

## On the practical teaching of Business German translation based on Skopos Theory

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**Abstract.** In theory, skopos theory belongs to functional translation theory, and translation must pay attention to skopos, so its translation strategies and methods should be changed with the purpose of the original text. Under this condition, Business German, as a compulsory course for German majors in universities, its business nature makes students not only master literal translation skills, but also ensure whether the translated text information is consistent with the original purpose. Therefore, the introduction of Skopos Theory in the teaching of this course is very important. This paper will analyze the current situation of Business German and explain the importance of the combination of Business German and teleology.

### Introduction

According to previous studies, Skopos Theory sublimates traditional literal translation into target translation, that is, in traditional literal translation, the translator's knowledge simply transforms the literal consciousness of the two languages, and guarantees the smoothness. However, under the condition of Business German, literal translation may lead to the word's failure to reach the meaning and produce the desired effect, so this problem can be avoided under the role of Skopos theory. To ensure that translation still has the function of achieving business purpose. Accordingly, under the influence of Skopos theory, all the translator's behaviors and languages concerning translation must be guided by the purpose of translation. If they are separated, the above phenomena will occur [1]. Under this condition, in the process of Business German teaching, in addition to helping students understand the German language system, we should also strengthen students' understanding of Chinese, focusing on the education of German interpretation in Chinese. The quality of this teaching process is an indicator that directly affects students' learning quality of Business German. Therefore, Business German teaching objectives must be taken into account in Business German teaching. According to these factors, the teaching methods and methods are decided, and the teaching is systematic and purposeful. From this point of view, this research will explore the ideas and methods of practical teaching of Business German from the perspective of Skopos theory, aiming to improve the modern students' cognition of Business German and enhance their knowledge application ability and translation skills in German translation.

### Basic concept of teleology

The basic concept of Skopos theory consists of three principles, namely, the principle of translation purpose, the principle of sentence fluency and the principle of faithfulness. Among them, the principle of translation purpose is the most intuitive system of Skopos theory, which means that the translation behavior must achieve the translation purpose; the principle of sentence fluency is second only to the principle of purpose, which means that the translated text must be smooth and fluent; the principle of faithfulness is the principle of clarifying the primary and secondary relationship between the translator and the translation goal, which means that the final translation of the translator must be dominated by the original [2]. Figure 1 priority of three principles of teleology.

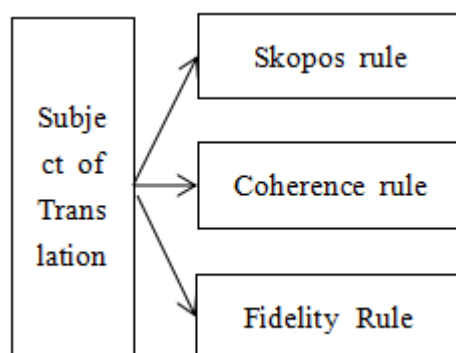


Figure 1 priority of three principles of teleology (top-down)

## Common problems in Business German translation teaching

### 2.1 low effectiveness of translation teaching

At present, the German translation courses in many colleges and universities are not perfect, and the overall frequency is low, and the class hours are few. The main reasons for this phenomenon are as follows: ① modern colleges and universities will carry out many practical teaching activities, such as competition, project teaching, and so on, influenced by the overall development policy of "morality, intelligence, sports, labor and beauty", which will inevitably affect the whole education class hours. The corresponding German translation courses will also be affected by the invitation for war, and the above problems will arise accordingly; ② according to the practice teaching activities in common cases, it can be seen that the activities must occupy a certain class hour, and in most cases, the courses occupied include the German translation courses, which is a typical phenomenon of educational concept deviation. To sum up, the specialized course of German translation in modern colleges and universities is not perfect, and the corresponding students have a big fault in learning the professional skills of German translation. This fault is easy for students to forget what they have learned, at the same time, it has a subtle impact on students' cognition, making students think that "learning the specialized course of German translation" is not important, and finally they may even give up German learning, which leads to The phenomenon of low effectiveness of translation teaching [3].

### 2.2 single teaching mode of Business German translation course in Colleges and Universities

Although German is a foreign language, it has been integrated into the traditional education in China's higher education. That is to say, the teaching mode of Business German in most modern colleges and universities is the same as that of "Chinese", "Mathematics" and other subjects, which shows that the teaching mode of Business German translation course in Colleges and universities is single. Under this condition, because of the obvious defect of the traditional teaching mode, that is, the classroom is dominated by the teacher, and the teacher unilaterally transmits the knowledge to the students, while the students only need to passively memorize the contents of the teacher's statements. Correspondingly, influenced by human nature, the students are prone to negative emotions and even negative psychology in the long-term passive position, which leads to the students' teaching of Business German. They are unwilling to contact with the teaching content.

