

Study on the Problems and Strategies in the Training of French Translators

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Abstract: With the improvement of my country's political, economic and cultural influence, language exchanges between my country and France have become increasingly frequent and close. In this context, training professional French translators has become increasingly important. This article briefly analyzes the problems in the training of French translators, and explores the strategies to solve the problems, hoping to be helpful to the French translation teaching in colleges and universities.

1. Introduction

Since joining the WTO in 2001, my country's opening to the outside world has been further enhanced, making my country's exchanges with other countries increasingly closer. In this context, strengthening the training of French translators can not only meet the political, economic, and cultural exchange needs between my country and France, but also have positive practical significance for bilateral trade exchanges. However, at this stage, the number of French translators in my country is severely lacking, and the current level of French translators is not high, which directly affects the common development of the economy of my country and France. In order to change this status quo, all French education schools must combine national strategic guidelines and increase French translation education from the perspective of national policies, market demand and personal quality development. By constructing a complete knowledge system, strengthening innovation in teaching methods, and gradually exporting more high-quality and capable French translators to the society, so as to alleviate the communication barriers between my country and France.

2. Problems in Training French Translators

2.1 The French Major is Not Taken Seriously

From the perspective of the education market, colleges and universities are the "main front" and "base camp" for training French translators, but the number of colleges and universities that carry out French professional education is small, the overall scale of students is small, and the knowledge and skills learned are insufficient, making French translators talents Not only are they scarce, but the quality is also uneven. At the same time, although there are a certain number of French majors, most of them are learning French literature and business French knowledge, and there are very few students learning French translation knowledge. From the perspective of market demand, my country did not have much trade with France in the past, so the French translation positions that can be provided are relatively few, which makes students generally believe that French translation is not a good job for job hunting, so they are not optimistic about French translation. Coupled with the lack of attention to French majors, there are obvious deficiencies in the teaching system, which makes it difficult to improve the teaching effect.

2.2 The French Translation Course is Not Scientific

Based on the immaturity of the French translation professional education system, it will inevitably lead to unreasonable curriculum settings, making it an empty talk to cultivate advanced French translators needed by the society. First of all, limited by the international relations between our country and France, universities and colleges have developed French translation teaching late,

and the skills and experience are insufficient, which makes the curriculum arrangement unreasonable. For example, only one or two French translation classes are arranged every week in the third and fourth years. Due to the large teaching time span and short teaching time, students spend less time in translation learning, and there is also a lack of space and opportunities to practice French, which severely limits the improvement of students' French translation level. Secondly, most colleges and universities have not built a complete French knowledge system, and the curriculum content design is not scientific enough, so that the teaching of French knowledge stays on the surface forms such as vocabulary, grammar, and sentence patterns. For example, when most teachers are carrying out French translation teaching, they simply “propagate according to the text”, which not only fails to stimulate students' interest in learning, but also seriously affects the development of students' comprehensive quality capabilities.

2.3 The Teaching Method is Lagging and Single

With the implementation and advancement of the new curriculum reform, the “student-oriented” teaching concept has taken root in the hearts of the people, making colleges and universities begin to pay attention to strengthening the cultivation of students' quality and ability. Under this opportunity, most colleges and universities began to organize teacher research and teaching, and combined with their own actual conditions, strengthened the comprehensive evaluation of teaching methods, teaching methods, and teaching methods, which greatly enhanced teachers' sense of innovation and also gave teachers innovative teaching. Provided an opportunity. However, limited by factors such as traditional teaching concepts, test-taking systems, and teacher manpower, the research on teaching theory is lacking, and the innovative development of French translation teaching has stagnated. Although the maturity and application of the Internet, big data, cloud computing and other technologies have enriched the teaching form and content to a certain extent, the teaching content has not been organically integrated with it. Some teachers still use “half-yantang” and “half-teaching”. The way of teaching is not fulfilling the absolute central status of the students in the classroom, which makes the students lack of interest and enthusiasm for learning French translation.

2.4 There is a Serious Shortage of Teachers

Whether colleges and universities can achieve ideal educational results is closely related to the strength of their teachers. Schools with strong teachers have huge advantages in terms of teaching theory research, teacher staff arrangement, or application of teaching technology. French translation is a highly complex and comprehensive language skill job. To train highly professional French translators, it is necessary to support a team of teachers with sufficient knowledge reserves, high ideological literacy, and strong comprehensive capabilities. These teachers must not only be good at French knowledge application, but also good at Chinese skills, and they must also have relatively rich teaching experience. By starting with vocabulary, grammar, communication, reading, writing, etc., and accurately teaching translation methods and skills from Chinese to French and French to Chinese, students can learn knowledge and be inspired. However, at the present stage, most French professional schools lack such “dual-qualified” teachers, which results in the low quality of French translation teaching. Although some schools have hired foreign French teachers, these teachers are relatively weak in Chinese and cannot provide real teaching guidance to students.

