

## **Study on the Cultivation of Intercultural Communicative Competence in English Translation Teaching**

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**Keywords:** Intercultural Communicative Competence, Cultivation, English Translation, Teaching

**Abstract:** with the deepening of educational reform, English translation teaching should not only impart English translation skills and knowledge, but also pay attention to the cultivation of students' intercultural communicative competence and improve their cultural quality. This paper begins with the significance of cultivating intercultural communicative competence in English translation teaching, the problems existing in the cultivation of students' intercultural competence in English translation teaching and the measures taken to cultivate them. This paper analyzes the cultivation of cross-cultural communicative competence in English translation teaching.

### **1. Introduction**

In the process of students' English learning, English translation ability is not only an important embodiment of their learning achievements, but also a key English ability. The cultivation of students' intercultural communicative competence in English translation teaching is helpful to the optimization of students' translation expression, the deepening of students' understanding of the original text, and the enhancement of students' translation proficiency and comprehensive English competence. At present, there are still some problems in the cultivation of students' intercultural competence in English translation teaching in China, which is not conducive to the cultivation of English talents. Therefore, it is necessary to study the cultivation of cross-cultural communicative competence in English translation teaching.

### **2. The significance of cultivating Intercultural communicative competence in English Translation Teaching**

Under the background of the new curriculum reform, the new College English syllabus (hereinafter referred to as the syllabus) puts forward new requirements for teaching, and emphasizes that the effective cultivation of students' intercultural communicative competence should be emphasized in the process of teaching. To promote the formation of students' cross-cultural consciousness. The scope of intercultural communicative competence includes the ability to deal with cultural differences flexibly, tolerance and sensitivity to cultural differences and the ability to use language correctly. Translation teaching is an important link in English teaching, so teachers should carry out the requirements of syllabus in the course of translation teaching, cultivate students' cross-cultural consciousness and enhance students' intercultural communication. Ability, cultivate a new era of qualified English talent [1].

Translation is a main way to use English language for cross-cultural communication. It can promote the effective construction of cultural values, transfer and explain cultural values, and play a connecting role that can not be ignored. It is necessary to cultivate students' intercultural communicative competence in translation teaching.

#### **2.1 Help to optimize the expression of the translation.**

If we only pay attention to the superficial level of the original language in the translation, then the translated sentence is only a superficial translation, but it has its own form and cannot fully express the meaning and profound content contained in the original text. It is bound to reduce the quality and effect of translation. The cultivation of students' intercultural communicative

competence in translation teaching can enable students to fully understand the differences between different cultures and language forms, and to deepen the students' profound understanding and understanding of the content of the original text. Furthermore, using translation skills according to different language habits, not only can the original structure and words be correctly expressed in tandem, but also can convey the original tone and fully depict the original. The connotation of the text, the optimization of the effect of translation, effectively avoid the phenomenon of cultural mistake translate, so as to improve the students' English translation level.

## **2.2 Promoting students' deeper understanding of the original text.**

Generally speaking, the process of English translation involves three stages: the understanding of the original text, the expression of the translation and the verification of the translation. In these three stages, only when the original text is fully understood, can the following expression and verification be carried out on the basis of this condition. Therefore, it can be said that understanding the original text is the necessary prerequisite to guarantee the quality of translation. In contrast to reading comprehension in general sense, translation understanding requires an in-depth understanding of the textual structure, syntactic structure, vocabulary and the deep meaning of the language. Among them, mastering the deep meaning of language is the most important. Once students do not have good cross-cultural communicative competence, it is easy to translate in the process of translation. The problem of misunderstandings seriously affects the accuracy of the translation.

For example, since ancient times, there have been great differences in thinking patterns between China and the West, and this difference is also reflected in language. English accentuates facts and objects, and uses a lot of passive voice to distinguish the subjective and the objective strictly. The Chinese language is more unified and holistic, without strict distinction between the object and the subject, which also leads to the translation of Chinese and English in different contexts, if there is no good cross-cultural awareness to understand the differences between language and culture. Therefore, translation ambiguity will arise and the semantics of the original text cannot be accurately grasped.

