Research on College English Translation Teaching Strategies Based on "Internet" Wisdom Teaching

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Abstract: Under the background of "Internet", college English teaching needs to pay attention to the cultivation of students' ability. In the teaching process, teachers need to actively apply information technology in combination with specific teaching contents, so as to realize the strengthening of teaching efficiency and teaching quality. Translation is an important part of college English teaching content. Translation teaching can effectively cultivate students' English knowledge level and language application ability. In order to further improve the effect of translation teaching, teachers need to apply the "Internet" education concept in daily teaching, construct intelligent teaching mode, and provide diversified teaching content for students. Based on this, this paper focuses on analyzing the current situation of college English translation teaching, at the same time, it puts forward effective teaching strategies for college English translation on the basis of "Internet" wisdom teaching, hoping to provide some references for teaching work.

Keywords: "Internet"; Wisdom teaching; College English; Translation; Teaching strategy

With the continuous development of information technology, the penetration of the Internet in various fields has provided more convenience for people's work and life. Teaching informatization has become the main direction of education reform. Under the background of "Internet" intelligent teaching, college English translation teaching needs to change the traditional teaching mode, based on the actual learning needs of students and the basic requirements of college English teaching, applying wisdom teaching to all stages of teaching work, so as to realize the development of students' comprehensive English literacy.

1. Overview of "Internet" Wisdom Teaching

Wisdom education is the use of modern science and technology to provide students with differentiated teaching services. It can be a way to achieve teaching tasks by collecting and using the learning status data of the student group and the information data in the teaching process. The concept of "Internet" is proposed. The implementation and application of wisdom teaching provide convenient conditions. Knowledge content is disseminated with the help of the Internet platform, which can change the traditional form of education, the teaching work is no longer limited to the classroom. In addition, under the "Internet" model, it can also achieve a rich amount of teaching resources, which can promote the implementation of the principle of teaching fairness. Smart education, as the integration of information technology and knowledge education, has become The trend of educational work development [1].

2. Current Situation of College English Translation Teaching

According to the analysis of college English translation teaching, it can be found that there are still the following problems in translation teaching. On the one hand, teachers still use traditional educational concepts and teaching methods, attach importance to the teaching of theoretical knowledge, and pay insufficient attention to the strengthening of students' abilities. Students' translation learning is more for CET-4 and CET-6, and they will practice a lot of translation questions in a short time, although this kind of learning mode can strengthen students' performance to a certain extent, the improvement of students' English application ability is very limited. In the actual teaching process, teachers have not been able to carry out detailed teaching for the translation section. In addition, the teaching methods for English translation also have certain shortcomings. At present, the translation education of college English courses is still based on classroom teaching, the main teaching mode is that students try to translate articles according to their own vocabulary and grammar accumulation. Teachers will add some sentence structure explanations to help students establish an

English expression system. The fixed teaching mode will affect students' participation in English to a certain extent. The enthusiasm of learning is relatively limited to the improvement of students' translation ability [2]; on the other hand, according to the English textbooks currently used in universities, the translation teaching content involved is very small. Teachers will guide students to try to translate when teaching articles, but the main purpose is to strengthen the understanding of the content of the article and lack the teaching of translation special content. If teachers want to lead students to practice translation, they often need to find teaching resources by themselves. However, due to the big differences between Chinese and Western cultures, there are differences in language structure, language logic and other aspects, which leads to students facing greater difficulties in the process of understanding, and teachers fail to focus on infiltrating the differences between Chinese and Western cultures in teaching, which also has a certain impact on the effect of translation teaching [3].

3. College English Translation Teaching Strategies Based on "Internet" Wisdom Teaching

3.1 Use students' spare time to carry out teaching

Since college English teaching classes not only need to carry out translation teaching, but also need to complete the teaching of basic knowledge, grammar and other contents, the time for translation teaching is extremely limited, and teachers need to use students' spare time to carry out translation teaching. Teachers can select some representative English long and short sentences or excerpts of articles as translation tasks and publish them in the online learning platform. While arranging topics, teachers can add some translation skills and require students to complete them within a specific time. Students can directly translate in the online teaching platform. Teachers can use the information platform to see the students' completion and correct them, when the teacher completes the correction, the results will be submitted. At this time, the system will summarize and count the students' translation situation according to the correction results to help the teaching to clarify which topics the students have a high probability of making mistakes. Students can also check their own translation results. In view of the common problems common to students, the teacher can give a unified explanation in the next class, and individual students' translation errors, teachers can directly communicate with students through WeChat, QQ, etc., which can effectively improve the efficiency and quality of translation teaching [4].

3.2 Constructing Interactive Wisdom Classroom in English Translation

Smart teaching needs to build a smart classroom as the basis. Teachers need to be student-centered and make full use of information technology to carry out interactive smart teaching, including the interaction between teachers and students and the interaction between students. Teachers can formulate according to the content of the textbook Teaching plan, if the teaching content of translation is involved, teachers can assign translation homework in advance, require students to complete translation tasks independently, and teachers need to provide students with relevant teaching materials, some teachers for translation can record some explanation videos of translation skills, so that students can master some basic translation methods and complete translation tasks. In classroom teaching, teachers can organize students to discuss the right and wrong of translation. Students need to communicate with other students in the process of group discussion. Through the comparison and analysis of translation results, most of the translation content can be solved among group members, compared with the teacher's broken explanation, the learning method of group discussion can help students deepen their impression of translation errors. After that, the teacher focuses on the explanation, which can effectively save the classroom teaching time and achieve the expected teaching effect.

3.3 Enriching Teaching Resources and Promoting Communicative Competence

The difference between Chinese and Western cultures is one of the main problems affecting students' English learning. For this reason, teachers need to add some teaching content about language and cultural differences on the basis of knowledge course teaching. Due to the limited time of classroom teaching, in Under the background of "Internet", teachers can make full use of the online teaching platform to upload courses with cultural differences between Chinese and Western languages, or they can broadcast live on a regular basis in the form of online courses, help students supplement the relevant knowledge of English learning, so as to guide students to construct English learning thinking, which can achieve twice the result with half the effort in translation learning. Using the Internet to learn and understand Chinese and foreign cultural knowledge can break through the limitations of time and space, and students can always According to their own learning needs, acquiring knowledge content can not only broaden students' cultural horizons, but also have a positive effect on the improvement of students' translation ability [5].

3.4 Do a good job of feedback in after-school teaching

At present, many colleges and universities have failed to build a complete teaching feedback evaluation mechanism for English

translation teaching. Usually, all the content of lecture English teaching is regarded as a whole, and the learning situation and teaching effect of students are fed back and evaluated through test results. Under the requirements of wisdom education, online teaching platforms can be used to quantify students' English translation learning. For example, students complete the translation tasks assigned by the teacher each time, statistical charts can be automatically formed, and students' progress can be seen intuitively. At the same time, teachers of some online courses can also judge the depth of students' participation according to students' learning records. Therefore, teachers need to set different evaluation indicators according to students' classroom performance and task completion to objectively evaluate students.

Concluding remarks

In short, college English translation, as one of the necessary English abilities for students, requires teachers to change the traditional teaching mode, make full use of information technology, and build an "Internet smart education" model. Teachers must fully recognize the "Internet" The advantages of the model highlight the dominant position of students in learning, and realize the development of students' English application ability and language literacy.

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