The innovative development path of College English translation teaching under the network environment

Duan Xiaoxiao

Chongqing Vocational Institute of Engineering Jiangjin District, Chongqing   402260

Keywords: Network environment; College English translation teaching; Innovative development path

Abstract: In the network environment, higher education is required to speed up the construction of educational informatization, give full play to the advantages of information technology, broaden the channels of higher education, and improve the efficiency of higher education. Based on the background of this era, this paper takes college English translation teaching as an example to study and explore the reform strategies and innovative ways of College English translation teaching under the network environment.

1.   Introduction

China's economy has entered the international track. In the environment of economic development and social progress, it needs high-quality translation talents, and the teaching mode of English translation in Colleges and universities needs to be innovated. According to the needs of the times for English translation talents, we should take network technology as a means to realize the integration of English translation teaching activities and network information-based teaching, reverse the original traditional English translation teaching mode, rely on the network environment, take information technology as the teaching hand, innovate the mode of English translation teaching in Colleges and universities, improve the English listening, speaking, reading, reading, etc. of college students. The ability of writing and translating, the cultivation of students' cross-cultural awareness, and the enhancement of practical skills in English translation will lay a solid foundation for future career development.

2.   The characteristics of College English translation teaching in the network environment

2.1.   Interactive features

Network makes the communication between teachers and students no longer limited to the traditional form of "one-to-one" and "face-to-face", but can rely on the modern communication platform, get rid of the shackles of the traditional classroom in time and space, and realize "zero distance" and "barrier free" communication, so as to reflect the interactive characteristics of College English translation teaching under the network environment.

2.2.   Openness

College English translation teaching is a very practical subject. Many times, students need to be in the specific language situation and translation tasks, in order to truly master the skills and experience the essentials of translation. Under the network environment, English translation teaching in Colleges and universities can make full use of the information retrieval, film and television broadcasting, online communication and other functions of the network, so as to build a real and natural English language practice environment for students and make the English translation teaching in Colleges and Universities under the network environment open.

2.3.   Characteristics of autonomy

In the era of knowledge-based economy, only with good learning ability and innovative spirit can college English translation talents keep up with the pace of knowledge updating and

technological development, so that their knowledge reserves, language skills and personal quality can meet the needs of social development for translation talents. Based on this, College English translation teachers can give full play to the advantages of the network, try to build a "flipped classroom" teaching mode, so that students' English translation learning from passive acceptance to active exploration, so as to reflect the characteristics of College English translation teaching autonomy in the network environment, and promote the reform and development of teaching[1].

3. The significance of College English translation teaching in the network environment

3.1. Cultivating students' Information Literacy

In the information age, higher talents must have good information literacy, be able to flexibly use information technology means to serve their study, life and work, so as to keep up with the pace of the development of the times and not be eliminated by the times. Through the exploration of College English translation teaching under the network environment, students can skillfully use information tools in the learning process, so as to cultivate their ability of searching, screening, storing and using network information, and promote the formation and development of students' good information literacy.

3.2. Training students' language skills

Language practice is not only the ultimate goal of language learning, but also the basic means of language learning. Through the research of College English translation teaching under the network environment, it can create a wider space for students to practice and provide more opportunities for language practice, so that students can improve their translation ability from the comprehensive perspective of listening, speaking, reading and writing.

3.3. Optimize students' cultural awareness

The awareness of cross-cultural communication is the basic quality that translators must possess. Through the research of College English translation teaching in the network environment, it can not only help students to open their learning ideas and look at the cultural differences between China and the West in an open perspective, but also help students enrich their learning resources, so that students can master the information of cultural differences between China and the West anytime and anywhere, so as to help students get rid of "cultural shock" and more close to the translation realm of "faithfulness, expressiveness and elegance".

3.4. Promote the all-round development of students

Translation is a very comprehensive discipline. On the one hand, it involves knowledge in various fields such as economy, politics, culture, science and technology, on the other hand, it involves literacy in various aspects such as language skills, logical thinking, professional level, and adaptability. Therefore, in order to cultivate a qualified translator, we need to promote the development of talents in an all-round way. Under the network environment, English translation teaching in Colleges and universities can make full use of the advantages of the network and promote the overall development of College Students' comprehensive quality from different perspectives[2].

