

Analysis on the Cultivation of Skilled and Applied Translation Talents Based on School-enterprise Cooperation

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Abstract: With the translation becoming an undergraduate major in China's higher education system, colleges and universities across the country have set up translation majors in schools in response to social trends. At present, the social demand for translation service services is getting larger and larger, and the requirements of the major enterprises for the professional skills and comprehensive quality of translation talents are getting higher and higher. At present, the quality of talents cultivated in colleges and universities needs to be improved, so under the situation of school-enterprise cooperation, training skilled and applied translation talents has become a key task of colleges and universities, which can promote the process of China's contemporary modernization of exchanges and cooperation between China and foreign countries.

1. Introduction

China's current economy is developing rapidly and its status in the world is gradually rising. In the current global economic integration, translation work conforms to the development and needs of society. In recent years, there has been a large demand for high-quality translators in all walks of life. The quality of translation talents provided by colleges and universities is different, and it is unable to meet the requirements of employers. This has made the demand for high-skilled and high-quality translators and the demand for enterprise translators less than demand. The "Guiding Opinions on Guiding the Transformation of Some Local Undergraduate Universities to Applied Types" issued by the Ministry of Education of China also clearly pointed out that colleges and universities should transfer their ideas to school-enterprise cooperation, and transfer them to the development of skilled and applied talents. Students come to work and entrepreneurship. Colleges and universities should strengthen the professional skills of translation talents, strengthen their practical application ability, and solidly translate basic skills to be competent in translation work in various fields such as cultural education, science and technology trade, and tourism.

2. The Translation Ability and Translation Professional Skills Cognition

The research focus and core of translation teaching over the years have been on translation capabilities, with a focus on its components. PACTE believes that translation ability has six main components, namely translation expertise, professional operation ability, strategic ability, bilingual ability, non-biling ability and psychophysiological factors. Because the research translation ability has different starting points, it is different in composition and interpretation [1]. Wang Ruowei and Wang Shuzhen studied the components related to translation ability at home and abroad, and obtained the sub-item integration of language, discourse and language use. The most basic measurement standard for students' translation ability is application-oriented and skill-based translation talents. The basic orientation of translation talents in schools is to return to the workplace to cultivate workplace translators, and to implement translation skills into translation skills. The practical courses can be based on three. Step completion: The first is the training of language skills. It mainly includes listening, writing and oral expression courses, and strengthens the students' translation language skills and basic knowledge in the four stages of "listening", "speaking", "reading" and "writing". The second is the training of translation skills. The translation skills training course can be divided into two basic modules: the basic course and the professional

course. The translation basic skill training module focuses on guiding students to use various auxiliary learning tools to complete the conversion of bilingual translation in the basic difficulty translation and interpretation training. The module is mainly equipped with the basic training course of English-Chinese interchange translation, the basic training course of English-Chinese interchange interpretation and the basic course of computer-assisted translation. The training course set up by another module is more difficult, and the professional knowledge and translation skills are linked to multiple industries, such as media news, law, foreign trade economy, tourism and other industries. Course types include: news translation, business translation, legal consultation translation, and interpreting, etc., to develop students' cross-industry translation skills and improve translation skills. The third is vocational skills training. Vocational skills training can be divided into two major sections: comprehensive translation of intra-school translation and cooperative translation practice of off-campus enterprises. Section 1 can create a simulation work environment, assuming that the student translates the identity for translation communication exercises, allowing students to experience the actual translation work environment from the classroom translation practice, familiar with the adaptation work process in advance; to lay the foundation for the future stepping into the social translation job. The off-campus practice courses of Section 2 mainly include: school-enterprise cooperation mode such as translation knowledge cognition internship, translation post internship, and graduation internship. It can be seen that translation ability and translation professional skills are continuous and integral. At the higher end of this continuum, translation expertise is a translator with a certain translation ability, a skill that is accumulated in long-term clear translation work and expressed in terms of cognitive and related strategies that are clearly changed and studied in professional skills; The translation ability must undergo the translation practice in the unfamiliar stage, the entry stage, the ability improvement stage and the proficiency application stage to finally develop into the professional stage, that is, the translation professional skill stage. Therefore, it is an important task for colleges and universities to train high-quality skilled and applied translators for enterprises.

