A Study on the Innovation of College English Translation Teaching in the + of Internet

Lai Yuping

Jiangxi University of Engineering, Jiangxi, 338000, China

Abstract: English major is now a popular major in college education. Under the background of the deepening development of education in China, the traditional English translation teaching mode can no longer meet the requirements of modern education. College English translation teaching under the background of "Internet +" can make full use of the characteristics of information technology means in the diversification of teaching resources, the richness of teaching means and the flexibility of learning methods, so as to effectively guide students' interest, realize interactive and experiential English translation teaching, and improve the teaching effect. By exploring the innovative strategies of college English translation teaching in the Internet + era, this paper provides a reference for the development of related work.

1. Introduction

Applying the "Internet + Education" model to English translation teaching makes the traditional teaching mode of indoctrination face great subversion. Using information technology to carry out English translation teaching can enrich the existing teaching methods and provide students with more diversified educational information and more flexible learning methods.

2. The Important Value of Internet + to College English Translation Teaching

2.1. Optimizing Teaching Methods

College English is an applied and practical subject, the study of theoretical knowledge and the practice around textbook content can not meet the needs of talent training in the competitive situation of modern society at all, and its teaching mode has great limitations and can not keep up with the pace of the development of the times; on the other hand, the traditional teaching mode has insufficient mobilization of students' ability to explore independently. And the teaching of college English translation in the era of "Internet +", with the help of information technology means to carry out teaching, effectively enhance the diversity of teaching content, with the help of rich teaching resources on the Internet to make the content of college English translation teaching more in line with practical requirements, more close to the needs of talent training in modern society, enrich the form of English translation teaching, achieve the cultivation of students' autonomous learning ability, and promote the effectiveness of college English translation teaching.

2.2. Develop Students' Innovative Abilities

College English translation teaching is a subject with high practical requirements, and the content of the subject also needs to be constantly updated according to the development of the times. Therefore, it requires students' thinking and learning ability to keep up with the development of the times and guide students to learn divergent thinking based on professional subjects. Promote the promotion of individual comprehensive competitiveness with independent innovation. The traditional English translation teaching mainly revolves around the textbook content, but the curriculum content has a certain lag relative to the development of the times, and this kind of indoctrination teaching mode is relatively weak for the cultivation of students' practical ability. Students' English mainly depends on teachers' arrangement and guidance according to the

curriculum content, and lacks independence and creativity, so it is difficult to meet the talent demand of competition in modern society. And college English translation teaching based on the era of "Internet +" can bring more diversified teaching contents to students with the help of rich educational resources and professional learning information of the Internet, and more in line with the practical requirements of English translation in contemporary society. Students receive more comprehensive knowledge, improve their skills and inspire their thinking through diversified learning resources, and realize the effective cultivation of students' innovative ability in this process.

2.3. Innovative Learning Models

With the help of Internet technology, college English translation teaching in the era of "Internet +" can build an online learning platform and integrate more abundant learning resources on the network, which greatly improves the channels for students to receive information, enriches their vocabulary and knowledge, and brings more flexible and diverse learning methods to students through the combination of online autonomous learning and offline classroom learning; students can make autonomous learning arrangements through the Internet and use learning platforms, websites, APP, etc. for online learning, testing, and teacher guidance [1]. At the same time, we can realize fragmented learning and practice by means of micro-class, flipping class and admiration class. By the combination of Internet + English translation, students choose learning materials online independently, and learn online at any time and anywhere, no longer limited by classroom time and learning space; it meets the differentiated needs of students in college English translation teaching, innovates students' learning mode, improves learning efficiency, and maximizes the use of learning resources.

3. Innovation Strategies of College English Translation Teaching in the + of Internet

3.1. Introduction of Quality Web-Based Teaching Resources

Among the college English translation teaching based on "Internet +" era, the use of multimedia teaching means is the most common and the most common application way. With the help of multimedia teaching, the content of college English translation teaching can be presented in an immersive way, which enhances the interest and interactivity of this professional course, and promotes the students' willingness to learn independently. The application of multimedia teaching means can not be separated from the abundant network teaching resources as the support, the development of the network provides the abundant teaching resources for the college English translation teaching, in the network teaching resources screening and application, the teacher should follow the scientific, reasonable and applicable principle [2]. On the one hand, combining the teaching contents and the teaching progress of college English translation courses with the most popular and commonly used vocabulary, the rich learning resources in the network are integrated into the college English translation courses, which is in line with the students' ability to understand and accept, enrich the contents of the courses and enhance the diversity and versatility of the curriculum resources; On the other hand, we should pay attention to the quality of the network curriculum resources, choose the teaching resources with clear picture quality, clear theme, easy to understand content, language standard, some crude and shoddy teaching resources with repeated contents and outdated ideas, and avoid appearing in the teaching classroom.

Figure 1. A variety of web-based teaching models

3.2. Creating a Rich Teaching Situation Through the Internet

College English translation teaching in the era of "Internet +" can guide students to learn English translation through the creation of situations, bring students diversified English translation materials with the advantage of situational teaching, enhance the interaction and participation of college English translation courses, let students really participate in college English translation courses through problem situations, life situations and other very diverse forms, inspire students' thinking, enrich students' learning experience, close to the actual life, and improve students' practical translation ability. Teachers should pay attention to combining the content of college English translation teaching, constantly expand the subject resources, with the help of situational teaching, the contents of the course should be presented by video, case, project and so on, and the interactive and experiential teaching should be realized with the help of the situation to improve the teaching effect.

3.3. Implementation of Flexible Teaching Methods Through Micro-Lessons

The main manifestation of micro-lesson is the teaching video of a specific subject, at the same time, it also includes the resources related to the teaching theme of the subject. The common function of these learning resources constitutes the systematic and comprehensive knowledge network of the subject, which is a new teaching form. The topic of micro-class teaching in college English translation teaching in the era of "Internet +" is clear and the content is highly generalized; students can watch, download and share independently online APP using computers or mobile phones on the Internet [3]; can form rich teaching situation through structured design; has strong practicality. Through the teaching video closely related to the teaching theme, the teaching content is effectively split, combined and connected, and the content of the professional course is effectively summarized and summarized, which provides students with abundant learning resources that can be chosen independently, effectively assists the teaching work of teachers, and realizes the innovative development of English translation teaching.

Figure 2 Application of Microcourse in college English translation teaching

3.4. Training Students' Autonomous Learning Ability by Flipping Classroom

On the one hand, students can choose to carry out study, subject discussion, practice, exercise, arrangement and review independently in the course of college English translation. On the other hand, students can arrange study time independently, adjust study plan flexibly and independently, and arrange study focus and time independently.

By applying the flipping classroom to college English translation teaching, teachers can make flexible learning arrangements according to their own learning needs with the help of specific teaching tasks. Before class, teachers can combine the course contents and teaching objectives, publish the micro-class video on the learning group or the learning platform, and prepare the students independently before class. Thus the effective guidance, improve the efficiency of teaching, make classroom teaching more targeted and timely, ensure the quality of teaching and teaching progress, promote the promotion and consolidation of students' learning results.

Figure 3 Application of flipped classroom in college English translation teaching

4. Concluding Remarks

College English translation teaching in the "Internet + era" is to use innovative teaching methods to innovate and subvert the traditional teaching mode, and to break through the difficulties in teaching and promote curriculum innovation with the help of the advantages of network technology in the diversification of teaching resources and learning methods.

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