

Exploration of English Translation Teaching in Universities Based on Situational Cognitive Theory

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Abstract: As a teaching theory combined with constructivism, situational cognition theory believes that knowledge and activities are closely linked. It emphasizes that learners need to acquire knowledge and abilities in real situations and interact with them to establish a knowledge system. Based on this, this article briefly introduces the current situation of English translation teaching in universities, and analyzes the expression and role of "situational cognition theory" in English translation teaching in universities. This article also proposes some countermeasures for the application of situational cognition theory in English translation teaching in universities, in order to be helpful for English translation teaching in universities.

Keywords: Situational cognitive theory; College English; Translation teaching

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Introduction:

The trend of economic globalization has played a huge driving role in international communication. In the increasingly frequent international communication activities, if we want to achieve smooth communication, we need to focus on the cultivation of translation talents, promote language dialogue, and meet people's communication needs. Applying situational cognition theory to English translation teaching in universities can enhance the artistry and efficiency of classroom teaching, thus laying a solid foundation for cultivating translation talents who meet the needs of society. Therefore, it is necessary to increase the application of situational cognition theory.

1. Current Situation of English Translation Teaching in Universities

Main manifestations: Firstly, the ideological concepts are relatively backward. At present, English translation teaching in universities generally uses written test scores to measure translation proficiency, while teachers only focus on learning theoretical knowledge and neglect practical applications. In teaching, teachers usually passively involve students in the classroom through indoctrination. Although this can help students lay a solid foundation in English translation, it does not help them cultivate personalized translation talents. In addition, when conducting training, teachers only focus on training translation skills, allowing students to repeatedly practice. This homogenized teaching method is difficult to cultivate excellent translation talents. Secondly, there is a lack of emphasis on cultivating discourse awareness. There are significant differences in discourse between English and Chinese, and many students only know how to use the discourse structure of Chinese in English translation, neglecting the discourse and style of English, resulting in inconsistency in translation. Thirdly, there is a lack of imparting theoretical knowledge to students. Translation must have a solid theoretical foundation as a guarantee, and many teachers neglect relevant theoretical knowledge in teaching and only teach students literal translation methods, resulting in emotional translation. In addition, English translation is a cross-cultural behavior, and if it is detached from reality, it is difficult to accurately express what it is intended to express. Fourthly, it is constrained by thinking methods. English emphasizes logical thinking, while Chinese emphasizes abstract thinking. Due to the differences in thinking patterns between the two languages, translation can only achieve mutual conversion between the two languages, and

cannot fully express the exact meaning of sentences. Fifth, it cannot adapt to the needs of society. With the increasing frequency of international exchanges, the position of English translation talents is becoming increasingly prominent. English translation teaching in universities should be based on a professional perspective, combined with the characteristics of society, and curriculum plans should be developed to improve its practicality. In reality, the work of translation teaching in universities has not been adapted to the needs of society.

2. Strategies for Teaching English Translation in Universities Based on Situational Cognitive Theory

2.1 Transforming the Teaching Concept of English Translation in Universities

In the teaching of English translation in universities, it is necessary to combine situational awareness theory with translation teaching to improve the effectiveness of translation teaching and achieve an effective combination of the two. One of the primary tasks is to change the concept of English translation teaching in universities and adopt new educational concepts to improve the quality of English translation teaching in universities and enhance the effectiveness of student cultivation. In the teaching of English translation in universities, teachers often only focus on imparting theoretical knowledge, and adopt outdated and rote memorization methods in teaching. This not only affects the teaching efficiency of English translation in universities, but also causes a waste of various teaching resources invested in this area. Therefore, universities must pay more attention to this work and conduct in-depth analysis and discussion on the teaching of English translation to adapt to new educational ideas and improve the level of English translation teaching in universities. At the same time, situational awareness theory can be applied to the teaching of English translation in universities. It is necessary to ensure that the teaching of English translation in universities is carried out in an orderly manner under the guidance of scientific theories and achieves good teaching results. The application of situational cognition theory can effectively stimulate students' interest and initiative in learning, enabling them to achieve better results in their studies, and also maximizing the utilization of various teaching resources in English translation teaching in universities.

