

On the teaching of College English translation course

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Abstract: with the increasingly frequent economic and cultural exchanges in various countries around the world, publicity translation has become an important media for China's foreign publicity, and also an important window for countries around the world to understand China in depth. At present, in the context of promoting the development of Chinese culture to go out, the standard of foreign publicity translation talents is also gradually improving, which also puts forward new challenges for English translation teaching in Colleges and universities in China. At present, the traditional teaching mode of "talk, comment and practice" is still followed in the foreign publicity translation class in Colleges and universities in China, and students lack the training of critical thinking ability and the ability to reflect on translation skills. In view of this, this paper focuses on the current situation of College English publicity translation teaching, and puts forward the innovative new mode of translation teaching, hoping to improve the quality of publicity translation talent training.

Key words: colleges and universities; Publicity translation; Flipped classroom; Translation evaluation

1 The current situation of the course of publicity translation in Colleges and Universities

1.1 One sidedness of College English translation curriculum

At present, the teaching of publicity translation course in Colleges and universities is limited by the "general concept" in traditional teaching, and does not involve the deep connotation of publicity translation content. Translation majors have various translation practice courses: English to Chinese, Chinese to English, literary translation, applied translation, tourism translation, publicity translation, applied translation, etc. However, from the teaching practice of translation majors in Colleges and universities, it can be seen that some publicity translation teachers pay more attention to literary translation in teaching, but ignore non literary translation. In such an educational environment, Both teachers and students are in a more one-sided translation world, paying more attention to the translation of literary texts, and even using the skills of literary translation to treat the translation of other texts, which also leads to the phenomenon of inaccurate translation in the process of translation. In addition, students are afraid of difficulties in the study of publicity translation, which can not make them professional in this field. In the long run, students immersed in the biased and single translation education concept will not only be unable to become an excellent translator, but also affect the overall quality of English translators, which is also the embodiment of the one-sided curriculum.

1.2 Lack of practical significance in the course of publicity translation in Colleges and Universities

There are some cognitive biases in the curriculum of publicity translation in Colleges and universities, that is, it attaches great importance to the teaching of conceptual theoretical knowledge and focuses on guiding students to study translation skills, but there is a serious lack of specific publicity translation practice. On the one hand, the content division of theory and practice is not balanced in the teaching process, which is affected by the traditional teaching; On the other hand, due to the restrictions on the translation style and style in teaching, it is divorced from reality and lacks practicability, and the content of the overall translation presents a state of vanity. During the investigation, the author found that some colleges and universities pay too much attention to the skills and theories of translation in the teaching process of translation course, and the most basic effect can not be achieved, let alone the deep quality of publicity translation, such as extensive knowledge, solid bilingual skills and the ability to control the subject. This misunderstanding of "patterned translation" has led to the situation that the theory and practice of publicity translation teaching want to be separated. In addition, the course study of publicity translation accounts for a relatively small proportion in the talent training program for translation majors, and there is still a lack of targeted practical teaching, resulting in many students' inability to cope with official business in the future after learning publicity translation.

1.3 The teaching of publicity translation course in Colleges and universities pays too much attention to language practice and ignores cross-cultural factors

As we all know, translation is a bridge between two languages, that is, to use one language to re express the meaning that the other language wants to express, so as to keep the original meaning unchanged, try to keep the original flavor, and try to make the two languages achieve a high unity in content expression. Therefore, the cultural differences behind the two languages should be taken into account in the curriculum of publicity translation. At present, in the teaching of publicity translation, many colleges and universities use itemized teaching methods for translation, such as syntax, morphology, word meaning and rhetoric, and do not specifically set a new set of standards for publicity translation. Instead, they use the traditional translation standards, lacking consideration of cross-cultural communication factors, which has a negative impact on the results of publicity translation teaching. Although from the perspective of translation, there is no

essential difference between publicity translation and ordinary translation, both of which are language replacement of sentences, but from the perspective of segmentation, there are still big differences in image, culture, style, form, concept, context and other aspects. Although publicity translation also belongs to the category of English translation, it has unique language characteristics. After the real translation, the focus is also different. At the same time, publicity translation also shoulders the social function of “communication”, so the impact is also very different from ordinary translation.

