The application of task based teaching model in translation class in Higher Vocational Colleges

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Abstract: under the background of the continuous development of the current society, employers need a large number of applicable English talents, and talents need to have a solid cultural foundation, strong professional skills and innovation ability. In order to effectively improve the quality of talent training and ensure that the comprehensive ability of English translation talents meets the actual needs of employers, teachers can carry out teaching activities around the task-based teaching method, fully mobilize students' interest and help students' development of multiple abilities by designing teaching tasks, making good preparations, and implementing task-based teaching. This paper studies the application of task-based teaching mode in Higher Vocational translation classroom, and puts forward corresponding views.

Key words: task based teaching; Translation teaching in higher vocational colleges; Application; research

1. The necessity of the integration of task based teaching method and translation teaching in Higher Vocational Colleges

1.1 Improving the quality of translation teaching

In language teaching, it is necessary for teachers to create a corresponding language teaching environment according to the teaching content and students' ability development needs, which can deepen students' understanding of translation knowledge and skills, and cultivate students' innovation ability. Moreover, students will face some professional terms in the process of translation, and students have some difficulties in facing these contents, which is not conducive to students' effective translation. In view of this situation, English translation teachers in higher vocational colleges carry out teaching activities by assigning tasks, allowing students to explore and analyze according to the tasks, which can ensure students' active participation in learning and deepen students' understanding and mastery of relevant knowledge, So that students can translate knowledge according to their own translation ability and choose the translation expression through the language environment, which can help teachers break the traditional teaching restrictions and improve the teaching quality while ensuring the teaching progress.

1.2 Realize the connection between teaching and the development of the times

The connotation of project teaching method is the teaching activities carried out by teachers and students through the joint implementation of a complete project. In the 1990s, China began to introduce the project teaching method in the field of education and teaching. This method was first applied to enterprise training, and was introduced into the teaching field with the deepening of research. Under this kind of teaching method, the classroom is practice oriented, teacher led, and students become the main body of the classroom, further improving the teaching form of curriculum in China. Under the background of the new era, the education department has new requirements for students' comprehensive quality. They should not only master basic knowledge and operating skills, but also have certain professional ethics and innovation ability. In addition, modern education requires teachers to focus on the comprehensive development of students, so that students can continuously improve their cultural and humanistic qualities in the process of knowledge learning, and obtain the ability of long-term development. The introduction of this new teaching method by English translation teachers in higher vocational colleges can ensure the cohesion of teaching content and the development of the times. By selecting targeted teaching projects, teachers can realize the efficient development of teaching and ensure students' future learning and employment.

2. Problems in current English translation teaching in Higher Vocational Colleges

Under the background of the continuous deepening of the current teaching reform, many English translation teachers in higher vocational colleges have started to apply the task-based teaching method to carry out teaching activities, and achieved some teaching results. However, in the process of practice, there are still some problems, which make it difficult to achieve the established teaching objectives, and students' comprehensive ability can not be improved. The author believes that there are mainly the following problems: first, the teaching projects selected by teachers are lack of pertinence. When choosing teaching tasks, many teachers mainly focus on teaching materials and teaching contents. In this process, students' professional situation and knowledge mastery are rarely combined, which directly leads to the lack of pertinence in classroom teaching and the difficulty in achieving the established teaching objectives. Secondly, the teacher did not do a good job of pre task preparation. In actual teaching, teachers' pre task preparation work is very important, including task improvement, student grouping, etc., but some teachers focus on task design, which makes students face some difficulties in the process of completing tasks cooperatively, which is not conducive to students' active participation in learning.

3. The application of task based teaching mode in Higher Vocational Translation Classroom

3.1 Select targeted translation practice projects

Before the start of a series of teaching activities of task-based teaching, teachers need to choose targeted task-based teaching projects

according to the actual situation, so as to ensure the smooth development of subsequent teaching activities. When choosing driving tasks, teachers should control the following points: first, the selection of projects needs to meet the teaching standards of theoretical knowledge. In the process of practice, students need to master the operation steps and precautions of the project, which are derived from knowledge teaching. Therefore, teachers need to select items from textbooks and grasp the specific situation of students at the same time. They can help students complete practical tasks driven by tasks. They can also achieve the set goals through exploration and cooperation, so that they can use the knowledge they have learned and break the obstacles in learning. Secondly, the selection of projects also needs to comply with the latest curriculum standards and ensure that the task can combine the students' professional situation, knowledge mastery and practice, so as to ensure the smooth development of subsequent teaching activities.

For example, in the translation teaching for tourism majors, the author chose the tianluokeng Tulou scenic spot as the driving task. At present, the tourism industry is rapidly warming up, so choosing tourism translation projects can improve the authenticity of teaching. With the help of big data technology and class groups, the author allows students to collect relevant information after class, and initially understand the local folk customs, folk customs, etc. in the subsequent teaching, the author plays a short video of tianluokeng earth building tourism for students in class, so that students can have a new understanding of the publicity content and introduction of scenic spots. Then, the author put forward the task requirements of this time: the students need to receive foreign guests to visit the earth building as a guide, and arrange the details of accommodation, folkways and customs visit, special diet and other activities, and translate it into English after completing the schedule of the one-day tour; Introduce the famous scenic spots of the scenic spot according to the national situation and cultural background of foreign tourists, and design the speech. In addition, during this process, the author led the students to translate some nouns, such as "tianluokeng Tulou cluster", which can be translated into "tianluokeng Tulou cluster".

