Research on Professional Development of College Translation Teachers under the Background of Big Data

Hailong Li

Liaocheng University Dongchang College, Liaocheng, Shandong, 252000, China

Keywords: Big data, Translation teacher, Development, Challenge

Abstract: Under the background of big data, the development of translation teachers in universities is facing great challenges. In order to meet the development needs of translation major and the post needs of translation teachers, universities need to continuously promote the construction of translation teachers and constantly improve the overall level of translation teachers. Based on the author's own work experience, this paper first analyzes the challenges faced by translation teachers in China's universities under the background of big data and the necessity of improving the professional quality of translation teachers, and then focuses on the effective ways to promote the professional development of translation teachers. Through the dual strategies of "going out" and "bringing in", for example, holding academic lectures, carrying out academic seminars, recruiting high-quality translators, encouraging translation teachers to carry out professional training and learning, and encouraging translation teachers to actively participate in translation practice, we can continuously improve the quality of education of translation teachers and cultivate more high-quality translators.

1. Introduction

Under the background of big data, with the accelerating process of economic globalization and the deepening of international exchanges and cooperation, the demand for translation talents in the translation market is increasing. However, at present, the strength of translation teachers in China is weak, and it is difficult to meet the increasing market demand. Therefore, it is an urgent problem to improve the education quality of translation teachers and cultivate more high-quality translators.

2. Challenges Faced by Translation Teachers in the Context of Big Data

Big data has the characteristics of large capacity, diversity, low value and high speed. Big data is a double-edged sword, which brings great opportunities and challenges to translation education. In general, the challenges faced by translation teachers in the era of big data mainly include the following aspects:

2.1 The Change of Teaching Mode

Under the background of big data, multimedia information technology is widely used in translation teaching activities. The traditional teaching mode has been difficult to adapt to the development needs of modern society and the learning needs of students. In the traditional translation classroom teaching, the teacher is in the dominant position, while the students are just passive learning. They don't have more time and energy to contact with foreign information and resources. Their translation practice ability can't be cultivated and trained, and their professional skills can't be trained and improved. With the advent of big data era, on the one hand, students can obtain rich and cutting-edge translation teaching resources through computer network, mobile phone, TV and other multimedia platforms, which is faster and more convenient than traditional classroom education and book knowledge learning. On the other hand, students can carry out personalized learning services through the multimedia information platform, which greatly improves students' learning enthusiasm and enthusiasm. Similarly, the arrival of the era of big data has greatly changed the traditional classroom teaching mode of interpretation for translation

teachers. Teachers can impart knowledge through multimedia courseware, and use the network platform to assess and evaluate students. Students can speak and discuss independently on the network platform, and independently search for the information they need (He Hongli),2015:83-86).Translation teachers should constantly improve their ability to use multimedia information technology in order to realize the reform and development of teaching mode and meet the requirements of the era of big data.

2.2 The Remolding of the Role

The arrival of big data era not only changes the traditional teaching mode, but also changes the status and relationship between teachers and students in classroom teaching. In the traditional classroom teaching mode, teachers are the impartors of knowledge, the masters of classroom activities, the judges of the translation of students, and the center of the whole educational and teaching activities, and students are often in a passive position. In the background of big data, the position and role of teachers and students have changed to some extent. Teachers are no longer the masters of the classroom, but become assistants, and students are in the main body of the teaching and learning activities. Teachers play the role of information resources integration supervisor, guide who stimulate students' interest in learning, guide students to carry out autonomous learning activities. They should not only explain and impart knowledge for students, provide teaching content and resources, but also actively guide students to select translation materials, how to integrate them, and on the multimedia information platform Communicate with students and help students to answer questions and solve puzzles (Han Zhaoxiang, Zhang Mengyi, zhuhuijuan.2021:151-152+155). In short, the big data age has greatly changed the position and role of translation teachers, and also promoted the self-improvement and development of translation teachers.

2.3 Reconstruction of Professional Quality

Translation education in the context of big data has put forward higher requirements for the professional quality of translation teachers. These professional qualities include advanced translation teaching ideas, systematic translation knowledge theory, high scientific research ability, translation professional literacy and information literacy. First, with the gradual integration of information technology and translation education, translation teachers should abandon the traditional educational concept and introduce advanced educational concepts into all aspects of education and teaching. Secondly, translation has a strong practicality and professionalism, which requires translation teachers to have a solid translation practice ability and rich professional experience in addition to professional translation knowledge and literacy. Finally, in the era of big data, with the process of globalization accelerating, international exchanges and cooperation are advancing, and the demand for high-quality translators is increasing. Therefore, teachers engaged in translation education should not only have professional translation knowledge and professional skills, but also have certain Internet information technology to make use of the ability, and use modern information technology to better advance to train more high-quality translators through translation teaching and practice.

