Study on the Innovation of English Translation Teaching Model under the Background of "Internet +"

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Abstract: With the continuous development of the Internet and electronic information technology, the Internet has gradually spread to all aspects of life, and has also had many impacts on China's teaching career. Based on this, the author first analyzes the existing problems of English translation teaching in colleges and universities, and then puts forward some practical strategies for the organic combination of English translation teaching and Internet.

1. Introduction

Under the new era, college education should focus on cultivating students' practical ability and learning methods. In view of the many problems in the current English translation teaching, relevant teaching workers should use the characteristics of the "Internet" to develop a new teaching model and then create a new teaching model for students. A high quality and efficient English translation teaching system.

2. Analysis of the existing problems in college English translation teaching

2.1 Insufficient attention

According to the author's investigation and analysis, college English education in China has some deviations in the orientation of translation teaching. Most college education pays too much attention to the cultivation of skills and cognition, but does not pay enough attention to the translation process and the translation method. College education should focus on knowledge and skills, processes and methods, attitudes and emotions. Knowledge and skills are the main training objectives under the traditional teaching mode. With the continuous reform of teaching, college education pays more attention to the cultivation of ability, method and attitude. At present, most college English teachers have a more traditional approach to translation teaching. Under normal circumstances, students complete their own translation exercises. If there is an error, the teacher will give corresponding guidance [1]. Its teaching purpose is mainly to enable students to cope with the exam, or to consolidate their ability to integrate language applications. It can be seen that most of the teaching objectives of English translation teaching in colleges and universities in China are relatively vague. Most teachers do not clarify the true meaning of translation teaching, which makes translation teaching an adjunct to English grammar teaching.

2.2 Ignoring the position of the subject

From an objective point of view, teaching activities is a knowledge transfer process jointly constructed by teachers and students. The purpose of transmission is to improve students' comprehensive ability and knowledge level. Therefore, students should be in the "subject" position in teaching activities. However, most of the college English teaching does not take into account the actual needs of students. The teaching activities center around the textbooks and the fixed syllabus. The teaching philosophy of "teaching students according to their aptitude" has been misinterpreted to a certain extent. The goal of college English teaching is to improve the overall quality of college students, and to promote college students to have the ability to communicate with international friends after four years of systematic learning, which is of great significance to the development of

all walks of life in China. Under the new economic institutions, all walks of life in China are gradually becoming in line with international standards. This puts higher demands on college English education. Listening, speaking, reading and writing have become the basis of their knowledge structure, and more important. It is necessary to ensure that college students have certain translation skills. This kind of teaching mode that does not meet the actual needs of students has undoubtedly hindered the future development of students [2].

2.3 Single teaching content

Textbooks are important carriers of knowledge content, and also an important basis for the development of teaching activities. Analysis of current college English textbooks, most non-English majors, mainly intensive reading, listening, and extensive reading materials, so translation teaching should be intimate with intensive reading materials. Combine. However, there are many problems in the intensive reading materials in the current arrangement. The translation links in the intensive reading materials have inadequacies both in quantity and quality. Take the "New Vision College English" textbook as an example. There are only about 5 Chinese-English translations in each post in the textbook. The content of these topics is mainly based on the content of the text, lacking innovation and inquiry. . In the newly compiled college English textbooks, the translation topics only stayed on the single sentence translation, and did not involve paragraph translation and essay translation. The simplistic content of the textbook directly causes many obstacles to translation teaching. From an objective point of view, this is one of the reasons why teachers and students do not pay enough attention to translation teaching [3].

2.4 Imperfect teaching mechanism

Translation teaching is different from the teaching of theoretical knowledge. When it comes to the translation of language, it will definitely reflect the cultural differences between the two countries and the differences in mainstream ideology. The teaching content is the main carrier for embodying and realizing these contents. Only when the teaching content is combined with social needs and cultural characteristics can the corresponding ideology be reflected from the ideology. However, the current English translation teaching in colleges and universities does not combine the actual needs of the society, which leads to deviations in teaching activities, teaching content and social needs. The translation ability and cultural understanding ability of college students cannot be cultivated accordingly. The deviation of the teaching concept also reveals that there is no complete teaching mechanism for college English translation teaching.

