

# Strategic Analysis of Reducing Anxiety in the Process of Translation of Scientific and Technological Documents

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**Abstract:** Translation is a Very Important Course, But Also a Skill That is Difficult to Master and Use. Anxiety in Translation Has Been Paid More and More Attention by Researchers. Anxiety, as One of the Affective Factors in the Process of Second Language Acquisition or Foreign Language Acquisition, Plays an Important Role in Learners' Learning. Anxiety Has Become a Hot Topic in the Field of English Teaching as Well as an Issue That Scholars Generally Discuss and Pay Attention to. Anxiety is Common in Non-English Majors, Especially Those with a Major in Science and Engineering. Science and Technology English Has Its Own Unique Language and Literature Genre, and is Unique in Linguistics. This Paper Analyzes the Reasons Why English Majors Have an Anxiety in the Translation of Scientific Literature, and Proposes Corresponding Learning Strategies to Effectively Reduce the Anxiety Generated during the Translation Process.

## 1. Introduction

With the Changes of the Times, While the Achievements of Science and Technology in Various Countries Have Been Born, the Reading and Translation of Scientific and Technical English Literature Has Become an Important Task for Non-English Majors, Especially Students with Science and Engineering as Their Majors [1]. the Translation of Scientific and Technological English is Based on Scientific and Technological Information. the Characteristics of Scientific and Technological Information Determine the Translation of Scientific and Technological Novels and Literary Novels. the Translation of News Reports is Very Different [2]. the Translation Work for Academic Journals Has Also Increased Year by Year. the First Step for Readers to Search the Literature is to Understand the Theme and Focus of the Article through the Title. Therefore, in Order to Ensure the High Generality and Rigor of the Scientific Literature, It is Necessary to Choose a Concise and Scientific and Conspicuous Title [3]. Today, English for Science and Technology Has Become a Professional English Used in Scientific Research Works, Papers, Teaching Materials, Academic Reports and Speeches Published in the Fields of Natural Science and Social Science. English for Science and Technology is a Language Used to State What Happens or Occurs in Nature and Science and Technology and to Describe Its Laws, Characteristics and Processes. Its Expression is Objective, Accurate, Logical and Well Structured [4]. Therefore, Overcoming the Psychological Pressure in the Process of Translating Scientific and Technological Documents and Reducing the Anxiety in the Process of Translation Are Urgent Problems for Teachers to Solve in the Teaching Process.

## 2. Causes of Anxiety in Translation of Scientific and Technological Documents

### 2.1 The Writing of Scientific Literature Tends to Cause Students to Have Internal Disturbances and Anxiety

The anxiety of English learning is “the self-perception, belief and emotional complex that is related to classroom learning and generated in language learning.” Students will encounter inner words when they encounter unfamiliar vocabulary and long sentences. Obstacles, derived from fear and anxiety, which affect the quality and effectiveness of translation. There are two or more affair

relationships or multiple sentence groups in a sentence between sentences and sentences. In the translation practice of sci-tech English texts, it is sometimes necessary to make major changes to the structure and language of the original text. , from the level and structure of the original sentence [5]. It conforms to the logical thinking of Chinese language. Therefore, in the process of translating documents, we must pay attention to which words can be omitted in translation and which elements need to be slightly modified in translation so as to simplify the whole translation process and avoid mistranslation. It is necessary to use Chinese logic and adjust the word order appropriately so as to make the translation conform to Chinese expression habits and avoid translation accent. A large number of uncommon words and complex sentences in scientific and technological literature will cause external interference to students, and internal interference, namely anxiety, will also be formed.

## **2.2 The Traditional Curriculum is Easy to Make Students Produce Lasting Negative Emotions**

Many science and technology colleges have noticed the importance of STI translation. They also offer intensive reading and listening classes for non-English majors. They also offer the course “Science and Technology English Translation”, but due to the diversity of science and engineering, they are available. The teaching materials are few and practical [6]. In translation, in addition to the familiar meanings, technical terms, long sentences and common expressions of scientific English, the connection between sentences and sentences, the sentences between sentences and sentences, and the sentences and groups are often neglected. Therefore, there is something wrong with the preface. Sentences or verb-object structures are seldom used, while the collocation of the central word with the preposition attribute and the postposition attribute is the most common, which is different from the preposition of the attribute in Chinese. Non-English major students can only learn simple and basic translation skills by copying the translation theories in English major courses. The selection of translation teaching content plays an important role in attracting students' interest in learning. When the selected content is abstract and difficult to understand, out of the scope of students' contact and understanding, and dull and difficult to understand, students will be afraid of learning translation. The lack of practical and contemporary English for science and technology learning has become an unpleasant experience for students, thus affecting the quality and efficiency of learning and causing them to have a lasting negative emotion, namely anxiety.