3. The Necessity of Improving the Professional Quality of Translation Teachers in Universities under the Background of Big Data

Under the background of big data, the process of economic globalization is accelerating, the international exchange and cooperation are advancing, the demand for high-quality translators is increasing, and the requirements for translation talents are also higher and higher. This requires that the translation teachers of colleges and universities take effective ways to improve their professional quality and establish a group of high-quality teachers so as to cultivate them more and better translators with high quality are raised.

3.1 The Demand of Translation Professional Development

With the development of economic globalization, the international market competition is becoming increasingly fierce. High quality talents are the important conditions for the competitive advantage, especially for translation talents. Translation is a profession with strong practicability in international communication. The languages of different countries are different. Translation talents play a key role in promoting international exchanges and cooperation. This makes translation talents become the world's short talents, and translation majors have entered a period of rapid development. As a high-quality translation talents, colleges and universities are facing unprecedented opportunities and challenges under the background of big data. At the same time, translators are mainly engaged in foreign work and activities, which requires strong professional knowledge, professional skills, open eyes and cautious working attitude, which puts forward more strict requirements for the development of translation. Translation teachers should master the latest knowledge and trends of translation industry, have strong translation practical skills and rich practical experience. Through more opportunities of education and training, translation teachers should constantly improve their practical skills and teaching skills, enrich their own professional knowledge structure system, build a high-quality translation teacher team, improve the teaching quality of translation specialty and promote the development of translation The continuous and healthy development of translation major.

3.2 The Needs of Translation Teachers

The translation teacher should be an excellent translator first and then an excellent teacher. Therefore, translation teachers are actually the combination of two roles. As translators, in the process of translation, they must understand the cultural background, customs and habits, taboo hobbies and other aspects of the relevant countries, so as to ensure that they are accurate and strict in the process of translation. At the same time, translators represent the image of our country to some extent, which requires translators to maintain the status and dignity of the country in their translation work. Therefore, the translation work requires more strict requirements for the comprehensive quality of talents. As a translation teacher, in the process of translation teaching, we must be able to teach by words and deeds, impart and convey the latest translation theory knowledge, rich translation experience and the development of the industry to students in a timely and accurate manner, and provide students with various experiences and learning. In the context of big data, translation teachers must constantly improve their professional qualities to meet the needs of translation teachers.

3.3 The Needs of Professional Development of Translation Teachers

In the era of big data, with the increasingly fierce competition of the international community, the competition of all walks of life in China is also in full swing. Similarly, higher education in China puts forward higher requirements for university teachers. The development of teachers' profession is a long-term project, especially in the background of big data. Therefore, translation teachers in colleges and universities should not only have rich professional knowledge and skills, but also have the attitude of making progress and learning constantly. Taking measures to speed up the training of translation teachers is in line with the needs of professional development of translation teachers (Dai Yufei.2014:252). By introducing excellent translators, the pressure of the existing teachers can be increased and teachers can be constantly improved. Through the way of training and training the existing translation teachers, teachers' practical skills can be constantly improved, their professional knowledge structure system can be enriched, and the needs of self-development of translation teachers can be greatly met.

4. An Effective Way to Promote the Professional Development of Translation Teachers in Colleges and Universities under the Background of Big Data

In the background of big data, it is helpful to promote the professional development of translation teachers in colleges and universities, and to build a high-quality translation teachers team, which will help to improve the teaching quality of translation majors and train a large number

of high-quality translators. The dual talent strategy of external introduction and internal training is an effective way to promote the professional development of translation teachers in colleges and universities in the new historical period.

4.1 The Strategy of Introducing Translation Teachers in Colleges and Universities under the Background of Big Data

4.1.1 Employing Translation Experts and Scholars to Hold Lectures to Make Up for the Lack of Practical Experience of Translation Teachers

Translation education is a subject specialty in colleges and universities, which has a certain uniqueness and requires higher comprehensive quality of talents. However, generally speaking, translation practice experience of translation teachers in colleges and universities is seriously inadequate before entering teaching position. Although they have rich knowledge structure system and educational experience in translation, due to the double pressure of daily heavy teaching and scientific research, boyfriend offline to update the existing knowledge system, understand the relevant contents of the current translation industry, improve their translation practice skills, which leads to the serious disconnection between theory and practice in teaching work. Obviously, by employing translation experts and scholars to hold lectures, it can make up for the lack of practical experience of translation teachers. These translation experts and scholars have rich social practical experience, are familiar with the development of the translation industry and the specific requirements for talents. Teachers and students of translation can learn the latest trends and norms of translation industry by listening to lectures, learn from the successful experience of translation experts and scholars, and improve their translation practice ability and level (Yangxiaojun, Weizhongyi, Yao Junhu.2012:18-20).