2 Strategies for the reform of the teaching mode of publicity translation in Colleges and Universities

2.1 Improve the teaching quality of publicity translation by using micro class

The core content of micro lecture is to show some relatively short teaching contents in the form of multimedia, mainly video, and then use rigorous teaching logic to arrange them into materials that can improve classroom efficiency. This can not only stimulate the enthusiasm of students, but also help teachers improve the effect of classroom teaching. In the teaching of publicity translation course in Colleges and universities, teachers can use the form of micro class to innovate the teaching mode and improve the teaching quality. At the same time, micro class has great advantages in improving the teaching design of publicity translation. twoResolve the difficulties of the course by means of micro lecture

Although micro class has a significant effect on improving the efficiency of publicity translation teaching, teachers can not take it as the main way of teaching, so as to avoid one-sided teaching. In actual teaching activities, teachers should find the core point of teaching from the course according to the difficulty of publicity course content and the needs of students. Only in this way can we give full play to the role of micro class teaching, effectively resolve the difficulties of classroom teaching, and ultimately improve the teaching quality. For example, when teaching the course of “perspective of publicity mistranslation”, students cannot fundamentally understand the concept of mistranslation, so we should seize this difficulty, use the form of micro lecture to degrade the difficulty, let students understand through a large number of vivid examples, and give full play to the value of micro lecture.

2.2 Adopting flipped classroom mode to improve the teaching quality of publicity translation

1. design of pre class learning activities

The flipped classroom teaching mode needs the help of information technology as a medium to cultivate students' autonomous learning ability and highlight the “learning centered” flipped teaching mode. In the pre class stage of the publicity translation course, students watch the micro class video, courseware and other resources designed by the teacher on the online learning platform, understand the unit theme and learning content, and understand the key and difficult points of translation. In addition to the content of textbooks and extended content, students can independently learn more translation examples, questions and conjectures on the online platform, eliminate the tedious feeling in video learning, enhance interactivity, promote students' thinking and spread students' thinking. After learning the micro lecture, students use the knowledge of the micro lecture to complete translation practice and upload it to the learning platform. At the same time, they carry out group discussions, modify the personal translation in groups and submit the group translation. At the same time, they focus on the difficulties and problems of translation practice to drive the interest of offline classroom learning.

2. design of learning activities in class

In the flipped classroom teaching mode, in class learning is no longer a large amount of knowledge inculcation like traditional teaching, but a targeted solution to the problems encountered by students in autonomous learning. First of all, the teacher understands the situation of students' autonomous learning through the micro class learning test, emphasizes the focus of unit learning content, and focuses on the weak links that students master. Secondly, the teacher gives feedback to students' pre class translation practice, affirms the effect of students' pre Class Autonomous Learning and group discussion, and points out the common problems in translation practice. Through the analysis of key translation examples, the teacher builds a scaffold for students to evaluate and modify the translation, and organizes students to explain the group translation in groups and debate in class, Cultivate students' critical thinking ability and translation selection ability in the process of collective translation, so that students can improve their own publicity translation ability in interactive communication. For example, when learning the part of “translation of publicity news”, the students self-study the micro lecture video before class and complete the task of topic news translation. During the class, the teacher guides the students to review the stylistic features of Chinese and English news language and feed back the problems existing in the students' Translation practice, such as the title translation is not concise enough, the lead translation does not conform to the rules of the target language, etc, Guide students to summarize the strategies and methods of news translation through difficult discussion, organize students to carry out group translation display and discussion, and students to carry out group debate according to the scaffold, and finally select the appropriate translation. Teachers can give appropriate guidance to controversial translation problems, help students think, and give full play to the advantages of flipped classroom through cooperative learning between students and teachers, At the same time, it can improve the comprehensive quality of students and truly realize the teaching concept of “learning as the center”.

