

# The Application Strategies of Students' Cognitive Ideas in Chinese-English Translation Teaching

Hongbo Yu

Foreign Languages School, Chifeng University, Chifeng, Inner Mongolia, 024000, China

**Keywords:** Students' cognitive ideas; Chinese-English translation; Questionnaire investigation

**Abstract:** Translation course is an important course for senior college students, and translation teaching is to improve students' translation practice ability. Traditional translation teaching focuses on improving students' language ability, confusing translation teaching with teaching translation, but students' translation ability has not been greatly improved. The translation view of cognitive linguistics holds that language conversion in translation is only external and superficial, and cognitive operation is internal and deep. Therefore, based on the analysis of students' cognitive ideas, this paper discusses the application strategies of students' cognitive ideas in Chinese-English translation teaching. The purpose is to reveal the cognitive essence of translation and strengthen the idea that the translation is the product of the cognitive process of the translator's brain, which includes bilingual and bicultural interpretation and how to express it in the target language. Strengthening the cultivation of thinking and cognitive ability is to better master and use translation skills and achieve more efficient translation behavior. This study is expected to improve students' translation level and provide practical ideas for the transformation of translation teaching.

## 1. Introduction

Translation is a language activity that uses one language to accurately and completely re-express the thinking content expressed by another language [1]. Different people have different understandings of the nature of translation. Different translation difficulties stem from various translation purposes, texts and target readers. Different translation principles or theories have emerged as the times require, thus forming the subject of translatology [2]. Chinese-English translation teaching is not to master the language structure and enrich language knowledge, nor to improve the stylistic level, but to systematically spread the basic laws, basic theories, methods and skills of translation. Its teaching content is an analysis of thinking process and psychological activity. Translation teaching is to improve students' translation practice ability [3]. However, the traditional language-based translation teaching is still centered on the instillation of knowledge, that is, the teaching of teachers, and students are in a passive acceptance position. Cognitive linguistics holds that language conversion in translation is only external and superficial, and cognitive operation is internal and deep [4]. Therefore, it is of practical significance to discuss the problem of Chinese-English translation teaching based on students' cognitive concept.

Translation is a complex process of cross-cultural communication [5]. It involves the interaction among teachers, students, authors and readers. Among them, teachers play a central guiding role in translation teaching. Students are in a dominant position in translation teaching practice [6]. The translation activities of understanding and reproducing the original text can't be separated from the participation of students' subjective identity. At the same time, translation is a comprehensive activity, which involves many factors such as the translator's knowledge, bilingual accomplishment, thinking ability, expression ability and translation view [7]. How to translate a word, a sentence, or even an article is a decision made by the translator after a series of thinking activities such as analysis, induction, and reasoning of the original text under the influence of the above factors. The standard of translation is the yardstick to guide translation practice and measure the quality of the translated text. Therefore, it is essential for both teachers and students in translation teaching to define the translation standard [8]. Translation theory can guide translation practice, but it cannot be narrowly understood as instructing students how to translate words and sentences. Translation

theory only guides translation practice at the macro level [9]. This paper adopts cognitive theory to deconstruct traditional translation techniques, and discusses the application strategies of students' cognitive ideas in Chinese-English translation teaching. The purpose is to reveal the cognitive essence of translation and strengthen the idea that the translation is the product of the cognitive process of the translator's brain, which includes bilingual and bicultural interpretation and how to express it in the target language.

## 2. Present situation of Chinese-English translation teaching

Traditional Chinese-English translation teaching always talks about translation skills, that is, what translators should do in certain situations. It should be said that this approach, which is close to prescriptivism, has its advantages, and it is conducive to strengthening the translator's translation consciousness. However, with the development of cognitive science and the deepening of cognitive ideas in translators' minds, the traditional prescriptivism has increasingly revealed its drawbacks, that is, translators tend to mechanically operate translation skills in translation practice, and even face some original texts at a loss. Translation is not a single discipline [10]. Translation is an interdisciplinary subject, which is closely related to linguistics, semiotics, rhetoric, psychology and anthropology. Therefore, some teachers and researchers engaged in translation teaching have successively put forward the importance of learning other disciplines for translation learning. At present, there are some noticeable problems in college translation teaching in China. First of all, the teaching content is unreasonable, which is mainly manifested in the lack of translation theory education. Firstly, a questionnaire survey was conducted, in which 300 people took part, and 298 valid questionnaires were collected. The specific results are shown in Table 1.

