

Cultivation of Cross-Cultural Awareness Among English Translation Students in the Context of Economic Globalization

Chen Xixi

School of Foreign Languages, Leshan Normal University, Leshan, Sichuan, 614000, China

email: sissi3921@126.com

Keywords: Economic Globalization, English Translation Major, Cross-Cultural Awareness, Training Strategies

Abstract: With the development of education, the pace of teaching reform of English major is gradually accelerated. In this era of economic globalization, cross-cultural competence has been paid more and more attention to. As far as we know, the purpose of English learning is to develop human potential, develop ability and promote human personality. So it requires students to have a certain cross-cultural ability. This paper mainly analyzes the relationship between thinking, culture and language to expound the important role of cross-cultural consciousness in English teaching. At the same time, it also puts forward some measures to cultivate cross-cultural consciousness for your reference.

1. Introduction

Since the 20th century, some western countries have begun to study cross-cultural communication. In recent years, with the continuous development of cross-cultural communication, this research has gradually matured. can also be used in professional fields. With the influence of economic globalization, there are trade exchanges between each country, and the inevitable exchanges between countries are becoming more and more frequent, so there are more and more exchanges between cultures. Culture is not just about the content of books, it's more like a new creation, where everyone can communicate and learn from the web or the media.

2. The Meaning of Cross-Cultural Consciousness under Economic Globalization

2.1. The Meaning of Economic Globalization

Along with the deepening of China's reform and opening up, the pace of economic globalization is also accelerating. In the process of rapid development, the degree of economic ties between countries is gradually increasing, and the economic rules among countries are becoming more and more unified, and the whole economy of the world is developing constantly. However, with the accelerating process of globalization, there is also a collision of exchanges among cultures among countries [1]. There are both opportunities for significant impetus and challenges and contradictions of uncertainty.

2.2. The Meaning of Intercultural Awareness

Cross-cultural awareness mainly refers to the acceptance and digestion of various cultural differences, emphasizing communication with people from various regions and environments under the same platform. Cross-cultural communication is closely related to the personal life habits, regional characteristics, national laws and regulations, thinking patterns, religious beliefs and so on, is also a cultural display. Cultivating cross-cultural consciousness can connect the cultures of various countries and regions, and make all kinds of cultures communicate and spread. These cultures are recognized, incorporated and inherited on a larger platform, which is the main driving force for the cultivation of cross-cultural consciousness.

3. The Significance of Cultivation of Cross-cultural Consciousness

3.1 To stimulate interest in English learning

When English translation teaching aims at the cultivation of cross-cultural consciousness, it can expose students to the cold translation materials, but the fresh customs and cultures of various countries, stimulate students' interest in English translation learning, let students understand the language habits of various countries, broaden students' horizons and enhance students' ability of English translation.

3.2 Improving the competitiveness of translation employment

In recent years, with the development of economic globalization, there are more and more kinds of transnational foreign trade business, English as its global common language, is bound to appear in all kinds of contract documents, which requires English translation students to carry out accurate translation, and cross-linguistic awareness training [2] can help them to deepen the material content of the contract more quickly, effectively avoid the contract disputes caused by the Chinese translation, and then enhance the competitiveness of the students' translation jobs.



Figure 1 Promotion of translation employment competitiveness

4. The Present Situation of Intercultural Awareness Cultivation in English Translation Teaching

4.1 The examination-oriented nature of professional teaching is too strong

The teaching of English translation not only makes students focus on the basic semantic grammar, but also pays attention to the background culture and the demands of the times. However, as far as translation majors are concerned, there are too many test-oriented requirements for students, such as vocabulary, semantics, grammar and structure. In the form of question sea tactics to help students to memorize and train, there is not too much attention to the cultivation of cross-cultural consciousness, which leads to a lot of errors such as poor sentences, strong vocabulary and poor logic and grammar, which completely deviates from the original intention of English translation major [3].

4.2 English translation teaching stagnation surface

Most college teachers, in order to better enable students to remember a large number of English vocabulary and grammar sentence patterns, usually carry out silent writing and in-class tests in class, memorize students in the form of rote memorization, and let students translate a large number of English materials in specific situations, resulting in teaching too much attention to the form of language, thus neglecting the language culture of English. In the long run, students only learn how to deal with the examination in the classroom, but not how to translate, which will seriously affect the cultural barrier of students' translation ability. Even if they have a lot of vocabulary reserve, they still can not really put translation into localization and practicalization, which limits their

translation to the standard of machine translation.

