

# Research on the Model of International Translation Talents Training under the Background of "Internet +"

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**Abstract:** With the development of Internet technology, the training model of translation talents also needs to adapt to the times to innovate. This paper focuses on cultivating high-level international translation talent training mode under the background of "Internet +", researching the application of Internet technology in translation talent training, optimizing translation teaching methods, and improving students' comprehensive cross-cultural translation ability.

## 1. Introduction

Since the "Internet +" action plan was proposed by Premier Li Keqiang, China's science and technology have continued to develop, and Internet technology has gradually been applied to all walks of life and at all levels of society. The rapid development of science and technology, the emergence of emerging interdisciplinary subjects, and the mutual penetration and integration of human culture and science and technology have strengthened the exchanges, collisions and cooperation of cultures around the world. In order to have a place in the fierce world competition, it is necessary to cultivate a large number of world-class foreign language with solid basic skills, perfect knowledge structure, ability to analyze and solve problems, international vision, international exchanges, cross-cultural communication and international translators with strong communicative skills.

## 2. The new challenge of translation in the "Internet +" era

The continuous advancement of Internet technology has also enriched the means and channels of cultural communication. Cultural exchanges in different countries have been continuously strengthened, and intercultural communication skills have become an indispensable ability for foreign language talents. In the process of cross-cultural development, it is inevitable that communication barriers will arise due to differences and differences in cultural backgrounds. In order to cross cultural barriers, it is essential to train a group of international translators who can communicate across cultures. However, China's traditional translation education model has lagged behind the development of international and social needs, which has constrained the progress of personnel training. China's foreign language community has fully realized that vigorously cultivating comprehensive cross-cultural translation talents is an important and urgent task. Although the development of science and technology brings machine translation and artificial intelligence, for high-level translation materials, the translation of literary works still requires high-level foreign language talents with intercultural communication skills.

## 3. The current insufficiency in translation education

Currently, there are some flaws in the translation education in universities: The pass rate has become the main and simple purpose of the education, on the contrary, translation has always been neglected, as well as the ideas in the foreign languages translation: to pursuit the nice and proper translation; in some colleges, the definition of translation courses is not so clear. There are some differences and distances between the setting of the translation course and the requirements of the syllabus. The specific foreign language translation talent training mode has not yet fully emerged;

especially, it is based on the combination of internationalization, internet, and globalization. The pattern is more and its lack

Foreign language learners use foreign languages for language communication. When translating foreign languages, because the target language is different from the language deconstruction of the native language, it is seriously affected by the native language culture. Moreover, in the translation of foreign literary works, due to the lack of contextual awareness and the understanding of foreign cultures, the background of literary works is not well understood, leading to serious mistranslation. At present, China is still based on the basic understanding of Japanese literature teaching. For the background of literary works, specific knowledge of the general context, and the translation of literary works, the teaching of Japanese literature is not very important. [1]

#### **4. The training objectives and methods of translation talents in the "Internet +" era**

The current era requires that cross-cultural translators in the new era should have a correct world outlook, outlook on life and values, Chinese sentiments and international perspectives, and at the same time master and familiarize with foreign language and literature knowledge as well as Chinese language and culture knowledge to form an interdisciplinary knowledge structure. Have the ability to use foreign languages, literary appreciation, intercultural communication skills, certain independent learning and practical ability.

In order to truly realize the above-mentioned foreign language talent training goals, in the context of the "Internet +" era, from the perspective of international cross-cultural translation talent training model, by studying the characteristics of foreign language culture and foreign language translation, the following can be proposed Some innovations:

##### **4.1 Constructing the necessity of attaching importance to the foreign language translation education system**

In the foreign language schools of some colleges in China, the main course is translation, a compulsory course of foreign language major, the purpose of which is to cultivate students' language ability and improve their translation skills. The purpose of college translation teaching is to improve students' translation ability so that they can apply these skills in their work and life to effectively carry out various forms of translation work. This change from the emphasis on reading ability to the comprehensive ability puts forward higher requirements for foreign language translation education, which requires the exploration of a new training mode on the front line of foreign language translation education.