4. An analysis of the limitations of efficient English translation teaching in the network environment

4.1. Old teaching content

At present, there are three levels of clear requirements for training English translation talents in China. It can be seen that the current training standards for English translation talents in China are very specific and clear. But for a long time, the English textbooks commonly used in Colleges and universities in China are actually difficult to meet these requirements. Nowadays, there is no

introduction to the basic theories and methods of English translation system in the textbooks, and it hardly involves the cultivation of English translation ability, so it is difficult to meet the requirements of the society for English translation talents. However, the English translation practice after class is too limited to the test of students' understanding of the language knowledge in class. Most of them are based on the vocabulary or grammar in class or teaching materials. Lacking the overall coherent English translation training, the English translation ability is difficult to be cultivated and improved. The teaching, teaching materials and modern social needs are seriously disconnected, and the content is boring. As a result, it is difficult for teachers to teach English, the teaching method is single, the content of teaching materials is old and lack of innovation, modern teaching resources are not fully utilized, students are passive to accept knowledge and lack of active thinking, it is difficult to stimulate students' enthusiasm and interest in English translation learning, and it is difficult to achieve the goal of training English translation talents.

At present, the English translation textbooks used in Colleges and universities are generally old and backward, and it is difficult to keep up with the trend of the times. Even the new version of textbooks in recent years, its content is also lack of innovation, and it is difficult to meet the needs of English translation teaching. In the process of curriculum arrangement and preparation, teachers have to selectively analyze and summarize many textbooks and put them together to sort out the appropriate teaching content, which is time-consuming and labor-consuming, and the teaching results are not obvious. It is difficult for teachers to combine the modern network technology in the classroom, and the lack of information resources leads to the lack of the function of transmitting information in time. In today's diversified society, what the society needs is talents with diversified English translation ability, so the information materials needed in translation should not be too single[3].

4.2. Lack of pertinence of online English translation teaching mode

With the development of network technology, English teaching mode through the Internet has been popularized in Colleges and universities. This new teaching mode emphasizes independent and individualized teaching. Students can choose learning content according to their own preferences, so as to achieve the highest learning effect. Therefore, in the network environment of autonomous learning and cooperative learning, especially in the network environment, the study of students' autonomy is particularly important. In recent years, the research on network environment and College English translation teaching focuses on its teaching advantages, while the analysis of some incongruous phenomena in its development and integration is less.

Therefore, we should pay more attention to the innovation and research of English Translation Classroom Teaching under the high-speed development of computer network. We should integrate the two teaching modes of network information English translation classroom and traditional English translation classroom together, learn from each other's strengths, and achieve complementarity. According to the actual problems of different teaching levels in different schools and different needs of students, we should be practical. In this paper, the author makes a deep research, analyzes and summarizes the problems in the course of curriculum summation, and actively discusses them, takes effective strategies to make up for them, and improves the curriculum system combining English translation and network environment, so as to make the operation of teaching mode in the new situation more healthy and perfect, so as to achieve the best teaching effect in English translation classroom. We should attach importance to the ability of English translation teachers to master and use the modern training system. Strengthening the diversified and ecological English translation teaching system is the key factor to promote the reform and development of English translation teaching. Under the current network environment, English translation classroom teaching is bound to promote the integration of modern science and technology and English translation curriculum[4].

5. The influence of network environment on College English translation teaching mode

5.1. Accelerating the improvement of English translation teaching system

A perfect English translation teaching system should be composed of basic English teaching, daily dialogue training, language sense training and practical exercises. Under the traditional teaching mode, we overemphasize the importance of basic teaching and neglect the practical exercises. However, with the gradual improvement of the network environment, College English teaching mode has become more colorful. Not only can we find teaching materials through multimedia equipment, but also can watch English videos through the network during the teaching process. Such teaching mode not only ensures the traditional high-quality teaching in China, but also integrates more interesting elements into it. For teachers, the daily lesson preparation becomes more relaxed, and the teaching organization is more clear.

