

Efficient English Translation Teaching Reform based on Constructivism Guidance

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Abstract: Applying constructivism to English translation teaching can give full play to students' subjective initiative and cultivate students' learning ability. In addition to improving students' English translation level, it can also promote students' all-round development. Based on this, the paper combines the practice of English translation teaching, analyzes the current situation of English translation teaching in China, and explores the reform strategy of English translation teaching based on constructivism.

1. Introduction

As the influence of globalization continues to expand, China's contacts with other countries in the world are becoming more and more close. As an important language of English, English translation ability has become an important criterion for examining the quality of talents, and the demand for English professionals. More and more. For English professionals, English translation is one of the skills that are often used in life. Many schools also attach great importance to students' English translation skills. However, there are still many problems in the teaching of English translation at this stage. For example, teachers pay more attention to theoretical teaching, and students lack opportunities for practice. Many students have good grades in English exams, but they can't use the knowledge of English to communicate in life. Using constructivism to reform English translation teaching can change the teaching mode of English translation, improve the classroom teaching effect of English translation, and improve students' English application level.

2. Constructivism and its teaching concept

As a philosophical theory, the idea of constructivism can be traced back to the Italian philosopher Giambattista Vico in the 18th century. The "new science" ideas he advocates emphasize the close relationship between knowledge and action. "The real thing is what is constructed." Therefore, "people can only clearly understand everything that they construct themselves", which becomes a solid philosophical foundation of constructivism. In the 1960s, the Swiss psychologist J. Piaget proposed the theory of constructivism based on his pioneering research on children's cognitive research and learning. The theory has been enriched and developed after taking the essence of various learning theories of Vygotsky, Ausubel and Bruner, and gradually formed a mature recognition. The theoretical system of knowledge. And behaviorists believe that the goal of teachers is to convey the knowledge of the objective world. Constructivists believe that knowledge is not obtained through teachers, but that learners are in a certain situation, with the help of others, such as people. Communication and collaboration between the two, using the necessary learning materials, through the meaning of construction. The construction of meaning is the ultimate goal of the whole learning process. The meaning to be constructed refers to the nature and law of things and the intrinsic connection between the things and other things. The learner's quality of learning depends on the learner's ability to construct knowledge about the meaning of the knowledge based on his or her own experience, without relying on the learner's ability to remember the teacher's content. Based on this epistemology and learning view, constructivism transcends the understanding of traditional teaching concepts in the teaching and learning ideology, and forms a unique constructivist teaching concept. In the understanding of the meaning of knowledge, constructivism

points out that "knowledge is not a correct representation of reality, but an explanation or hypothesis; knowledge is not the final answer to the problem, but will be abandoned as society progresses." 25 This view directly negates the practice of instilling the content of textbooks as a final conclusion in the traditional teaching model. Constructivism focuses on the process of meaning construction, emphasizing the learner's learning environment. In the creation of the learning environment, context, collaboration, conversation, and meaning construction are defined by constructivists as the four elements of the learning environment. The creation of the situation, the occurrence of collaboration, and the development of the conversation all closely center on the meaning of constructing this center, serving the ultimate goal of meaning construction. In the orientation of the roles of teachers and students, constructivism advocates the teacher-student relationship with students as the main body and teachers as the mainstay. On the one hand, students are the subject of cognition and the active constructor of the meaning of knowledge. Exploring and discovering methods should be used to construct the meaning of knowledge; in the process of exploration, the relevant information should be collected and analyzed, and hypotheses should be verified and verified; and the current learning content should be related to what they already know, and this Think about it. On the other hand, throughout the teaching process, "the role of the teacher is the active helper, guide and supporter of the student's knowledge, rather than a simple knowledge presenter." Teachers should make full use of context, collaboration, and conversation. Such environmental factors stimulate students' initiative, enthusiasm and innovative spirit, and guide students to discover clues between new and old knowledge, and help students actively construct the meaning of current knowledge.

3. The status quo of English translation teaching in China

At present, English teaching at all stages pays more attention to the basic language skills of students. In English teaching, students often listen, speak, read and write. The importance of English translation is not enough, and the proportion in classroom teaching Very few. In the classroom teaching, the translation of some sentences is often not standardized. The translation level of students often stays at the level of word patching, and cannot be translated flexibly in combination with the language habits of English. Teachers do not pay enough attention to the cultivation of students' translation ability. They only give simple explanations when some translation topics appear. They do not explain the correct methods for translation, which leads to students often have deviations in translation.

At present, English teaching is mainly based on behavioral learning theory. In the classroom, teachers are still the leader, and a large amount of knowledge is instilled in students. In translation teaching, it is often the teacher who explains some sentences, then arranges some questions for the students, and then develops the students' translation ability by explaining the questions. In such a teaching mode, students' participation in the classroom is not high, and the explanations for teachers often stay on the surface, and there is no real mastery of translation methods. Therefore, it is difficult for students to independently translate the meaning of sentences. It is often felt that the translation course is very boring and thus loses interest in translation. In addition, the excessive intervention of teachers in the classroom will also affect the creativity of students' thinking and constrain the development of students.

