

Research on "Internet+ Teaching" Mode in College English Translation Teaching

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Abstract: In the era of "Internet+", the teaching mode of College English translation has also changed significantly. With the development of economic globalization, the import and export trade are increasing, and the demand for high-quality translators is also increasing. Therefore, teachers must integrate Internet+ translation teaching closely. This can not only optimize the translation curriculum system, but also improve the quality of translation teaching.

1. Introduction

In the new era, trade between countries is getting more and more frequent. As a common language, English plays an important role in the communication between countries. Therefore, our country puts forward higher requirements for English translators, not only need them to have strong professional skills, good adaptability, but also need them to use information means to improve translation efficiency. But from the perspective of current English translation teaching, teachers lack the thought of "Internet+" and do not combine it with English translation teaching. This leads to the teaching effect is not good enough. Faced with this situation, teachers should actively change their teaching philosophy, improve their teaching mode, and adopt the Internet+ teaching mode to enhance the effectiveness of English translation teaching.

2. Current situation of college English translation teaching

2.1 Insufficient attention to translation teaching

Due to the influence of examination-oriented education for a long time, College English teaching has been limited, especially translation teaching. In traditional teaching, teachers mainly focus on students' test results, test students' English learning through their scores, and ensure that students can pass the CET-4 and CET-6. If students pass the CET-4 and CET-6, teachers' personal abilities can be highlighted. Strong. In College English teaching, although there are some English translation contents involved, the teachers arrange relatively few class hours and the teaching tasks are relatively tight. It is difficult for students to master all translation knowledge in a relatively short class time. This not only makes the students study hard, but also makes them afraid of translation learning. They do not realize the pleasure of translation learning, which leads to their declining enthusiasm.

2.2 Lack of cultivation of students' communicative competence

As a language, English is not only for students to understand words and grammar, but also for students to use English to talk and communicate effectively with others. However, in traditional translation teaching, teachers only stay at the theoretical level, allowing students to recite a large number of words, grasp relevant grammar knowledge and analyze long and difficult sentences. They do not provide students with English expression. Opportunities lead to the predicament of dumb English for college students. Compared with other subjects, English translation has its own particularity. It is an investigation of students' comprehensive ability. Students should not only have a certain vocabulary, clear meaning of words, but also understand sentence components and have English thinking, so as to ensure the accuracy of translation and make the context more reasonable.

In practical teaching, teachers often neglect the content and still use traditional thinking and teaching methods, which leads to the inability of students to improve their communicative competence and to be competent for the post of translator when they are employed. Therefore, they turn to other jobs and waste teaching resources.

2.3 Lack of construction of English translation practice platform

College English translation has a strong comprehensiveness. It involves not only English theoretical knowledge, but also teachers' practice. Only in this way can students learn better. According to the current situation of translation teaching in universities, the lack of funds for practical teaching in Colleges and universities makes the practice platform not fully established. During the period of students' translation knowledge, they are only at the theoretical level [3], which cannot give full play to the original value of English translation, leading to a great discount in translation teaching. Although some colleges and universities have established practice platforms, the number of applications is relatively small, and the corresponding practice hours are not set up in the schools, which makes the effect of English practice less significant. For translators, College English teaching plays an indispensable role. If universities and teachers fail to provide practical platform for students to practice, it is easy to make students nervous and make mistakes in translating on important occasions, which will damage students' confidence and lead to a greater impact on their future employment.

3. The concept of translation teaching in the Internet+ teaching mode.

3.1 Reasonable use of the internet

In the Internet era, students' learning paths have changed greatly. Fragmentation has become a way for contemporary college students to learn. For example, when using bus or subway, using mobile phone software to recite words, etc. In translation teaching, if teachers force students to recite words through vocabulary books, it can no longer meet students' needs, which requires teachers to learn western constructors. The theory of righteousness, establish the concept of the Internet, learn to use the means of the Internet to teach, so that students can learn fragments. At present, smart phones have become an important part of contemporary students. In teaching, teachers can effectively use them to break the traditional teaching mode in class. For example, they can adopt the micro-class teaching mode. Teachers can record videos in advance and upload them to the corresponding platform. Students can watch them at any time through smart phones, which can not only enable students to actively discuss the text, but also improve it. Participation can also promote effective communication among students, form good interaction between students, teachers and students, and improve the efficiency of translation learning. In addition, teachers can search foreign journals through the Internet, such as the relevant articles in The Economist, to arrange certain topics for students to translate effectively. On the one hand, they can cultivate their sense of English language, form English thinking, make the translation content more scientific and reasonable, on the other hand, they can stimulate students' initiative effectively, while following the translation norms. To form a certain thinking pattern and improve translation ability.

3.2 Student-centered

Internet+ teaching emphasizes students' dominant position. Teachers play a leading role in solving problems. Therefore, teachers should provide students with certain stage to enable students to demonstrate their own translation ability, so that they can not only effectively train students, accumulate experience, but also enable students to understand their own shortcomings. For example, when talking about translation methods, including literal translation and free translation, literal translation is easier to understand. Students can directly translate words according to their meanings, but free translation is relatively difficult for students. Students should not only consider the context, but also understand the relevant background knowledge, so that translation will be smoother and avoid translation errors. For example, cold war can be literally translated as "cold war", while to

look on with hands in sleeves requires free translation, i.e. "stand by"[5], so that the translation is more concise and easier to understand. In this process, the teacher must let the students think and translate independently. Although the students may have influent sentences and unclear meanings in the process of translation, the analysis of sentences under the guidance of the teacher will make the students suddenly understand and master the relevant translation methods, which will be beneficial to the students' later translation. In addition, teachers should learn to use the Internet to download relevant resources and let students watch English movies without subtitles in class. This can not only exercise students' English listening, but also effectively translate the content of movies, enrich the content of translation teaching and arouse students' interest in translation learning.

