Discussion on Teaching Strategies of College English Translation under the Background of "Internet +"

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Abstract: In the new era, college English occupies an important position in student learning. Students must not only master basic language skills, but also have sufficient translation skills and abilities. However, as far as the current situation of college English translation teaching is concerned, there are problems such as insufficient emphasis on school, disconnected content from society, lack of practical paths, etc. Therefore, combined with the characteristics of "Internet +" background, schools should optimize the college English curriculum system Combining teaching and multimedia technology, guiding students to learn autonomously, and effectively developing and utilizing network resources, etc., hope to effectively solve the problems in college English translation and promote students' college English translation.

1. Introduction

With the development of globalization, college English learning is very important for every college student. Among them, English translation as an important part of college English courses can improve students' English level and exercise students' practical ability in English. The knowledge in books can be effectively applied in real life. However, in the actual college English translation teaching, there are some problems that affect the improvement of learning efficiency. Therefore, in the context of the new era of education, namely the "Internet +" background, I hope to effectively explore the existing problems in the course of college English translation teaching, overcome the traditional teaching mode, and work out a teaching strategy suitable for the new development of society In order to help improve students' English translation level, and help college English teachers better grasp the learning characteristics of students [1].

2. Problems in College English Translation Teaching

2.1. Schools do not Pay Enough Attention to College English Translation Teaching

In traditional college English translation teaching, schools often associate test scores with learning effects. The quality of a student’s English translation depends on his or her English grade or level four or six grade certificate. The level of these grades is used to measure student learning effect. However, the questions in college English translation often occupy a small proportion and are relatively simple. Therefore, it is difficult to pay enough attention to English translation teaching. In addition, in college English textbooks, the content of the English translation part is often mixed with other English-type topics, which is difficult to present separately, and the theory and skills are not particularly adequate [2]. There is no systematic knowledge and a complete system. Presenting translation courses has caused a certain degree of contempt for teachers' teaching and students' learning. These problems have caused college English translation teaching to become a shortcoming in college English teaching to a certain extent, affecting students' overall improvement of college English.

2.2. University English Translation Teaching Content is Disconnected from Social Needs

According to the current situation research, there are still many college English textbooks used in
colleges and universities that are relatively aging, and the proportion of textbooks in translation content is small and cannot keep pace with the times. Students in the new age social background tend to feel bored when learning English translation. Teachers follow the traditional teaching methods and remain unchanged. It is difficult for students to integrate the learning content with the knowledge content required for the development of the information society in the new age. Affecting students' mastery of English translation, making students lack of interest and internal motivation in English learning. In addition, the knowledge content in college English textbooks has little connection with students' actual life, which often leads to students' lack of practical ability to apply English translation. The English translations that students learn from textbooks often stay only in the study of English words and grammar [3]. When they encounter English translation problems in real life, they cannot solve them well. They can only learn English translations for various English exams. Or in the ranks. The students trained in this way are very different from those required by this society. Therefore, when training English translation teaching for students, schools must also consider the relevant aspects of social needs.

2.3. College English Translation Teaching Lacks Sufficient Practical Approaches

In colleges and universities, students need more teaching activities to learn English translation to help students better grasp translation skills and effectively apply them in real life. Moreover, it is a good measure to investigate the level of English translation of students through English translation practice activities. It is also a learning method to improve students' translation level. This requires that schools can provide students with multi-channel practical activities, so that students can be effectively trained and trained in English translation, so as to provide society with many translation elites. However, according to the status quo of many schools, there are many limitations to the practical activities in English translation courses. There are few paths for practice, and it is difficult to achieve large-scale and high-level English translation practice activities. Moreover, there are great differences in the economic levels of different places, different needs among different places, and different levels of emphasis on English translation. Therefore, these will affect the construction of English translation practice platforms. Many English translation students in colleges and universities can only get a few translation practice activities in a small number of surrounding enterprises during the internship, but they are usually formal. The school has not carried out a rigorous inspection plan on the students' practical results, and cannot make students get effective social exercise.

2.4. Problems in English Translation Teaching Focusing on Theory and Light Skills

In traditional college English teaching, English translation content is often mixed with systematic English courses. There is no independent teaching system, and teachers pay special attention to the teaching of English words and grammar. Moreover, in various English examinations, there are very few investigations on translation content, and more attention is paid to the study and investigation of English theoretical knowledge. In the end, the judgement of students' translation ability also depends on the level of the test paper. This approach focuses on the study of English theoretical knowledge, but ignores the practical application ability in English translation, and deviates from the school's goal of allowing students to learn English translation. Making students pay attention to the theoretical knowledge of English and neglecting the ability to apply English translation will only make their learning farther and farther from the school's original intention of establishing English translation courses. In the end, in this traditional teaching mode that emphasizes theory and light skills, students 'English translation will only be on paper, and translation problems cannot be judged according to the actual situation of life. It will be difficult to effectively carry out practical work, making student learning not applicable to society. Among the posts, it does not meet the employment standards of enterprises.
3. Teaching Strategies of College English Translation under the Background of "Internet +"

3.1. Optimizing the College English Curriculum System

In the context of the new era of "Internet +", the traditional teaching mode should adapt to the development of the times and change its inherent characteristics, absorb new ideas, and establish new ideas. College English teachers should learn new teaching ideological content, and apply the original system knowledge to various teaching strategies according to the characteristics of the era. Emphasize the teaching of English translation, so that the English translation knowledge can be flexibly presented in student learning. In the context, students can not only learn a variety of theoretical knowledge, but also effectively train their translation ability. In this regard, universities can effectively take advantage of the characteristics of the Internet and take the following measures for English translation courses:

First, optimize the college English curriculum system and fully apply its practice to the teaching practice of English translation, so that students' level of English knowledge can be effectively improved, and their English translation ability can be improved, which can be effectively used in daily practice. So that the study of English translation can be effectively expanded and applied. Secondly, English translation courses can be added to university elective courses, so that students who are interested in learning English translation can get special training and development. For example, English film appreciation, English newspapers and magazines appreciation courses, etc. can not only improve students' English translation effectively, but also increase their interest and enthusiasm for learning English, and increase their enthusiasm for learning. Allow students to unknowingly learn English knowledge and translation skills that are not in the textbooks, improve students 'speed of reading English, expand students' horizons with different English contexts, and improve the accuracy of translation. In addition, non-English majors are encouraged to join the English translation study. Group-based learning methods can be adopted. English majors act as tutors to help non-English majors learn English translation. On the one hand, it can effectively improve students' translation learning, and discuss issues between groups to promote communication. While tutoring others, you will have a qualitative improvement in your English translation learning. In this way, the English level of students in the school will be generally improved, and it will help students improve their overall quality.

3.2. Combined with Multimedia Technology

Under the background of the education information age, the continuous development of information technology has provided multiple ways for teachers and students to teach and learn. Schools can encourage teachers to use a combination of multimedia technology in English teaching to promote students' English learning, so that students' English translation learning can be effectively expanded and applied. For example, in the teaching process, teachers can combine difficult and difficult points in English textbooks with multimedia technology to allow students to learn, or they can use multimedia technology to expand the scope of students learning English translation. Teachers can play English movies. When encountering a certain sentence in a movie, the teacher can pause the movie to explain the sentence and guide students to translate according to the context of the movie. You can also use subtitles to prompt students to think about the meaning of such translation. This way of learning English translation is no longer boring, but can stimulate students' interest in learning English translation. When allowing students to learn English, they are no longer limited to the rigidity of textbooks. According to the effective combination with multimedia technology, students can learn more systematic English translation knowledge and improve their English translation ability. In addition, teachers can accumulate more audio and video in their spare time, jumping out of the only resources provided by textbooks for students who are interested in learning, so that students can effectively combine audio and video with theoretical knowledge of English translation. A more intuitive way for students to appreciate complex theoretical content. It breaks the way students learn rote by rote learning, and adds a place for students to learn freely on the arduous road of learning.
3.3. Guide Students to Learn Independently

Whether in the study of English translation, or in the study of various majors, colleges and universities agree that students should be encouraged to study independently in addition to daily classroom learning. This can effectively improve students' learning levels and promote learning efficiency. Because in the learning activities of teaching and learning, students always occupy the dominant position, and the teacher's dominance is mainly used to promote students' learning. Therefore, in the process of college English teaching, teachers should combine the characteristics of the time background to stimulate students' interest in learning and promote students' autonomous learning. The teacher's leading role and the student's subject status in learning should be effectively combined to play a role. Promote student growth. With the rapid development of the information society, education informationization has also become the mainstream of the times. Teachers can guide students to make full and effective use of network resources, break through the limitations of classrooms and textbooks, and enable students to solve problems autonomously when they encounter problems. For example, students can use related teaching websites, etc. These are effective ways for students to learn English translation. In classroom teaching, teachers must also play a leading role in guiding students to think autonomously, but the language environment outside the classroom is also particularly important. Students can use the online platform to establish connections with teachers and classmates, communicate online, solve problems encountered in English translation, discuss translation skills, etc., and broaden the learning path for students to learn English translation, thereby improving students' translation level To build a learning style for students to learn independently.

3.4. Develop and use Micro-Lecture Resources

With the development of the information technology society, aiming at the problem that college students' English translation is limited to the classroom, focusing on theory and neglecting skills, colleges and universities should take advantage of the Internet platform to build an English translation practice platform to improve students' English translation level. A scientific and effective English translation practice platform can break down the limitations of time and space, provide more opportunities for practice and the possibility of practice for Guangzhou University students, so that the level of English translation can be effectively improved. Therefore, colleges and universities should encourage teachers and students to actively develop and use micro-lecture resources, which can make a single boring and difficult point to translate content, and through the sharing and learning of micro-lectures, more students can be mastered and used flexibly. Under the guidance of this Internet model, the way of learning English translation can even apply the development and utilization of micro-learning to the current teaching reform, making its role and advantages more effective. The teaching goal of developing English courses in colleges and universities is not only to enable students to learn English listening, speaking, reading, and writing, but also to master a variety of translation skills and apply English to practical communication and translation practice. However, there is a certain gap between local economic and cultural concepts. Some students cannot accept high-quality translation studies and cannot take advantage of broad learning resources. The difference makes every student have the opportunity to use sufficient network resources for autonomous learning, master the knowledge of English translation and the ability to apply it in practice. It also enables students to experience the fun of learning English translation and improve their learning autonomy.

4. Conclusion

The "Internet +" background has brought good opportunities and development to various industries in the society, and at the same time it has increased more possibilities and development for the education industry. College English translation teaching must also follow the trend of the times, combine new educational concepts, and develop innovatively to provide more talents to society. In the study of college English translation, we should also quickly establish a scientific
network practice platform to promote the opportunities for students to practice. It should also actively use multimedia technology for effective teaching, strive to develop and encourage the use of reasonable online course resources, and broaden the path for future students' English translation learning. Adopt more possible teaching strategies to promote university translation teaching to a higher level.

References