3. The Existing Problems of Cultivating the Translation Talents

The development of colleges for translation practice teaching is inseparable from perfect protection, such as: complete teacher resources, adequate funding, and sound teaching. Only when the teaching ideas are put into practice can the teaching work be carried out smoothly. Students' practice the improvement of translation ability requires opportunities as well as material protection. The practical teaching base is the most basic material security for students. In the next school, the training base mainly includes a language lab, an Anglo-American cultural experience hall, a laboratory, and a simultaneous interpretation room. The laboratory is rarely used frequently, the equipment maintenance is not appropriate, the damage rate is high, and the equipment is replaced with new intervals. In addition, although there are many companies cooperating outside the school, there is no substantive cooperation in translation work. The translation practice of students cannot be implemented. It is difficult to meet the requirements of practical and skilled talents. The translation students actually have opportunities for social contribution. . At the same time, the school's subsidy for students' internship time is not sufficient, the reimbursement procedure is troublesome, and many translation professional teachers graduate from school, that is, they have no experience in social translation work.

When conducting professional cognitive internships at the off-campus training base, most of the students only visit the office environment in the company. The special company staff is responsible for explaining the translation work knowledge, and introduces the translation content that the company undertakes. Go to the school Baidu search for translation professional information and start your own cognitive internship report. Only a few individuals in the process of understanding will ask questions or discuss in depth, and they will not actually communicate with their predecessors in the post. They will experience the work intensity, difficulty and acceptability of translation, but they have gone through a game. Many off-campus training bases are not enough or accept internships. Only a small group of students can be accepted for their graduation internships.

Many students need to find suitable units for internships. In the stage of this stocking internship, the teacher's attitude towards learning, translation and problems encountered cannot be monitored in the classroom as a whole, which leads to the inability to correctly assess the professional skills of the students, which makes the internship effect greatly reduced. Some students can't find the relevant professional internship units, and they don't find the teacher's communication in time. The teachers didn't ask, which led to many students who could not go to the school to sign the agreement unit for internship, and even to complete the graduation internship. Internships with irrelevant internships, graduation internships are in the form. Internships that have gone through the field have not played a very good role in the practical teaching process.

Although the demand for translation talents has become higher in the society, the application-oriented and skill-based translation talents are still in the stage of groping and improvement, and there are problems that cannot be ignored in the cultivation methods. The teaching materials can't keep pace with the times. The translation examples are old and lack of creativity, which leads to the low enthusiasm of the students. Especially in the current modern information, a student's smart phone can open the window of the whole world, full of joy and fun. In this contrast, students will be bored and bored in the classroom. In theory and practice, insufficient attention is paid to the combination of theory and practice, which leads to students' weak sense of translation, affecting the improvement of translation ability, and the concept consciousness of intercultural communication ability is not instilled, and the form of language interchange is emphasized separately. The cultural context, such as: legally relevant English translation, the judgment is mainly divided into two parts: "ratio decidendi" and "obiter dicta". Ratio decidendi is the binding part of the judgment content, that is, the applicable interpretation of the law by the judge in the case trial, which is legally binding on later similar cases, and Obiter Dicta is the unconstrained part, that is, made in the judgment The accompanying opinion is a non-essential part of the judgment, but it may have an impact on future judgments, so it is not a binding but persuasive precedent. It can be seen that the legal wording is very rigorous. Students rely solely on the understanding and simple and language-translated translations in the classroom, and the translations that are not integrated into the context are unqualified.

4. The School-Enterprise Cooperation Translation Talent Training Approach

The "order-based" talent training model refers to the plan for the university and the employer to jointly cultivate talents according to the market and enterprise needs, sign the relevant agreements and cooperate with each other in terms of teacher strength, skill knowledge, and training funds. It is a typical training mode in which the employer adopts the form of "work-learning alternation" to implement teaching and graduates to go to employers for employment. Order-based training talents have a good precedent. For example, the "translation class" of the Beijing Organizing Committee for the Olympic Games is directed by Beijing Foreign Studies University. However, we should be aware that the "order-based training" mentioned above is a large demand and can be directly composed [2]. However, in fact, the demand for normal translation talents in a society in a short period of time cannot reach the class size, and it is difficult to cultivate. Therefore, there are fewer translators in the company's needs. We arrange students to attend, and we can freely take other courses and adopt different counseling arrangements for different students to meet the overall satisfaction of students and businesses. The requirements for different translation talents in different enterprises are flexible and flexible, and can not be affected by the orientation training program, which limits the comprehensive cultivation of students' ability. For example, students can choose medicine, law, accounting, etc. on the basis of major foreign languages. Other professional courses are optional. Therefore, communication arrangements should be made between schools to enable students to learn smoothly.