3.2 Pre mission preparation phase

After grouping the students and telling them the learning task, the teacher can carry out task preparation. This link mainly covers students' grouping, students' search for information needed for task design, etc. First of all, teachers should group students reasonably. For example, the author teaches 40 students in the class, so the author divides the students into seven inquiry groups, and the number of students in each group is controlled at about 5. After that, the author arranges "positions" for each group member, including the group, recorder, discipline maintainer, etc. Secondly, guide students to collect and analyze project data. After grouping, the author requires students to collect data in person. The process of data collection can help students improve their ability. In this process, the author revolves around the theme of this task, telling students a general scope and some clues. When collecting data, students can choose their own form, such as online query. With sufficient time, students can even conduct their own research, which is conducive to students' in-depth understanding of the basic situation of the project and the effective development of subsequent teaching activities. After collecting relevant data, students need to conduct in-depth analysis of the data, because the data found by students may be invalid, so students need to participate in it, and students need to choose the data and analyze the true and false. This requires the construction of existing knowledge. Students can also use software to integrate some materials to achieve better results. At the same time, in order to avoid students' simple stacking, teachers should remind students of the value of information. In this way, the teacher can reasonably group the students according to the details of the task, and then arrange the learning task of consulting materials for the students, which can lay a good foundation for the implementation of the follow-up task.

3.3 Task implementation phase

After the teacher defines the task teaching objectives and groups the students, he can let the students explore and translate in combination with the task items. In this link, the focus of teaching is that teachers guide students to design, discuss and display in different roles, so as to guide students to apply the knowledge they have learned to practice, deepen students' understanding of knowledge and cultivate their application ability through this method. In addition, students are the main body of the classroom in the whole teaching, while teachers mainly guide students to practice and explore.

1.Carry out written translation task activities

At this stage, students need to combine the data provided by the author and the data collected by this group to design a one-day tour of Tulou, and then translate it into English. Members of different groups can also discuss with each other, and then form bilingual text materials in Chinese and English. If students encounter content that is difficult to translate, they can use relevant translation tools, such as online access to difficult new words through Youdao dictionary. However, some translation tools have errors. At this time, the author leads students to analyze and identify errors to avoid translation errors.

In addition, because English words and phrases have multiple meanings, the author asks students to think from different angles. For example, when translating the name of "hegui Lou", they can translate it directly into "hegui Lou" by transliteration, or they can translate it into "buildingofhegui" by transliteration plus free translation; It can also be translated into "building of he GUI harmony and nobility" by annotation, which can fully display the cultural connotation of tourist attractions and facilitate the understanding of foreign tourists. After the students' design is completed, the author also asked them to check and correct translation errors in time.

2.Carry out oral translation task activities

At this stage, the author asked students to act as foreign tourists and cross-border guides respectively, so as to create a scene in which the foreign tourists who came to visit by the foreign tour guide orally explained the Tulou scenic spot. The tour guide needs to inform the tourists according to the cultural background, folk customs, etc. of the scenic spot, so as to realize oral translation. In this process, students need to do a good job in oral translation, their practical ability and application ability can be improved, the teaching effect is very significant,

and they are more willing to take the initiative to participate in learning.

In addition, after students complete their learning tasks, the author uses multimedia to display the research results of different groups. There are two kinds of inquiry achievements, namely, stage achievements and final achievements. The former emphasizes the results of the task before and during implementation. It is relatively independent and can only reflect one aspect of the project. The content and structure are not difficult. The latter is relatively complex. It is the synthesis of phased achievements, which can realize teaching sharing and enable students to improve the task plan of this group.

3.4 Task evaluation, multiple development

Teaching evaluation is the key link of task-based teaching, which covers students' mutual evaluation, teachers' evaluation and other contents. Specifically, teachers can organize students to score the members of other groups, and the author records these contents. Teachers' evaluation is mainly aimed at students' learning process and task completion. For example, the focus of the writing and translation link is to evaluate students' information expression to see whether students can complete the table arrangement and ensure the smooth completion of the one-day tour; Teachers should also pay attention to whether students' written translation is accurate, whether there are cultural deviations, improper phrase collocation and other errors. For students' oral expression translation, the author analyzes whether students can successfully simulate the real working state of foreign-related tour guides, and effectively complete the task of information transmission through translation. Then, combined with the students' learning situation, teachers should also adjust the follow-up teaching content and key points, so as to give full play to the use value of the new teaching method.

Conclusion:

Since entering the new era, with the continuous development of China's economy, trade and culture, China has played a decisive role on the world stage. In this context, the social demand for English translation talents is increasing, and students are required not only to have strong professional knowledge, but also to have certain innovation ability. In order to effectively improve the quality of talent training and realize the improvement of students' multiple abilities, English translation teachers in higher vocational colleges can apply task-based teaching method to carry out teaching activities, and then create a good teaching environment to help students understand English translation knowledge and cultivate students' practical ability. However, in the actual teaching, there are still some problems, such as the lack of pertinence of the task selected by teachers, unreasonable teaching scheme, etc., which lead to the difficulty in achieving the established teaching objectives. In this regard, English translation teachers should deeply analyze the problems, and then carry out targeted teaching activities.

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