weak projects in a targeted manner to achieve an improvement in comprehensive translation capabilities. At the same time, the higher vocational colleges also dispatched teachers of the school to participate in practical teaching training, learn translation methods and teaching methods of translation practice courses, improve their teaching level, and then provide more useful guidance for students in the practical training courses.

#### **4.3. Improve the practicality of training materials**

At present, there are few types of English translation training materials in higher vocational colleges, and the practicality is not strong. Compared with the changing translation market environment, textbooks generally have backwardness. Therefore, in order to improve the teaching quality of English translation training courses in higher vocational schools and promote curriculum reform, relevant staff should write more practical and more closely connected materials to help students improve their English translation ability. Integrate into the employment environment. To this end, major vocational colleges can carry out exchange meetings, invite English translation experts and education experts to discuss and reflect on the shortcomings of current English translation training materials, and write more practical textbooks to lay the foundation for cultivating professional talents.

#### **4.4. Deepen the school-enterprise alliance**

In order to effectively carry out vocational English translation training courses, higher vocational colleges should strengthen the construction of training bases. Higher vocational colleges with strong economic strength and strong faculty strength can build their own training bases or training rooms to complete translation training, while institutions with insufficient conditions should actively seek training venues and innovative training models. To create a good environment for higher vocational college students to participate in English translation training. Today, the most common form of vocational English translation training courses is the school-enterprise joint model. This model can not only reduce the cost of running a higher vocational college, but also provide a professional place for students to participate in training; it can also provide conditions for enterprises to provide quality translation talents in advance. Based on this, higher vocational colleges should cooperate with enterprises to promote the reform and deepening of the school-enterprise joint model. For example, a university and a local enterprise jointly launch an English translation training course. The company allows higher vocational college students to enter the exhibitions and translation activities organized by enterprises, and act as translation assistants, so that they can truly feel the rigorous thinking and powerful business capabilities of translators and learn the practical application points of English knowledge. At the same time, teachers in higher vocational colleges act as trainers for enterprises, helping enterprise employees and higher vocational students to jointly consolidate the theoretical knowledge base of English. Not only that, in addition to the teacher's final score in the final grade of the student, the relevant person in charge of the enterprise should also score according to the students' practical ability, and link the score with the student's training class performance, effectively improving the vocational students, the effectiveness of the training.

### **5. Conclusion**

In summary, the establishment of English translation training courses in higher vocational colleges can provide guarantees for improving the English translation ability and language practice application ability of vocational college students. Based on this, teachers in higher vocational colleges must strengthen their emphasis on translation training courses, identify problems that hinder their development, and complete the reform of English translation training courses by optimizing teaching methods, enriching teaching content, and strengthening practical training,

teaching effectiveness.

### **Acknowledgement**

This research has been financed by The Science and Technology Research Project in 2018 of the Department of Education of Jiangxi Province “Research on the Construction of English Training Room on the Base of TPACK Theory and Smart Campus” (GJJ181197).

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