

The strategy of integrating ecological thinking into English translation interdisciplinary teaching in colleges and universities

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Abstract: From the perspective of ecological thinking, college English translation teaching is an ecosystem. In order to effectively enhance the vitality and vitality of the teaching ecosystem, teachers should pay attention to the effective association of various ecological factors in the system, regard teachers and students as ecological themes, build a teaching platform, construct a perfect education system, and ensure that curriculum knowledge can flow to students in various directions. So as to improve the teaching effect. In recent years, the cultural communication between our country and other countries has been increasing, and the demand for high-quality English translation talents has been increasing. In this regard, English teachers in colleges and universities should pay attention to constructing a brand new teaching system by combining ecological thinking, promoting cross-cultural teaching and promoting students' all-round development. Based on this, this paper analyzes the strategies of integrating ecological thinking into the cross-cultural teaching of English translation in colleges and universities, in order to provide references for educators.

Key words: ecological thinking; Colleges and universities; English translation; Cross-cultural teaching; strategies

Introduction: Ecological thinking is rich in connotation, emphasizing the interrelation and interaction between various factors in the system, so as to maintain the integrity and diversity of the teaching system and ensure the dynamic balance of teaching. Ecological thinking in teaching emphasizes the integrity of teaching cognition, the diversity of teaching thinking, the extension of teaching strategy and the symbiosis of teaching value. Under this concept, English translation teachers should pay attention to the improvement of the teaching system, regard the teaching content, teaching methods and teaching environment as a closely integrated unity, and each element is an organic coordinated community. They should broaden the teaching horizon, innovate the teaching activities, improve the teaching quality through diversified teaching methods, and cultivate students' intercultural communicative ability of English translation. To enable students to achieve all-round development.

1. The importance of cross-cultural teaching in college English translation teaching

(1) It is conducive to promoting students' professional development

English majors in colleges and universities are an important channel for conveying excellent English translation talents to the society. In recent years, the market has increased the requirements for translation talents, who are not only required to be able to accurately translate English information, but also pay attention to cultural communication in the process of foreign communication, which requires students to have strong cross-cultural communication ability and adapt to the market needs of cross-cultural communication scenes. In this context, cross-cultural teaching of English translation majors in colleges and universities is more suitable for students' development needs, and plays a positive role in students' future employment and development. Language and culture are closely linked, so the collision between cultures is inevitable in translation work. Translation practitioners need to be able to accurately complete the translation work based on the cultural backgrounds of both sides, so as to avoid problems such as poor communication of information due to cultural differences. Cross-cultural education can not only broaden students' learning horizon, improve their English knowledge application ability, but also improve students' cross-cultural communication ability, so that students can flexibly respond to various cross-cultural communication scenarios, and lay a solid foundation for students' career development.

(2) It is conducive to the reform of professional teaching mode

In the new era, traditional teaching methods have been unable to keep up with the development of The Times. Cross-cultural education promotes the reform of teaching methods of translation major in colleges and universities. Under the cross-cultural education, teachers should pay attention to explaining the cultural differences between China and the West for different things to students, and apply a variety of teaching methods to help students understand Western culture, which will play a positive role in innovating teaching methods and optimizing teaching models, and promote the reform and development of English translation major teaching. Cross-cultural education is the inevitable direction of English translation teaching reform in the new era. In the teaching reform work, teachers should pay attention to this opportunity to actively adjust teaching, promote the infiltration of cultural content in the teaching process, and help students develop cross-cultural communication ability.

(3) It is conducive to promoting the national cross-cultural development

Foreign exchanges have been strengthened in recent years, increasing the demand for translation talent. In this context, to carry out cross-cultural education for English translation majors in colleges and universities is an important measure to respond to the call of the country. Cross-cultural education can effectively improve students' cross-cultural communication competence and provide more high-quality cross-cultural communication translation talents for the development of the country. The development of a country cannot be separated from the support of high-quality talents. Training translation talents with cross-cultural communication ability can help the development of national cross-cultural work, so as to further strengthen the understanding of different cultures, promote international exchanges and

cooperation, and provide more talents support for national cross-cultural cooperation and international development.

2. Strategies for intercultural teaching in English translation teaching in colleges and universities

(1) Expand the path of intercultural communication and pay attention to the cultivation of intercultural communication awareness

The goal of English translation teaching is not to cultivate talents who can convert English into Chinese or Chinese into English, but to form new translations based on two or more cultures under cultural exchange. In the context of cross-cultural teaching, teachers should pay attention to the cultivation of students' cross-cultural awareness, broaden the path of cross-cultural communication, and help students improve their abilities. First of all, teachers should change their teaching concepts. Cross-cultural education requires teachers to have advanced cross-cultural communication concepts, which can provide effective support for subsequent teaching reform and effective basis for teaching research and teaching reform. In this regard, teachers should pay attention to changing the thinking of simple translation teaching, introduce cross-cultural communication awareness into teaching, explore the path of cultural integration according to the teaching needs, and promote cross-cultural education to better fit the curriculum teaching. Colleges and universities should always adhere to the awareness of intercultural communication education, guide students to objectively and correctly understand cultural differences, be able to view things from different perspectives, encourage students to combine different cultures for appropriate translation, improve the pertinence and effectiveness of the translation. Secondly, the emphasis should be placed on enhancing the students' language expression ability and language transformation ability. Cross-cultural communication requires students to have a high ability of language transformation and expression, so that students can apply what they have learned in English translation to different cultural communication scenes. Teachers should lay emphasis on strengthening students' language communication foundation, infiltrate the consciousness of free conversion and output of English and Chinese into translation teaching, explain relevant cultural background and cultural customs when explaining translation knowledge, deepen students' cognition in a more interesting way, and enable students to independently apply what they have learned to cross-cultural communication. Finally, they should pay attention to the selection of western cultural information. In the new era, with the rapid development of Internet technology, college students quickly become Internet users. However, there are many inappropriate Western comments in the Internet channels, which will have an adverse impact on the formation of students' cultural awareness. In this regard, teachers should pay attention to the selection of correct and positive cultural information, guide students to enhance their learning awareness of excellent traditional Chinese culture while learning excellent Western culture, improve students' information discrimination ability, so that students can consciously distinguish bad information, view the cultural differences between China and the West objectively, and carry out translation work with an objective attitude.