It can be seen that it is necessary to cultivate students' intercultural communicative competence in translation teaching so as to deepen the students' deep understanding and correct analysis of the content of the original text, and to master the emotion of the original text and the relationship between the characters involved, etc. Translation from a cross-cultural perspective can convey the original text more accurately and effectively.

## **3. Problems in cultivating students Intercultural competence in English Translation Teaching**

### **3.1 Insufficient attention to the cultivation of Intercultural communicative competence.**

Although the syllabus makes it clear that students' intercultural communicative competence should be cultivated in English teaching, the majority of English teachers do not pay enough attention to the effective cultivation of intercultural communicative competence in practical translation teaching because of the influence of traditional teaching concepts. More attention is paid to the improvement of students' English achievement, which leads to the failure to arouse students' cross-cultural consciousness in the whole teaching process, which is not conducive to the overall development of students' English comprehensive ability. The essential purpose of English translation is to correctly transmit the style and semantics of the original text in the most equal, natural and appropriate language, so as to ensure that the translation is in a dynamic equivalence state [2], but many students still have one-sided knowledge. On the surface of equivalent language, there is no deeper understanding and translation in translation, such as context, style and semantics, and there is not enough sensitivity to solve the cross-cultural phenomena and problems designed in translation, and the effect of translation teaching is not satisfactory. The translation level of students needs to be improved.

### **3.2 Teachers' lack of Research on Cultural differences.**

Language itself is the most fundamental object of linguistic research. Under the guidance of this idea, some English teachers mistakenly believe that the teaching process only needs to pay attention to the teaching methods of translation, the deletion and addition of words, and the choice of the meaning of words. They often fail to study cultural differences in depth and ignore the important influence of other non-linguistic factors, such as culture, on translation quality and students' English learning. They feel that students can translate accurately as long as they master grammar and vocabulary. It can become a qualified English translator for the needs of the new era, and this one-sided understanding of translation has further affected the cultivation of students' intercultural communicative competence.

### **3.3 Lack of intercultural communication in teaching methods.**

The backward teaching mode and teaching methods are the common problems in translation teaching in China. Most English teachers still use the traditional teaching mode and teaching method to carry out the teaching, focusing on the cultivation of students' English reading ability and grammar analysis ability, and the lack of cross-cultural communication content in the teaching method. Although it improves students' comprehensive language competence to some extent, it is actually not conducive to the cultivation of students' communicative competence and can easily lead to problems of communication obstacles. In addition, some English teachers do not correctly realize that students are the main position of learning, teaching methods are still the passive learning of students, teachers are the center of the classroom. Teachers explain stylistic features and teach translation skills as the main content of the teaching. Even some English teachers just copy the reference books and teaching, reading the way to carry out the teaching work. There is often no connection with the function and meaning of language form to carry out cross-cultural communicative content teaching. Students can only memorize vocabulary and grammar in their learning, and their interest in learning is not strong, which reduces the students' initiative in learning. If students' enthusiasm for learning and subjective initiative are not fully mobilized, the long-term past will inevitably affect the students' ability to output information, which is not conducive to the improvement of students' comprehensive communicative competence in English. This is not in line with the actual communicative competence of English talents in today's society.

## **4. Effective measures to cultivate students' Intercultural communicative competence in Translation Teaching**

### **4.1 Renewing the Teaching concept and infiltrating the Cultural differences between China and the West.**

As the practical executor of teaching activities, teachers' teaching concept is directly related to the teaching quality. Therefore, in order to cultivate students' cross-cultural communicative competence, it is necessary to renew teachers' teaching concept. Teachers should delve deeply into the syllabus of the new curriculum reform, push forward the reform process of English translation teaching, innovate the teaching concept, attach importance to the effective cultivation of students' intercultural communicative competence, and constantly improve their intercultural communicative competence and cultural quality. Give students positive role model, improve the teaching model and specific teaching methods, increase cross-cultural teaching content, so as to fully penetrate the cultural differences between China and the West, and improve the teaching quality in teaching. Quantity [3].

