

Innovation of College Students' English Translation Skills Training Model Based on the Optimization of Translation Ability

Gai Xinyi

Shandong College of Traditional Chinese Medicine, Muping District, Yantai City, Shandong Province,
264199, China

Keywords: English Course; Translation Teaching; Teaching Reform

Abstract: College English course can make students have a solid foundation in English learning, while translation teaching is to cultivate students' practical English application ability. At present, College English translation teaching is not mature enough, and there are still many shortcomings in teaching practice. The analysis of the composition of translation competence plays a direct guiding role in curriculum design, teaching methods, teacher construction and teaching evaluation. The teaching mode needs to realize a brand-new transformation under the new educational concept. Colleges and universities should establish the latest college English curriculum system and apply it to college English teaching practice as soon as possible. From the perspective of students, this paper starts with improving the confidence and interest of students in learning English translation and the practicality of learning English translation. This paper briefly discusses some methods and strategies of college English translation teaching mode from teacher-centered to student-centered. Only by constantly reforming teaching methods and adopting multiple methods and multiple ways can we truly integrate students into translation learning and practical activities.

1. Introduction

College English curriculum can make students have a solid foundation in English learning, while translation teaching is to cultivate students' practical English application ability [1]. However, the current college English translation teaching is not mature enough, and there are still many shortcomings in the teaching practice. In the actual teaching process, translation teaching is far from being paid as much attention as listening, speaking, reading and writing teaching [2]. Result When the teaching reform of listening, speaking, reading and writing is in full swing and has achieved remarkable results, the traditional teacher-led teaching mode of translation teaching is still continuing [3]. It has seriously eroded the initiative and enthusiasm of college students in learning translation, and their translation ability has never been improved. For ordinary college English majors, the goal of innovative translation training is to develop students' language application ability, and the application of translation ability is one of the important aspects [4]. Foreign language professional translation teaching bears the brunt of the task of cultivating high-level translators, and the college English with the largest number of students. In the past ten years, the university English translation teaching has been continuously explored [5]. The existing translation teaching mode needs to be adjusted. In particular, it is necessary to change the teaching and training mode with the reference translation provided by the teacher as the ultimate goal of translation teaching.

In the context of the national "public translation, innovation", cultivating innovative talents has become the theme of modern education. Therefore, students' innovative translation training has become an important part of undergraduate teaching [6]. This requires local colleges and universities to establish effective mechanisms and teaching models based on the characteristics of localization in order to cultivate translation talents that meet market needs [7]. The translation ability research is for translation teaching. The composition analysis of translation ability has direct guiding effect on curriculum setting, teaching method, teacher construction and teaching evaluation. Many scholars and teachers have explored how to carry out and improve Chinese college English translation teaching [8]. There is a consensus among scholars in these studies that non-English

majors should cultivate and improve their translation ability. Makhecha A N pointed out that the traditional pure language and literature talent training mode is often difficult to meet the current needs of economic and social development [9]. Carro M holds that it is not enough to cultivate students' translation ability only by relying on limited translation exercises in foreign language textbooks [10]. According to the actual situation of the University and the students' professional situation, each university formulates plans and takes concrete measures to implement innovative translation training.

2. Materials and Methods

The most restrictive factor in traditional teaching is the thought of examination-oriented education, which is also the focus of College English translation teaching practice. There is no professional English translation part in College English textbooks. Although some textbooks mention some theories and techniques of College English translation, they lack systematic and complete explanations. College English translation teaching has gradually developed into a disadvantaged subject in Colleges and universities. College students' innovative translation project aims at changing traditional educational concepts, changing the mode of personnel training, and emphasizing students' principal position. At the beginning of the exploration of translation ability, Western scholars also hold a natural view of translation ability, and believe that translation ability is derived from bilingual ability. There is also the ability to equate translation with the ability to translate. From the existing translation ability research, its content is richer than the bilingual conversion ability. Under the background of "Internet +", the teaching model needs to achieve a new transformation under the new educational concept and better adapt to the needs of the information age.