3. The English translation teaching strategy under the background of "Internet +"

3.1 Improve the teaching mechanism

The cultivation of translation talents is a relatively complicated teaching work. The emergence of the Internet and many English communication platforms and teaching websites has pointed out a new development direction for English translation teaching. First of all, college education staff should increase the research on English translation teaching, combine the teaching background under the "Internet +" era, and carry out the teaching mechanism and teaching objectives of college English translation teaching from the perspectives of culture, science and technology and economy. Perfect and clear. Secondly, college educators should clearly point out that it is necessary to train translators with the ability level to develop corresponding evaluation criteria. Finally, it is necessary to improve the current teaching content by combining the assessment and evaluation mechanism and the actual needs of the current society for talents. As far as the current situation of English translation teaching in colleges and universities is concerned, the improvement of English translation teaching mechanism should make full use of various teaching tools under the "Internet +" environment, such as micro-courses, MOOC, etc., through online and offline teaching channels. Combine to create a new teaching channel for college English translation teaching [4]. In the traditional college English translation teaching, the knowledge that students learn lacks a perfect

practice platform, and is limited by many objective factors. Students can't put the knowledge content into practice during the internship. In response to this, colleges and universities can actively use the Internet platform to enable students to complete translations of novels, copywriting, and videos through the Internet platform. In this way, students can create a new practice platform under the "Internet+" era, prompting students to "Doing" in "learning" achieves a high degree of integration between theory and practice, so that students can get good practice on campus. This highly effective teaching method also plays an important role in the improvement of students' enthusiasm for learning [5].

3.2 Optimizing teaching methods

Under the background of "Internet +", the organic combination of English translation teaching and Internet in colleges and universities is not only a rigid requirement of higher education for higher education, but also an inherent appeal of higher education quality in colleges and universities. At this point, colleges and universities should set up corresponding teaching plans around multimedia teaching. Multimedia teaching not only changes the teaching mode of "instillation-passive acceptance" under the traditional teaching mode, but also highlights the "subjects" of students in teaching activities. "status. Most students like to watch foreign movies in their spare time, and teachers can use English original sound film as the translation content of English translation teaching according to their personality characteristics. Teachers can analyze the dialogue in the film, let the students understand the differences between Chinese and foreign cultures. Through this combination of visual and auditory teaching, the quality and efficiency of translation teaching can be improved. At the same time, the school should also focus on English translation teaching, carry out translational elective courses with the theme of newspapers and magazines, or conduct non-scheduled English translation lectures to stimulate students' interest in English translation. In these teaching activities, students can not only expand their English vocabulary, but also greatly improve the efficiency and accuracy of their translation. The dissemination and exchange of domestic and foreign cultures can also promote the cultivation of students' comprehensive quality. .

3.3 Cultivating study habits

Under the "Internet +" era, the way students access information has changed. The information on the amount of online Shanghai has been continually impacting students' lives and learning. In this respect, the school can guide the acquisition of student information. Teachers should teach students how to obtain English-related knowledge content through the Internet, recommend some English translation software that can promote students' learning, and arrange a certain amount of English. Self-learning tasks, which enable students to learn independently in their spare time, and also greatly improve the efficiency and quality of students' self-directed learning. At this point, college teachers should pay attention to guiding students rather than leading, and avoid students' resistance to "self-directed learning." In addition, in order to improve the enthusiasm of students to learn independently, teachers can establish an English translation interest group through the Internet communication platform. Teachers can help students to indicate the direction of independent learning in the group, and guide students' self-directed learning in real time through online communication, so as to realize the effective extension of English translation teaching. The cultivation of learning habits is a subtle teaching process. Only when students develop the belief that "I want to learn" from subjective consciousness can we achieve truly high-quality and high-efficiency independent learning. Therefore, teachers should choose students' interests and hobbies. Interesting self-learning content, such as the translation of original sound movies, etc., so that the teaching mode of "Internet + English translation + independent learning" can be implemented [6].

3.4 Strengthening the strength of teachers

The faculty is the basis for determining the quality of English translation teaching. The content of English translation teaching in colleges and universities is constantly changing with the

development of the times. In order to solve the problem of the old teacher's teaching concept, colleges and universities must carry out targeted training work for teachers' teaching ability and teaching concept [7]. Moreover, colleges and universities should also develop corresponding evaluation and evaluation mechanisms around the training content to ensure the subjective initiative of teachers in training. The promotion of teachers is not a one-step process, but a long-term, systematic task. Under the background of "Internet +", training can also break the space and time constraints, and a line can be built between universities. On the teaching and research platform, the exchanges of different schools can exchange teaching experience on the platform. At the same time, the school can hire teaching experts to train teachers on the online platform, and then improve the teaching level of teachers in all directions [8]. In addition, schools can use "cloud technology" to create a school library of teaching resources for teachers, through screening and accommodating excellent translation teaching content on the network, and then solve many ills in traditional textbooks, laying the foundation for the above-mentioned English translation teaching innovation.

4. Conclusion

In summary, there are many problems in college English translation teaching, which leads to the corresponding influence of students' knowledge application ability and learning attitude. "Internet +" points out a new development path for college English translation teaching. Combining the Internet and translation teaching can effectively solve many problems in the current English translation teaching in colleges and universities. Therefore, relevant educators should pay attention to it, and then Students will lay a solid foundation for their future work and study.

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