English translation teaching often involves a lot of theoretical foundations and a high degree of dependence on teaching materials. However, the translation materials used in many schools are relatively old, and some of the materials used in the translation class are very old. They are seriously out of touch with the students' current life, and it is difficult to stimulate students' interest in learning. Another problem brought by the old textbooks is that many of the translation methods taught in the textbooks do not adapt to the learning characteristics of current students, which affects the teaching effect.

4. A new mode of university translation teaching under the guidance of constructivist teaching concept

First, actively build and maintain the cognitive subject status of students. The traditional translation teaching model is based on the stimulus-reaction behaviorism theory. In the classroom, the teacher first teaches the translation skills, supplemented by a number of examples to illustrate, and finally let the students complete the practice of teacher placement with the skills they have learned. The teacher's evaluation of the student's homework is only based on the correction of the "standard" translation. This teaching model is "result-centered", focusing only on the teaching of translation skills and the evaluation of student translations, but neglects the acquisition of students' translation skills and the development of translation skills. According to the constructivist learning theory, students' construction of the meaning of knowledge is realized in the learning process from beginning to end. Therefore, in order to make students become active constructors of translation knowledge and translation skills, they should follow the principles of constructivist learning theory, focus on the teaching process, and create a "process-centered" translation teaching model. Since students are the mainstay of the translation process, they should create conditions that encourage students to participate in every aspect of the teaching activities. The instructor of meaning construction---teachers should get rid of the one-way communication method of "one-speaking hall" and replace it with the teaching activities with high student participation, and in the process of student participation, through questioning, guiding and inspiring, etc. A learning atmosphere that is easy for students to integrate. For example, before asking students to translate a material, presuppose questions like "Where is the difficulty of this material?" "Which translation methods will you use?" that guide students to focus on isolation. The translation of words and phrases turns to the overall grasp of the text, inspiring students to think deeply about the translation rules, and laying the foundation for further meaning construction. In addition, students should be included in the evaluation process of the translation, such as arranging activities for students to correct each other's translations. By proposing amendments and pointing out the advantages and disadvantages of the translations, the students' subjective initiative is fully exerted and their thoughts are shared. In the process of achievement, satisfaction and improvement are obtained, so that students can further clarify the identity of their cognitive subjects.

Secondly, clarify the dominant position of teachers and gradually play the role of teachers as guides and promoters in teaching activities. Constructivism believes that the construction of knowledge is influenced by time, space and environment. Once knowledge leaves time, space and environment, it loses its authenticity. Therefore, in teaching, teachers should actively create language situations that meet the teaching content and provide students with The real language scene, so that students can connect with their own knowledge and experience in the existing cognitive structure to achieve the meaning construction of the current knowledge. Some teachers pass the translation knowledge as a constant rule to the students in one direction. They believe that the task of the students is to understand and memorize these "universal rules" in order to respond to a variety of translation problems. This method neglects the nature of translation activities as a kind of intercultural communication behavior. It fails to present the complex and changing factors in intercultural communication in the teaching process. It cannot allow students to experience the real scene of cross-cultural communication and then cannot construct. The cross-cultural awareness necessary for translation activities. It can be seen that in the translation teaching, creating a language situation conducive to the construction of translation knowledge is an indispensable aspect of the teacher's dominant position. In addition, constructivism believes that learning is an interactive process of communication and cooperation. "Collaboration" and "session" are defined as important elements of a constructivist learning environment. The new translation teaching mode requires teachers to effectively organize the collaboration and communication activities of students in the teaching process, and become an active advocate and guide for student collaboration and communication. The collaborative communication methods in the translation classroom are diverse. Group discussion, inter-group evaluation, teacher-student discussion, etc. are all effective ways, and

teachers can flexibly choose according to the teaching content. When students just get a translation material, they can choose the way of discussion in the group, let the students exchange views on the characteristics, difficulties and pre-set questions raised by the teachers, and state their positions; they can choose inter-group evaluation when evaluating translation results. The way to provide excellent translations in groups, compare the pros and cons of the translations between groups, and find out the differences and their causes. The collaborative communication activities in the translation classroom encourage students to think about translation problems from different angles in an independent role, so that students can complete the meaning construction of knowledge in the interaction of learning communities.

5. Conclusion

The traditional translation teaching model is centered on teachers and instills translation knowledge in one direction. It has deviated from the "capability goal" of translation teaching reform. The constructivist education and teaching concept is "student-centered". It advocates the use of learning environment elements such as situation, collaboration and conversation to stimulate the initiative, enthusiasm and creativity of students to realize the active construction of students' knowledge meaning. . These concepts are in line with the leading idea of "cultivating students' comprehensive ability" in translation teaching reform, and have important guiding significance for the exploration of the new model of translation teaching.

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