4.1.2 Carrying out Academic Research Activities to Promote the Exchange and Mutual Learning of Translation Teachers among Different Universities

The cause of higher education in China is a systematic project. There are competition, cooperation and excess competition between colleges and universities. As a whole, academic activities among colleges and universities are one of the important forms of mutual exchange and cooperation. Through academic research activities, colleges and universities learn from each other, create a strong academic atmosphere and promote the common development of colleges and universities. For the translation teachers in colleges and universities, translation teaching has its own advantages, different universities and different teachers have different characteristics in translation teaching. Therefore, in the context of big data, we should strengthen the exchange and learning between universities. Through the academic seminar on translation, translation teachers in different schools can communicate and learn from each other to achieve common progress. Through the mutual exchange and discussion, translation teachers summarize their own experience and gain and loss in translation teaching, and provide reference for other teachers to avoid mistakes in teaching. Learn the successful experience of other excellent teachers and use them in the future translation teaching. Through the academic research activities, the professional quality of translation teachers has been improved rapidly. At the same time, it also reduces the teaching cost of colleges and universities, and reduces the investment in talent introduction and hiring professional teachers.

4.1.3 Introducing a Group of High-Quality Translators with Advanced Translation Concepts and Rich Translation Practice Experience to Engage in Translation Education and Teaching

At present, there are many problems in the translation teachers' team in colleges and universities, which is not of high quality and insufficient quantity. Although the teachers who are engaged in translation education in colleges and universities have rich professional knowledge theories, the lack of experience in translation practice can easily lead to the disjunction between theory and practice in the teaching process. Meanwhile, due to their busy teaching and neglecting to learn advanced translation theories, translation teachers are difficult to impart new translation theories to

students, which is not conducive to the education and cultivation of students (Zhu Geng.2012:189-192). Therefore, the introduction of a group of high-quality translators with advanced translation concepts and rich translation practice experience in the background of big data is helpful to the continuous expansion of the existing translation teachers, the promotion of the overall quality of the translation teachers and the improvement of the training quality of translation talents.

4.2 Strategies for the Training of Translation Teachers in Colleges and Universities under the Background of Big Data

4.2.1 Encouraging Translation Teachers to Participate in Professional Training and Further Study and Improve the Level of Translation Theory

In the era of big data, translation teachers should adapt to the needs of social development in the new era, the needs of education and teaching, keep up with the development trend of the world, constantly improve their knowledge structure system and improve their professional competitiveness. Throughout training and learning professional knowledge, we will constantly improve ourselves, learn the latest translation knowledge, translation theory and industry norms, master the international popular words and new vocabulary, so as to better train the translation talents with high comprehensive quality (sunchuanhui.2019:36-37).

The exchange and dialogue with international friends can improve translation ability more quickly. Therefore, qualified universities can send excellent translation teachers to study abroad, so that translation teachers can directly face the first line of translation, which can greatly mobilize the enthusiasm and initiative of the development of translation teachers' learning and improve their translation ability.

4.2.2 Encouraging Translation Teachers to Engage in Translation Practice and Improve Translation Practice Skills

At present, translation teachers have rich theoretical knowledge and weak practical experience and skills, which is a common problem that perplexes the construction of translation teachers in colleges and universities. The theory of translation teachers is separated from practice and their practical skills are low, which affects the overall development of students. Translation work is practical, and the improvement of translation skills is inseparable from a large number of translation practices. Therefore, we should encourage translation teachers to actively engage in translation practice and improve their translation skills so as to provide students with experience and reference, help students solve problems in practical work and improve their own education quality.

5. Conclusion

With the advent of big data era, higher requirements have been put forward for the construction of translation teachers in colleges and universities in China. Through the effective implementation of the strategies of "going out" and "bringing in", translation teachers' professional literacy and professional skills can be rapidly improved, and the professional development of translation teachers can be promoted, and more high-quality translators can be trained for the country and society.

6. Acknowledgment

References

[1] He H,L.2015. Exploration of professional development path of translation teachers in the era of big data, Journal of Changzhi University, Journal No.6.

[2] Han, Z, X. Zhang, M, Y. Zhu, H, j.2021.Research on the path of improving university teachers' data literacy in the era of big data, Science and Technology Wind, Journal No.6.

[3] Dai Y,F.2014.The charm of "bring in and go out-- on how to realize the management strategy of family school joint education, Netizen World, Journal No.12.

[4] Yang, X, J.W, Z, Y.Y, J, H.2012. Construction of "bring in and go out" teaching mode in national experimental teaching demonstration center. Higher Education Forum, Journal No.2.

[5] Zhu, G.2012. A survey on the trend of demand for translators and a study on the Countermeasures -- Taking Henan Province as an example. Crazy English (teacher's Edition), Journal No.2.

[6] Sun, C.H. 2019.Translation teaching Enlightenment from the value of translators in the era of big data. English Square, Journal No.12.