2.5 The French Translation Lacks Practical Training

French translation is the key to political, economic and cultural exchanges between China and France, and it is a practical skill that professional students must possess. Relying only on a single theoretical teaching and rigid knowledge instillation cannot meet the basic needs of students' French ability development. Therefore, colleges and universities must take advantage of sufficient practical training opportunities to cultivate students' listening, speaking, and translation skills. However, in actual teaching, colleges and universities did not provide students with opportunities to practice spoken French and translate French, which left students with theoretical knowledge and could not find the correct use and translation of French occasions and platforms, which made it difficult for

students to have a substantive level of French translation. The promotion.

3. Specific Strategies for Training French Translators

3.1 Increase Emphasis and Expand the Scale of Professional Enrollment

With the increasingly frequent exchanges between my country and France and the increasingly close bilateral exchanges, colleges and universities need to recognize the urgency and necessity of cultivating advanced French translators. By increasing the emphasis on the construction of the French translation profession, combining with the educational policy put forward by the country, formulating targeted French translation education strategies, and constantly constructing a talent training mechanism that conforms to the actual situation. At present, my country's influence in the world is constantly increasing, and the scale of foreign exchanges is growing. Under this background, colleges and universities need to start from reality and expand the scale of professional enrollment while improving the teaching system, so as to ensure the quantity and quality of French translation talents. First of all, colleges and universities must abandon traditional educational thoughts and put the “student-oriented” concept in place. By starting from the perspective of demand, carrying out corresponding research activities, timely grasping the teacher's teaching and students' willingness to learn French translation, so as to combine the needs of teachers and students to construct a perfect French translation teaching system. Secondly, colleges and universities should increase capital investment and strengthen the propaganda of French translation professional knowledge. By enhancing professional visibility, expanding professional learning places, and providing some special “treatments”, more students will be willing to learn French translation professional knowledge. In this way, it will not only help expand the number of talents, but also promote the construction of the French translation teaching system. Finally, colleges and universities need to deeply study the demand relationship between advanced French translators and foreign exchanges. By combining the actual situation to expand the number of graduate students, cultivating the quality and efficiency of talents, and constantly guiding students to learn French knowledge and translation skills.

3.2 Relying on Development Needs, Rationally Design the Curriculum System

French translation is the foundation for multi-level and in-depth communication between my country and France. In order to cultivate comprehensive professional French translators who meet the needs of the society and the market, colleges and universities must fully integrate their own development status and design the curriculum system rationally and scientifically. Through the integration of the formation of French grammar development, French basic knowledge structure, French cultural connotation and role, the French translation teaching system is rebuilt, and the students' translation methods and skills are continuously uploaded from multiple dimensions. First of all, colleges and universities should strengthen the construction of the French translation teaching system, so that it can be separated from the entire French major and become an independent and complete major. By improving the status of French translation education and giving more reasonable course arrangements, students will have more time and energy to learn French translation knowledge. For example, colleges and universities can adjust the teaching time of French translation classes in accordance with the students' cognitive laws, learning characteristics, and thinking states. For example, in the morning, students have the most active thinking and the most lucid brains. Colleges and universities should arrange French translation classes in the morning as much as possible. At the same time, class hours should be appropriately increased, for example, from two class hours per week to six class hours per week. Secondly, colleges and universities should combine the characteristics of French translation knowledge and reproduce the design of school-based curriculum content. Through analyzing and researching French culture, combining French politics, history, culture, customs, etc., designing a French culture curriculum system, so that students can acquire knowledge and skills of French translation in the process of studying French culture. Because language communication is based on a thinking model, the

transformation and processing of French and Chinese content is carried out. Translating sentences based on vocabulary meanings one-sidedly does not accurately understand the true meaning of sentences. Therefore, it is necessary to construct a real context and visualize abstract language content in order to enable students to grasp the essence of translation. Finally, colleges and universities should put French translation in a language and cultural environment, and strengthen the training of students' French competence. For example, integrating business, law, tourism, life and other terms into daily teaching, strengthening the research on the formation and use of French, so as to train students into advanced translators.