There are two common types of general teacher cooperation: the school sends teachers out, and the company arranges people to come in. The school can regularly hire successful professionals from outside the school to come to the school to give lectures, reproduce translation experience, sum up practical experience, and close the friendly relationship between the school and the

enterprise. You can also invite excellent front-line workers engaged in translation work to the school. Students communicate and provide guidance on the future of the industry. In addition, experienced translators can be invited to the school to tell their successful and experienced experiences in the workplace, and to inject a social vitality into the school. If the resources of the enterprise have advantages, they can provide training opportunities for the college teachers, help them to accumulate more translation teaching experience and understand the latest developments; in the student internship stage, they can send excellent intern trainers to practice and guide the practice, and even promote the effect of the internship; Enterprises can help the school's excellent translation teachers to get better exercise in this enterprise, and it is very helpful for the research of translation topics, and it is also really helping each other.

Under the school-enterprise partnership, companies can fund the school to establish a common laboratory. In this way, whether it is in the management, translation resources or customer situation, it is fully familiar and better integrated into the system, breaking the single teaching mode. The graduate students are more familiar with and adapt to the corporate environment and enter the corporate track. Such translation talents do not need to be trained, which reduces the cost of the enterprise. In this way, the translation of the classroom becomes more authentic, dynamic, and integrated. After introducing the language environment created by the real corpus and the previous literary translation, synchronous translation is used to guide the training, strengthen teamwork, and improve the training effect. The big direction of translation is translation services, and computer-aided translation and machine translation are realized by computer technology. Therefore, in the future, the training of translation talents is indispensable, including a series of translation tools such as CAT software application, various translation programs, and auxiliary translation software, which can be completed on the basis of the laboratory [3].

It is necessary to set up a translation course with the times. This will not only serve the society better, but also meet the actual needs of the market and employers. In the course setting, the school needs to listen to the internal needs of the company and incorporate these requirements into the translation curriculum to make it more practical. Enterprises should also pay attention to the actual teaching situation of the school, and should not overemphasize the interests of the company. Therefore, the setting of the course should be completed by the cooperation of both parties. The formulation of the plan can involve the elites or experts of the enterprise in the mutual understanding of the mutual understanding, and formulate a curriculum arrangement that is satisfactory to both parties. The course can break the examination and examination of traditional translation courses, such as the preparation of examination papers by the enterprise and participation in the marking; the design of the graduation paper can be changed to the completion of the translation task or the submission of the same quality translation internship report.

Enterprises can provide sponsorship or scholarships, bursaries and other forms to help companies improve their visibility and establish a good external publicity image. This will not only strengthen the interaction between schools and enterprises, but also enrich the school's school-running style. The translation competitions that are held irregularly on campus can be named after the name of the company, for example, the "Dream Galaxy" translation competition. At the same time, the school can invite several leaders of the cooperative enterprise to the school, and form a jury with the leaders or teachers in the school. To create a more lively translation contest, companies can give cash rewards to students with outstanding translation skills, or other in-kind rewards that are agreed upon with the school; they can also use the company name to create translation associations such as the "Tengfei" translation association, which will be interested in translation. Strong students gathered to study and discuss. In addition, companies can jointly set up a translation foundation to help students with family difficulties, encourage students with excellent academic performance, and support the education of the school.

5. Conclusion

School-enterprise cooperation is a very good and promising translation talent training model. The demand for applied and skilled translation talents provided by schools is increasing. This form

of cooperation undoubtedly builds a bridge between schools and enterprises, breaking through the routine. Carry out talent cultivation cooperation and contribute higher-quality skill-based application-oriented talents to the society. Of course, we should also pay attention to the disagreement in the school-enterprise cooperation. The two sides should cooperate in a sincere manner and communicate with each other in a timely manner to achieve long-term friendly cooperative relations.

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