

# Research on Foreign Language Translation Teaching Based on the Background of Cultural Adaptation

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**Abstract:** Foreign language translation teaching based on the background of cultural adaptation refer to English professionals with innovative thinking methods. Cultivating foreign language translation talents is a new requirement of the society for English teaching. The essence of foreign language translation talents is to cultivate the ability of English majors to apply in English language. This paper establishes the teaching philosophy of foreign language translation and teaching based on the background of cultural adaptation as the core, breaks through the limitations of English disciplines, and pays attention to the cultivation of comprehensive quality. It is recommended to reform the existing teaching content and adopt an interdisciplinary training method, establish a model for the cultivation of practical talents and strengthen students' practical exchange activities.

## 1. Introduction

The development trend of general education English teaching. General education is based on the concept of multidisciplinary integration. It is believed that the cultivation of foreign language translation teaching based on the background of cultural adaptation in colleges and universities needs to start from the undergraduate stage. For example, Peking University's foreign language translation innovative talent training method adopts general education and professional education as the main training channels. Its guiding ideology is to provide more solid academic foundation for undergraduate students, and to combine teaching with scientific research. Develop students' research and learning abilities. Focus on theory and practice, combine commonality and individuality development, and cultivate students' innovative ability. Combined with classroom teaching, it emphasizes the combination of undergraduate education and postgraduate education to achieve the integration of the educational process. Emphasizing the student's innovation practice base, promoting students' practical innovation ability through relevant research activities for students in colleges and universities, and establishing a model of combining experimental innovation funds with practice through the establishment of innovative practice projects. There are also some colleges and universities offering different channels for students to carry out extracurricular innovation and practice activities.

## 2. Foreign language Translation Innovation Talent Standard

The connotation of foreign language translation teaching based on the background of cultural adaptation is talents with innovative ability in English majors. Foreign language translation teaching have a good foundation of English majors, and have a deeper understanding and mastery of the cultural background knowledge of English mastered.

They usually have a knowledge and skill system including multiple disciplines, which can integrate professional subject knowledge and English knowledge. With innovative thinking, it can handle the work problems that may be faced in the traditional and innovative way of working, and has strong competitiveness after entering the society. Foreign language translation teaching have the

following salient features: solid English knowledge and application skills, meticulous logical judgment, and success beliefs. The composition of the knowledge system is not limited to multiple majors in the English major itself, and is of sufficient level. Open thinking and judgment, firm, and extended to multiple majors related to English applications, and should be of sufficient level.

### **3. Cognition of English-Chinese Translation Teaching Activities**

The teaching of mutual translation in practical teaching not only guides students to complete the purpose of translation, but also importantly for educators to master a means to acquire more knowledge in addition to their own culture. Rather than forcing mechanical translations. Break the barrier of traditional teaching methods, combine interest and purpose, and achieve good mutual translation. Differences between Chinese and Western cultures Cognition In the process of human language application and development, different cultural environments often integrate unique cultural information and content into specific language applications. Translation activities serve as two kinds of Specific conversion tools between different languages, reasonable and effective translation teaching activities. Only with the support of cultural ideas can we achieve a reasonable expression of the translated content in a real sense. Culture often permeates the various elements of the entire language system. Vocabulary and sentences are important factors that constitute cultural differences. In combination with the current implementation requirements of English translation teaching activities in colleges and universities, it is necessary not only to pay attention to the influence of culture, but also to focus on the actual understanding and experience of students.

In the process of translation, the specific differences between cultures are important obstacles and essential problems in the entire language translation activities, especially part of the vocabulary. The meanings in different cultural contexts and even in the cultural system are completely different, which determines that it is difficult for us to ignore the cultural values and lexical connotations in translation activities. Only from the perspective of culture can we vividly explore the cultural connotations and information content of the interpretation. The vocabulary at this time has developed into a carrier of relevant cultural connotations, or a container for language applications. The differences between Chinese and Western cultures are diverse. Apart from the differences in language use habits, cultural taboos and even humanities are completely different. These are important contents that need to be interpreted in translation teaching activities.

### **4. English-Chinese Translation Focusing on Learning and Understanding**

The current English teaching activities are mostly closed-door, single, and old-fashioned teaching methods. I have not noticed the difference between the thinking of the educated and the way of thinking in the entire English teaching. The domestic English translation teaching course is characterized by theoretical knowledge. The purpose of teaching is also to solve the practical problem of translation, but it does not pay attention to the cultivation of students' interest in translation. English-Chinese translation should focus on learning and understanding, and the integration of culture and knowledge should be Try to improve traditional knowledge and education methods, apply various materials and knowledge systems, effectively guide students, and understand and understand the culture behind them through translation materials to achieve integration.

Through the understanding of the concept of specific interpretation, effective combination of cultural background, life experience and other characteristics, from the perspective of English-Chinese translation teaching, translation is not only a transformation between the two languages, more important than transformation is to carry out resources and The integration of content is reflected in the comprehensive integration of teaching resources and various content elements in order to innovate our translation teaching platform. How to adopt the cultural direction, let the cultural literacy fly like a bunting across the campus, and sail the flag. However, from a practical point of view, it has become even more important.