2.2 Carrying out teaching activities with students as the main body

In the teaching of English translation in universities, in order to make better use of situational cognition theory in English translation teaching, teachers must strengthen their research on situational cognition theory and combine English translation teaching with situational cognition theory. At the same time, in the teaching process, it is important to emphasize the subjectivity of students, and teachers should act as organizers and guides for students' learning, actively and correctly guiding them. Teachers should encourage students to actively participate in the learning of English translation, fully utilize their enthusiasm and initiative, and use autonomous exploration and learning methods to overcome the difficulties in English translation learning, thereby improving their learning quality and effectiveness. In the actual teaching process, teachers can create suitable situations in the classroom, provide students with internship opportunities, and let them apply the knowledge they have learned to practice. Then, in the classroom, students can discuss and exchange ideas with each other. During this process, students can exchange their views and experiences on English translation with each other. During this process, students can receive good feedback, which can help them achieve good results, broaden their depth and breadth of English translation learning, and cultivate their self-learning ability. This teaching method not only emphasizes students' subjectivity, but also enhances their learning enthusiasm, fully unleashing their subjective initiative, and improving the quality of English translation teaching in universities.

2.3 Reasonably arranging English translation teaching courses

In terms of English translation teaching in universities, in order to make the entire teaching work organized and orderly, one more thing needs to be done is to arrange the English translation courses in universities reasonably, ensure that the efficiency of English translation teaching is reasonably allocated in class hours, and thus achieve the goal of improving teaching quality. In teaching, teachers should consider the skill requirements of English translators in the industry, and then provide targeted training to students according to market requirements, in order to ensure the purposefulness of English translation teaching in universities and improve the quality of English translation teaching in universities. At the same time, teachers should pay attention to the application of situational cognition theory, continuously penetrate it into students in the curriculum, improve their cognitive level, and use situational cognition theory to provide correct guidance to students, thereby strengthening the effectiveness of teaching work. At the same time, it is also necessary to conduct statistics and analysis on the current curriculum of English translation. If any problems are found in the curriculum, it is necessary to improve the curriculum. Only in this way can the curriculum of English translation become more scientific and reasonable, and improve teaching quality from all aspects.

2.4 Adjusting teaching content and scientifically selecting textbooks

Based on the theory of situational cognition, the teaching of English translation in universities should be optimized according to specific situations, with a focus on practical training. In the context of global economic integration, with the continuous increase of international trade exchanges, the demand for English translation talents is also increasing. English translation teaching in universities should focus on cultivating cross-cultural communication skills, and be combined with the social environment to scientifically arrange translation teaching content. Due to the influence of different cultural backgrounds and social customs, for example, subject predicate object is usually used in Chinese language construct, while inversion occurs in English translation. So, we should add some guidance in teaching based on these expressions, so that students can better understand the relevant culture of English speaking countries. In addition, teaching objectives can be reasonably set based on the characteristics of the course, and methods such as documentaries and movies can be used to stimulate students' interest in learning, thereby establishing a knowledge framework. The theory of situational cognition emphasizes the relationship with real life. When selecting textbooks, it is necessary to combine practicality and current situation, conduct specific analysis, and ensure that the content of the textbooks is representative, so that students' translation ability can better adapt to the needs of modern society. In addition, in order to improve the effectiveness of English translation, some tutoring courses on cultural appreciation, European and American film translation, and other aspects can be appropriately added. Teaching should be conducted in a hierarchical manner based on students' translation level. At the same time, the principle of combining theory with practice should be adhered to, and the cultivation of cultural elements should be emphasized.

Conclusions

In summary, with the increasing demand for translation talents, universities must pay more attention to the teaching of English translation majors. There are still many shortcomings in current English translation teaching in universities, which need to be improved according to the actual situation. The theory of situational awareness should be applied reasonably in the classroom, creating classroom situations, and mobilizing students' learning interest. We can continuously adjust teaching content, optimize teaching methods, improve teaching methods, and provide students with opportunities for translation practice, so that they can better master and improve their knowledge and skills.

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