4. Effective strategies for translation teaching in English universities

4.1 Optimizing the curriculum system

Based on the Internet plus background, teachers must optimize the curriculum system and renew the teaching idea so as to ensure that college English translation can achieve good results in teaching and cultivate all-round talents so that they can meet the relevant requirements of the information age and achieve all-round development. In traditional translation courses, teachers lack practical teaching and students have few opportunities to practice and express themselves orally, which makes students less active and less comprehensive. In the new era, teachers should innovate the teaching mode and apply Internet+ to translation teaching, so as to ensure that students are trained professionally and improve their learning quality by ensuring that students have the basic knowledge. [6] Colleges and universities can offer online translation elective courses. Students can learn courses through the Internet, so that they are no longer restricted by location, and can learn in dormitories or canteens. In addition, after the end of this course, we should arrange homework for students to practice. On the one hand, we can test students' knowledge and understand their acceptance. On the other hand, we can urge students to study efficiently and finish their homework conscientiously. Teachers can tell students their own e-mail or QQ number. When students encounter difficulties in translation, they can consult teachers in time to solve the puzzles in learning and improve the translation level. In addition, teachers can use micro-lessons to teach and make micro-lesson videos in advance, so that students can watch videos in the classroom or outside, and learn efficiently. For example, when speaking "several contrasts between English and Chinese languages", it will include English word-formation and Chinese word-formation, which requires teachers to make videos according to each section and explain knowledge points. It can not only enable students to use fragmented time for learning, learning translation methods, but also reduce the pressure of translation learning and improve the quality of learning.

4.2 Creating situations

In traditional translation textbooks, emphasis is laid on cultivating students' translation skills. Although this mode can enable students to have solid translation skills, its adaptability is poor, which makes translation learning lack flexibility. When students enter the job, they often face unexpected situations. If students are limited to the study of the content of translation textbooks, it is likely that students will emerge in unexpected situations. Errors affect students' career development. Based on this, teachers can integrate translation teaching resources, organically integrate textbooks with the Internet, create situations and let students learn in situations. This can not only enable students to master translation knowledge, understand translation skills, but also improve their adaptability. Teachers can be divided into several situations according to the content of the textbook, and integrate some typical skills effectively, so that they can be displayed in the situation, so that students can learn step by step and continuously deepen. For example, when speaking about translation skills, a word often has several parts of speech and different meanings, and there is a phenomenon of polysemy. Therefore, teachers can create situations for students to pay attention to and master translation skills. For example, when "resume" is used as a verb, it can be translated as "continue, restart, restore", and when it is used as a noun, it can be translated as

"resume, abstract" [7], with "Send your". Take resume with a cover letter that is specific to that particular job as an example. When translating "resume" into verb meaning, the sentence will not be smooth. This requires students to understand the noun meaning of "resume" so as to accurately translate the meaning of the sentence, and then enable students to read the whole article.

4.3 Developing students' ability to learn on their own

According to the relevant requirements of the new curriculum reform, it is proposed to train students' autonomous learning ability, pay attention to students' learning strategies. In teaching, teachers can use the Internet terminal as the basis for online teaching, which can not only communicate face to face with students, but also grasp students' knowledge acceptance in real time. For College students, autonomous learning is more important. On the one hand, students can translate according to their own thinking and solve problems effectively. On the other hand, it can improve students' participation in translation learning. Specifically, before class, the teacher lets students translate accurately in advance and share the text in real time through smart phones. Then the students make PPT through their own thinking and inquiry, and display it in class. In the course of presentation, the students should highlight their own translation process and let the students understand their own translation ideas and skills. In this process, the students can. Put forward your own opinions, criticisms or praises, etc. Teachers should put forward corresponding questions according to the classroom atmosphere, so that students can use the Internet to query relevant vocabulary, so that students can develop good learning habits and improve learning efficiency [8]. After class, students can refer to the contents of parallel texts and compare them with their own translations to understand the shortcomings. When a semester is over, students can organize the past PT and discuss with teachers or classmates online. This can not only record the process of students' autonomous learning comprehensively, but also facilitate students' continuous reflection and make progress. In addition, students' autonomous learning does not mean teachers' inaction. Teachers need to carefully design the process of autonomous learning and actively encourage students to have a higher enthusiasm for participation. Only in this way can students' autonomous learning reach a deeper level and cultivate their thinking ability.

5. Conclusion

"Internet+ teaching mode", as a new teaching mode, breaks through the traditional teaching in the course of College English translation teaching. It can improve the teaching content and play a positive role for English translation majors. In this process, students can actively acquire translation knowledge and become the main body of the classroom. Teachers will also create situations according to the teaching plan, so that students can practice constantly in the situation and improve their application ability.

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