5.2. Strengthening students' dominant position in the teaching mode of Multimedia English translation

The network environment has brought more democracy to college English translation teaching. For students, this new teaching mode has given them a broader personal space. In the traditional English translation teaching, students can only obey the teacher's arrangement completely, and have a dialogue practice with their partners within the prescribed time. And the multimedia English translation teaching provides each student with a computer equipment for online learning. They can browse the translation resources on the network by themselves, and find the real foreign students through the relevant websites to carry out matching English translation exercises with them. This not only greatly reduces the difficulty of teaching, but also strengthens the dominant position of students, and better reduces the probability of disputes between students caused by unequal distribution.

5.3. Help students to pay more attention to English translation

What is a high level of English ability, on the one hand, is to have a good oral English ability, on the other hand, is to have a strong translation ability. Because English and Chinese have different language habits, they have great differences in expression, which causes great trouble for students to translate English. If compliments are presented in the order of words in a sentence, the translation often distorts the original author's intended meaning, which is also the biggest problem for learners in different language environments. But through the construction of the network environment, students can directly feel people's speech habits in the English environment through the teaching computer, and develop a high degree of English sensitivity through long-term accumulation. Only in this way can students find the importance of English translation ability to improve their English level and urge them to do more English translation exercises.

5.4. Reduce the study pressure of students

For students, the first feeling of learning them is that they are under great pressure, but the emergence of the network environment greatly eases the students' psychology. Usually, the Internet is a way to relax, but now it is widely used in the teaching process, which is also a reflection of teaching and entertainment. Some students will watch English movies or videos through the Internet, which not only helps them relieve the pressure of learning, but also trains their English translation and expression ability. When watching the film, they learn a lot of fixed translation collocation patterns in English through the comparison of Chinese and English subtitles, and the knowledge learned through this entertainment way is more valuable than rote learning. And the pure English pronunciation can help our students to solve the problem of speaking Chinglish, which not only well cultivate the students' sense of English translation, but also help them to develop a standard way of pronunciation.

5.5. Improve students' interest in English translation

When it comes to learning, a large part of students are in conflict, they think learning is boring and boring. The application of network teaching method helps students to complete the learning process at the same time of entertainment, which can be said to be a new type of entertainment teaching mode. Through repeated searching and learning, students have developed good English translation ability, which can be more convenient to use in the future. It can be said that it not only reduces the difficulty of English translation teaching, but also greatly improves students' interest in learning. In the future, we will try our best to build a more perfect network environment, and strive to provide more available English translation materials for students. At present, most of the English translation materials on the Internet do not have a clear direction. They are all movies or videos. It can be said that the original purpose of the production is not to help students develop English translation ability. In the future, China will also strengthen communication with European and American countries, and reach a consensus with them, and launch English materials specially designed for Chinese students to improve their English expression ability on the Internet[5].

6. Strategies of College English translation teaching in the network environment

6.1. Making use of the advantages of network to enrich teaching resources

1. Provide students with translation background knowledge. In the face of different fields of translation content, students need to have the corresponding professional background knowledge, in order to achieve accurate and smooth translation between English and Chinese. Therefore, teachers should make full use of the information retrieval function of the network to supplement the knowledge related to the professional background for students and prepare for their translation study. 2. Provide students with theoretical knowledge of translation. From the perspective of applied talents training, English translation teaching in Colleges and universities tends to focus too much on the cultivation of practical ability of students, while neglecting the explanation of basic theoretical knowledge of translation. As a matter of fact, only when students have a basic knowledge of translation theory, can they grasp certain translation criteria and skills in the face of complicated language environment and translation materials, so as to achieve the goal of "constant response to all changes". Therefore, in the College English translation teaching under the network environment, teachers can make use of the network information to make up for this blank for students, so that students can master the theoretical knowledge of translation through independent learning. 3. Provide students with sample translation materials. In College English translation teaching under the network environment, teachers can guide students to search for classic translation example materials on the Internet, so that students can realize "self realization" of translation theoretical knowledge and practical skills through reading classic translation works. 4. Provide students with cultural background knowledge. In College English translation teaching under the network environment, teachers can encourage students to query the cultural background knowledge related to translation materials through the network, so as to avoid the collision between Chinese and Western culture in the process of translation and realize the integration of Chinese and Western culture.