### **4.2 Cultivating students' sense of Cultural Equality and deepening students' Cultural understanding.**

Teachers should correctly realize that the fundamental purpose of English translation is to enrich and influence each other and to achieve the goal of promoting cultural harmony and prosperity in the process of cultural blending, collision and comparison. In translation teaching, students should

be guided to evaluate Chinese and Western cultures correctly and objectively, so as to avoid misconceptions and behaviors such as belittling other cultures, arrogance or western culture. Let students realize the equality of culture and view the difference of Chinese and western cultures from the angle of equality and tolerance. At the same time, teachers want to make students realize that in the actual translation, we must maintain our national perseverance and national language and language. On the basis of the premise, we should give full play to the expected function of the translation, respect other cultures, seek common ground while reserving differences in the correct translation language, deepen the students' cultural understanding, and achieve a better translation effect.

### **4.3 Deep Integration of language Teaching and Cultural Teaching to enhance Intercultural communicative competence.**

In English translation teaching, teachers should integrate deeply with language teaching and culture teaching, improve students' communicative competence in English, and effectively cultivate their awareness of cross-cultural communication and intercultural communicative competence. Specific can start from the following several aspects.

#### **4.3.1 Consolidate the basic knowledge of English**

In teaching, teachers should lay stress on the basic knowledge of students' English, promote the good development of students' communication with foreign countries, strengthen the relationship between teaching and daily life, and enable students to feel the communicative culture in the teaching of life. Situation teaching of language and cultural knowledge, deepening students' deep understanding of our traditional culture, and enhancing students' identification, appreciation and understanding of foreign culture, so that students can translate and express foreign things and cultures accurately. It can also be transmitted to foreigners in our excellent traditional culture.

#### **4.3.2 Understanding the characteristics and styles of different cultures**

Teachers should correctly recognize the important influence of cultural factors on translation teaching, consciously lead students to understand different cultural characteristics and styles, introduce cross-cultural content into the actual teaching process, and enrich students' horizons and learning subjects. Students can come into contact with different cultures from various channels, so as to expand the students' thinking of translation [4], improve the students' comprehensive quality and translation ability, introduce cultural factors systematically in language classes, and improve the teaching effect.

#### **4.3.3 Contrasting the differences between Chinese and Western cultures**

In the process of explaining and introducing the English original text, teachers should actively infiltrate the English national address, thanks, praise and concern, and discuss the topics, and compare the Chinese and Western cultures with the students. By properly explaining the social and cultural background knowledge consistent with the original text, enhancing students' cultural accomplishment, and enabling students to understand the common language forms of English and other countries' customs and manners, the translation can be carried out more accurately and at a deeper level.

### **4.4 Attach importance to practical Teaching of language Communication and improve English Translation**

In teaching, teachers can innovate teaching methods by introducing methods that can reflect typical cases of cultural conflicts, deepen students' understanding of cultural differences, and let students play different roles in cases. To give students a richer learning experience, encourage students to actively discuss, share, and bravely express their views in learning, so as to give play to the main role of students, let students from passive learning to active learning. Teachers should pay attention to the practical teaching of language communication, help students break through the limitation of cultural barriers, effectively reduce the problem of students' translation errors, and

promote students' perceptual understanding and interest in cross-cultural differences. Improve students' cross-cultural communicative competence and language translation ability, practical application ability and innovation ability.

## **5. Conclusion**

In short, it is of great significance to cultivate students' intercultural communicative competence in English translation teaching. Teachers should renew their teaching concepts, innovate teaching methods, cultivate students' cross-cultural awareness, and infiltrate the cultural differences between China and the West in teaching. To improve students' intercultural communicative competence, thus to improve the quality and level of students' translation, and to train qualified English translation talents for the society.

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