(2) Carry out the construction of hardware and software facilities to create a quality teaching ecological environment

A good external environment plays a positive role in enhancing students' cross-cultural communication ability. Colleges and universities should pay attention to strengthening the construction of hardware and software facilities to create a high-quality teaching ecological environment for students. First of all, strengthen the top-level design. From the perspective of cross-cultural communication, colleges and universities should pay attention to the construction of teaching ecological environment together with teachers and students, and reasonably adjust the construction direction under the guidance of the policy documents of the management department. Relevant departments of foreign affairs are at the forefront of English translation. Colleges and universities should strengthen exchanges and cooperation with relevant staff of the departments, strengthen top-level design under the guidance of professionals, and effectively improve the quality of English translation teaching. On this basis, colleges and universities should carry out institutional constraints on the teaching ecological environment. By formulating relevant management systems, they should guide language and cultural activities related to translation teaching, so as to build a perfect teaching ecological environment. Secondly, investment in hardware and software facilities should be strengthened. Colleges and universities should increase the investment in hardware equipment and software system technology, so as to effectively meet the development needs of teachers and students majoring in translation. In the aspect of software technology, the university should strengthen the analysis of the needs of teachers and students and the actual situation of the university, so as to choose the teaching technology suitable for the university. At the same time, the university should strengthen the communication with the superior department to ensure the timely update of teaching technology, so as to promote the high degree of compatibility between teaching technology and the major. In this process, schools can organize teachers to learn technology regularly, understand the application methods of technology, explore the effective integration of advanced technology and classroom teaching, and improve teachers' information literacy. In the aspect of hardware equipment construction, the school should allocate the corresponding e-teaching resources and information teaching equipment according to the needs of professional development, so as to provide effective support for the development of professional teaching and promote the construction of teaching ecological environment.

(3) Strengthen the analysis of changes in market demand and enhance the pertinence of curriculum teaching

The ultimate goal of translation teaching in colleges and universities is to cultivate high-quality talents who meet the needs of the market and national development. In this regard, English translation teachers should strengthen the analysis of changes in market demand, ensure that the course teaching can meet the changing needs of the market, and enhance the pertinence and effectiveness of teaching. First of all, they should strengthen the understanding of domestic and foreign market trends. Colleges and universities, English translation teachers and higher management departments should cooperate to actively grasp the changing trends of domestic and foreign markets with the help of information technology and advantages, and bring the market trends to the front line of teaching through various channels, so as to encourage teachers to adapt to market changes and adjust teaching actively. In this process, schools should pay attention to the analysis

of superior documents, combine the spirit of the documents to guide teaching, explore teaching paths suitable for their own development and conducive to the implementation of policy requirements, and improve the quality of translation teaching. At the same time, teachers can establish communication and cooperation with relevant personnel in translation enterprises by means of school-enterprise cooperation, timely grasp the needs of enterprises for translation talents, and establish the teaching objectives of talents. Secondly, explore effective cross-cultural teaching paths. On the basis of mastering market trends, schools should pay attention to organizing teaching seminars and other activities to timely transmit market dynamic information to teachers and students, so as to encourage teachers to actively explore effective teaching paths, improve the effect of cross-cultural education, and encourage students to enhance their learning motivation and adjust their learning methods in line with the market development direction. Finally, the practice of cross-cultural education should be strengthened. In the process of cross-cultural teaching, teachers should strengthen translation practice training, so that students can flexibly translate different types of languages, introduce real translation projects, and analyze market operation rules and translation points from cases, so as to enhance students' cross-cultural translation ability. For example, project-based learning is set up. Teachers introduce translation projects into teaching, guide students to conduct translation simulation training in a group, and train students' adaptability by constantly asking questions. Another example is to organize students to carry out matching practice, so that students can actually understand the market demand in the practice, realize the gap between themselves and the post standard, accumulate more practical experience, and lay a good foundation for the subsequent development. At the same time, students can set up "workshops" to connect with enterprise projects, participate in real translation projects, and use their knowledge to solve practical translation problems. In this process, the school can invite professional translators from enterprises to serve as instructors, who can not only explain more translation knowledge and skills to students, but also impart workplace skills, laying a foundation for students to adapt to workplace life in the future. This teaching method can promote students to change their passive and solitary learning into active and cooperative learning, deepen their understanding of the market situation, and help improve the cross-cultural teaching effect of translation.

Concluding Remarks

To sum up, in the new era, English translation teachers in colleges and universities should actively create an ecological education environment, adhere to the principle of pluralism and openness, strengthen cross-cultural education, transform traditional English knowledge into learning languages and cultures of different countries, and promote students' translation ability and cross-cultural communication ability. Ecological thinking requires teachers to have the teaching thinking of openness, tolerance and extension of time and space, so as to effectively expand the teaching vector, enrich the teaching content and enhance the vitality of the translation classroom. Under the knowledge of ecological thinking, teachers should rebuild the curriculum system, enhance the cross-cultural education content, and actively update the teaching methods, so as to help the development of students' comprehensive quality and provide effective talent support for the strategy of "going out" of Chinese culture.

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