Colleges and universities should establish the latest college English curriculum system and apply it to the college English education teaching practice as soon as possible, so that students can also conduct professional college English translation studies after mastering the basic knowledge of college English. On the whole, the hypothetical model of the relationship between the three dimensions of the teaching process and the learning effect agrees with the observed data. The path coefficients of the path model are significant. Figure 1 is the dimension of effective classroom environment and the path analysis model of learning effect.

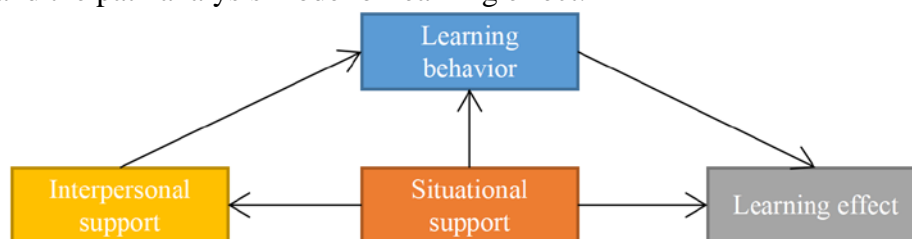


Fig.1. Path analysis model

College students' innovative translation training can have different focuses on students of different majors. For English majors, developing their ability to apply translation is an important aspect. As far as translation activities are concerned, representational knowledge summarizes language rules, knowledge of relevant fields involved in translation content, and participants in communicative activities. Operational knowledge means knowing how to do it, and it is the application of knowledge acquired in practice to solve specific problems. The application of multimedia in college English translation teaching has changed the traditional mode of teacher speech and student listening. Students are no longer just mechanistically acquainted in the translation classroom. In the multi-media teaching of College English translation, students are playing a more dominant role in learning. It is not enough for language acquisition and training to rely solely on classroom time. College students' innovative translation training provides a platform for English majors to integrate language environment, ability training and innovative translation. Classroom teaching should be student-centered and ability-oriented. Teachers should choose

appropriate teaching methods to enable students to live in a simulated translation environment.

3. Result Analysis and Discussion

Improving translation ability is not to improve temporary translation level. Instead, we should plan the teaching of translation in the light of students' language competence, cultural knowledge, translation strategies and the application of assistive tools. In order to design a reasonable teaching structure, curriculum content, teaching methods. In explaining translation lessons, teachers should not confine themselves to books, but use multimedia projection to show some English films. Let the students do the translation, which can be done in groups. It is limited by many factors, such as classroom time, teaching environment, teaching tasks, teaching progress and so on. Translation teaching can not provide enough practical translation practice for students. It is particularly necessary to explore various ways and means to train students. For example, teachers can guide the development of various levels of volleyball competitions or complete some translation projects within their capabilities. Many students are not interested in the study of translation theory, but most of them like to watch foreign soundtrack movies. Teachers can play the most popular English movies in class according to the characteristics of the students. Then the teacher combines some more formal audio materials to explain the theoretical knowledge of English translation to students. Thereby greatly improving students' interest in English translation theory and the initiative of learning, and thus improving the level of college English translation teaching.

The individual explanatory power data of the three dimensions of the translation teaching environment show that learning behavior and context support have significant explanatory power for learning effects. However, the data shows that the interpersonal support factor is not significant. As shown in Table 1.

