

Analysis of Chinese Children's Literature Translation in the Background of "Belt and Road"

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Keywords: Children's Literature; Translation; Chinese-English Translation

Abstract: Children's literature can shape the character of the future nation. The translators bear the power of shaping spiritual civilization. They must absorb the essence of children's literature in other countries and spread the excellent culture of our country. In the English translation of children's literature, Chinese translators should learn the translation methods of various countries, pursue a mimicry of translation methods, and enhance the creativity of translation. Although many translation techniques can be quickly understood, and through a lot of training to improve translation skills, but language skills still need years of accumulation. With the in-depth development of the "Belt and Road", there is no doubt that when readers are children of different countries, they do not have an in-depth understanding of cultural diversity, and it is more difficult to translate cultural related elements. Culturally relevant elements can be composed of a variety of elements, such as proprietary names, religious terms, food, etc. When translators believe that their audience may be ignorant of existing cultural background elements, dealing with these projects will be a real challenge, they will choose to show new projects to children's readers or replace new ones with familiar ones. From this perspective, the textual analysis of this paper aims to explore the vocabulary choices made by children's literature translators in the face of these factors.

1. Introduction

With the in-depth development of the "Belt and Road" strategy, China's status in the world is improving. Chinese literature has spread widely in the world and has occupied a very important position in world culture. Through the reading of Chinese literature, you can appreciate Chinese culture and understand Chinese life [1]. Children's literature is also an important form in Chinese literature. It promotes the promotion of Chinese children's literature to foreign countries. It can arouse the resonance of children in different countries. It should pay special attention to the Chinese-English translation of children's literature [2]. In recent years, Chinese children's literature has developed in depth, and a large number of works have begun to be introduced. A large number of works have begun to be translated into different languages [3]. However, the translation theory of children's literature is scarce and ignored by the mainstream translation community. Domestic scholars do not combine multi-perspective translation studies in the study of children's literature translation. Therefore, this article is based on the "Belt and Road" background, in-depth analysis of the translation of children's literature. The main purpose of this paper is to first explain the influence of translated literature on children's formation of other cultural worldviews, and emphasize the translator's subtle responsibilities to form a true perspective on the cultural diversity of this global village. Therefore, this article will be divided into three parts. The first part elaborates the theoretical perspectives of children's literature translation, the second part discusses the collected data and analysis, discusses the research challenges, and finally analyzes the translation of children's literature. It is undeniable that children's literature translations of different cultures are bright, and the story "The Little Snowman" shows them the rich cultural diversity of the world. In fact, through the story, the children have a new perspective on other people, culture and new experiences.

2. Translation of Children's Literature and Children's Literature

Before translating children's literature, translators need to understand the nature of children's translation literature. In fact, providing a clear definition of children's literature is not an easy task. The challenge and ambiguity of children's literature is deeply rooted in the versatility and cultural diversity of children's literature. Children's literature or juvenile literature includes stories, books, magazines, and poems that children love. Children's literature can be traced back to stories and songs, which are part of a broader oral tradition that adults share with children before publication. The development of early childhood literature was difficult to track before the invention of printing. Even after the popularity of printing, many classic "children" stories were originally created for adults and later adapted into content suitable for young audiences. Since the turn of the century, many literary works have been specifically directed at children, often with moral or religious information. At the end of the 19th century and the beginning of the 20th century, it was called "the golden age of children's literature" because many classic children's books were published at that time. Early childhood literature consisted of oral stories, songs and poems used to educate, guide and entertain children until the 18th century, with the development of the concept of children, an independent school of children's literature. It started to appear, it has its own divisions, expectations and norms. In the seventeenth century, the concept of childhood began to emerge in Europe. Adults see children as independent individuals and require the protection and training of the surrounding adults. The British philosopher John Locke developed his Tablasea theory in a 1690 article on human understanding. In Locke's philosophy, the human brain was born with a "blank slate" without data. Rules, data is added, and processing rules are formed only by one's sensory experience. A corollary of this theory is that children's minds are inherently blank, and parents have a responsibility to instill the correct ideas into their children. Locke himself emphasized giving children a "lighthearted book" to cultivate their thinking, instead of forcing them with force: "Children may be acquainted with the understanding of the alphabet; be educated to read, not to treat it as A kind of exercise, and put yourself in the things that others are being whipped." He also hinted that the picture book was created for the children.

Children`s literature used to be considered to be not much different from other works. It is a literary work created by adults. When translating children's literature, the situation becomes more complicated. The books are for adults. In different social and cultural environments, more children's literature translation serves many goals. Therefore, the role of "child" is very important in the purpose of translation. Translators should be loyal to his readers. But in children's literature translation, the goals of the people are not clear enough.