## **2.3 The Singleness of Teacher's Teaching Form is Easy to Make Students Produce Resistance**

At present, according to the survey, the teaching mode of EST translation course is still relatively single, the dominant position of teachers in the class is obvious, and the teaching mode is still traditional “one-word”. In English for Science and Technology, there are many relational words and long and difficult sentences are frequently used. As English is frequently used in juxtaposed components, phrases and clauses in sentences, long and difficult sentences are frequently used. Therefore, in translation, long and difficult sentences need to be separated one by one. Therefore, the analysis of sentence groups in scientific and technological documents will help us to correctly understand the documents, find out their development clues, clarify the author's thinking, and carry out accurate translation, so as to achieve the effect of logical coherence and clear expression of the translation, accurate argumentation, and multi-angle and multi-level explanation of a problem [7]. Teaching methods, teaching methods, and teaching strategies are not rigorous, and it is impossible to stimulate students' enthusiasm for learning. It is difficult to teach English in science and technology. Under the pressure of many pressures, translation learning has become passive from initiative, and over time will cause learners to have serious anxiety. Computer network technology assisted English teaching breaks the teacher-based teaching mode and helps to develop students' language ability. Computer-assisted English teaching can combine knowledge with close internal connections to help students build a complete cognitive structure while cultivating their language skills.

### **3. Effective Measures to Reduce Anxiety in Scientific and Technological Translation**

#### **3.1 According to Different Levels of Anxiety, Training Corresponding Learning Strategies**

Learner-centered selection of appropriate teaching content can foster learners' interest in translation learning. Cognitive strategies include formal training and functional training. Metacognitive strategies include planning, selectivity and self-evaluation ability of learning. Cognitive strategies and metacognitive strategies are the most common strategies for students. Through the change of language form and the connection of language form means to express structural relations and thoughts, the use of connectives and relative pronouns to express logical relations emphasizes the logical relations between sentences and reflects the coherence between languages [8]. The writing style of EST translation brings pressure to students. Students can share their experiences and experiences with each other during the translation process, and can also constantly motivate themselves. This low emotional filtering is helpful to reduce anxiety. In order to avoid mistakes and cover up the depth and academic value of the thesis, the translator should be required to take the questions accurately and appropriately, so that the reader can understand the scope of the thesis through the title and select the required content in time [8]. When the learner makes mistakes in the translation process, the teacher should pay attention to the timing and tone of correction. Develop a good teacher-student relationship, so that learners are more willing to accept the teaching content. Before the translation of science and technology English, the method of segmentation can be found according to the characteristics of the shape, structure, characteristics, categories and causes of the things described. Cultivating students' learning strategies is systematic and comprehensive, rather than separating them.

#### **3.2 Implement Teaching in a Rich and Varied Way**

Due to the single mode of teaching and the lack of interactive teaching, students' enthusiasm for learning is low. Teachers should pay attention to the solid mastery of students' basic knowledge of English, improve their theoretical level, and then improve their teaching while ensuring that they have a high foundation. Diversity. Cultivate learners' cross-cultural awareness. The main purpose is to let learners understand more English culture background, have a certain international awareness, and jump out of the misunderstanding of Chinese-English translation. When translating from Chinese to English, pay attention to the recessiveness of the connection relationship to be dominant, to achieve the coherence of the English translation. You can use some transitional words that represent progression, causality, transition, summary, and comparison. Use a variety of models to improve students' enthusiasm for learning. In order to better express the content of the article, self-made words can be used in the title, but footnotes should be added on the premise of conforming to the norms. For example, divide students into several groups, then give them an article, let them translate it in a certain time, then send representatives to explain the content of the translation, and select the winners to give some encouragement, enhance students' team awareness and competitiveness, and better improve teaching. Make students realize the importance and necessity of English translation learning. Let students watch more English movies or books, and have a correct understanding of English translation in a relaxed mind.

#### **3.3 Improve the Overall Quality of Teachers**

Teachers are the leaders of teaching, and their quality and teaching level have a very important impact on the guarantee of teaching efficiency. To design the content of translation teaching centering on learners' needs. Choose the translation materials that the learners are interested in, so as to be close to the learners' learning life. Therefore, in order to make them realize the importance of their own work, schools should select personnel with high professional competence and quality to participate in the employment of teachers and organize regular training for teachers. Polysemy in English will increase the difficulty of Title translation, but as long as you think carefully and fully understand the content of the article, you can choose the title well. In order to reduce the obstacles in translation teaching and improve the English translation level of learners, teachers should pay attention to the performance of learners. When learners are experiencing anxiety, they should pay

more attention to them and pay attention to adjusting their teaching methods and methods. Help students master better learning strategies and learn English translation. And strengthen their interactive communication, communicate with students, clarify the actual needs of students, so as to solve their anxiety and help them analyze psychological deficiencies.

#### 4. Conclusion

Anxiety in translation teaching can be avoided or reduced. The title of the scientific literature is a high-level summary of the content of the paper. Readers' search of scientific literature will judge the academic value and depth of research from the most basic headings, so scientific and decent titles are essential. The dangerous stimuli and sad experiences of the outside world can cause nervous and long-lasting negative emotions. It is assumed that emotions filter the language input. When the emotion filtering is low, the language is much inhaled. When the emotion filtering is high, the language intake is low. In the analysis of sentence group structure, besides grammar, logic and rhetoric, it is necessary to clarify the relationship between the meanings of different levels according to professional knowledge so as to determine the true meaning of the original text. To improve learners' English translation level, teachers should pay attention to observing learners' performance. When learners are anxious, they should pay more attention to it. To cultivate the sense of translation operation at the sentence group level, overcome the local translation tendency of word-to-word and sentence-to-sentence, help us to study the coherence of the text from the semantic link, better understand the connotation of the text, and better carry out interlingual translation.

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