

The Exploration and Research on the Training Models of Cultivating Intentional-level Translators in the Context of “Internet+”

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Abstract: Along with the development of the internet, the teaching models for translators should be innovative accordingly. This article is about exploring the new models of cultivating the high-level international translators under the context of “internet+”, studying the effect of the internet for cultivating translators, optimizing teaching methods, and improving the comprehensive intercultural translating ability of students.

1. Introduction

Since the “internet+” action plan was put forward by Premier Li Keqiang, our nation's has been developing constantly, and the internet technology has been gradually applied to various sections of every industry. The rapid development of technology, the emergence of the interdisciplinary, and the interactions between humanistic culture and the technology has strengthen the communication, collision and collaboration between all countries across the globe. In order to win a place in this world with increasingly fierce competition, a large number of superior translators, with a solid foundation for foreign languages, sophisticated knowledge structures, and problem analyzing and solving skills have to be cultivated.

2. The challenges brought by the “Internet+” era for translation

The constant advancement of internet technology contributes to the diversity of communication means and communication routes, as well as the constantly strengthening cultural exchange between each country, making the intercultural communication ability indispensable for foreign language talents. During the process of intercultural communication, obstacles are unavoidable because of the differences between different cultural backgrounds. In order to eliminate the cultural barrier, it is essential to cultivate a group of international talents with intercultural communication ability. However, the traditional translating education is behind the international level and behind the demand of the society, which restricts the cultivation progress of talented translators. It is fully understand by our foreign language community that it is urgent to make great efforts to cultivate good intercultural translators. In spite of the machine translating and the artificial intelligence brought by the advanced technology, high level intercultural talented translators are still essential to translate the higher level tasks and literature.

3. The deficiencies of the current education

The deficiencies of the translation education in the higher education are listed below: purely seeking for the passing rate of exams, but not emphasis on the translating, and ignore the philosophy of “to seek good and appropriate” during translating; The definition of the translation course is not very clear in some schools; there is gaps between the translation course and the teaching program, which should be eliminated; the specific training models for translators are not systematic; Especially the combination of the internationalization, internet and globalization translation training model is nearly in absence.

There are differences of language deconstruction between languages, result in crucial impacts

brought by the mother language when foreign language learners are communicating and translating. In addition, there are serious translation mistakes caused by lack of awareness of the context, culture and background of the literature. So far, basic understanding is still the main method in teaching of Japanese literature in China, while the knowledge, such as background, context and etc is drawn less attention in the education of Japanese literature. ^[1]

4. The objectives and methods for cultivating translators under the context of the “Internet+” era.

Under the context of the current era, intercultural translators should process the proper world outlook, outlook on life, personal values, have a mood on China but perspective on the world, master and familiarize themselves with foreign language and literature knowledge as well as Chinese language and culture knowledge, form an interdisciplinary knowledge structure, possess foreign language application ability, literary appreciation ability, cross-cultural communication ability, and a certain degree of autonomous learning and practical ability.

In order to achieve the objectives of training foreign language talents mentioned above, under the large context of “internet+” era, starting from the perspective of cultivating international intercultural translators, and after studying the characteristics of foreign language culture and foreign language translation, few innovative ideas could be pointed out:

4.1 The necessity of constructing the serious foreign language translation system.

In foreign language departments of some domestic universities, the main course is translation, which is a compulsory course for professional skills, aiming to cultivate students’ language ability, and be better on translation. The translation education in universities is to improve students’ translation skill, which helps them to practically use in their daily life of what they have learned. In the process of moving the emphasis from reading ability to comprehensive ability, it is required to explore new models on the front line of foreign language translation education.

4.2 Establish the unique and comprehensive translation course for the higher education.

Translation course in universities are divided into general translation and special purpose translation based on the different category. The mission of the general Japanese translation course is to improve the translation ability and communication ability in the Japanese language environment through basic Japanese grammar training. The special purpose of Japanese translation class is to improve the overall qualities of students, making them be able to play a role in every industry of this globalized society. Besides the basic classes such as Japanese talking, Overview of Japan, Japanese culture, and intercultural communication should also be part of the general Japanese translation course. Compared to the general translation course, special purpose Japanese course is set up for the students based on their career and industry in the future. The course content and the teaching program are all set up based on the actual application in their workplaces.

4.3 Constructing the new teaching model with transformed educational concept to cultivate high quality translators.

4.3.1 From “receiving the knowledge passively”, to “knowledge innovation”

The development and cultivation of our translators can only keep the pace with the world and meet the market demand by changing the traditional concept “receiving the knowledge passively” to “knowledge innovation”. For this reason, the emphasis of the current translation education reform should be on facilitating the amelioration of knowledge innovation, teaching method, management mechanism transformation and education system. In order to optimize the course system of Japanese translation in universities, past education concept should be changed at first, and students’ consciousness of language sense should be developed by comparing researches.

4.3.2 From the “knowledge type” to the “comprehensive type”

Owing to many problems such as the software & hardware environment of the current

quality-oriented education, the discipline system of quality-oriented education, the construction of teaching evaluation system, and the construction of teachers team for quality education, certain barriers are preventing the transformation from “knowledge type” to “comprehensive type”, which have to be overcome in the future. Most teachers in our country adopt the approach of extensive reading or intensive reading to expound Japanese literature, which reduces students’ reading of Japanese literature after class, lead to the lack of autonomy, and the lack of good habits. The literature teaching reformation can be pushed forward by those problems in Japanese literature teaching, by better understanding a translating Japanese literature in the translation classes ^[2].

4.3.3 Creating seamless online communication platform by utilizing the modern internet technology.

The “Internet+” era is an era with constant changing, while all kinds of occupations are facing profound changes in terms of information and networking, so do the cultivation of good translators is facing new challenges in this new era. Therefore, we can improve students’ ability in this rapid developing internet age by utilizing the internet as an platform to enhance the interactions between teachers and students, and to offer proper guidance to students. For example, teachers can develop relevant curriculum services by utilizing the internet such as micro-class, email, Wechat, QQ, etc, to give students “one on one”, “one on many” study guidance, after class help, as well as video group discussion in class. By doing so, the interactions between teachers and students will be increased, and teachers will have better understanding about students’ learning status and will improve the enthusiasm of students, and thereby the translation ability of students will be largely improved ^[3].

4.3.4 The innovation on the teaching relationship between teachers and students.

It has changed relationship between the original “creaming” education mode granted by teachers and students due to the way of passive acceptance by students is inefficient. The interaction between teachers and students should be strengthened in order to cultivate students’ autonomous learning ability. With the continuous deepening and the reforming of quality education and new curriculum, students are gradually becoming the main part of education, from receiving knowledge passively to improving themselves actively. Therefore, students should be the main part in the education system, and their autonomous learning ability should be improved constantly. The convenience of network makes students’ study not confined to classroom, but also can be carried out after class. For example, group learning is carried out synchronously after class, and literary work is translated by the group through independent learning after class. Then discuss the key points and difficulties of translation in class so as to enable students to acquire knowledge of Japanese translation and innovate practical teaching of Japanese literature.

5. Conclusion

With the development of the internet, the improvement of the Japanese translation teaching quality in universities and the development of translation course and literature teaching in China, the demand for translators’ cultivation in this information age can only be satisfied by constantly updating teaching concepts, and reforming the content of the translation course and Japanese literature teaching system.

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