

Practice and Innovation of College Japanese Translation Teaching Mode under the Network Background

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Abstract: Today, with the rapid development of internationalization, the demand for foreign language translators is also gradually expanding. Moreover, with the rapid development of Internet information technology, it is also necessary for college Japanese translation teaching to adopt more diversified ways to cultivate high-quality translation talents who meet the requirements of the times in the Japanese major, so that translation teaching can get a greater breakthrough and improve students' practical translation ability. At the same time, teachers can also actively use multimedia equipment to improve and innovate the Japanese translation teaching mode.

Keywords: Internet; College Japanese; Translation Teaching; Mode Innovation; Practice Strategy

1. Introduction

With the development of internationalization, cultural exchanges between countries are becoming closer and closer. Therefore, in the development process of various fields, the demand for translation talents is also gradually increasing, and the requirements for translators are also increasing. So at this level, how to improve the translation level and professionalism of Japanese majors in universities is what the current Japanese teachers in universities need to explore and explore. In the process of Japanese translation teaching, teachers should not only pay attention to the improvement of students' theoretical knowledge, but also increase more practice space in practical teaching, so that students can fully improve their translation level in the real practical challenges.

2. Paying attention to the joint promotion of theoretical and practical teaching

In the process of college Japanese translation learning, teachers should not only pay attention to students' theoretical teaching, but also adopt more diversified methods in practice, so as to promote students to really train their own practical translation ability in the process of translation practice. Because Japanese translation needs the combination of theory and practice, if there is no correct theoretical learning guidance, translation will not be standardized. However, if there is only theoretical support but no practice, students will fall into the field of blind learning, unable to really find the orientation in Japanese translation, and it is difficult to improve their translation level. Therefore, to this extent, it is necessary for the Japanese translation teachers of the university to jointly promote the students' translation theory and practical teaching, so that the students can not only master the basic laws, theories and skills of translation, but also improve their actual translation ability in the process of practical training. This requires teachers to actively guide students, not only to master professional theoretical knowledge, but also to have a certain degree of translation practice ability to better translate Japanese. Therefore, teachers are required to actively use modern Internet technology to improve the theoretical and practical courses of college Japanese translation teaching in the process of daily teaching.

For example, teachers can use Internet information equipment to present the overall course of Japanese translation teaching, so that students can fully understand the skills and laws involved in translation through the presentation of multimedia equipment, and also enable them to better master the basic theoretical knowledge of translation to be learned. Under the guidance of these basic theoretical knowledge, they can better train their translation practice ability. In addition,

teachers can actively carry out Japanese translation training through Internet information equipment. Teachers can also establish relevant Internet information technology platforms to conduct real-time translation communication with students in the information technology platform. Students are required to apply the translation skills and translation rules learned in class to practical operation, so as to improve students' practical ability. In the process of real translation practice, we can fully understand the Japanese translation theory, so that we can achieve good echo in all aspects, and better promote students' progress and improvement in Japanese translation learning. Moreover, through the Internet information platform to carry out practical teaching, students can also get rid of the restrictions in time and space, and carry out Japanese translation training at any time, so as to promote students' translation ability to achieve better improvement.

3. Creating practical translation scenes with multimedia teaching

equipment

In order to better train college students' Japanese translation skills and abilities, college students are also required to have strong psychological quality. Therefore, in order to train students to achieve the best improvement in interpretation, it is necessary to enable them to have a strong response to translation and to be able to pronounce clearly. At the same time, the knowledge of Japanese translation should be fully accumulated so that students can keep a high degree of concentration in a long time, so that they can better deal with the practical translation on the spot. Therefore, in order to cultivate students' good quality, teachers need to actively use multimedia equipment to carry out diversified teaching, create practical translation scenes for students, so that students can gradually get used to such an interpretation scene in such a translation scene, and cultivate all aspects of quality in the translation process through the interpretation practice scene. In this way, students can better accept the problems in the interpretation scene, and can also exercise how they can deal with all the possible problems in the real translation process. Therefore, teachers should actively use multimedia teaching equipment to create relevant interpretation practice translation scenes for students, so that students can gradually exercise their own ability and spiritual role in such a scene translation process. It helps students to improve their translation ability through continuous exercise and accumulation, and also promotes students' relevant language ability.

