

An Analysis of the Application of Competence Based Education in College English Translation Teaching

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Abstract: As a global language, English is widely used in current social life. Therefore, colleges and universities should strengthen the practical application of college English teaching. However, at present, college education pays more attention to quality education and pays less attention to competence based education. Especially in college English translation teaching, there are still some problems, such as low attention to translation education and single teaching methods. From the perspective of competence based education, this paper analyzes the current situation of college English translation teaching, and provides new ideas for improving the level of translation teaching.

Keywords: Ability Standard; College English; Translation Teaching

1. Introduction

Ability based education is an important guiding ideology of current college education, which appears in the development of quality education. Compared with quality education, ability based education pays more attention to the cultivation of professional skills. With the acceleration of globalization, English learning is not only a subject education, but also a work skill. It is not enough to let students master basic subject knowledge. It is more necessary to improve students' English skills, making English teaching the "cornerstone" of future career planning. Therefore, the introduction of competency based education into college English teaching can effectively promote the improvement of English teaching level, so as to achieve the overall improvement of students' ability.

2. Content analysis of ability based education

2.1 Adhering to the dominant position of students

Compared with previous education, university education has fewer restrictions on students, and students' learning methods are more flexible. They can formulate different learning tasks according to their own future development plans. Ability based education emphasizes the cultivation of students' ability in the process of education, adheres to the dominant position of students in the learning process, and improves students' ability of active learning through teachers' guidance and school curriculum. At the same time, under the ability based education mode, teachers should also give feedback to students' learning in time. Students can make corrections according to teachers' feedback, absorb and summarize teachers' opinions and find their own learning methods.

2.2 Training students' professional ability as the teaching goal

In university education, the study of many professional knowledge is mainly based on theoretical study, lacking the cultivation of practical ability, which leads to many students unable to apply their knowledge to their future careers. The most important feature of competency based education is to cultivate students' professional ability as an important direction. In the setting of teaching objectives, it will also combine the teaching content with real life, so that students can master their professional skills in their own fields through practical training, internship and training, and carry out modular teaching of professional knowledge, so as to improve students' practical mastery ability. Therefore, compared with other education

models, ability based education can better combine theory with practice, and use the knowledge to clarify the path and direction for students' career planning.

2.3 Different training methods

Generally, in college education, every major should learn English knowledge, and there will be requirements for English qualification certificates. Although it will not be as strict as English major learning, English knowledge learning also occupies a very important position in the major. Under the competency based education mode, colleges and universities will set different teaching objectives and teaching contents according to different majors and the knowledge and skills they have mastered, and set special assessment standards to evaluate students' English learning achievements scientifically and reasonably. Because the ability based education will face students of different majors, it will generally adopt a differentiated teaching model in teaching methods, comprehensively considering the characteristics of different students in different development stages and professional fields.

3. An analysis of the current situation of college English translation

teaching

3.1 Lack of attention to translation teaching

In the traditional teaching mode, college English teaching pays more attention to the use of English grammar knowledge, but translation is rarely the focus of teaching. Although students can learn a variety of exam oriented knowledge from English teaching, they are weak in the application of language and have a rough understanding of English translation. Moreover, in the current college English textbooks, translation generally only appears in the after-school practice, and there is less translation training in the classroom. Classroom teaching can not improve students' translation ability, and even hinder the improvement of application ability. At the same time, in the current college English teaching, many students often fail to distinguish the relationship between Chinglish or Chinese structure and English grammar in the single "English to Chinese" or "Chinese to English", resulting in confusion in translation and inability to understand the differences between Chinese and English.

3.2 The teaching method is relatively simple

In the traditional English teaching, the teaching of English translation is mostly based on grammar translation. Through the translation of words and sentences, the effect of translation can be achieved. However, through this form of translation, the translated sentences are often stiff and can not achieve the effect of smooth and beautiful sentences. At the same time, because there are many differences between English and Chinese, there are also many differences between the language structure of Chinese and the grammatical structure of English, especially for the translation of polysemy, familiar words and so on. Many students can not understand the connotation and are prone to translation errors. In addition, English teachers seldom take cultural differences into account when teaching English. They do not pay enough attention to the differences between Chinese and English translation. In the process of teaching, they often pay more attention to the process of English teaching, but rarely analyze the differences, which leads to many students' inability to understand the way of English translation.

3.3 Insufficient teaching ability of teachers

English translation requires high comprehensive application ability for English knowledge learning. It requires teachers not only to have solid basic knowledge, but also to have strong practical ability to apply and develop English knowledge in practice. However, in the actual teaching process, although many teachers graduated from English major and engaged in work, they did not receive systematic English translation teaching training, and rarely participated in corresponding translation activities, resulting in many teachers' lack of translation ability and unable to master some professional translation

skills and theories. At the same time, many teachers' teaching concepts are relatively old. They teach translation according to the traditional dictation and grammar translation teaching methods. Many students also learn translation through "literal translation", which can not achieve the effect of translating sentences smoothly.

4. The application of competence based education in college English translation teaching

4.1 Changing the teaching idea and adhere to the ability standard

Under the current education mode, although the importance of ability based education in major universities has gradually increased, the teaching concept of teachers is still relatively old. Many teachers do not take the improvement of students' ability as an important goal, but the completion of teaching tasks as the primary goal, which cannot reflect the characteristics of ability based. Therefore, college English teachers should first change their teaching ideas, update their understanding of the ability standard, formulate different teaching plans for students of different majors, and combine teaching plans with practical activities, so that students can learn practical knowledge in practice. At the same time, the change of teaching concept should also be changed according to the school's own situation, comprehensively considering its own post responsibilities and teaching planning, so as to realize the continuous improvement of teachers' ability in the school environment, and promote the improvement of students' learning ability through the change of teachers' concept.

4.2 Innovating teaching methods and cultivating English skills

In college English teaching, a lot of classroom teaching is carried out in the form of multimedia teaching, which promotes students' understanding and learning of knowledge through the explanation of English teaching materials. However, as a language discipline, English needs a lot of training to be improved. Therefore, students should be guided to learn actively in daily teaching activities. For example, organizing topic reports allows students to make personal reports based on a topic, and increase their own knowledge accumulation by consulting materials, so as to improve their own learning quality. At the same time, for college English translation teaching, teachers should also pay attention to the mastery of oral English. A good sense of language is the basis for students to translate. For example, through group competition, each group can have English communication and discussion, so that students can feel the beauty of English communication and cultivate their English translation ability.

4.3 Improving teaching ability and strengthening thinking guidance

Teachers' profound teaching ability is the basis for improving teaching ability, so as to promote the improvement of teaching effect and promote the progress of students' translation ability. On the one hand, teachers should have a sense of learning, actively participate in teaching and training activities, and consciously take the initiative to improve their translation ability, and accumulate practical experience, for example, participate in some international forums, academic lectures, etc., and actively try the task of translation to actively improve their translation level. On the other hand, college English teachers should also pay attention to the students' learning situation in the process of their own learning, and timely impart their own knowledge to students, so that students can find their own learning methods under their own guidance.

5. Conclusion

To sum up, college English translation teaching is an important part of English teaching. Strengthening ability-based education can cultivate students' translation ability, take translation ability as a professional skill, and combine it with teaching objectives, so as to improve students' translation ability. At the same time, non-English teachers should also follow the trend of the times, in order to constantly improve their English ability, realize the combination of professional knowledge and English knowledge, and comprehensively promote the progress of students.

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