3. Cultural Elements in the Translation of Children's Literature in the Context of the "Belt and Road"

Rethinking the cultural function of literature can clarify the important role of translators in translation, transforming the cultural constraints of source language into target language. Translation scholars define language as the heart of culture, and can translate their own culture through the language of translation. The values are expressed in other languages. However, any form of translation problem can lead to a problem, and most cultural vocabulary is easy to discover because they are associated with a particular language and cannot be translated into derogatory terms. Especially due to the complexity of the cultural model, the translation of cultural elements is very difficult. Because of cultural or historical connections, culturally constrained elements are often associated with such dense symbols, and translating them requires processing a large amount of information to pass them. For children's literature, translators should be very careful not to overload information, because a large amount of information may distract children's readers from the main plot of the story that the author wants them to follow. Obviously, respecting the differences that always exist between language and culture, translators should avoid unnecessary cultural interference. In view of the above, in the translation of children's literature in the context of

“Belt and Road”, translators should adopt corresponding strategies in the face of new cultural terminology. The problem of vocabulary selection in children's literature translation is very important. Considering all the characteristics of different language translations, the privileged position of the target language or culture will gradually disappear, and the difference of source culture will be preserved. Such as “She took them both by the hand and led them into her cottage. A good meal of milk and pancakes with sugar, apples, and nuts, was spread on the table.” In this sentence translation, the translator should avoid unnecessary Cultural interference. The translator is not infected with cultural terminology, deletes the new term “pancake”, replaces all kinds of food with “delicious dinner” and finds a more practical “pancake” equivalent to English, similar to Scrambled eggs, usually seasoned with salt, make the translation more clear.

4. Analysis of the Translation of Children's Literature in the Context of the “Belt and Road”

4.1. Chinese-English translation

In the translation of children's literature, the translation is used to make the translation more simple and clear. Such as “A gentle breeze blew past her, like softly flowing water,” in the translation of this sentence, translated into “the breeze gently swayed along the slope of the low slope, blowing in her ear, like the sound of running water.” If you will blow through her ear or ignore the untranslated along the slope of the low slope, can you still be faithful to the original text? This method of translation helps the reader understand the article and makes the article more concise. In translation, too much rhetoric can lead to very cumbersome translations. In the translation, you can also translate the semantic coherent vocabulary in the original text, or ignore the lyric or insert statement. “She is in the boat, swaying as it swayed, her heart with joy,” in the translation of this sentence, can be translated as “she climbing up the boat, she was not in a hurry to go to the wheat field, she was going to sit on the boat for a while. How good, she sat on the bracket of the cabin, and was very happy under the slight shaking of the boat.” In the translation of this sentence, you can translate “the barley land calls her”. If you add these lyrical sentences, you will not be able to understand the center of the sentence in reading, and it will be easily interrupted by lyrical words.

4.2. Ensure smooth writing

In the translation of children's literature, we must pay attention to the fluency of writing, in order to ensure that children in other countries fully understand the connotation of literature. Such as It was labeled “ORANGE MARMALADE”, in the translation of this sentence, should pay attention to the accuracy of the word, in order to improve the fluency of the text. Replaced “marmalade” with “jelly”. Although marmalade is the appropriate equivalent of jam in English, it seems that the concept of jam in other countries is not certain, and the other translators mentioned above have chosen the correct one Equivalent. For example, It had in fact, a sort of mixed flavor of cherry-tart, custard, pine-apple, roast turkey, toffee and hot buttered toast, in the translation of this sentence, first, using marmalade (jam/jam) instead of egg tarts, simply convert it to “cherry jam.” However, another translation made it a “cherry cake”, although it was not a pie, it was almost close. In addition, some translators replaced the marmalade with “vanilla cream”, which has no special feeling except for a bowl of vanilla cream. Other translators replaced custard with traditional desserts. Toffee translates it into caramel, and some translators translate it into candy. This is a positive example. In the translation of children's literature, it is necessary to combine the specific context of children in other countries and to translate the foods unique to the children of other countries, so that children in other countries can combine specific food images in reading, which is better. Understanding the text. In the translation of She opened it, and found in it a very small cake, on which the words “EAT ME” were beautifully marked in currants, first, the translator translated the word “cake” into “sweet food”. The term covers a broader conceptual level than a cake. In the translation, the curry is translated into jam, which is an unnecessary transformation. Perhaps the translation thinks that it is more common to use decorative candy, jam rather than

current, just want to create a more natural picture in the children's mind. This is a negative example. In translation, if something more common can be translated according to the meaning of the original text, otherwise it will be ambiguous in the reading of children in other countries. In the translation of Pebbles were all turning into little cakes as they lay on the floor. The translation of "small cake" into "sweet bread" is a general translation. Although all projects have a sweet taste, the conceptualization of translation is different from the original project. Therefore, in the translation of children's literature, the principle of accuracy should be adhered to.

4.3. Creative translation

In some beautiful fairytale translations of children's literature, translators should give full play to their creativity. Such painted sunflowers fluttered briefly, then floated down, one by one, onto the water. One yellow flower after another, they landed face upwards, this passage is very beautiful, the author watched the sunflower while walking, when crossing the river by boat Sunny feeling. Translators should use creative language in translation to describe this beautiful artistic conception. The sun shines on the rice fields, and the blue waters of the waves bring people beauty. Another example is "Have some wine," the March Hare said in an encouraging tone. In this sentence, the translator translated the word "wine" into soda. This choice may be due to cultural and religious considerations. Since some countries have traditionally not only banned drinking, but also consider children's audiences and follow Persian cultural norms, the names of alcoholic beverages are generally not allowed in children's books.

5. Conclusion

This paper analyzes the translation of children's literature from the perspective of "Belt and Road", so that children's literature translation is more appropriate and promotes cultural communication, which makes our children's literature have more far-reaching influence in the world literature.

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