## The optimization strategy of practical teaching of Business German translation under Skopos Theory

### 3.1 Practical Business German translation teaching principles and methods

Under the influence of Skopos theory, in Business German translation teaching, teachers should consider the individual needs of different students, and make teaching plans according to students' learning ability (understanding ability, basic knowledge level, etc.), for example, when students'

learning ability is weak, teachers should reduce the German context, change to reduce students' learning difficulty, so as to help students consolidate basic knowledge. With, when students' basic knowledge and other learning abilities are improved, the difficulty can be increased appropriately, and finally the purpose of German education can be realized. At the same time, in the whole process of education, teachers should pay attention to the communication between themselves and students, and carry out level education according to the three links of students' acceptance process (see Figure 2), while ensuring the systematization and purpose of Education [4].

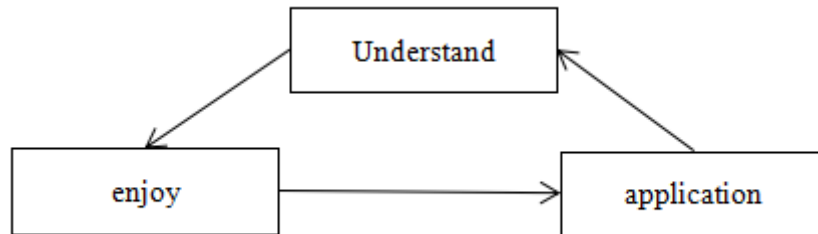


Figure 2 student acceptance process

### 3.2 optimization strategies for teachers and professors

In the traditional teaching mode, teachers directly educate students, which leads to the poor quality of students' German learning. In the guidance of Skopos theory, teachers' teaching process should be optimized. Therefore, this paper proposes the optimized teaching process in Figure 3. In the figure, paying attention to the representative teachers' teaching behavior must be faithful to the objective facts to ensure the purpose of teaching; revision is the process of deepening teaching, that is, teaching at different levels. When the previous level of teaching has not met the students' learning needs, the current knowledge system of students should be revised to make it over to the next level to learn the deeper content; integration is to In the last two teaching links, diversified education has been carried out for the students who have good German professional ability, so as to train the students to apply German to other fields, so that the students' German level is more perfect and practical [5]. In addition, it is worth noting that in the whole teaching process, teachers should also pay attention to the communication with students, so as to understand the current level of students, otherwise the whole education process will be chaotic.

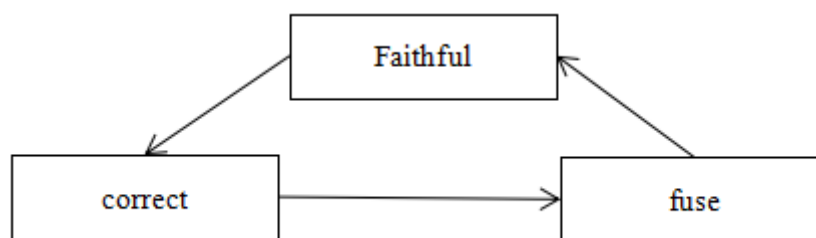


Figure 3 teaching process

### Other suggestions

In teaching, if the level of students is the main objective reality to be considered, teachers should first reserve a variety of correct translation results and classify them according to the level of students. See Table 1 for classification.

Table 1 primary level classification

primary arrangement	Not all people can do great things, but we can do small things with great love.
	Not everyone can do great things, but we can do small things with great love.
higher arrangement	Ordinary people have great love as well as small things
	Love is boundless

The reserve has realized the diversification of translation results, while the classification has realized the systematization of translation content & the translation results at all levels are also arranged from straightforward to implicit, from faithful to American.

## Conclusion

As a kind of language system, German itself has a strong practicability. In addition to the influence of business in Business German, its practicability will be further strengthened. Therefore, Business German translation teaching must focus on business purpose. In view of this, this paper puts forward some relevant education strategies and their application in the teaching of Business German translation. In order to ensure that education follows the objective facts, it also puts forward other suggestions. Through this research, we can improve students' Business German translation ability and promote the development of German education system in Colleges and universities.

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