Table 1 Results of questionnaire survey

Options	Translation theory		Translation practice		Translation criticism	
	Before class	After class	Before class	After class	Before class	After class
Considered the most important	3%	9%	72%	55%	4%	13%
Considered important	31%	48%	76%	72%	26%	58%
Considered unimportant	42%	27%	0%	0%	52%	21%
Most interested	8%	10%	46%	43%	25%	20%
Interested	20%	48%	67%	76%	19%	68%
Not interested	62%	27%	8%	10%	27%	13%
Most hope to improve	5%	12%	50%	35%	24%	25%
Benefit from class		60%		72%		62%
Great improvement after class		23%		39%		25%

The results of this pre-class survey show that quite a few students have preconceived the translation theory before class. However, some students with good grades have realized some effective methods in the actual translation process.

Traditional translation teaching can be roughly divided into the following two types: ① Grammar-driven translation teaching. ② Skill-driven translation teaching. The above two types of translation teaching pay more attention to the conversion between the surface layer of the source language and the target language, and pay attention to the difference of the surface layer structure. The reason why language users can make appropriate choices in the process of using language is that language is characterized by variability, negotiation and adaptability. This theory mainly discusses from the speaker's point of view how the speaker makes continuous language choices in communication to achieve successful communication. Traditional translation skills are basically superficial, but they do not touch the essence of brain cognition. It can be seen that it is more convincing to explain translation skills from the cognitive level. Secondly, at present, there are still some problems in translation teaching, such as monotonous teaching mode, translation teaching being equal to translation practice class, and poor translation practice effect of students. At present, an important reason for the unsatisfactory teaching effect of college Chinese-English translation is

that the traditional teaching mode of "teaching people to fish" is still used, and there is much room for improvement in teaching quality and effect. Traditional translation teaching focuses on the end product of translation process-translation, ignoring the cultivation of students' thinking ability in translation.

### 3. Teaching strategies of Chinese-English translation based on students' cognitive ideas

#### 3.1. Strengthen translation theory education

Through the above analysis of the current situation of translation teaching in Chinese universities, it is not difficult to see that our front-line teachers and students attach importance to perceptual knowledge in translation, which is an empirical response, and lack of knowledge and understanding of translation itself. In the whole process of translation teaching, teachers are always at the core of conveying translation theories and skills to students. On the one hand, teachers should instruct students to analyze the lexical information and logical information of the original discourse, so that they can correctly understand and deal with the explicit content of the author. On the other hand, teachers have the responsibility to provide students with the encyclopedic information carried by the original discourse, so that students can better cognize and deal with the best relevance that matches the author's communicative intention. Cognitive translation teaching is shown in Figure 1.

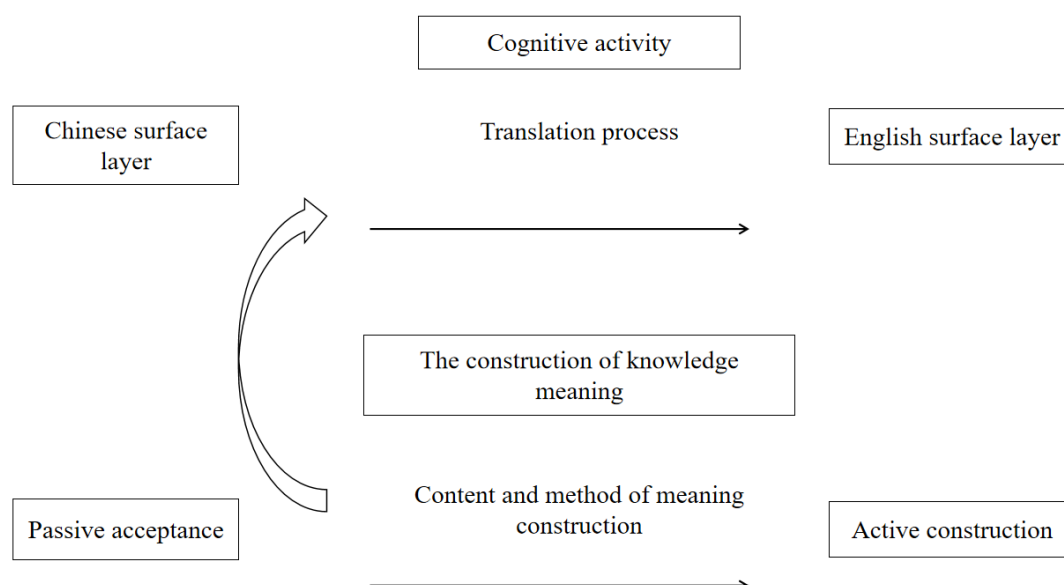


Figure 1 Cognitive translation teaching

Comprehension and full expression are two inseparable processes to achieve translation standards. In translation teaching, how to achieve correct understanding and full expression is a subject that both teachers and students need to seriously consider. To achieve the purpose of translation, teachers should guide students to have a correct understanding of translation theory learning. At the beginning of translation teaching, teachers should first introduce translation theory to students, so that students can have a preliminary understanding of translation standards and principles, and on this basis, practice a lot to achieve the similarity and similarity required for translation. At the same time, the translation theory system is complex and there are many schools, so teachers don't have to cover everything. Teachers should choose theories that are practical to improve students' translation ability, especially basic translation theories that involve the essence of translation, so as to guide students to strengthen their understanding of translation and form a correct translation view.