For example, in the translation teaching related to "enterprise introduction", teachers can show students an English enterprise introduction and assign the following tasks to students: 1. Find out the relevant information of the enterprise in the text and understand the enterprise culture and development trend; 2. Find out the translation theoretical knowledge related to "enterprise introduction" and preliminarily grasp the concept and characteristics of "enterprise introduction" translation. Basic information such as points and principles. In the above teaching cases, teachers make full use of the advantages of the network to realize the enrichment of teaching resources. At the same time, it also provides space and platform for students' autonomous learning, realizes the reasonable distribution of time in and out of class, and promotes the "flipping" of classroom[6].

6.2. Making use of the advantages of network and flexible teaching form

1. Situation simulation teaching mode. Teachers can create a "real" workplace environment or life situation for students through the combination of image, voice and text, so that students can carry out translation practice activities in the situation, so as to promote students' post practice ability and on-the-spot response ability. 2. Task driven teaching mode. In the task driven teaching mode, teachers require students to carry out translation practice and present translation results around the "task", which is a kind of ability oriented and output oriented teaching mode. 3. Phenomenon analysis teaching mode. Phenomenon analysis teaching mode is a very comprehensive teaching mode. Students need to analyze the causes of this phenomenon, explore solutions to this phenomenon, and form regular conclusions according to the phenomenon presented by teachers. Students are required to have the ability to discover the essence through the phenomenon.

For example, in the teaching of "advertising language" translation, teachers can adopt the teaching mode of phenomenon analysis to show students multiple versions corresponding to the same advertising language through the network platform. Students are required to use the group discussion function of the network platform to make a comparative analysis of each version, and summarize the basic principles, translation skills and precautions of advertising language translation. 。 In this process, teachers can use the group guidance and online comment function of the network platform to give students appropriate call and guidance at any time. Through the use of network teaching platform, teachers greatly improve the efficiency of phenomenon analysis teaching mode, and through real-time call and guidance, to avoid students' analysis and discussion stay on the surface, guide students to carry out deep exploration[7].

6.3. Using the advantage of network to widen the teaching channel

From the perspective of higher education reform, the College English translation teaching should establish the connection between theory teaching and practice teaching, in class teaching and extracurricular teaching, so as to realize the expansion of teaching channels and teaching scope. In this process, teachers can make full use of information communication tools to serve translation teaching. Among them, the more common forms include: 1, use WeChat, QQ and other communication software to establish "English translation and learning" group, and students at any time to carry out "one to many" and "one to one" online translation teaching activities, so as to penetrate the teaching of translation into the daily life of students; 2, the use of WeChat public number, school official website column and other public information platform to open up The column of "College English translation teaching" popularizes information related to translation teaching to students and provides help and guidance for students' translation learning; 3. Make use of online teaching resources such as micro courses to supplement and expand classroom teaching content and provide materials for students' independent learning.

For example, teachers can use wechat groups to organize online interaction activities of "daily practice": teachers publish a short piece of translation materials in the group every day, and ask students to select appropriate time to complete translation tasks according to their own schedule. At 8:00 p.m. every day, the teachers are on-line to comment and summarize the completion of the students' tasks on that day. Through the activity of "daily practice", students can not only carry out translation practice persistently, promote the development of students from various aspects such as knowledge reserve, translation skills, humanistic quality, etc., but also realize the innovation of College English translation teaching form and the expansion of its scope, so as to improve the influence and penetration of translation teaching[8].

7. Conclusion

All in all, under the network information environment, English translation teaching in Colleges and universities should take students as the main body, carry out differentiated English translation teaching on the premise of the design of the network information teaching situation, innovate and optimize the English translation teaching mode in the network multimedia teaching situation, and

carry out language application ability and independent network under a large number of multimedia teaching resources. Under the network monitoring system of the network information environment, network communication and discussion between teachers and students are carried out. In the convenient network English translation learning channel, cross-cultural language ability is cultivated.

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