As a normative and controllable teaching activity, English translation teaching activities, in the current situation, in the teaching innovation, both students and teachers need to recognize the value of English translation teaching culture and realize understanding. Deepen and rationalize teaching. In particular, we should understand the content of the teaching process from a cross-cultural perspective, and then achieve the optimization of English-Chinese translation teaching, so that the English-Chinese translation teaching process can always maintain the correct direction of innovation, and promote the steady, humanistic and rational development of English-Chinese translation teaching. From the perspective of interpreting culture, we will exert the application value of cultural elements, and in the true sense, realize the teaching objectives of English translation activities.

## **5. Foreign Language Translation Innovation Talent Training Practice**

In addition to theoretical guidance, the cultivation of teaching must be combined with practical activities and must be tested and confirmed by practice. The essence of teaching is to comprehensively cultivate and improve the quality of educated people. The content of quality usually has psychological quality, physical quality, responsibility quality and innovative thinking quality. Grasping the social nature of teaching should also correctly grasp the relationship between knowledge, ability and quality. The knowledge of teaching is to improve the comprehensive development of the physical, psychological, social and innovative qualities of the educated. It includes not only scientific knowledge but also human knowledge, but the teaching of knowledge is not unilateral. And the foundation, but also cultivate students' knowledge of knowledge, organizational awareness, and comprehensively improve non-intellectual factors including emotional power, willpower, and understanding. In short, knowledge, ability, and quality are a unity. Quality includes the knowledge and ability to learn, but simple knowledge reserves cannot simply be equal to quality. Teaching improve the overall quality of students on the basis of imparting knowledge and cultivating skills, so as to achieve the goal of all-round development of students.

## **6. Relevant Theory of Innovative Talent Training**

Innovation is the fundamental symbol that distinguishes human beings from animals and is the mechanism and source of human civilization. Innovation is also the soul of a nation's progress and development, and an inexhaustible motive force for the country's economic development. Innovation is a concept that is broader than the extension of abstraction and creation, such as creation, creation, innovation, reform, improvement, transformation, and revolution. Creation, creation, innovation, reform, improvement, and change are all areas of innovation. Their activities are practice, and their results are all innovations. Innovation is a kind of subjective observation that is unique to human beings. In the innovation activities, as the subject, "the intended purpose of progress and development is realized through the sensible thinking and practice of the objective object system with the plan and purpose." The necessary condition for the establishment of innovative activities is the change of thinking (ie, the innovative mode of thinking), and the sufficient condition is the development of practical results. If you only "seek change" without realizing the development of the object, it is regarded as failure of innovation or failure of innovation. Innovations that leave the "development" goal for the sole purpose of "seeking change" can be regarded as pseudo-innovation.

## **7. Foreign Language Translation Innovation Talent Quality Theory**

The essence of teaching is to comprehensively cultivate and improve the quality of educated people. The quality includes the physical, psychological, social and innovative qualities of the educated. A correct understanding of teaching should also grasp the relationship between knowledge, ability and quality. The knowledge of teaching is to improve the comprehensive development of the physical, psychological, social and innovative qualities of the educated. It includes not only scientific knowledge but also human knowledge, but the dissemination of knowledge is not unilateral. More

importantly, students understand knowledge, master knowledge, and apply knowledge effectively. Therefore, the ability to develop students' access to knowledge has become a priority. It is worth noting that students' knowledge acquisition ability includes students' emotional control, knowledge understanding, personal willpower and other qualities. The cultivation of teaching is to improve the overall quality of students on the basis of imparting knowledge and cultivating skills, so as to achieve the goal of comprehensive development of students. The internalization of teaching into the practice of higher education is embodied in the renewal of educational concepts, the reform of the education system, and the construction of a talent training model.

## **8. Foreign Language Translation Innovation Practice Content**

Practice is the only criterion for testing truth, and the cultivation of foreign language translation talents is also included. It is necessary to refine the content of practice, such as the English major to increase translation and technical translation for English-speaking countries such as the United States and the United Kingdom. In Russian, according to Heilongjiang's monitoring of Russia's geographical advantages, it will increase the practical content of Sino-US trade such as oil, machinery and textiles. The student's practical content must be built into the real language environment. Teaching management departments and colleges should meet the practical requirements of students and guide students to feel the same working atmosphere in the campus environment. According to the characteristics of students, the teaching resources of the school and the future development trends, develop reasonable and feasible practical ways. Provide a variety of forms of practice communication. Such as English debates, speech contests, English film dubbing competitions. By combining the interests of the students, students are strongly concerned. At the time of the giants, the participating students can truly feel the characteristics of English practice communication.

Teachers use online language interaction environment, collaborative learning and practical resources according to the characteristics of students and learning content, so that students can listen to and watch English news online, and cultivate independent understanding and expression of training English. Students can use the Internet chat room to chat online with English speakers online. For example, organize a variety of extracurricular activities: let students use the English "charming" English Festival to fully demonstrate their talents. You can also organize fun activities such as learning to make foreign food, learning about foreign programs, singing foreign songs, watching foreign movies, reading foreign newspapers, magazines, discussing exchanges, expanding the pronunciation of language practice research, and broadening the depth of English background knowledge.