Table 1 Estimation of the learning effect by constructing three-dimensionality in the translation teaching environment

Constant	Standard error	Standard coefficient
Learning behavior	1.426	0.524
Interpersonal support	0.125	0.049
Scenario support	0.036	0.108
learning result	0.041	0.032

The choice of text is conducive to the cultivation of students' practical translation skills. The difficulty of the text should be moderate and conform to the actual level of the students. A difficult text can dampen the confidence of the student. The text of Taiyi is not challenging, and it is not easy to stimulate students' creative thinking. The process of cultivating students' translation skills should be a process that allows students to be taught by the classroom to their own initiative. In the practice of translation teaching, students should be the main body. College English teachers should develop students' independent learning ability in a targeted manner and guide students to actively construct independent learning models. The mobile placement system takes students as the main body and provides space for students of different levels. The comprehensive ability of English has improved, and the ability to translate will naturally increase. Students' learning can not be separated from the guidance of teachers. Teachers' leading role and students' main role need to be combined organically in order to produce good teaching effect of English translation. Only by making college students feel the necessity of learning English can they really stimulate their initiative and enthusiasm in learning English. Students are the main body of translation activities. Teachers should infiltrate translation theory into translation practice in the discussion. To enable students to understand translation theory and the essence of translation in translation practice.

With words or phrases as the unit and memory as the main stage, it is convenient for students to process and memorize vocabulary at a shallow level. Several students were selected for the test and compared with the memory effect of traditional methods. As shown in Figure 2.

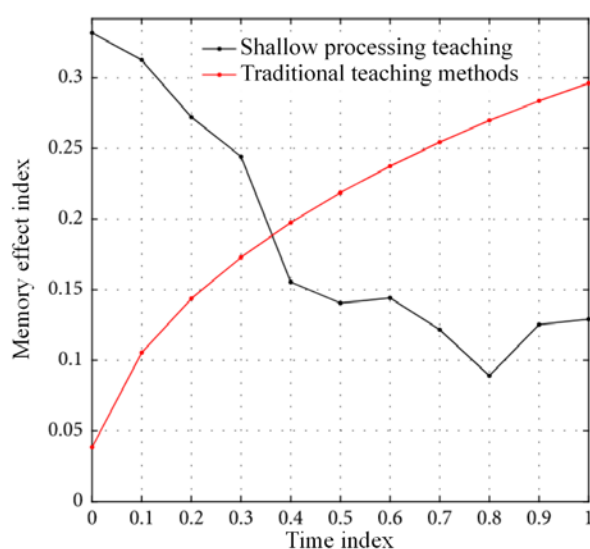


Fig.2. Comparison of new cognitive methods and traditional memory methods

At a time when information technology is developing so rapidly, universities need to establish an effective platform for university English translation practice. For students' English translation communication and learning to break the time and space constraints, provide students with more opportunities for English translation practice drills. The opening of professional English courses not only makes college students feel the effectiveness of English learning, but also provides convenience for students to further study. Students' English level is very different, and students' understanding of translation teaching content is not the same. Teachers can develop online teaching resources such as micro-lessons and micro-videos on the network platform. Students can study independently and selectively according to their own wishes and actual situation. The globalization of economy has led to the internationalization of academics. Modern Chinese society needs talents who can be in line with international standards. Expressive knowledge and operational knowledge are competent translators and successful communicators. The cultivation of translation competence is a dynamic process, which incorporates newly acquired knowledge into the existing knowledge system and achieves the continuous accumulation of knowledge.

4. Conclusion

College English translation teaching should conform to the development of the times. College English teachers should actively explore high-efficiency and high-quality college English translation teaching mode in combination with new teaching concepts. Promote the comprehensive development of students' comprehensive quality and improve the quality of college English translation teaching. From the perspective of students, this paper starts with improving the confidence and interest of students in learning English translation and the practicality of learning English translation. This paper briefly discusses some methods and strategies of college English translation teaching mode from teacher-centered to student-centered. On the basis of the understanding of the composition of translation competence, it is better to carry out targeted translation teaching in a planned way. The cultivation of translation competence is an urgent task before us, but it can not be accomplished overnight. Only by constantly reforming teaching methods and adopting various methods and approaches can students be truly integrated into translation learning and practice. It combines in-class theoretical explanation, in-class simulation practice and out-of-class real operation. To provide students with innovative opportunities, so as to cultivate their innovative consciousness and application ability.

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