3. design of after class learning activities

After pre class and in class learning activities, teachers should also pay attention to the design of after class learning activities under

the flipped classroom teaching mode, and summarize and summarize the students' performance in the first two learning links. After class, teachers can ask students to self summarize and reflect on the previous two aspects of learning. On this basis, they can extract the key points in this new knowledge learning, also summarize and summarize them, and make relevant videos or courseware, which will be published on the superstar online platform to guide students to watch, help students consolidate their knowledge, and provide comprehensive teaching services for students, At the same time, it can also lead to the relevant content of the next lesson, and maintain the extension of students' autonomous learning ability. After the students watch the summary video after class, teachers can also design some practical situational problems according to the characteristics of the publicity translation course and the needs of students, cultivate students' professional quality, and give full play to the maximum value of the translation discipline. In addition, teachers should guide students to continue to revise the translation after class, submit the final version of the translation and establish a translation library to form a teaching closed loop.

4. design of multiple evaluation system

In the flipped classroom model of publicity translation teaching, teachers use a variety of evaluation methods to promote students' critical thinking ability and translation ability. First of all, students feed back learning difficulties in the pre class autonomous learning stage; Carry out class mutual evaluation on pre class translation tasks, feed back translation difficulties, and find translation problems through personal evaluation and peer mutual evaluation. Secondly, teachers guide students to focus on problems in class, organize students to carry out group translation and class discussion to solve translation difficulties, and give teachers' feedback. Combined with group evaluation, class evaluation, teacher evaluation and other evaluation methods, teachers form a multiple feedback mode to build a scaffold for students and enable students to solve problems. Here, students write their reflections on translation learning after class, revise the translation and upload the final version to the online learning platform for students' mutual evaluation, further consolidate and internalize translation knowledge and improve translation level. The multiple evaluation system implements the whole process of translation teaching, promotes students' learning in evaluation, improves their translation skills, and finally achieves the teaching effect of "learning happily, learning well and learning well".

2.3 Attach importance to cross cultural factors and improve the quality of publicity translation teaching

Cross cultural factors play an important role in publicity translation, and cross-cultural awareness is also one of the educational objectives of Ideological and political courses in Colleges and universities. Since publicity translation involves the collision and integration of two different cultures between the East and the west, how to choose the appropriate measure has become the professional ability that every publicity translator needs to master. The huge differences between Chinese and Western cultures reflect the language, thinking mode and other aspects, which also brings some pressure to the publicity translation. If this point is ignored, publicity translation will not be able to play its due function. Therefore, publicity translators should have a certain cross-cultural awareness, that is, the awareness of "cultural differences between foreigners and Chinese". In the process of translation, they should consider the needs of the audience from the perspective of language and culture, pay attention to cultural differences, and take into account the cultural connotations of both sides. Teachers should also enhance students' cultural confidence in Chinese culture in teaching, and be neither humble nor arrogant in the face of cultural differences, Objective and true representation of Chinese culture and promotion of Chinese spirit. Teachers integrate the cultivation of students' cross-cultural awareness into every link of teaching in the process of publicity and translation teaching, that is, the combination of curriculum teaching and curriculum ideological and political education, all-round education, and the cultivation of high-quality translation talents for China's foreign publicity.

To sum up, publicity translation plays an important role in telling Chinese stories and spreading Chinese culture. Therefore, it is necessary for colleges and universities to reform the traditional concept of publicity translation teaching and improve the training quality of publicity translation talents. In the new era, under the background of abundant online learning materials, teachers should make rational use of online resources, combine flipped classroom, multiple evaluation and other teaching methods, and aim to cultivate high-quality talents with cross-cultural awareness, critical thinking ability, profound bilingual skills, skilled translation skills, and extensive knowledge reserves, so as to improve teaching quality through innovative teaching modes, Complete the reform and development of publicity translation, and continuously inject high-quality fresh blood into this field.

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