4.3 English translation teacher's ability is insufficient

English teachers in most colleges and universities are older and have a strong cross-cultural sense, but there are still some misunderstandings in the process of teaching, most of them study abroad in the early days, but with the rapid development of science and technology, the culture of various countries is constantly changing, most English teachers still follow the previous exchange of experience to teach students to translate, keep up with the trend of the times, will make some mistakes in the translation of students. [4] will use some network translation software to make the translation materials out of practice, not to mention to guide students to cultivate cross-cultural awareness.

4.4 Lack of cross-cultural awareness among students

At present, the tolerance of English translation students to various cultures is more qualified, but in the process of translation still take their own local culture as a reference point, can not stand on the perspective of cultural differences to think, so that the translation materials are more rigid, and in the invisible will use the mother tongue culture to become the benchmark of action, can not really cultivate their own cross-cultural awareness, will also have a certain impact on their own career translation.

5. Strategies for Cultivating Cross-cultural Awareness in English Translation Teaching

5.1 Innovative English translation teaching

With the development of economic globalization, the education culture of various countries is constantly emerging, the concept of examination-oriented education as the core of our country is constantly weakened, and all kinds of new educational ideas are constantly emerging. Based on this point, it is imperative to innovate the strategy of English translation teaching. At present, the examination-oriented of translation major is too strong, in the classroom study, teachers should reduce the pressure of examination-oriented education, more in the classroom to cultivate students' cross-cultural awareness, through simulated communication, self-speak and extracurricular popularization, more English culture into the classroom, so that students can fully feel the atmosphere of English learning, students into the situation of national culture, can better help them improve the standard of translation.



Figure 2 Innovative English Translation Teaching

5.2 In-depth translation teaching

At present, the teacher's request for students' professional English translation is only in the stage of being able to translate, and the goal of teaching is only in the surface. Most students have a lot of vocabulary, but they only know the meaning of its surface, and do not understand the meaning of it at all. In the course of teaching, teachers should not confine themselves to the superficial meaning of vocabulary, but should guide students to understand and go deep into the stories behind the words, so as to help them to solve the problem of copying mechanically. In addition, teachers

should pay more attention to the cultivation of cross-cultural cross-language consciousness in the course of teaching.



Figure 3 Feel the charm of translation

5.3 Enhancing teachers' cross-cultural awareness

If teachers want to cultivate students' cross-cultural consciousness, they must first raise their own cross-cultural consciousness, through constantly enriching their own experience, their own understanding of the culture of teaching and translation integration, can help students to realize the importance of translation background. In addition, in the process of teaching, teachers need to carefully prepare each class, not to save trouble, using network translation software to hastily, should set a better example for students, as far as possible to speak in English, use their familiar cross-cultural differences to infect students, can well cultivate their own cross-cultural awareness.

5.4 Students face up to cultural differences

In order to enhance the students' cross-cultural consciousness, we must make the students realize the importance of cross-cultural. Based on this, we need to make the students feel the difference of different cultures in English translation teaching, and make the students understand and understand the background culture in translation through various typical examples. [5]. In addition, it is also necessary to constantly correct the habit of not consciously taking the mother tongue as the first translation, and to gradually cultivate their cross-cultural consciousness through constantly strengthening and training students' own translation habits.

6. Conclusion

To sum up, at present, due to the shortage of social resources, the employment situation in our country is more severe, so in order to improve the survival ability and competitiveness of graduates in society, it is necessary to enable students to have a higher psychological quality and moral literacy. And this needs the major colleges and universities in the process of ideological and political education, to provide students with more opportunities, and to give them a correct view of employment, so that students can better achieve results in the future life.

References

- [1] Feifei. Cultivate and improve the cross-cultural awareness of business English majors. *Overseas English*, no. 21, pp. 32-33+42, 2019.
- [2] Zheng is stubborn. The cultivation of cross-cultural consciousness among English majors. *Chinese Journal of Multimedia and Web Teaching*, no. 03, pp. 223-224, 2019.
- [3] Vivian Chang. A study on the cultivation of Cross-cultural Awareness in Translation Teaching of English Majors. *Think Tank Age*, no. 43, pp. 199+201, 2018.
- [4] Li Hongjun, Liu Yan. A probe into the ways to cultivate students' cross-cultural communication consciousness and cultural self-confidence under the background of "Belt and Road "—— taking English and Business English major as examples. *Theatre House*, no. 24, pp. 189, 2018.

[5] Luo Guiwen, Wu Liping, Li Caijing. Cultivation of cross-cultural awareness among english majors —— taking intercultural communicative teaching as an example. Literature (Theoretical Edition), no. 01, pp. 150-151, 2013.