#### 3.2. Guide students' cognitive thinking process in translation.

Thinking is a cognitive activity of the human brain for objective things. More specifically, thinking forms concepts on the basis of perceptual knowledge. The translation view of cognitive

linguistics holds that language conversion in translation is only external and superficial, and cognitive operation is internal and deep. From the perspective of cognitive psychology, translation strategy generally refers to the translator's subconscious solution to the problems encountered in the process of language conversion. With the help of the method of thinking with sound in cognitive psychology, translation research has made great achievements. In recent years, more and more attention has been paid to process-based translation studies. The emphasis of research will gradually shift from macroscopic process description to microscopic concrete variables, and the research method has developed from sound thinking method to multi-technical method. The translation process of cognitive translation teaching is shown in Figure 2.

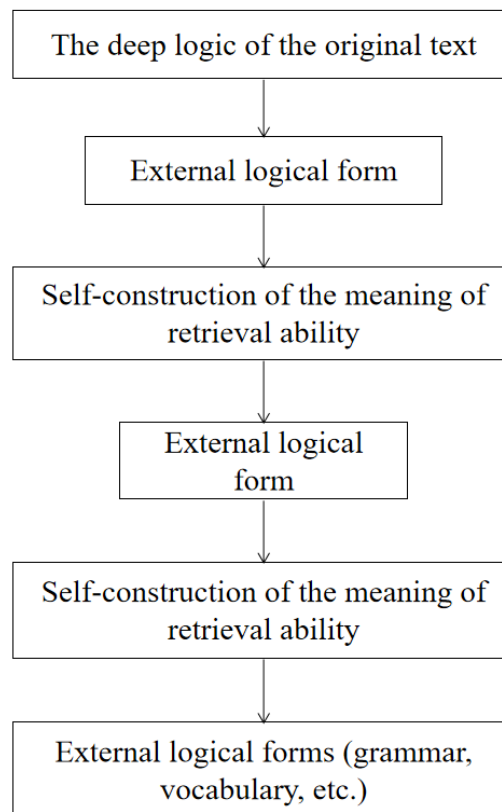


Figure 2 Translation process of cognitive translation teaching

Chinese-English translation means translating parataxis-oriented language into hypotaxis-oriented language, and it is necessary to dig deep into the logical relationship between the components or sentences in Chinese sentences which are connected by semantics. Based on this, after students have learned the relevant translation theories, they can focus on some aspects that are enlightening to students' actual translation. For example, in teaching, teachers can guide students to think and discover the cognitive process of thinking in the translation process, and control the relevant influencing factors to improve the quality of translation behavior. As a reader, in the process of cross-cultural dialogue with the author, students must clearly interpret the information intention, communicative intention, explicit meaning and implied meaning clearly conveyed. This requires students to make contextual assumptions, look for relevance, and understand according to the author's intention. According to the communication clues of the original text, grasp the artistic features and language style of the works. Exploring the translation process from the perspective of thinking cognition is undoubtedly beneficial to perfecting the translation theory guiding practice and improving the translation level.

#### 4. Conclusions

From the understanding of the nature, standard and purpose of translation, it can be found that the quality of students' translation depends not only on the teaching of a translation course, but also

on the teaching of other professional courses related to translation. Teachers and students of all subjects should pay attention to accumulating knowledge and ability for translation study from different fields; On the basis of learning translation knowledge well, students should also have high language expression ability. Traditional translation teaching focuses on improving students' language ability. Translation class has become teaching translation, and students' translation ability itself has not been greatly improved. Translation teaching from the perspective of cognitive linguistics focuses on the translation process itself, regards translation as a cognitive activity, and divides it to form the translation process. From the perspective of cognitive psychology, translation strategy generally refers to the translator's subconscious solution to the problems encountered in the process of language conversion. This paper emphasizes that theoretical study is to catalyze the hazy skill consciousness through the enlightenment of relevant knowledge. At this time, if teachers give correct guidance and practice in class, then students can internalize their external knowledge into guided and purposeful translation activities, thus producing active translation skills. It becomes more and more handy in translation. The influence of translator's translation level on his thinking process and strategy use has rules to follow, which can be learned through translation training. This paper holds that in the future teaching, we should have a comprehensive and rational understanding of translation ontology, translation object, translation subject, translation thinking process, cognitive ability and other theoretical knowledge.

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