3.3 Innovate Teaching Methods from the Perspective of Students

Under the traditional teaching model, teachers only instilled hard knowledge, and did not provide students with imagination and thinking space, which led to the lack of interest and enthusiasm for learning French translation, and also slowed down the development of students' language application and innovation ability. In order to improve this situation and improve students' French literacy and application ability, teachers must focus on students' hobbies and learning needs, and carry out comprehensive, systematic and diversified teaching method innovations. By constructing an intuitive, real and vivid language situation, students will be encouraged to acquire French translation methods and skills in a variety of teaching methods. First of all, we must give full play to the subjective initiative of students and let students become masters of learning. By focusing on students' hobbies, learning needs, and personality characteristics, French translation teaching is carried out to continuously create a good language communication atmosphere and promote students to share learning methods and experiences in independent learning and cooperative inquiry. For example, in daily teaching, teachers can combine multimedia technology to create a real French communication situation. By carrying out "project-based" learning activities, students are allowed to dig out French knowledge and skills on their own, and explore French applications and translation methods in the context of experience and feeling. Secondly, teachers should innovate the situational teaching method, expand and extend the teaching content. Due to the rich content of language and culture and the ever-changing applications, teachers' knowledge cannot be limited to textbooks. Students are required to find the laws and characteristics of translation in different teaching resources, forms, and content, so that students can better master French translation methods. For example, in daily teaching, teachers can rationally design teaching links based on students' classroom performance and learning status, so that students can repeatedly consolidate translation skills in pre-class preview, in-class learning, and after-class review with sufficient teaching resources.

3.4 Strengthen the Construction of Teachers and Improve the Teaching Level

In order to ensure the quality and efficiency of French grammar translation teaching, colleges and universities need to increase the intensity of the French translation education system. By combining its own development status to rationally and scientifically strengthen the master's resources, invest more human, material, and financial resources, improve the comprehensive ability of teachers while improving the basic education facilities, so as to continuously inject momentum into the development of students' French translation ability. First of all, colleges and universities need to invest funds to improve the French translation teaching infrastructure. Through the introduction of computers, the development of language communication software, and the construction of a professional teaching communication platform, students are encouraged to learn French translation knowledge in a variety of teaching activities. Second, colleges and universities should open up and broaden the channels for recruiting teachers. By improving job remuneration and providing promotion space, it attracts the attention of French translators in society. By letting more French translators become teachers, we will further expand the team of French translation teachers, and continue to lay the foundation for students to learn translation knowledge and skills. Finally, colleges and universities should pay attention to the cultivation of the quality and ability of French translation teachers. On the one hand, it is necessary to introduce advanced teaching concepts to make teachers realize their own responsibilities and missions, further strengthen

teachers' teaching ability, and give full play to the value of teachers' post work. On the other hand, teachers should be provided with sufficient learning opportunities and further study space. By providing opportunities for translation training, going abroad for further studies, attending lectures, etc., it promotes the improvement of teachers' quality and ability, and escorts students to learn French translation.

3.5 Broaden Practical Channels and Strengthen Professional Ability Training

Practice is the only way to test knowledge, and it is also an effective way to enrich experience. Colleges and universities must abandon the teaching ideology of “emphasis on theory and neglect practice”, gradually create an integrated teaching model of “theory while practicing”, and carry out a variety of French translation practice activities, thereby increasing the channels and platforms for French translation practice and promoting Students' professional skills can get more training. First of all, colleges and universities should fully tap their own conditions, give full play to their own advantages, and create an on-campus French translation practice platform. For example, organize teachers to study the construction of school-based curriculum system to ensure the integration of curriculum teaching and translation training, and further improve the quality, effectiveness, timeliness, and practicality of teaching. At the same time, combining the teaching progress and the students' knowledge, arrange the written translation work reasonably and scientifically, giving students more opportunities to practice knowledge and skills. Secondly, colleges and universities should actively explore off-campus practice channels, strengthen cooperation with the government, business units, and other colleges and universities, and rely on the support of all sectors of society to carry out large-scale “translation competitions” and “knowledge competition” activities. By doing a good job in the promotion of activities, strengthening theoretical teaching and practical training, students can actively participate in the competition and get an ideal ranking in the competition, so as to effectively improve the level of interpretation and translation. Finally, we must pay attention to the establishment of on-campus and off-campus training bases. On the one hand, it is necessary to establish a special French translation exchange platform within the school to allow teachers and students to carry out in-depth language and cultural exchanges. On the other hand, it is necessary to strengthen cooperation with relevant translation companies, so that students can go deep into their jobs, so that students can improve their translation level in practical training.

4. Conclusion

To sum up, in order to enhance the professional ability of French translation students and improve their core professional qualities, colleges and universities must combine the needs of the country and society, their own educational and teaching conditions, and gradually build a perfect French translation teaching system. By expanding the scale of enrollment, strengthening the construction of the curriculum system, innovating teaching methods, strengthening the power of masters, and broadening the channels of practice, students will be encouraged to master French translation skills in the learning process.

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