## **9. Effective Strategies of English Translation Teaching from the Perspective of Intercultural Communication**

Under the influence of the examination-oriented education system, many English teachers are accustomed to using indoctrinated teaching methods in translation teaching. The main purpose of students learning English knowledge is to be able to cope with various examinations. Under this concept, students do not realize that they understand the West. The importance of culture to English translation leads to the inability to accurately translate the deep meaning of English material in the translation process. In this regard, teachers should strive to enhance students' emphasis on Western culture, so that they truly realize that translation is not a simple language conversion, but the mutual integration and influence between Chinese and Western cultures. In the implementation of translation teaching, teachers should guide students scientifically and effectively, objectively and fairly treat the similarities and differences between Chinese and Western cultures, and recognize Western culture with a relatively peaceful attitude. In addition, in the actual translation, teachers should strengthen the integration of Western culture when explaining various translation skills for students, so that students can understand Western culture more intuitively and comprehensively, so that they can respect the

culture and national customs of different countries, so that in the future In the practice of learning and translation, I can use my English to express my ideas and opinions reasonably and efficiently.

Teachers are the key guides, organizers, participants and imparters in English translation teaching. As an English teacher in contemporary society, they need to have excellent English skills and English literacy on the basis of a comprehensive understanding of the essence of Chinese traditional culture. With an open English vision and familiarity with the background culture and folk customs of Western countries, only with strong cultural awareness can we clearly define the similarities and differences between Chinese and Western cultures, so as to better cultivate the cross-cultural awareness of students. Ability. In this regard, English teachers should study hard and regard Western culture as their important responsibility. In the teaching, students should introduce the language environment, language habits, values, social culture and folk customs of Western countries to mobilize students. Learning interest, they are encouraged to actively explore Western culture, understand the cultural heritage of English knowledge, and fundamentally improve students' English translation.

English translation teaching pays more attention to the teaching of students' translation skills and the increase of vocabulary. With the unit as the core, it pays attention to the translation accuracy of English grammar, pronunciation and accent, and focuses on the use of vocabulary and combination exercises. This teaching mode is too traditional. And backward, with significant test-taking characteristics, paying attention to the translation skills and test-taking skills of students, seriously ignoring the most important and fundamental cultural elements in English translation. In addition, teachers usually teach translation in an explanatory way. Although this teaching method can consolidate the foundation of students to a certain extent, it cannot improve their comprehensive quality, and it is impossible to make students deeply aware of the relationship between Chinese and Western cultures. The difference. In this regard, teachers must innovate traditional teaching models and methods, and integrate English cultural knowledge into the process of translation teaching to improve students' cross-cultural awareness. For example, when translating English material on Christmas, teachers should teach students about cultural knowledge about Christmas and list a range of words such as turkey, Santa Claus, greeting cards, reindeer, candles, candy. Chimneys, fireplaces, etc., use translation teaching to effectively integrate Western culture into it, so that students can better understand the important festivals in the West, thus laying a good foundation for their future translation. At the same time, teachers need to change the previous and unchanging classroom model, strengthen interaction and communication with students, and strive to explore teaching methods that meet the needs of students and fit their personality characteristics, and then promote the transformation and development of translation teaching.

## 10. Summary

The cultivation of foreign language translation talents is a complicated systematic project. It requires the education administrators and English teachers of colleges and universities to be far-sighted. From the perspective of the times, understand and analyze the nature of the current demand for English talents, and accurately grasp the innovation of English majors.

Through the analysis and research on the cultivation of foreign language translation teaching based on the background of cultural adaptation, the following conclusions are drawn:

- 1) The cultivation of foreign language translation teaching begins with the correct talent training objectives. It is necessary to emphasize the application ability of the subject and reflect the practical value of the English language. Starting from the practical aspects of English, we will establish a learning philosophy that is practical and practical, and effectively integrate with professional disciplines. Break through the limitations of English single subject and broaden the breadth of knowledge of English majors.

- 2) In order to better achieve the goal of cultivating foreign language translation teaching, the teaching management department must proceed from the actual situation and formulate reasonable and feasible teaching content. The outline and curriculum of English teaching should always reflect the spirit of innovation, and promote the formation of students' innovative consciousness through

multi-angle teaching. Introducing interdisciplinary content on the content of knowledge, the significance is to guide English teaching work with a higher starting point, and combine advanced teaching methods such as ESP.

3) The training of foreign language translation teaching must be guaranteed by a strong teaching evaluation system. First of all, we will build a high-quality business quality and ideological quality, and enrich the school's English teachers with recruitment and training. The teaching management department rewards individuals who train teaching in terms of materials and spirit. Pay attention to the evaluation of teaching quality and student achievement. However, the purpose of the evaluation is not only the achievements theory, but the scientific evaluation of the existing teaching system from multiple angles, helping the teaching department to better carry out the training practice of foreign language translation teaching.

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