For example, teachers can also use the school's simultaneous interpretation simulation classroom in the process of teaching, so that students can enter the translation room in groups of four to carry out real-time translation according to the speeches of the speakers. In this process, students can be really integrated into the translation scene for Japanese and translation, Deepen students' use of Japanese translation skills and improve their own translation ability. At the same time, through multimedia teaching equipment, students can also play some videos related to simultaneous interpretation, so that students can learn through these videos, and the professional quality and cultivation that a translator needs to have. At the same time, students can also learn more about all the possible problems in interpretation and translation, and do a series of psychological construction. Through the understanding of various operations of Japanese translation, students can gradually improve their self-confidence and adaptability in the process of translation, and promote their learning effect to achieve better improvement. It can also enable students to better understand the professional qualities required in interpretation with the help of multimedia network information equipment, help students better learn Japanese translation, and promote students to fully improve their translation practice ability through such translation exercises.

4. Diversified translation teaching guidance

Today, with the rapid development of modern network, teachers can make full use of network resources and use network equipment to provide practical guidance and teaching of Japanese translation for students, so that teachers can also carry out more diversified translation teaching modes, and students can have a more profound impression on translation practice teaching under the guidance of diversified teaching modes. Teachers can also use such diversified methods, stimulate students' interest in translation, enable students to improve their translation self-confidence and expression ability in Japanese in the process of continuous training, and actively introduce diversified practice methods, which enable students to consolidate their basic knowledge in Japanese translation through listening training and follow-up reading training in the

translation class. Under the guidance of this diversified teaching mode, students can better learn Japanese translation, have full interest in the study of Japanese translation, and more actively participate in the process of translation learning, to improve their practical ability. Therefore, to become a high-quality translation talent with solid foundation and strong practical ability, teachers need to actively use the network background to innovate translation teaching.

For example, teachers should actively use Internet information equipment to search for some listening training suitable for cultivating students' Japanese translation ability in big data for students, so that students can improve their understanding of Japanese used in daily life in a variety of listening training, and also enhance students' knowledge of Japanese translation. Through the Internet, we can find diversified listening materials that are more suitable for students to improve their translation level, so that students can gradually improve their listening ability in Japanese among the listening materials teachers are looking for. Through the continuous improvement of the difficulty of the materials, we can broaden students' knowledge in Japanese learning and enhance students' listening ability in Japanese. At the same time, teachers can also actively use modern Internet equipment to carry out relevant follow-up training, search for some materials suitable for students' translation from the Internet, and guide students to follow-up by playing relevant materials, so that students can be familiar with Japanese pronunciation in the process of continuous follow-up, enhance their understanding of Japanese pronunciation, and cultivate students' better sense of language. Students can continuously improve and adjust their own pronunciation and intonation under the accumulation of such language sense, and learn Japanese more fluently, in order to promote the improvement of students' comprehensive ability in Japanese learning, and achieve the continuous strengthening of their own translation ability.

5. Conclusion

Today, with the continuous development of modern information technology and the Internet, teachers can actively use Internet information equipment to teach Japanese translation classes, so that students can cultivate their sense of Japanese language in such translation classes, stimulate students' full self-confidence in English learning, and more actively participate in the training of Japanese learning. In addition, carrying out more diversified teaching modes in this way can also promote students to improve their basic and practical abilities in the translation process under the guidance of such teaching methods, and better deal with all possible problems in the translation process in the future. Through teachers' continuous innovation in teaching, we can better stimulate students' comprehensive improvement in Japanese translation ability.

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