##### **4.2 Set up the characteristic comprehensive course group in translation major**

According to the different types in the college translation comprehensive curriculum group, the courses can be divided into general translation courses and special-purpose translation courses. The general Japanese translation course is to improve the ability of translation and communication in the Japanese environment through the basic grammar training. While the specialized Japanese translation course is to improve students' overall quality, which enables the talents to give full play in various industries in present international society. In addition to basic courses such as Japanese conversation, general Japanese translation courses should also include Japanese survey, Japanese culture and intercultural communication. Compared with the general Japanese translation course, the specialized Japanese translation course is set based on the learners' future occupation and market, and the setting of course content and syllabus is based on their practical application in work.

##### **4.3 To construct a new teaching mode of transforming educational concept and cultivating high-quality international translation talents**

###### **4.3.1 Transform from "passive knowledge acceptance" to "knowledge innovation"**

Only by changing from the traditional "knowledge accepting type" to the "knowledge innovative type", can the development and training of Chinese translators keep pace with the development of

The Times and meet the current market demand for talents. Therefore, the current focus of translation education reform should be promoting knowledge innovation, change of education mode and management mechanism and improvement of education system. In order to optimize the college Japanese translation curriculum system, the first thing is to change the previous educational concept, which enables students to develop language sense in a specific environment through comparative research.

#### **4.3.2 From "knowledge and power" to "comprehensive quality"**

Because of the current quality education software and hardware environment problems, the quality education discipline system, the teaching evaluation system construction problems, as well as the quality education teacher troop construction and so on many problems, there are still some difficulties in the transformation of translation education from "knowledge and ability" to "comprehensive quality", which need to be constantly improved and overcome in the future. In the teaching of our country, most teachers use extensive reading or intensive reading to explain Japanese literature, which reduces the students' reading of Japanese literature after class. Students' autonomy is not high, and they have not formed good habits. These problems exist in Japanese literature teaching, which can be improved by better interpreting and translating Japanese literature works in translation class.<sup>[2]</sup>

#### **4.3.3 Make use of modern Internet network information technology to create a seamless online communication platform**

The "Internet +" era is an era of constant change. All walks of life are undergoing profound changes in informatization and networking, and the cultivation and education of translation talents are also facing new challenges in the new era. Therefore, in the high-speed development of the Internet era, we can take the network as the medium, through the network to strengthen the interaction between students and teachers, give students relevant guidance on the network platform, improve the ability of students. For example, teachers can make use of micro-class, E-mail, WeChat, QQ, etc. to develop relevant learning course services on these network platforms. Through the network, teachers can give one-to-one and one-to-many learning guidance to students, after-class question-answering guidance, and video group discussion in class and so on. Through these methods, the frequency of communication between teachers and students increases, which enables teachers to better understand students' learning status, improve students' enthusiasm and greatly improve students' translation ability<sup>[3]</sup>.

#### **4.3.4 Innovation in the teaching relationship between teachers and students**

It has changed the original "cramming" relationship between teachers and students. The passive acceptance of students is inefficient, so the interaction between teachers and students should be strengthened to cultivate students' independent learning ability. With the deepening of quality education and new curriculum reform, students should gradually become the main body, and change from passive acceptance of knowledge to active learning to improve themselves.

Therefore, students should be the center in the teaching process. The aim of teaching is to strengthen their ability to study independently. The access to the internet enables children to study beyond class. For instance, kids could form teams to study by translating a literature work independently after class, and discuss key points and difficult points in class so that students can acquire knowledge concerning Japanese translation and a new mode of Japanese literature's practical teaching is to be created.

## **5. Conclusion**

As internet develops and teaching quality of Japanese translation in college improves, given domestic translation class and development of literature teaching, we must update educational ideas to reform the content and institutional system of translation class and Japanese literature. In this way, the education could keep pace with the requirement for talent cultivation in the information age.

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